

ECE Children
Child Plus & ELA Observation Form and Guidance
FALL 2020 – 2021

Guidance:

1. Check your Child Plus Roster 2115 to see what children are ECE and what children are Head Start. Under the Prog. header it will say Pre or HK for ECE and HS for Head Start. If you are unsure, ask!
2. Each child will have their own complete packet of observation forms for each domain.
3. Complete the Child and Class information for each child and add the child's name to each page.
4. Teachers will complete the FALL packet by October 30, 2020.
5. Record the initials of the person who took the observation and the date the observation was observed.
6. Record the ELA Score for ECE children ONLY.
7. County Managers will check for progress by recording the number of observations both written and entered into TSG at each County Team Staffing.
8. The ELA Summary sheet is just for the classes that have ECE children enrolled.
9. Record their individual scores for all domains, strands, and learning progressions.
10. This process will be completed for each checkpoint time frame.
11. For ECE children, once the observations are entered into Child Plus, you will send the observation sheets and the completed score sheet into the C.O. to Heather. She will copy the observation sheets and return them for you to use for planning and then place in the child's file.
12. QUESTIONS??? Heather at 419-784-2150 ext. 1142, hmeritt@nocac.org or your Early Childhood Education Coach and Support Specialist.

Child Plus and ELA Assessment		Teacher Name:		Site:	
		A.M. Teacher Assistant Name:		Class:	
		P.M. Teacher Assistant Name:		Season:	
Child's Name:		Date of Birth:			
Domain: Approaches to Learning-Self Regulation					
2. Self-Comforting: Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation. *ELA: Separation from Familiar Adults *School Readiness Goal			Initials:	ELA Score SRG	
4. Curiosity and Initiative in Learning: Child explores the environment in increasingly focused ways to learn about people, things, materials, and events			Initials:		
5. Self-Control of Feelings and Behavior: Child increasingly develops strategies for regulating feelings			Initials:	ELA Score	

<p>and behavior, becoming less reliant on adult guidance over time</p> <p>*ELA: Seeking Emotional Support</p>		Date:	
<p>6. Engagement and Persistence: Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult</p> <p>*School Readiness Goal</p>		<p>Initials:</p> <p>Date:</p>	SRG
<p>7. Shared Use of Space and Materials: Child develops the capacity to share the use of space and materials with others</p>		<p>Initials:</p> <p>Date:</p>	
<p>Domain: Social and Emotional Development ELA: Complete ALL</p>			
<p>1. Identify of Self in Relation to Others: Child shows increasing awareness of self as distinct from and also related to others</p> <p>*ELA: Emotion Identification</p>		<p>Initials:</p> <p>Date:</p>	ELA Score
<p>2. Social and Emotional Understanding: Child shows developing understanding of people's</p>		Initials:	ELA Score SRG

<p>behaviors, feelings, thoughts, and individual characteristics.</p> <p>*ELA: Response to Distressed peer</p> <p>*School Readiness Goal</p>		Date:	
<p>3.Relationships and Social Interactions with Familiar Adults:</p> <p>Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults</p> <p>*ELA: Ways Adults Keep Children Safe</p>		Initials: Date:	ELA Score SRG
<p>4. Relationships and Social Interactions with Peers:</p> <p>Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers</p> <p>*ELA: Play/Work with Peers</p> <p>*School Readiness Goal</p>		Initials: Date:	ELA Score SRG
<p>Domain: Language and Literacy Development ELA: Complete ALL</p>			
<p>1. Understanding of Language (Receptive):</p> <p>Child understands increasingly complex communication and language</p> <p>*ELA: Word Meaning</p> <p>*School Readiness Goals</p>		Initials: Date:	ELA Score SRG

