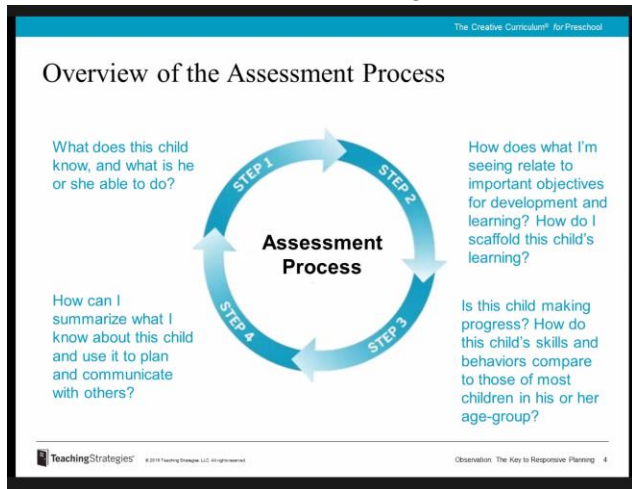


Assessment Training 5-24-21

Day One - Objectives and Observations

1. Assessment Process:

Assessment = Gathering “evidence” to build a case - where at in their progression.



Can't lesson plan without observation

Collecting facts: OBJECTIVE

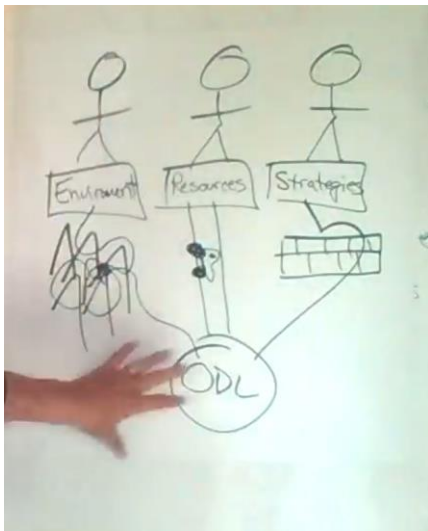
- w/ objectives in mind
- Document only what see and hear - write in quotation marks
- Observe ALL day - arrival, transitions, etc. TOO (think in terms of which objectives happen during that time)
- RECOMMEND - entering and rating an observation within 24 hours (within 1 week at the least)

STAYING Focused:

- DAILY PLAN for observation (what want to collect, when, who,
- Picture activity - looking for "Tens"
- Look at indicator, be ready to hone in on that

WHY GET FOCUSED?

- Objectives for Development and Learning - the point is to practice those skills/knowledge
- Focus on the Objectives - NOT on the studies
- Every time give children an opportunity to PRACTICE skill = opportunity to OBSERVE
- 3 ways to support children =
 - 1) Environment
 - 2) Resources in Curriculum (study, intentional teaching card, MM, etc.)
 - 3) Strategies - Teacher Interactions (when kids don't get it through 1 and 2)
 - Asking questions, coaching them through it,



HOW KIDS Learn: UNDERSTANDING the OBJECTIVES: (skills) Concentrate on these FIRST)

- 1) S/E
- 2) Physical
- 3) Language
- 4) Cognitive

USE these skills to learn ABOUT:

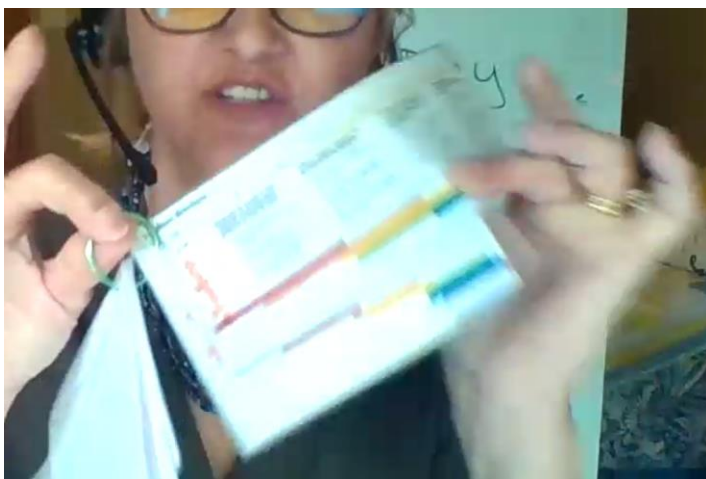
WHAT Kids Learn: CONTENT LEARNING AREAS:

