



## GATHERING ACCURATE INFORMATION

**Activity overview:** The purpose of this activity is to think about ways you can record accurate assessment information, and gather enough information on children's progress, by making data collection a part of daily classroom activities and routines.

**Directions:** First, read the example below. Then, on the following pages, write in your ideas for the child in each short vignette. How would you plan to gather assessment information on each child's learning?

To make sure the information will reflect an accurate picture of each child's learning:

- Several different methods are used to collect information.
- Information is collected from different activities and environments.
- Information is collected from different sources.
- Enough information will be collected over time to assess the child's progress.

**Example:** *Four-year-old Cara has a mild language delay. She tends to play alone or with adults. Her teachers and family would like for her to play more often with peers.*

Child's name: <i>Cara</i>	Domain or learning goal: <i>Social Relationships: Cooperates with peers</i>
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Assessment method:	Activities:	Who will assess:	How often:
<i>Anecdotal Notes</i>	<i>Outdoor Play Free Choice</i>	<i>Teaching assistant Teacher</i>	<i>Every 2 weeks Every 2 weeks</i>
<i>Video</i>	<i>Small Group</i>	<i>Teacher</i>	<i>Every 3 weeks</i>
<i>Checklist</i>	<i>Weekend visits with her cousins</i>	<i>Parents</i>	<i>Every 2 weeks</i>

Possible factors that may influence the child's behavior: <i>Consider the impact of her language delay on her ability to speak with and understand peers.</i>
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Five-year old Chelsea has mild cerebral palsy but is determined to learn to write her name.

Child's name: <i>Chelsea</i>	Domain or learning goal: <i>Early Writing: Writes name</i>
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Assessment method:	Activities:	Who will assess:	How often:

Possible factors that may influence the child's behavior:

Four-year old Alonso likes to sort and count objects. He recites numbers up to ten in order, but skips an object or counts objects more than once.

Child's name: <i>Alonso</i>	Domain or learning goal: <i>Number Concepts &amp; Quantities: Uses one-to-one counting</i>
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Assessment method:	Activities:	Who will assess:	How often:

Possible factors that may influence the child's behavior:



*Renaud is a lively four-year-old who is interested in many topics and activities. He begins activities with enthusiasm but rarely stays focused for very long.*

Child's name: <b>Renaud</b>	Domain or learning goal: <b>Persistence &amp; Attentiveness: Maintains interest in an activity until completed</b>
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Assessment method:	Activities:	Who will assess:	How often:

Possible factors that may influence the child's behavior:

*Three-year old Lina has been speaking Spanish at home, and can only say a few words of English. The teaching team and her family want to support her use of English to express her ideas and needs.*

Child's name: <b>Lina</b>	Domain or learning goal: <b>Expressive Language: Uses language to express ideas and needs.</b>
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Assessment method:	Activities:	Who will assess:	How often:

Possible factors that may influence the child's behavior:



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