

A slide with a light gray background and two silver pushpins at the top corners. The text is centered and reads:

Assessing Children's Learning with Documentation

Pacific Union Conference
2015 ECEC Director's Workshop

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Training Your Staff

How do you ensure that your teachers understand the importance of assessing young children and how to document their assessments?

- o Staff meeting game – Child Development bingo – helping with professional terminology. Bingo!
- o What is the purpose of child assessment? (Voices From The Field, Child Care Exchange, 2011)

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Types of Assessments

Daily informal assessments:

- ✓ Writing down what a child has said about what they built in the block area.
- ✓ Taking a picture of a child's work and writing down notes next to the picture.
- ✓ Saving a child's work, picture or writing.

Formal assessment – 2 to 4 times a year
Checklists
Developmental rating scales

Why do we assess children's learning?

To know the child's:

- o Strengths
- o Progress
- o Needs

It is not necessarily about what you can do for the child but it's about recognizing what they can do right now.

Children are Unique!

Not all children are ready to learn the same thing at the same time in the same way.
- Kathy Walker

Documentation

Documentation typically includes samples of a child's work at several different stages of completion:

- Photographs showing work in progress
- Comments written by the teacher or other adults working with the children
- Transcripts of children's discussions
- Comments
- Explanations of intentions about the activity
- Comments made by parents

The Power of Documentation in the Early Childhood Classroom by Hilary Seitz

"DOCUMENTATION is not pretty pictures of engaged children. Rather, it CAPTURES the THINKING PROCESS: What MOTIVATED [students] to begin, continue, change direction? What were the BREAKTHROUGHS, the PIVOTAL REMARKS or ACTIONS? How did they SOLVE the PROBLEM? The goal is to ENABLE whoever reads a panel to UNDERSTAND what the child ATTEMPTED and how they went about it, to see STIMULUS, PROCESS, and OUTCOME."

-A. Lewin-Benham
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Tools of Assessment

Tools to have ready at all times:

- > Pencils, paper, clipboard
- > Sticky notes, blank labels
- > Forms – anecdotal, rating scales, formal assessment , child development check lists, etc.
- > Voice recorders (charged or have batteries)
- > Digital camera/video camera
- > Open-Ended Questions and Statements cards (<http://paucearlychildhood.adventistfaith.org/resources-and-curriculum-recommendations>)
- > Computer, lap top or tablet to enter the recorded data

Anecdotal Records

Collecting and Using Anecdotal Records



What to include on an anecdotal record – word scramble game

Be Ready!

If you have to search for the tools you need to document then you will miss what is happening with the child's learning and inquiry in that moment.



Questions to Ask

How often will assessment and documentation data be collected?

- Daily
- Weekly
- Monthly

What type of assessment will be used?

- Formal assessment
- Observation and casual teacher/child interactions




When to Assess


When should teachers assess a child's developmental progress? (Voices From The Field, Child Care Exchange, 2011)

Data Storage


Where will the data be stored?



File box with a folder for each child



Portfolio binder for each child




Old shutter with file folders for each child

Portfolio Items


What to put in a child's portfolio:

- > Developmental checklists
- > Anecdotal records
- > Photographs
- > Samples of children's work



Who is the Assessment for?

Who is the assessment and documentation for?



- ✓ Parents
- ✓ Teachers
- ✓ Other ECE professionals
- ✓ Children

Know the Children

When you know more about the child then you are able to plan developmentally appropriate environments and activities for them to learn and grow.



"But Jesus said, 'Let the little children come to Me, and do not forbid them; for of such is the kingdom of heaven.'"
-Matthew 19:14

Pacific Union Conference
EARLY CHILDHOOD EDUCATION AND CARE DIVISION
