

CHART 3

Standard 3: Child Observation, Documentation, and Assessment

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Each chart corresponds to a standard in [NAEYC's professional standards and competencies](#). These standards reflect consistency with the guidelines in the statement on developmentally appropriate practice and in *Developmentally Appropriate Practices in Early Childhood Programs*, fourth edition. Each chart offers sample readings from NAEYC's foundational documents and *DAP* as well as additional resources, activities, assignments, and reflections that faculty can incorporate into courses across their higher education programs.

Readings	Activities/Assignments	Thought/Reflection Questions
<p>Essential Readings</p> <p><i>DAP</i>, 4th ed., book chapters:</p> <p>Chapter 8: "Observing, Documenting, and Assessing Children's Development and Learning"</p> <p>NAEYC's Foundational Documents:</p> <ul style="list-style-type: none"> "Advancing Equity in Early Childhood Education" (page 8) "Professional Standards and Competencies for Early Childhood Educators" (pages 15–16) "Developmentally Appropriate Practice (DAP)" (pages 19–20) "Code of Ethical Conduct and Statement of Commitment" (pages 2–3) <p>Vignettes</p> <p><i>DAP</i>, 4th ed., Chapter 8: "Observing, Documenting, and Assessing Children's Development and Learning"</p> <ul style="list-style-type: none"> 8.1, 8.2 <p>Additional Readings and Resources</p> <ul style="list-style-type: none"> "Assessing Opportunities to Support Each Child: 12 Practices for Quality Inclusion" NAEYC.org/resources/pubs/yc/jul2019/practices-quality-inclusion YC article 	<p>1. Adapt any of the vignettes in Chapter 8 to create an assignment. Here's an example with vignette 8.1.</p> <p>Purpose</p> <p>Discover how knowledge of a child's context can inform educator practices</p> <p>Directions</p> <ul style="list-style-type: none"> Ask students to read the vignette. Mention that the vignette reveals one thing Mr. Christenson discovered about Jillian that informed his decision making. Ask students to imagine that they are Jillian's teacher and have the same concerns about her learning and development. Then ask them to create a set of questions or prompts that they might use to learn as much as possible about Jillian's context (e.g., interests, family members, values, traditions, and so forth). Remind students to consult evidence sources for ideas in creating their questions and prompts, such as the 2020 position statement on <i>DAP</i> (page 19), the 2020 position statement on professional standards and competencies (pages 15–16), or the 2019 position statement on advancing equity (page 8). <p>2. Subjective vs. objective and anti-bias observations</p>	<p>From Chapter 8</p> <p>Thought Questions</p> <ul style="list-style-type: none"> How do educators know what children are learning and use that information to make informed and meaningful decisions about teaching? How can you learn important information about children from their families? What decisions do you need to make about the assessment process when working with children from different cultures and who speak different languages? <p>Reflection Questions</p> <ul style="list-style-type: none"> How do educators assess children in a way that matches the goals of the assessment process and the context of the specific children they teach? What opportunities and challenges are present in partnering with families to understand children's learning and development? What approaches to assessment are essential for children from diverse cultural and linguistic backgrounds?

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<ul style="list-style-type: none"> • “Assessment in Kindergarten: Meeting Children Where They Are” NAEYC.org/resources/pubs/yc/jul2019/assessment-in-kindergarten YC article • “Intentional and Supportive: Appropriate Uses of Early Assessments” NAEYC.org/resources/pubs/yc/jul2019/appropriate-uses-early-assessments YC article • “Meaningful Assessment and Documentation: How Directors Can Support Teaching and Learning” NAEYC.org/resources/pubs/yc/nov2018/meaningful-assessment-documentation-directors YC article • “Observing, Documenting, and Assessing Children’s Development and Learning” NAEYC.org/resources/position-statements/dap/assessing-development Position statement • “Observing, Planning, Guiding: How an Intentional Teacher Meets Standards Through Play” NAEYC.org/resources/pubs/yc/mar2018/observing-planning-guiding YC article • “Perspectives on Assessment of DLLs Development & Learning, Prek-Third Grade” www.mcknight.org/wp-content/uploads/Espinosa_NRSECDLL_2014.pdf Paper • “Photographs and Learning Progressions: Supports for Intentional Assessment and Instruction in Mathematics” NAEYC.org/resources/pubs/yc/jul2019/photographs-learning-progressions YC article 	<p>Purpose</p> <p>Practice making unbiased, objective observations</p> <p>Directions</p> <ul style="list-style-type: none"> • Ask students to watch “The World of Children: Developing Child Observation Skills” (https://vimeo.com/464053347) to learn about the difference between subjective and objective observations. • <u>Option 2.1: Practice with children.</u> Select another video clip and use it to generate subjective statements about the environment, interactions, or children. Ask students to watch the same clip and rewrite the statements to be more objective. • <u>Option 2.2: Practice with families.</u> Use Learning Guide 7.6: Reframing Activity (https://rpm.fpg.unc.edu/instructor-area/module-7-learning-guides) to review the importance of using statements that reflect an anti-bias viewpoint as part of the assessment process. The Learning Guide includes directions and a handout. <p>3. Observing with an equity lens</p> <p>Purpose</p> <p>Increase students’ awareness of how implicit biases can impact observations and expectations</p> <p>Directions</p> <ul style="list-style-type: none"> • Ask students to read “Do Early Educators’ Implicit Biases Regarding Sex and Race Relate to Behavior Expectations and Recommendations of Preschool Expulsions and Suspensions?” (https://medicine.yale.edu/childstudy/zigler/publications/Preschool%20Implicit%20Bias%20Policy%20Brief_final_9_26_276766_5379_v1.pdf), paying particular attention to the discussion, conclusions, and implications. 	<ul style="list-style-type: none"> • How do teachers assess children of different ages appropriately—how do they observe, document, and use assessments that are developmentally appropriate for infants and toddlers, preschool, kindergarten, and children in the primary grades? • What resources and supports would help educators incorporate appropriate assessment practices into their daily work with children?

