



# LEARNING ACTIVITY COLLECTING AND USING ANECDOTAL RECORDS

## SELECTING OBJECTIVE OBSERVATIONS

**Activity overview:** In this activity, you will select descriptive, factual, anecdotal notes from examples and non-examples.

**Directions:** Read the following pairs of observation notes. Which notes are written objectively? Circle the number of the note that uses only facts, not opinions or assumptions. Then write down your thoughts on how objective observations can help you assess children's progress.

### HOUSE CENTER:

1. Janna imitates teachers in house center—stirs dried beans in pot on toy stove, pretends to feed dolls with spoon, covers dolls in cradle with blankets. Stayed with activity 8 minutes.
2. Janna loves to imitate teachers in house center as they work throughout day. Temperament very easygoing—seems to display much patience with learning new activities. Stayed with activity for long time.

### GUEST READER:

1. Kevin—slower to warm up than other children. Parent came in, read children books, and sat on floor with them. Kevin did not want to be near her.
2. Kevin's reaction to unfamiliar adult—parent came to read books to the children. Kevin usually sits close to book and reader, but today he sat far from parent and stayed close to me.

### DRESS-UP:

1. Amy, Jamil, and Nora in dramatic play area. Very active. Love to explore their environment. Very cooperative. Like to play and explore a lot, but they especially love the dress-up clothes.
2. Dramatic play area: Amy, Jamil, and Nora look through props and dress-up clothes. Spend most of their time trying on dress-up clothes. Talk about getting dressed up to go to a party—put on dresses, high heels, vest, bow tie—then look at themselves in mirror. Share dress-up clothes without conflicts. Play for 15 minutes.

How can writing objective observations help you assess children's progress?

Adapted from *Guidelines for Accurate and Objective Recording—Behavioral Descriptions*, Learning from Assessment (LFA) Toolkit.



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