- 1) Math
- 2) Literacy
- 3) Science / Technology
- 4) Social Studies
- 5) The Arts

When we “rush” kids to a level they’re not ready for = they make a brain connection for the wrong thing = wasted time. They’ll have to relearn / reconnect later with the right skills

2. HOW TO LEARN the OBJECTIVES FOR DEVELOPMENT and LEARNING

Cards on a ring:



IDEAS for Cover Page: CIA - Consistent, Independent, ALL Aspects of Objective
 Be Objective: FACT (“calm”) VS. Subjective: Opinion (“nice”)

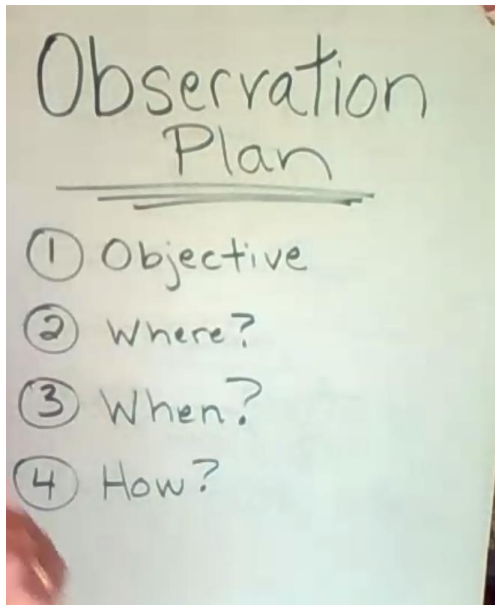
3. Teaching Strategies App:

Have to be connected to Wifi to log in (then good for 3 hours without being on Wifi)

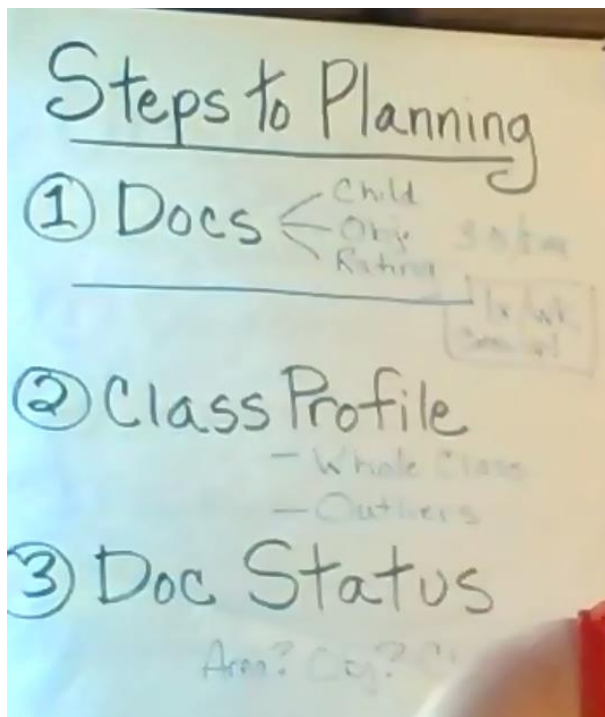
IDEAS

- 1) Ring pop socket on back of ipad / Command hooks around room (high enough kids can't touch) Have app open and in video mode in the morning - tap screen when ready - automatically videos for 1 minute (then stops on own) - can have in small areas and do a "whole room view"
- 2) Cover the screen with a fabric sleeve
- 3) Make it "a job" - "classroom recorder" kids going around and take pictures of what the kids are doing 5 minutes before end of free choice or outdoors
- 4) Assign one teacher / assistant/ classroom assistant:
 - a) 1 document with app
 - b) 1 document with written observations
 - c) 1 document with on the spot
- 5) Take pictures of your written anecdotal notes / checklist - don't retype into GOLD - put pic in
- 6) Audio recording - when working with parents (maybe more comfortable with audio than video) - especially home visits
- 7) Audio recording - for teacher "brain dump" -
- 8) Voice to text
- 9) Have to actively upload anything in the app - into Teaching Strategies (a good way to make sure you do this 1 time/week = Thursday night)

