

ESSENTIAL INDICATOR

**7.2**

**Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments.**

Domain: LITERACY

Outcome: Emergent reading skills, Related EIs: 7.1, 7.3, 7.4 (p. 62)

**CHILD'S NAME:** Ivy  
**OBSERVER:** Dorothy

**DATE:** 11/22/15

*Describe what you saw the child do and/or heard the child say:*

This morning during center choice time, Ivy approached me and said "you read to me please"... she also asked her friend to join her. Ivy chose the book Corduroy, and as I read the book, also asked me "where him's button?" When I asked her where she thought the button might be, she did not reply.

*Family Thoughts:*

**Check off whatever applies to the context of this observation:**

- |  |   |   |  |
|--|---|---|--|
| <input checked="" type="checkbox"/> Child-initiated activity | <input type="checkbox"/> New task for this child      | <input type="checkbox"/> Done independently           | <input checked="" type="checkbox"/> Time spent (1-5 mins.) |
| <input type="checkbox"/> Teacher-initiated activity          | <input type="checkbox"/> Familiar task for this child | <input type="checkbox"/> Done with adult guidance     | <input type="checkbox"/> Time spent (5-15 mins.)           |
|  |   | <input checked="" type="checkbox"/> Done with peer(s) | <input type="checkbox"/> More than 15 mins.                |

**EI #7.2: Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments.**

Emerging	3-Year-Old Rubrics		4-Year-Old Rubrics		Kindergarten 5-Year-Olds ▶		
<input type="checkbox"/> <b>Refer to Early Learning Guidelines</b>	<input type="checkbox"/> <b>First Steps for 3s</b> Relates story content to own experiences (eg., "Look, a dog.)	<input type="checkbox"/> <b>Making Progress for 3s</b> Uses own experiences to make comments that may or may not follow along the story line	<input checked="" type="checkbox"/> <b>Accomplished for 3s</b> <b>First Steps for 4s</b> Listens to stories for a few minutes and responds by pointing to pictures, turning pages, and/or asking simple questions	<input type="checkbox"/> <b>Making Progress for 4s</b> Listens to stories and responds by asking related questions and/or making pertinent comments	<input type="checkbox"/> <b>Accomplished for 4s</b> <b>First steps for K</b> Listens to stories and responds by asking related questions and making predictions or retelling stories read	<input type="checkbox"/> <b>Exceeds for 4s</b> Role plays main events of a story with puppets or other props	<input type="checkbox"/> <b>Refer to Early Learning Guidelines</b>
Child's Progress toward the Outcome: Check the appropriate rating above.							

**Check the additional Essential Indicators that are embedded in the documentation:**

- |   |  |  |
|---|--|--|
| <input checked="" type="checkbox"/> EI # 6.1 (Conversational Ability) | <input checked="" type="checkbox"/> EI #20.1 (Plays and Interacts) | <input type="checkbox"/> EI #25.3 (Role Plays) |
| <input type="checkbox"/> EI #17.4 (Family, Community Culture)         | <input type="checkbox"/> EI #20.2 (Social Problem Solving)         | <input type="checkbox"/> EI #27.1 (Focus)      |

**CHILD'S NAME:** Ivy  
**OBSERVER:** Dorothy

**DATE:** 1/30/16

*Describe what you saw the child do and/or heard the child say.*

When Ivy arrived this morning, she immediately went to find her journal. She told me that she needed to write a story about going to the Zoo over the weekend. I asked her what was her favorite part about going to the Zoo, and she said "I not tell you. You gotta read my book" (journal)...see attached sample.