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<ul style="list-style-type: none"> • “Unlocking the Potential of Data-Driven Coaching: Child Assessment as a Guide for Informing Instructional Practices” NAEYC.org/resources/pubs/yc/jul2019/unlocking-potential-data-drive-coaching YC article • “What’s Next? How Learning Progressions Help Teachers Support Children’s Learning and Development” NAEYC.org/resources/pubs/yc/jul2019/learning-progessions-help-children%27s-development YC article 	<ul style="list-style-type: none"> • Have students reflect on what they learned from the article and how it will influence their actions as an early childhood educator. Provide students with questions or prompts for their reflection based on the content of the article (e.g., “How will you learn about and monitor your implicit biases to prevent false expectations?”). <p>4. Authentic assessment practices</p> <p>Purpose</p> <p>Learn about engaging families as assessment partners and using authentic child assessment approaches</p> <p>Directions</p> <ul style="list-style-type: none"> • Ask students to read “Engaging Families as Assessment Partners” (https://ectacenter.org/~pdfs/decrp/PGP_ASM2_engagingfamilies_2018.pdf) in the Assessment Practitioner Practice Guide and then introduce the “Engaging Families as Partners in Their Child’s Assessment Checklist” (https://ectacenter.org/~pdfs/decrp/ASM-2_Engaging_Families_Partners_2018.pdf). • Ask students to watch Episode 13: “Authentic Learning in Remote Preschool: Home Learning Materials and Authentic Assessment” (https://youtu.be/6d918ZSPyNM), making notes on their copies of the checklists of the practices they observed. • Discuss the checklist practices they observed in the video as well as ways in which other checklist practices might have been integrated in the video. 	

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	<p>5. Screening dual language learners</p> <p>Purpose</p> <p>Gain knowledge of evidence-based practices for supporting young children who are dual language learners</p> <p>Directions</p> <ul style="list-style-type: none">• Ask students to read "Screening Dual Language Learners in Early Head Start and Head Start: A Guide for Program Leaders (https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/screening-dual-language-learners-guide-program-leaders-eng.pdf).• Assign one of the frequently asked questions on pages 16 and 17 of the above-listed document to each group.• Ask students to do the following: (1) identify citations from NAEYC's foundational documents that affirm or augment the bullet points related to their question and (2) identify at least two additional current, evidence-based resources related to their question.• Compile all the resources for each question in a Google document, Wakelet, or other shareable format to provide students with multiple resources related to screening dual language learners. <p>6. Appropriate referrals</p> <p>Purpose</p> <p>Gain knowledge of the local/state process for referring a child who may have a disability or individualized or developmental needs</p>	

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	<p>Directions</p> <ul style="list-style-type: none">• It is important for every early childhood educator to be thoroughly familiar with how to work with families and systems to support appropriate referrals. Consider vignette 8.3. Imagine that the teacher and Bre's family had come up with a very different conclusion: that Bre's development was possibly delayed.• Ask students to lay out a sequence of next steps for referral for possible special education services, based on the location in which the students reside. Include information for Bre's family about whom to call and what to expect. Similarly, include information for the educator about their role in the referral process.• Ask students to identify a thoughtful sequence for following up and checking with the family about results.	