

Where's the Bear?

Reflecting on the Documentation

- **What important concepts are being demonstrated in this video?**
 - **How would the activity differ if you were going to use it to gather assessment information?**
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Ms. C planned an activity to assess children's knowledge of number sequence. After marking ten cups with the numbers 1 through 10, she lined them up in order. Ms. C created this form before beginning the activity so that she could record children's responses to assess their skills. She planned to give each child three opportunities to respond to a question that drew on their number sequence knowledge, prompting them only if they named an incorrect number (that is, named a number that was not between the specified numbers).

Child	After	Before	Question <u>A</u> nswered or <u>C</u> reated	<u>N</u> amed number or <u>P</u> ointed to number	Needed prompt
Alma	3	7	A-4	N	
Alma	6	9	A-7	N	
Alma	2	4	C-3	N	
Mike	1	5	A-2	N	
Mike	6	4	C-5	N	Try again – I whispered the numbers to try
Mike	5	9	A-6	N	

Reflecting on the Documentation

- **What are some advantages of a record sheet like this?**

Interpreting the Observation

- Hypothesis Building
 - Connecting to the Child Outcomes Framework
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Next Steps

- **Large Group Instruction**
 - **Individualized Instruction**
 - **Planning for Assessment**
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