*Family Thoughts:*

**Check off whatever applies to the context of this observation:**

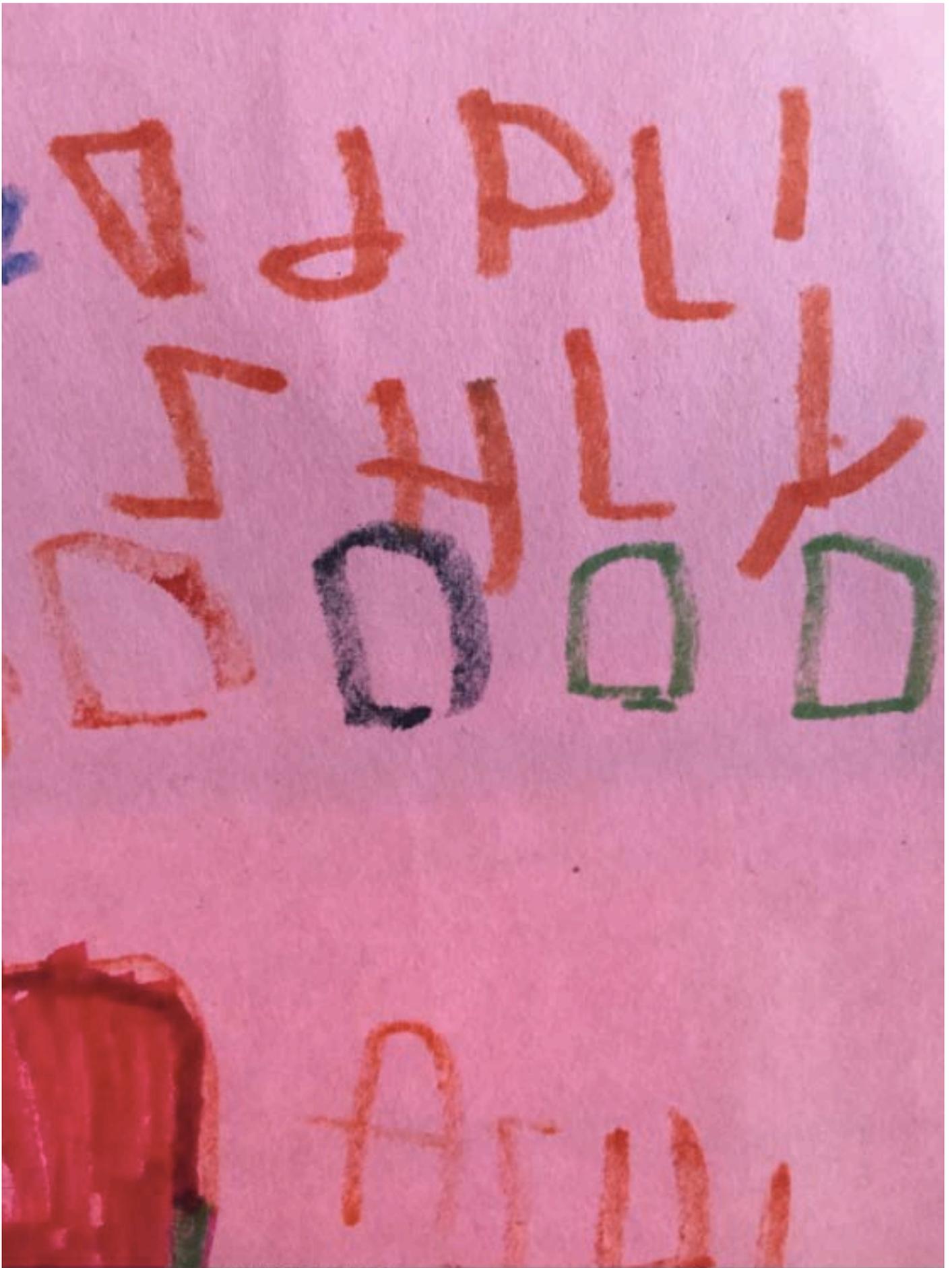
- |  |  |  |  |
|--|--|--|--|
| <input checked="" type="checkbox"/> Child-initiated activity | <input type="checkbox"/> New task for this child                 | <input checked="" type="checkbox"/> Done independently | <input checked="" type="checkbox"/> Time spent (1-5 mins.) |
| <input type="checkbox"/> Teacher-initiated activity          | <input checked="" type="checkbox"/> Familiar task for this child | <input type="checkbox"/> Done with adult guidance      | <input type="checkbox"/> Time spent (5-15 mins.)           |
|  |  | <input type="checkbox"/> Done with peer(s)             | <input type="checkbox"/> More than 15 mins.                |

