

Classroom Observation Record

Observer: _____ Observation Period: _____

Family/Caregiver Survey

Student: _____ Age: _____

School: _____ Teacher: _____

Family/Caregiver: _____ Date: _____

What does your child do well?

What activities does your child like?

How does your child get along with others?

How does your child usually approach new experiences?

What does your child need?

What do you want most for your child?

What can we do together for your child?

Goal Checklist

Observer: _____

Observation Period: _____

	Goals	Student											
Sociomoral	Build relationships of mutual trust and respect with adults												
	Build relationships of mutual trust and respect with peers												
	Consider the perspectives of others												
	Cooperate and collaborate as a member of a learning community												
	Be inquisitive												
	Take initiative												
	Be confident												
	Be inventive												
	Be reflective												
Cognitive	Develop logical thinking												
	Develop numerical thinking												
	Develop geometric, spatial, and temporal reasoning												
	Analyze data												
	Exchange mathematical ideas												
	Increase knowledge of the physical world												
	Develop and apply scientific reasoning												
	Exchange scientific ideas												
Representational	Develop effective listening and speaking abilities												
	Develop as a reader												
	Develop as a writer												
	Use language to communicate in a variety of ways for different purposes and audiences												
	Gather and comprehend information from a variety of sources												
	Represent ideas and feelings through pretend play												
	Represent ideas and feelings through movement												
	Represent ideas and feelings through music												
	Represent ideas and feelings through art and construction												
Recognize that symbolic expression has social, cultural, and historical contexts													
Physical Development	Develop motor skills for personally meaningful purposes												
	Develop healthy living practices												
	Develop safe living practices												
	Develop socially through regular physical activity												
	Develop cognitively through regular physical activity												

Record of Classroom Experiences

Observer: _____

Observation Period: _____

Student	Date	Experiences			Notes



Project Construct

Student Evaluation Form

Student: _____ Age: _____

School: _____

Evaluator: _____

Evaluation Period: _____ Attachments: Yes ___ No ___

Experiences

<input type="checkbox"/> Class Meetings and Discussions	<input type="checkbox"/> Guided Reading	<input type="checkbox"/> Music
<input type="checkbox"/> Creating with Materials	<input type="checkbox"/> Independent Reading	<input type="checkbox"/> Pretend Play
<input type="checkbox"/> Distributing Things	<input type="checkbox"/> Independent Writing	<input type="checkbox"/> Read-Aloud
<input type="checkbox"/> Environmental Math	<input type="checkbox"/> Interactive Writing	<input type="checkbox"/> Shared Reading
<input type="checkbox"/> Exploration and Experimentation	<input type="checkbox"/> Investigations	<input type="checkbox"/> Shared Writing
<input type="checkbox"/> Food Experiences	<input type="checkbox"/> Mental Math	<input type="checkbox"/> Working with Data
<input type="checkbox"/> Group Games	<input type="checkbox"/> Movement	

The Student Evaluation Form is intended to aid in the evaluation of the student's development in each of the Project Construct goals (e.g., Build relationships of mutual trust and respect with adults) and areas (e.g., Social Development). The form should be used after the first step in the assessment process (gathering data) to facilitate the second and third steps (interpreting data and evaluating progress, respectively).

Directions: Fill in the student's name, age (in years and month), school, evaluator's name, and evaluation period in the spaces provided. Indicate whether supporting documentation or work samples are attached. Check any experiences that the student participated in during the evaluation period.

Using information recorded on the data-gathering forms, evaluate the student's development toward each of the Project Construct goals. The large space beneath each goal and to the right of its indicators may be used for detailed narrative summaries of the student's development toward the goal. The small space to the right of each goal may be used to record judgments or decisions regarding the student's progress toward the goal. Likewise, the space beneath each area may be used to summarize progress and record judgments within the area. These evaluation forms can be transferred directly to the Student Progress Report.

Sociomoral Domain—Social Development

Goal: Build relationships of mutual trust and respect with adults	
Possible Indicators	<ul style="list-style-type: none"> Cares about relationships with adults Initiates interactions with adults Accepts adult leadership Expresses own ideas and feelings to adults Offers resources and help to adults Negotiates and resolves conflicts with adults
Goal: Build relationships of mutual trust and respect with peers	
Possible Indicators	<ul style="list-style-type: none"> Expresses interest in peers Cares about relationships with peers Uses peers as resources Offers resources and help to peers Engages in sustained periods of activity with peers Establishes and maintains friendships with peers Expresses own ideas and feelings, including disagreements Collaborates with peers Resolves conflicts with peers
Goal: Consider the perspectives of others	
Possible Indicators	<ul style="list-style-type: none"> Expresses concern for the needs/welfare of others Responds to others' ideas Recognizes and accepts individual differences Exchanges similar and/or opposing points of view Restates another's point of view Respects rights and property of others Uses social conventions when appropriate Advocates for others
Goal: Cooperate and collaborate as a member of a learning community	
Possible Indicators	<ul style="list-style-type: none"> Participates in class or group activities Contributes ideas to benefit the community Shows respect for property and procedures of classroom Remembers, verbalizes, and follows rules and routines Explains reasons for rules and routines Negotiates with others to change rules and routines Shows pride in classroom accomplishments/activities
Area: Social Development	