<p>2. Responsiveness to Language Child communicates or acts in response to language and responds to increasingly complex language.</p>		<p>Initials:</p>	
<p>3. Communication and Use of Language (Expressive) Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences *ELA: Word Relationships *School Readiness Goal</p>		<p>Initials:</p> <p>Date:</p>	<p>ELA Score SRG</p>
<p>4. Reciprocal Communication and Conversation: Child engages in back and -forth communication that develops into increasingly extended conversations *ELA: Purposes and Situations</p>		<p>Initials:</p> <p>Date:</p>	<p>ELA Score</p>
<p>5. Interest in Literacy: Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways *ELA: Rhyming Words *School Readiness Goals</p>		<p>Initials:</p> <p>Date:</p>	<p>ELA Score SRG</p>
<p>6. Comprehension of Age</p>		<p>Initials:</p>	

<p>Appropriate Text: Child develops capacity to understand details and ideas from age-appropriate text presented by adults</p>		<p>Date:</p>	
<p>8. Phonological Awareness: Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language</p> <p><small>*ELA: Syllables/Onsets and Rimes/Phonemes</small></p>		<p>Initials:</p> <p>Date:</p>	<p>ELA Score</p>
<p>9. Letter and Word Knowledge: Child shows increasing awareness of letters in the environment and their relationship to sound, including understanding that letters make up words</p> <p><small>*ELA: Initial/Final/Medial Sounds</small></p>		<p>Initials:</p> <p>Date:</p>	<p>ELA Score</p>
<p>*ELA: Adding/Deleting/Substituting Sounds</p>		<p>Initials:</p> <p>Date:</p>	<p>ELA Score</p>
<p>10. Emergent Writing: Child shows increasing ability to write using scribbles, marks, drawings, letters,</p>		<p>Initials:</p> <p>Date:</p>	

characters, or words to represent meaning			
Domain: Cognition, Including Math and Science ELA: Complete ALL			
1. Spatial Relationships: Child increasingly shows understanding of how objects move in space or fit in different spaces		Initials: Date:	
2. Classification: Child shows increasing ability to compare, match, sort objects into groups according to their attributes		Initials: Date:	
3. Number Sense of Quantity: Child shows developing understanding of number and quantity *ELA: Object counting *School Readiness Goal		Initials: Date:	ELA Score SRG
4. Number Sense of Math Operations: Child shows increasing ability to add and subtract small quantities of objects *ELA: Number Concepts		Initials: Date:	ELA Score

6. Patterning: Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity *ELA: Subitizing		Initials: Date:	ELA Score
*ELA: Number Words		Initials: Date:	ELA Score
7. Shapes: Child shows an increasing knowledge of shapes and their characteristics		Initials: Date:	
*ELA: Numeral Identification and Writing		Initials Date:	ELA Score
9. Inquiry Through Observation and Investigation: Child observes, explores, and investigates objects (living and		Initials: Date:	SRG

<p>nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them</p> <p>*School Readiness Goal</p>		
<p>11. Knowledge of the Natural World:</p> <p>Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics</p>		<p>Initials:</p> <p>Date:</p>
<p>Domain: Physical Development-Health</p> <p>ELA: Complete ALL</p>		
<p>1. Perceptual - Motor Skills and Movement Concepts:</p> <p>Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness</p>		<p>Initials:</p> <p>Date:</p>
<p>2. Gross Locomotor Movement Skills:</p> <p>Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling,</p>		<p>Initials:</p> <p>Date:</p> <p>SRG</p>

<p>crawling, cruising, walking, running, jumping, galloping)</p> <p>*School Readiness Goal</p>			
<p>3. Gross Motor Manipulative Skills:</p> <p>Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)</p> <p>*ELA: Tool and Object Manipulation</p> <p>*School Readiness Goal</p>		<p>Initials:</p> <p>Date:</p>	<p>ELA Score</p> <p>SRG</p>
<p>4. Fine Motor Manipulative Skills:</p> <p>Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks</p> <p>*ELA: Writing Tool Grasp</p> <p>*School Readiness Goal</p>		<p>Initials:</p> <p>Date:</p>	<p>ELA Score</p> <p>SRG</p>
<p>5. Safety:</p> <p>Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities</p> <p>*ELA: Safe and Unsafe Behaviors</p>		<p>Initials:</p> <p>Date:</p>	<p>ELA Score</p>
<p>*ELA: Safety Rules</p>		<p>Initials:</p> <p>Date:</p>	<p>ELA Score</p>

