

ECE Children
Child Plus & ELA Observation Form and Guidance
SPRING 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 SPRING packet by April 16, 2021.
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 ELA: Complete ALL			
1. Attention Maintenance: Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials.		Initials: Date:	
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: Date:	ELA Score SRG

3. Imitation: Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways.		Initials: Date:	
5. Self-Control of Feelings and Behavior: Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time *ELA: Seeking Emotional Support *School Readiness Goal		Initials: Date:	ELA Score SRG
6. Engagement and Persistence: Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult *School Readiness Goal		Initials: Date:	SRG
7. Shared Use of Space and Materials: Child develops the capacity to share the use of space and materials with others		Initials: Date:	

Domain: Social and Emotional Development		ELA: Complete ALL	
1. Identify of Self in Relation to Others: Child shows increasing awareness of self as distinct from and also related to others *ELA: Emotion Identification		Initials:	ELA Score
		Date:	
2. Social and Emotional Understanding: Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristics. *ELA: Response to Distressed peer *School Readiness Goal		Initials:	ELA Score SRG
		Date:	
3. Relationships and Social Interactions with Familiar Adults: 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 *ELA: Ways Adults Keep Children Safe		Initials:	ELA Score
		Date:	

4. Relationships and Social Interactions with Peers: Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers <i>*ELA: Play/Work with Peers</i>		Initials:	ELA Score
		Date:	
5. Symbolic and Sociodramatic Play: Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others		Initials:	
		Date:	
Domain: Language and Literacy Development			
ELA: Complete ALL			
1. Understanding of Language (Receptive): Child understands increasingly complex communication and language <i>*ELA: Word Meaning</i> <i>*School Readiness Goals</i>		Initials:	ELA Score SRG
		Date:	

<p>2. Responsiveness to Language Child communicates or acts in response to language and responds to increasingly complex language.</p>		<p>Initials: Date:</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</p> <p><small>*ELA: Word Relationships *School Readiness Goal</small></p>		<p>Initials: 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</p> <p><small>*ELA: Purposes and Situations</small></p>		<p>Initials: 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</p> <p><small>*ELA: Rhyming Words *School Readiness Goals</small></p>		<p>Initials: Date:</p>	<p>ELA Score SRG</p>

7. Concepts About Print: Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning		Initials: Date:	
8. Phonological Awareness: Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language *ELA: Syllables/Onsets and Rimes/Phonemes		Initials: Date:	ELA Score
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 *ELA: Initial/Final/Medial Sounds		Initials: Date:	ELA Score
*ELA: Adding/Deleting/Substituting Sounds		Initials: Date:	ELA Score
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

<p>5. Measurement: Child shows an increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties</p>		<p>Initials: Date:</p>	
<p>6. Patterning: Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity *ELA: Subitizing *School Readiness Goals</p>		<p>Initials: Date:</p>	<p>ELA Score SRG</p>
<p>*ELA: Number Words</p>		<p>Initials: Date:</p>	<p>ELA Score</p>
<p>7. Shapes: Child shows an increasing knowledge of shapes and their characteristics</p>		<p>Initials: Date:</p>	
<p>*ELA: Numeral Identification and Writing</p>		<p>Initials Date:</p>	<p>ELA Score</p>

8. Cause and Effect: Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect		Initials: Date:	
9. Inquiry Through Observation and Investigation: Child observes, explores, and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them *School Readiness Goal		Initials: Date:	SRG
10. Documentation and Communication of Inquiry: Child develops the capacity to describe and record observations and investigations about objects (living and nonliving things) and events, and to share ideas and explanations with others		Initials: Date:	

Domain: Physical Development-Health		ELA: Complete ALL	
1. Perceptual-Motor Skills and Movement Concepts: Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness		Initials: Date:	
2. Gross Locomotor Movement Skills: Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping) *School Readiness Goal		Initials: Date:	SRG
3. Gross Motor Manipulative Skills: Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching) *ELA: Tool and Object Manipulation		Initials: Date:	ELA Score

<p>4. Fine Motor Manipulative Skills: Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks</p> <p><i>*ELA: Writing Tool Grasp</i> <i>*School Readiness Goal</i></p>		<p>Initials:</p>	<p>ELA Score SRG</p>
<p>5. Safety: Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities</p> <p><i>*ELA: Safe and Unsafe Behaviors</i></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>
<p>6. Personal Care Routines Hygiene: Child increasingly responds to and initiates personal care routines that support hygiene</p> <p><i>*ELA: Personal Care and Basic Health</i> <i>*School Readiness Goal</i></p>		<p>Initials:</p> <p>Date:</p>	<p>ELA Score SRG</p>

10. Nutrition: Child demonstrates increasing knowledge about nutrition and healthful food choices		Initials: Date:	
Domain: History-Social Science		ELA: Complete ALL	
1. Sense of Time: Child increasingly communicates or demonstrates awareness about past and future events and relates them to present activity		Initials: Date:	
3. Ecology: Child develops an awareness of and concern for the natural world and human influences on it		Initials: Date:	
4. Conflict Negotiation: Child shows increasing understanding of the needs of other children and is increasingly able to consider alternatives and to negotiate constructively in conflict situations		Initials: Date:	
5. Responsible Conduct as a Group Member: Child develops skills as a responsible group member in an		Initials:	ELA Score

<p>early education setting, acting in a fair and socially acceptable manner and regulating behavior according to group expectations</p> <p>*ELA: Social Behaviors</p>		<p>Date:</p>	
<p>Domain: Visual and Performing Arts</p> <p>ELA: Complete ALL</p>			
<p>1. Visual Art:</p> <p>Child engages, develops, and expresses self with increasing creativity, complexity, and depth through two-dimensional and three-dimensional visual art</p>		<p>Initials:</p> <p>Date:</p>	
<p>4. Dance:</p> <p>Child develops capacity to respond, express, and create through movement in dance</p>		<p>Initials:</p> <p>Date:</p>	
<p>Domain: English-Language Development</p> <p>ELA: Complete ALL</p>			
<p>1. Comprehension of English (Receptive English):</p> <p>Child shows increasing progress toward fluency in understanding English</p>		<p>Initials:</p> <p>Date:</p>	

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 books, stories, songs, and poems presented in English		Initials: Date:	
4. Symbol, Letter, and Print Knowledge in English: Child shows an increasing understanding that print in English carries meaning		Initials: Date:	
Spring: 2/2/21 - 4/16/21 Spring Checkpoints: 4/16/20 - 4/23/21			
Review Dates By County Manager: Feb. Staffing _____ March Staffing _____ April Staffing _____ <div style="display: flex; justify-content: space-between;"> <div> # Recorded _____ Paper # Recorded _____ CP </div> <div> # Recorded _____ Paper # Recorded _____ CP </div> <div> # Recorded _____ Paper # Recorded _____ CP </div> </div>			

ELA Score Summary Guidance

- 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		Numerical 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	
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