4. Making an OBSERVATION PLAN: (making it a habit)



STEPS TO PLANNING:



Gorilla / passing video = we don't always notice things if we aren't specifically looking for them

5. WRITING OBSERVATION NOTES (what they CAN do, not what they CAN'T)

A. How To:

Writing Observation Notes

Include:

- descriptions of actions
- quotations
- descriptions of gestures
- descriptions of facial expressions
- descriptions of creations

Avoid:

- labels (*shy, creative*)
- intentions (*wants to*)
- evaluations (*good job*)
- judgments (*beautiful, sloppy*)
- negatives (*can't, won't*)



B. Forms to help:

Assess Tab - under the question mark - any staff in the room can help with these!

MyTeachingStrategies™

Add Documentation Support & Resources X

New! Access the full library of support resources on the [MyTeachingStrategies® Support Portal](#)

- MyTeachingStrategies® How-To Guide for Teachers
- Assessment Opportunity Cards
- Alphabet Knowledge Form (English)
- Alphabet Knowledge Form (Spanish)
- Number Concepts Form
- Shapes Form

Documentation Type: General Documentation

Children: Dischlerr, Dylan Mattison, Harjit Harrin, Lauren Leland, Lucy Bea, McNeill, Todd Sampson

C. On-the-Spot

1. Print at beginning of checkpoint period/beginning of year. Have **SOMETHING** entered to help in planning.
OK for On-the-Spot to have just a date without a note (will be gathering other info too)

Print

Objective 4: Demonstrates traveling skills

Children	1	2	3	4	5	6	7	8	9	10	11	12	13
Not Yet	Not Yet	Moves to explore immediate environment	Experiments with different ways of moving	Moves purposefully from place to place with control	Coordinates increasingly complex movements in play and games	Uses a variety of traveling movements, varying speed, pathways, and direction	Coordinates multiple complex movements while traveling						
Aiden Sheen	Not Yet	Not Yet	Not Yet										
Alicia Jacobson				Not Yet	Not Yet	Not Yet							
Amanda Lynn Dischlerr													
Dylan Mattison													
Harjit Harrin													
Lauren Leland													
Lucy Bea													
Todd Sampson													

Home Visitors

- Use Voice to Text when get to car as a “brain dump” of everything you can think of
- If can log in at home on Wifi (or a business on the way) - Have 3 hours before it logs off
- Explain to families - how we use this app, may be more willing to allow video if know we can't post it online or share with anyone else / it doesn't get stored on our phone /

6. Marking levels on checkpoint

- A. When marking levels: to mark ON a number: use CIA:
 - a. Consistent?

- b. Independent?
- c. ALL aspects of checkpoint level?
- d. IF NOT: mark in between checkpoints
- B. Has to include/master EVERY level before that one
- C. Some say AND or have a semicolon ; - must master both before marking that one
- D. "Read Up" - look at Objective and Dimension to see what it's relating to
- E. Be careful about "over tagging" - IS THIS a GOOD PIECE OF EVIDENCE that proves that specific dimension? If UNSURE = probably means you don't have good evidence
- F. Underrate before you overrate - that way it stays on your radar - keep looking for observations and give them opportunities

7. Anecdotal Notes

- A. EVIDENCE that SHOWS a child is at a certain level
- B. Should be written so that anyone who reads it would come to the same conclusion / mark on the same level
- C. Be specific -
 - a. Use OBJECTIVE "Calm voice" (fact) Not SUBJECTIVE: "Nice" (opinion)
 - i. WHY did you think it was nice? WHAT did they do to make it positive?
 - b. SUBJECTIVE: Ariana was being feisty and not picking up.
 - c. OBJECTIVE: Ariana "I don't want to pick up". Teacher "First we'll pick up, then we'll go outside". Ariana "Oh, I want to go outside!" "Perfect - let's pick up together." Ariana followed directions and picked up the puzzle she had been doing.
 - d. Be focused on an objective FIRST - helps hone in

8. GOLD Elevated

- A. Videos to watch for updates to GOLD
- B. Biggest update - ASSESS - At-a-Glance tab = can see how much documentation and levels you have completed
- C. Watch Roadmap videos or attend webinar
- D. Support Portal / Performance Status page - shows any glitches