**EI #8.3: Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing.**

Emerging	3-Year-Old Rubrics		4-Year-Old Rubrics		Kindergarten 5-Year-Olds ▶		
<input type="checkbox"/> Refer to Early Learning Guidelines	<input type="checkbox"/> <b>First Steps for 3s</b> Makes marks or scribbles in addition to drawings	<input checked="" type="checkbox"/> <b>Making Progress for 3s</b> Makes marks or scribbles in response to adult suggestions for writing	<input type="checkbox"/> <b>Accomplished for 3s</b> <b>First Steps for 4s</b> Makes marks or scribbles and identifies them as writing	<input type="checkbox"/> <b>Making Progress for 4s</b> Purposefully makes marks, scribbles or letter-like shapes identifying the writing as words or print in the environment	<input type="checkbox"/> <b>Accomplished for 4s</b> <b>First steps for K</b> Shows increasing control of the writing tool as seen in the formation of letter-like shapes, forms of pretend cursive writing and some letters; may write some words or names	<input type="checkbox"/> <b>Exceeds for 4s</b> Writes own first and last name and many additional letters of the alphabet	<input type="checkbox"/> Refer to Early Learning Guidelines

**Check the additional Essential Indicators that are embedded in the documentation:**

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> EI # 6.1 (Conversational Ability)               | <input type="checkbox"/> EI #20.1 (Plays and Interacts)    | <input type="checkbox"/> EI #25.3 (Role Plays) |
| <input checked="" type="checkbox"/> EI #17.4 (Family, Community Culture) | <input type="checkbox"/> EI #20.2 (Social Problem Solving) | <input type="checkbox"/> EI #27.1 (Focus)      |



Ivy writing sample



Domain: NUMERACY

Outcome: Understanding nonstandard measurement, Related EIs: 11.1, 11.2, (p. 63)

CHILD'S NAME: Ivy

DATE: 2/1/16

OBSERVER: Dorothy

Describe what you saw the child do and/or heard the child say.

Today Ivy noticed Miss Dorthy cleaning out the supply closet; when the teacher pulled out the large container of paper towel tubes of different sizes, Ivy began to look through them. Miss Dorthy asked Ivy if she could separate the short tubes from the long tubes; Ivy said "sure!" As she was separating the tubes another child came over and began to assist with the project, Ivy said loudly "This is my job.... you hold the sack."

Family Thoughts:

Check off whatever applies to the context of this observation:

- Child-initiated activity
- Teacher-initiated activity
- New task for this child
- Familiar task for this child
- Done independently
- Done with adult guidance
- Done with peer(s)
- Time spent (1-5 mins.)
- Time spent (5-15 mins.)
- More than 15 mins.

EI #11.3: Demonstrates emerging knowledge of measurement.

Emerging	3-Year-Old Rubrics		4-Year-Old Rubrics		Kindergarten 5-Year-Olds ▶		
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Refer to Early Learning Guidelines</b>	<b>First Steps for 3s</b> Identifies objects as big or small	<b>Making Progress for 3s</b> Identifies objects that are similar in size or length	<b>Accomplished for 3s</b> <b>First Steps for 4s</b> Sorts objects that are similar in size and length	<b>Making Progress for 4s</b> Sorts objects that are similar and different in size length, weight, or capacity	<b>Accomplished for 4s</b> <b>First steps for K</b> Uses words to describe a measureable property (e.g. size, length, weight, or capacity)	<b>Exceeds for 4s</b> Uses words to compare two objects on a measureable property (e.g., bigger/smaller, longer or taller/short, heavier/lighter, more full/less full)	<b>Refer to Early Learning Guidelines</b>
<p>Child's Progress toward the Outcome: Check the appropriate rating above.</p>							

Check the additional Essential Indicators that are embedded in the documentation:

- EI # 6.1 (Conversational Ability)
- EI #17.4 (Family, Community Culture)
- EI #20.1 (Plays and Interacts)
- EI #20.2 (Social Problem Solving)
- EI #25.3 (Role Plays)
- EI #27.1 (Focus)

