

**CHILD'S NAME:** Santiago Z.

**DATE:** April 30, 2016

**OBSERVER:** Anna

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

Santi and another child are sitting together on the bean bag chair in the library looking at the book, Caps for Sale. Together they repeat parts of the text, giggling as they use the motions and words of the peddler first and then the monkeys "tsz, tsz, tsz" and corresponding motions. When they get to the page where the peddler gets angry and stomps his foot, Santi comments, "He mad. Silly monkeys do too (copies peddler's motions). Where monkeys live? Santi have monkey. Chico. He sleep with me." Then they have a discussion about favorite toys that both boys have at home.

*Family Thoughts:*

"We are very pleased about Santi's new interest in books. It makes sense that he would be reading Caps for Sale. Ever since he heard that book at school he wants to hear it all the time. He knows it by heart. It so happens that he has had a stuffed monkey that has been a favorite ever since he was a baby. He sleeps with it every night. We now go to the community library regularly and read to him every night at bedtime, as you suggested. Sometimes that book was not there at the library and he would get very upset. His grandmother ended up buying him his own copy for his birthday. Now, he looks at books at home often. He knows Caps for Sale so well he will pretend to "read" it to his little sister, Serena. What can we do over summer to keep his interest in books and words so he will be prepared for PreK?"

**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 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 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 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 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)      |

**CHILD'S NAME:** Santiago Z.  
**OBSERVER:** Ms. Caroline

**DATE:** April 28<sup>th</sup>, 2016

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

When asked to write his name on the picture he drew, Santi takes a black marker and makes a "S" shape on the paper. He uses his right hand and a quadraped (4 point) grip. He puts his left hand down to steady the paper. He points to and names each part of his drawing explaining that he saw frogs when he went to the park with his mom and litle sister; a little frog in the pool and a big frog in the sand. Ms. Anna asked him if he wanted her to write his words on his paper and he said yes (see attached sample).

*Family Thoughts:*

"We saw frogs and tadpoles at the Botanical Gardens, they had a free event for families for Earth Day. It was a lot of fun. Santi got a plant, which he planted in a pot on our patio. He loves watering it.

**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 checked="" type="checkbox"/> Teacher-initiated activity | <input checked="" type="checkbox"/> Familiar task for this child | <input checked="" 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 type="checkbox"/> <b>Making Progress for 3s</b> Makes marks or scribbles in response to adult suggestions for writing	<input checked="" 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)      |

← little frog  
in the pool



Domain: NUMERACY

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

**CHILD'S NAME:** Santiago Z.  
**OBSERVER:** Ms. Caroline

**DATE:** March 22<sup>nd</sup>, 2016

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

Today Santiago played in the dramatic play area with another child. They were pretending to cook food in pots on the pretend stove. Santiago wore the white chef's coat and hat as he stirred the pot. Ms. Caroline played in the area with the children and talked to them about their play. Santiago said, "I the cooker man!" Ms. Caroline replied, "Hi cooker man, can you make me something to eat?" Santiago said "Yea!" and began putting food on a plate. Ms. Caroline asked, "Can I have a big plate like yours, the same size?" He then dug through the pretend dishes and removed two more plates the same size as the first. He set the plates on the table in front of Ms. Caroline and said, "Here is food!" Both children continued to "cook" and "serve" food to Ms. Caroline. When the other child had something that Santi wanted (such as the big wooden spoon), Santi would ask, "Can I use that?" sometimes the other child wasn't ready to share yet and Santi would wait a few minutes for his turn.

*Family Thoughts:*

N/A

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

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

ESSENTIAL INDICATOR

14.1

Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.

Domain: SCIENTIFIC CONCEPTUAL UNDERSTANDINGS

Outcome: Using the inquiry method, Related EIs: 14.2, 14.3, 14.4, (p. 64)

**CHILD'S NAME:** Santiago Z.  
**OBSERVER:** Ms. Caroline

**DATE:** April 14, 2016

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

During large group time, Ms. Caroline explained to the class that today's small group activity would be making slime. When it was time to dismiss to centers, Santiago chose to go to the small group table and make slime. Ms. Caroline helped each of the children measure out the ingredients (glue, borax and food coloring), which they then poured into their individual bowls and mixed together. Santiago used both the spoon and his hands to combine his ingredients. He squeezed the slime through his fingers and spread it out on the table in front of him. He smiled and laughed and talked to the other children at the table. Ms. Caroline said "I see you are enjoying your slime Santi. What does it feel like?" Santiago replied by saying "Good. It's cold. Really cold, like slime!" Santiago then picked up the scissors and began cutting his slime into pieces. He rolled out the pieces into snake like shapes. Ms. Caroline said "Oh, now you are rolling out your pieces." Santiago said "uh huh, they are snakes! Slimy snakes!" He gave one of his snakes to the child next to him and they played together making their snakes hiss and wrestle with each other.

*Family Thoughts:*  
N/A

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

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

El #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"/> <b>Refer to Early Learning Guidelines</b>	<input type="checkbox"/> <b>First Steps for 3s</b> Plays with materials of different textures (e.g., sand, water, leaves) with adult encouragement	<input type="checkbox"/> <b>Making Progress for 3s</b> Plays with materials of different textures (e.g., sand, water, leaves) and conditions (wet, dry, warm, cold, etc.) with adult encouragement	<input type="checkbox"/> <b>Accomplished for 3s</b> <b>First Steps for 4s</b> Uses obvious sensory information to explore the world, reacting more physically than verbally	<input checked="" type="checkbox"/> <b>Making Progress for 4s</b> Uses one sense (such as sight only or smell only) in a sensory experience, making 1-2 simple comments describing the experience	<input type="checkbox"/> <b>Accomplished for 4s</b> <b>First steps for K</b> 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	<input type="checkbox"/> <b>Exceeds for 4s</b> Conducts small hands-on/multi-sensory experiments with adult guidance and uses observation and verbal questioning and comments to investigate and draw conclusions.	<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 checked="" type="checkbox"/> 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:** Santiago**DATE:** April 21, 2015**OBSERVER:** Anna and Caroline*Anecdotal note (If applicable):*

Santiago and several other children play together regularly on the playground. They set the stop signs and traffic cones around the trike bath and ride the tricycles around in circles, stopping at the stop signs. One day, Santiago pulled the water hose over near the sidewalk and told the other children "this is the ga[s] station". The other children would stop their tricycles at the "gas station" and Santi would hold the hose up to the back of their tricycles for a few seconds and then tell them "ok, that's it!" Over the next two weeks they played with the tricycles, using the hose as a gas pump nearly every day

**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:**

- |   |  |   |
|---|--|---|
| <input checked="" type="checkbox"/> EI # 6.1 (converses effectively in home language) | <input checked="" type="checkbox"/> EI #20.1 (plays and interacts) | <input checked="" 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 on a task)       |