Sociomoral Domain—Personal Development

Goal: Be inquisitive	
Possible Indicators	Expresses interest in people, activities, and the environment Poses questions Investigates
Goal: Take initiative	
Possible Indicators	Initiates interactions with others Directs own behavior Offers to help others Offers solutions to problems Makes decisions independently Tries to solve problems independently
Goal: Be confident	
Possible Indicators	Views self as competent Expresses own ideas/opinions Copes with frustrations/failures Pursues challenges
Goal: Be inventive	
Possible Indicators	Generates a variety of ideas Transfers ideas into different contexts Transforms material to meet own needs Exhibits a sense of humor Engages in the process of creating
Goal: Be reflective	
Possible Indicators	Discusses experiences Makes connections based on experience or input Modifies actions based on experience or input Chooses and applies effective problem-solving strategies
Area: Personal Development	

Cognitive Domain—Mathematical Thinking

Goal: Develop logical thinking	
Possible Indicators	<ul style="list-style-type: none"> Classifies spontaneously in daily experiences Creates patterns and relationships Makes inferences Invents strategies to solve personally meaningful problems Evaluates solution or strategy to see if it is reasonable Draws conclusions Verifies answers Uses increasingly efficient strategies to solve problems
Goal: Develop numerical thinking	
Possible Indicators	<ul style="list-style-type: none"> Counts by rote Establishes one-to-one correspondence Makes part-whole relationships Establishes relationships between numbers and quantities Determines same, more than, and less than Demonstrates the logic of addition and subtraction Solves problems using a variety of counting and grouping strategies
Goal: Develop geometric, spatial, and temporal reasoning	
Possible Indicators	<ul style="list-style-type: none"> Observes geometry in the environment Solves spatial problems in everyday situations Compares objects/events on the basis of shape, size, length, or time Notices spatial and temporal patterns Explores units of measure Interprets and creates maps and directions
Goal: Analyze data	
Possible Indicators	<ul style="list-style-type: none"> Collects data Organizes data Displays data (using charts, tables, graphics, models, pictures) Interprets data and draws conclusions
Goal: Exchange mathematical ideas	
Possible Indicators	<ul style="list-style-type: none"> Represents mathematical ideas orally, in writing, or through use of materials and/or drawings Reads and writes numerals Uses mathematical symbols and terminology Justifies mathematical ideas and solutions Restates the mathematical thinking of others
Area: Mathematical Thinking	

Cognitive Domain—Scientific Thinking

Goal: Increase knowledge of the physical world	
Possible Indicators	Acts on objects to gather information and observe reactions Acts on objects to produce desired effects Explores the natural world
Goal: Develop and apply scientific reasoning	
Possible Indicators	Asks questions or makes predictions (based on reasoning) about events in the physical world Investigates to answer questions or test predictions Draws conclusions Applies knowledge to solve personally meaningful problems
Goal: Exchange scientific ideas	
Possible Indicators	Represents ideas orally, in writing or drawing, and/or through the use of materials Exchanges ideas orally, in writing, and/or through the use of materials Develops scientific vocabulary Justifies ideas and solutions
Area: Scientific Thinking	

Representational Domain—Language Development

Goal: Develop effective listening and speaking abilities	
Possible Indicators	<ul style="list-style-type: none"> Is attentive during story time and in other group settings Expresses complete thoughts Engages in discussions Takes and offers turns in conversations Stays on general topic Considers audience Organizes ideas in a logical sequence Includes details in presentation of ideas Develops increasing proficiency in standard English
Goal: Develop as a reader	
Possible Indicators	<ul style="list-style-type: none"> Enjoys books and stories Chooses to explore books Exhibits book-handling skills Exhibits awareness of print Recognizes environmental print and symbols “Reads” simple books Develops a sense of story Sees self as a reader Develops phonemic awareness Develops personal reading vocabulary Uses a variety of strategies to read Expresses preferences for particular styles, authors, or subjects Responds to literature in a variety of ways
Goal: Develop as a writer	
Possible Indicators	<ul style="list-style-type: none"> Experiments with writing tools and materials Exhibits awareness of print Produces scribbles, symbols, and/or pictures with intent to convey meaning Experiments with the function of writing Progresses from scribbling to invented letters to conventional letters Progresses from phonetic spelling toward conventional spelling Stays on general topic Includes details in presentation of ideas Produces different kinds of writing, including stories, letters, reports, journal entries Explores and refines the use of punctuation, capitalization, and sentence structure
Goal: Use language to communicate in a variety of ways for different purposes and audiences	
Possible Indicators	<ul style="list-style-type: none"> Experiments with various forms of oral and written expression to pretend or create Shares stories, experiences, and/or information Integrates language with a variety of symbolic activities to communicate ideas and/or feelings Uses technology to communicate