**CHILD'S NAME:** Ivy  
**OBSERVER:** Dorothy

**DATE:** 11/22/15

*Describe what you saw the child do and/or heard the child say.*

During naptime today, it rained. When Ivy looked outside after she got up from her nap, she said "The toys are wet. Can we go outside?" After snack, we all went outside "I looovvee that smell." Ivy looked at the water that had collected at the bottom of the slide and said "that rain is dirty", and looked at the water on the swing and said "that rain is clean". We then talked about the reason that the water on the slide was 'dirty' (due to sand collecting at the base of the slide). Ivy then spent the majority of her time outside looking at the water that had collected in various areas around the playground and deciding if it was clean or dirty rain.

*Family Thoughts:*

**Check off whatever applies to the context of this observation:**

- Child-initiated activity
- Teacher-initiated activity
- New task for this child
- Familiar task for this child
- Done independently
- Done with adult guidance
- Done with peer(s)
- Time spent (1-5 mins.)
- Time spent (5-15 mins.)
- More than 15 mins.

**EI #14.1: Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form**

Emerging	3-Year-Old Rubrics			4-Year-Old Rubrics		Kindergarten 5-Year-Olds ▶	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Refer to Early Learning Guidelines</b>	<b>First Steps for 3s</b>	<b>Making Progress for 3s</b>	<b>Accomplished for 3s</b>	<b>Making Progress for 4s</b>	<b>Accomplished for 4s</b>	<b>Exceeds for 4s</b>	<b>Refer to Early Learning Guidelines</b>
	Plays with materials of different textures (e.g., sand, water, leaves) with adult encouragement	Plays with materials of different textures (e.g., sand, water, leaves) and conditions (wet, dry, warm, cold, etc.) with adult encouragement	Uses obvious sensory information to explore the world, reacting more physically than verbally	Uses one sense (such as sight only or smell only) in a sensory experience, making 1-2 simple comments describing the experience	Uses 2 or more senses (such as both sight and smell, or hearing and touch) to explore the world and makes 1 or more detailed comments describing sensory experiences	Conducts small hands-on/multi-sensory experiments with adult guidance and uses observation and verbal questioning and comments to investigate and draw conclusions.	
Child's Progress toward the Outcome: Check the appropriate rating above.							

**Check the additional Essential Indicators that are embedded in the documentation:**

- EI # 6.1 (Conversational Ability)
- EI #17.4 (Family, Community Culture)
- EI #20.1 (Plays and Interacts)
- EI #20.2 (Social Problem Solving)
- EI #25.3 (Role Plays)
- EI #27.1 (Focus)

ESSENTIAL  
INDICATOR**13.1****Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements).**

Domain: AESTHETIC CREATIVITY

Outcome: Appreciation for the visual and performing arts

**CHILD'S NAME:** Ivy**DATE:** 12/04/15**OBSERVER:** Dorothy*Anecdotal note (If applicable):*

Due to the inclement weather today, the children went to the gym to use gross motor equipment. Ivy had gone to the high school basketball game the night before, and was telling some of her friends about the cheerleaders dancing at the game... "they danced when the boys sat down." Ivy, Monica and Roman decided to replicate the dance, and spent the remainder of the time developing their dance routine. (see video) Note: after the children went back to the classroom, the 3 children asked if I had some stuff to make the shaky things – pompoms. (embedded 25.3)

**This child's creative expression has been documented in the following ways:  
(Check all that apply, ONE required)**

- Photo of child's work (included)
- Sample of child's work (included)
- Video of child (included)
- Anecdotal note (see description above)
- Other:

*\*See Family Teacher Summary Report form for more information on child's creative expression*

**Check the additional Essential Indicators that are embedded in the documentation:**

- EI # 6.1 (Conversational Ability)       EI #20.1 (Plays and Interacts)       EI #25.3 (Role Plays)
- EI #17.4 (Family, Community Culture)       EI #20.2 (Social Problem Solving)       EI #27.1 (Focus)