6. Personal Care Routines Hygiene: Child increasingly responds to and initiates personal care routines that support hygiene *ELA: Personal Care and Basic Health *School Readiness Goal		Initials: Date: ELA Score SRG
7. Personal Care Routines, Feeding: Child responds to feeding and feeds self with increasing proficiency		Initials: Date:
8. Personal Care Routines Dressing: Child develops and refines ability to participate in and take responsibility for dressing self		Initials: Date:
9. Active Physical Play: Child engages in physical activities with increasing endurance and intensity		Initials: Date:
Domain: History - Social Science ELA: Complete ALL		
2. Sense of Place: Child demonstrates increasing		Initials:

<p>awareness of the characteristics of physical environments and connections among their attributes, including people and activities in them</p>		<p>Date:</p>	
<p>5. Responsible Conduct as a Group Member: Child develops skills as a responsible group member in an early education setting, acting in a fair and socially acceptable manner and regulating behavior according to group expectations *ELA: Social Behaviors</p>		<p>Initials: Date:</p>	<p>ELA Score</p>
<p>Domain: Visual and Performing Arts ELA: Complete ALL</p>			
<p>1. Visual Art: Child engages, develops, and expresses self with increasing creativity, complexity, and depth through two-dimensional and three-dimensional visual art</p>		<p>Initials: Date:</p>	
<p>2. Music: Child expresses and creates by making musical sounds, with increasing intentionality and complexity</p>		<p>Initials: Date:</p>	

3. Drama: Child increases engagement, skill development, and creative expression in drama		Initials: Date:	
4. Dance: Child develops capacity to respond, express, and create through movement in dance		Initials: Date:	
Domain: English - Language Development			
1. Comprehension of English (Receptive English): Child shows increasing progress toward fluency in understanding English		Initials: Date:	
2. Self - Expression in English (Expressive English): Child shows increasing progress toward fluency in speaking English		Initials: Date:	
3. Understanding and Response to English Literacy Activities: Child shows an increasing understanding of and response to		Initials: Date:	

books, stories, songs, and poems presented in English			
4. Symbol, Letter, and Print Knowledge in English: Child shows an increasing understanding that print in English carries meaning		Initials:	
		Date:	
Fall: Beginning of School Year - 10/30/2020 Fall Checkpoints: 10/30/20 - 11/6/20			
Review Dates By County Manager: Sept. Staffing _____ Oct. Staffing _____ <div style="display: flex; justify-content: space-around;"> # Recorded _____ Paper # Recorded _____ Paper </div> <div style="display: flex; justify-content: space-around;"> # Recorded _____ CP # Recorded _____ CP </div>			

Child's Name _____

- Write the teacher's name and the child's name, circle Fall or Spring.
- Enter their score in the corresponding column for each Learning Progression.
- Add the Reason Code if you score the child as "N".
- The completed score sheet gets submitted for each child at the end of each checkpoint timeframe.

Child's Name:	Score Reason Code	Teacher: Season: Fall Spring	Score Reason Code
Emotional Identification		Word Relationships	
Response to Distressed Peer		Number Words	
Separation from Familiar Adults		Object Counting	
Seeking Emotional Support		Number Concepts	
Play/Work with Peers		Subitizing	
Social Behaviors		Numeral Identification / Writing	
Rhyming Words		Tool and Object Manipulation	
Syllables / Onset and Rimes / Phonemes		Writing Tool Grasp	
Initial / Final / Medial Sounds		Safe and Unsafe Behaviors	

Adding / Deleting/ Substituting Sounds		Safety Rules	
Purposes and Situations		Ways Adults Keep Children Safe	
Word meanings		Personal Care and Basic Health	