

Systematic Recording Anecdotal Records

Carefully observing and recording children's actions and language is crucial to recognizing when learning is taking place. There is a distinct difference between seeing or watching, and actually observing. Observation requires specific attention to a child's progress toward a goal or goals.

1. Select several goals or learning standards from the Stages handout in the notebook.
2. Choose who you will observe in the time allotted.
3. Write down what you observe- including what is said, done with the materials- be as specific as you can.
4. Try to be aware of your biases and personal feelings so that what you write is clear.

Name of Person Observed _____

Observer _____

Setting _____

Time/Date _____

Observation:

Block Play Checklist for Preschool ages 3-5

Name
Date
Setting
Observer

Check "OBSERVED", or "NO EVIDENCE" to indicate what you have observed in the Block Area.

	Observed	No Evidence
Stacks Blocks (vertically or horizontally)		
Creates a simple bridge		
Stacks multiple bridges		
Creates Block enclosures		
Varies the size and shape of block enclosures		
Creates joined enclosures		
Builds balanced structures with attention to pattern and symmetry		
Structures are named during or after building is complete		
Identifies or names structure before building		
Design elements reflect authentic details of a familiar structure		
Incorporates commercial accessories into the structure		
Creates or uses recycled accessories as part of the structure		
Engages in dramatic play with the structure		
Uses Books or designs to plan structure		
Discusses structure with others		
Builds with a partner		
Uses Math vocabulary		

Comments:

Observer

Date

Setting

Observation Guide

1. What is the subject doing with the blocks?
2. What words and language do you hear?
3. Do you see evidence of problem solving?
4. What concepts, discoveries or abilities do you notice?
5. How does your subject interact with others?