(continued)

Representational Domain—Language Development *(continued)*

Goal: Gather and comprehend information from a variety of sources	
Possible Indicators	Recognizes various types of communications Extracts pertinent information from communications heard, read, and viewed Uses one or more strategies and background knowledge to make sense of communication Asks and answers questions for information and clarification Applies information to new situations and tasks
Area: Language Development	

Representational Domain—Symbolic Expression

Goal: Represent ideas and feelings through pretend play	
Possible Indicators	<ul style="list-style-type: none"> Uses objects to represent ideas, feelings, and/or other objects Develops play themes Expresses preferences for particular play themes Takes part in interactive play with others Engages in progressively more complex play Elaborates on make-believe situations through language or props
Goal: Represent ideas and feelings through movement	
Possible Indicators	<ul style="list-style-type: none"> Develops a range of expressive movements Expresses preferences for certain patterns of movement Communicates through movement Creates and extends patterns of movement
Goal: Represent ideas and feelings through music	
Possible Indicators	<ul style="list-style-type: none"> Responds to music Expresses preferences for certain sounds or rhythms Sings or makes music spontaneously Assigns meaning to sound and/or rhythm Modifies, extends, and elaborates songs or musical patterns Creates new songs for personal purposes
Goal: Represent ideas and feelings through art and construction	
Possible Indicators	<ul style="list-style-type: none"> Uses objects to represent ideas, feelings, and/or other objects Expresses preferences for particular styles, elements, or subjects Assigns meaning to own art and construction Represents through a variety of media Expands and elaborates art and construction Interprets the art and construction of others
Goal: Recognize that symbolic expression has social, cultural, and historical contexts	
Possible Indicators	<ul style="list-style-type: none"> Associates patterns of movement with context Associates music with context Associates patterns of art and construction with context Associates pretend play with context
Area: Symbolic Expression	

Physical Development Domain—Motor Skills


Goal: Develop motor skills for personally meaningful purposes	
Possible Indicators	Engages in a variety of physical activities Develops gross-motor skills with increasing purpose and coordination Develops fine-motor skills with increasing purpose and coordination
Area: Motor Skills	

Physical Development Domain—Health and Safety

Goal: Develop healthy living practices	
Possible Indicators	Engages in vigorous activity Practices personal hygiene Recognizes what constitutes a healthy diet Recognizes the benefits of rest Recognizes the importance of health care
Goal: Develop safe living practices	
Possible Indicators	Follows safety precautions Recognizes personal limitations
Area: Health and Safety	

Physical Development Domain—Movement and Brain Development

Goal: Develop socially through regular physical activity	
Possible Indicators	Engages in a variety of physical activities involving a social element
Goal: Develop cognitively through regular physical activity	
Possible Indicators	Engages in a variety of physical activity
Area: Movement and Brain Development	

<p>Motor Skills</p> <p>Develop motor skills for personally meaningful purposes</p>	<p>Movement and Brain Development</p> <p>Develop socially through regular physical activity Develop cognitively through regular physical activity</p>	<p>Family/Caregiver Comments:</p>
<p>Health and Safety</p> <p>Develop healthy living practices Develop safe living practices</p>	<p>Narrative Summary/Evaluation</p> <p>Teacher Comments:</p>	 <p>project construct</p> <p>Student Progress Report</p> <p>Student: _____</p> <p>Age: _____</p> <p>Grade: _____</p> <p>School: _____</p> <p>Teacher: _____</p> <p>Date: _____</p>

Social Development

Build relationships of mutual trust and respect with adults
Build relationships of mutual trust and respect with peers
Consider the perspectives of others
Cooperate and collaborate as a member of a learning community

Mathematical Thinking

Develop logical thinking
Develop numerical thinking
Develop geometric, spatial, and temporal reasoning
Analyze data
Exchange mathematical ideas

Language Development

Develop effective listening and speaking abilities
Develop as a reader
Develop as a writer
Use language to communicate in a variety of ways for different purposes and audiences
Gather and comprehend information from a variety of sources

Personal Development

Be inquisitive
Take initiative
Be confident
Be inventive
Be reflective

Scientific Thinking

Increase knowledge of the physical world
Develop and apply scientific reasoning
Exchange scientific ideas

Symbolic Development

Represent ideas and feelings through pretend play
Represent ideas and feelings through movement
Represent ideas and feelings through music
Represent ideas and feelings through art and construction
Recognize that symbolic expression has social, cultural, and historical contexts