



ARTICLES

Brown, W. (2008). Young children assess their learning: The power of the quick check strategy. *Young Children*, 63(6), 14–20.

This article presents a tool for recording children's progress.

Dichtelmiller, M. L. (2004). Experiences from the field: New insights into infant/toddler assessment. *Young Children*, 59(1), 30–33.

This article provides suggestions for taking observational notes and comparing notes with colleagues.

Harris, M. E. (2009). Implementing portfolio assessment. *Young Children*, 64(3), 82–85.

This article presents ways in which anecdotal records can be used as part of an assessment portfolio, in order to measure a child's capabilities and knowledge.

Lynch, E. M. (2001). Children in context: Portfolio assessment in the inclusive early childhood classroom. *Young Exceptional Children*, 5(1), 2–10.

This article provides examples of using anecdotal records within portfolios in order to assess children's progress.

Schweinhart, L. J. (1993). Observing young children in action: The key to early childhood assessment. *Young Children*, 48(5), 31–33.

This article discusses using anecdotal records in collaboration with other rating scales and developmental measures.

BOOKS AND CHAPTERS

Dichtelmiller, M. L. (2011). *The power of assessment: Transforming teaching and learning*. Washington, DC: Teaching Strategies, Inc.

This book includes chapters that discuss how to plan for and manage observation data, in order to improve learning in the classroom. Examples of matrices and anecdotal notes are provided.

Gullo, D. F. (2005). *Understanding assessment and evaluation in early childhood education*. New York, NY: Teachers College Press.

This book discusses how assessment and evaluation in the classroom can benefit a child. Also included are chapters describing anecdotal records as a tool to gain an understanding of a child's development.

Puckett, M. B. & Diffily, D. (2004). *Teaching young children: An introduction to the early childhood profession* (2nd ed.). Clifton Park, NY: Thomson Learning, Inc.

This book details how information obtained through anecdotal records can be translated to developmentally appropriate practices.



WEB RESOURCES

Guidelines for Accurate and Objective Recording—Behavioral Descriptions

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Ongoing%20Assessment/docs/resources/anecdotal-records-jottings.pdf>

This website resource, from the Learning from Assessment (LFA) Toolkit, details how to record observed behavior. The guidelines include key ideas to keep in mind and guidance on how to write objective anecdotal records.

Observation Cards

<http://csefel.vanderbilt.edu/modules-archive/module3a/3.pdf>

This sample observation form from The Center on the Social and Emotional Foundations for Early Learning is designed to help teachers collect information while observing children's behavior. The observer can record observations about the social context, a challenging behavior, social reactions, and the possible functions of the behavior.

Purposeful Assessment

http://www.nap.edu/openbook.php?record_id=12446&page=27

Snow, C. E. & Van Hemel, S. B. (Eds.). (2008). Purposeful assessment. *Early childhood assessment: Why, what, and how* (pp. 27-41). Washington, DC: National Academies Press.

This website reprints a chapter on the purposes of assessment. The content of the chapter focuses on individual and community screening, school readiness, and how assessment can be used to guide both intervention and instruction.

Results Matter Video Library—Practicing Observation, Documentation, and Assessment Skills

http://www.cde.state.co.us/resultsmatter/RMVideoSeries_PracticingObservation.htm#top

This Colorado Department of Education website is one of two Results Matter video projects that offer short videos of young children and adults engaged in daily activities. These videos were designed to provide staff with opportunities to practice observation, documentation, and assessment skills.

Desired Results Access Project Video Library

<http://www.draccess.org/videolibrary/>

This Desired Results Access Project website is one of two Results Matter video projects that offer short videos of young children and adults engaged in daily activities. Practice clips can be used for professional development focused on observing and documenting children's behaviors.



For more information, contact us at: NCQTL@UW.EDU or 877-731-0764

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