

Data Collection Sheets

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Naturalistic Assessment: Assessment Schedule for an Individual Child

Child's name: _____

Child's routine	Area of assessment	Assessor	Where	How

Focused Assessment: Data Collection Form

Activity: _____ Date: _____ Observer(s): _____

Child:	Child:	Child:	Child:
Objective:	Objective:	Objective:	Objective:
Note:	Note:	Note:	Note:

Focused Assessment: Individualized Observation Form

Child's name: _____ Activity: _____ Date: _____ Observer(s): _____

Objectives/focus	Child behavior	Where	With whom	Qualitative aspects

Performance Assessment: Things My Child Can Do at Home

Child's name: _____ Observer(s): _____

Observation period/dates: _____

Performance Assessment: IEP/IFSP Objectives Individual Observation Form

Child's name: _____

Objective: _____

Criteria: _____

Scoring: _____

Dates	Observer	Observations	Product/work samples

Performance Assessment: IEP/IFSP Objectives Data Collection Form

Date: _____ Observer(s): _____

Activity/task: _____

Child	IEP/IFSP objective	Observations

Performance Assessment: Observation Form

Date: _____ Observer(s): _____

Activity/task: _____

Child	Observations	Products/work samples

Performance Assessment: Data Collection and Scoring Form

Child's name: _____ Date: _____

IEP/IFSP objectives: _____

Objectives/skills	Correct responses	Performance environment	Performance/generalization responses	Performance/generalization strategies	Scores/responses/strategies
<p>Scoring system: 0 = Incorrect response/incorrect strategy 1 = Incorrect response/viable strategy 2 = Correct response/incorrect strategy 3 = Correct response/viable strategy in a contrived environment 4 = Correct response/viable strategy in a few environments 5 = Correct response/viable strategy generalized across environments</p>					

Portfolio Assessment: Document Collection Plan

Child's name: _____

Date: _____

Team members: _____

Behaviors	Documents	Who	Where	When/how often

Portfolio Assessment: Progress Review Form

Child's name: _____ IEP goal: _____

Portfolio review date: _____ Criteria: _____

Documentation	Evaluations

Portfolio Assessment: Description of Content

Child's name: _____

Period/dates: _____

Purpose:

Goals/criteria:

Types of documentation:

Portfolio Assessment: Summary Review

Child's name: _____ Age: _____ Date: _____ Reviewer(s): _____

Area/objectives: _____

Strengths/progress	Exemplary documents	Needs/recommendations

Portfolio Assessment: Child Self-Evaluation

Child's name: _____ Date: _____

What I liked best and why:

What I liked the least and why:

What I learned:

What was difficult and why:

What I want to learn to do better and how:

Portfolio Assessment: My Child Learning to Talk

Child's name: _____ Parent's name: _____

My child learned to say a new word or sentence!

What:

With whom:

Where:

When:

My child said something funny!

What:

With whom:

Where:

When:

My child said something that surprised me!

What:

With whom:

Where:

When:

My child said something that I thought was really smart!

What:

With whom:

Where:

When:

Dynamic Assessment: Oral Retelling of a Story

Date of observation: _____ Name of book: _____

Observer: _____ Child's name: _____

The oral retelling of a story may be used to assess the following abilities: 1) comprehension of story structure, 2) short-term memory for events of a story, 3) ability to sequence the events in a story, 4) understanding of vocabulary from a story, 5) expressive use of vocabulary to describe events in a story, 6) ability to use prior knowledge to make sense of events in a story, and 7) ability to use their personal experiences to make predictions about a story. The nature and types of assistance that children need in order to be successful at retelling a story may be determined through use of the following guided learning procedures:

Procedure	Example	Quantitative analysis	Qualitative analysis
Ask the child to retell a simple story after you have read it.	"Tell me about the story."	Child describes events in story: yes _____ no _____ number of events _____	Verbatim response:
Encourage the child to look at a picture in the book.	"Let's look at this picture. What does this make you think about?"	Child describes picture: yes _____ no _____ number of events _____	Verbatim response:
Provide a partial model while looking at a picture in the book.	"It looks like the boy is getting ready to do something. What is the boy going to do?"	Child describes picture: yes _____ no _____ number of events _____	Verbatim response:
Provide a complete model while looking at a picture in the book.	"The boy is going to pick roses. What is the boy going to do?"	Child describes picture: yes _____ no _____ number of events _____	Verbatim response:

Dynamic Assessment: Use of Supportive Scaffolding

Practitioner: _____ Observer: _____

Practitioners use supportive scaffolding to assist children to mobilize their internal cognitive and emotional resources in response to social interactions, tasks, and materials. This form is designed to provide practitioners with feedback on their use of supportive scaffolding in educational environments.

Procedure:

1. Consult with another practitioner to choose which time of day to observe.
2. Provide a running record during the observational period, and include the following:
 - a. A brief description of instructional activities
 - b. Specific examples of supportive scaffolds used by the teacher
3. Meet with the practitioner to share your observational notes.

Summary:

Activity description	Observed use of supportive scaffolding

Dynamic Assessment: Data Collection Form Based on the Mediated Learning Program

Unit: _____

Activity: _____

Date: _____

Recorder: _____

Child	Objectives/principles/functions	Child behaviors and responses	Mediation/scaffolding

**Dynamic Assessment:
Individualized Education Program (IEP)/Individualized Family Service Plan (IFSP)**

Child's name: _____ Date of birth: _____ Age: _____

Parent(s)/caregiver(s): _____

Resource coordinator/teacher: _____

Services: _____

Area: _____

Goal: _____

Objectives	Strategies

Dynamic Assessment: Activity Plan

Child's name: _____ Date: _____

Description of activity and materials:

How to get the child/children involved:

How to make the activity meaningful:

How to expand the activity beyond the immediate situation:

Objectives	Strategies

Dynamic Assessment: Activity Plan

Teacher: _____ Date: _____

Description of activity: _____

How to get children involved: _____

How to make the activity meaningful: _____

How to relate the activity to other places, times, and tasks: _____

	Child and goal	Child and goal	Child and goal
Strategies to reach goal			

Dynamic Assessment: IEP/IFSP Data Collection Form

Child's name: _____

IEP/IFSP goal/objective: _____

Recommended supports: _____

Date and observer	Context/activity	Child behavior	Support

Curriculum-Based Language Assessment: Area(s) of Concern Checklist

Child's name: _____

Date: _____

Observer	Description of concern
Summary of patterns noted:	