

Head Start Children

Child Plus & ELA Observation Form and Guidance
Spring _____

Guidance:

1. Each child will have their own complete packet of observation forms for each domain.
2. Complete the Child and Class information for each child and add the child's name to each page.
3. Teachers will complete the **SPRING** packet by _____.
4. Record the initials of the person who took the observation and the date the observation was observed.
5. Classroom Coach & Mentors will check for progress by recording the number of observations both written and entered into DRDP at each County Team Staffing.
6. File completed observation in the child's file and return to the C.O. at the end of the program year.
7. QUESTIONS???? If you have any questions, ask your Classroom Coach & Mentor.

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:
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Domain: Approaches to Learning - Self Regulation	ELA: Complete ALL
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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. *School Readiness Goal		Initials:	ELA Score SRG
		Date:	
3. Imitation: Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways.		Initials:	
		Date:	

Domain: Social and Emotional Development	ELA: Complete ALL
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<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>Initials:</p> <p>Date:</p>	
<p>2. Social and Emotional Understanding: Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristics.</p> <p>*School Readiness Goal</p>		<p>Initials:</p> <p>Date:</p>	
<p>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</p>		<p>Initials:</p> <p>Date:</p>	
<p>4. Relationships and Social Interactions with Peers: Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers</p>		<p>Initials:</p> <p>Date:</p>	

<p>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</p>		<p>Initials:</p> <p>Date:</p>	
<p>Domain: Language and Literacy Development</p>		<p>ELA: Complete ALL</p>	
<p>1. Understanding of Language (Receptive): Child understands increasingly complex communication and language</p> <p><small>*School Readiness Goals</small></p>		<p>Initials:</p> <p>Date:</p>	
<p>2. Responsiveness to Language Child communicates or acts in response to language and responds to increasingly complex language.</p>		<p>Initials:</p> <p>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>*School Readiness Goal</small></p>		<p>Initials:</p> <p>Date:</p>	

<p>4. Reciprocal Communication and Conversation: Child engages in back and-forth communication that develops into increasingly extended conversations</p>		Initials:	
<p>5. Interest in Literacy: Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways</p> <p>*School Readiness Goals</p>		Initials:	
<p>7. Concepts About Print: Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning</p>		Initials:	
<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>		Initials:	
<p>9. Letter and Word Knowledge: Child shows increasing awareness of letters in the environment and their relationship to sound, including understanding that</p>		Initials:	

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

<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:</p> <p>Date:</p>	
<p>6. Patterning: Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity *School Readiness Goals</p>		<p>Initials:</p> <p>Date:</p>	<p>SRG</p>
<p>7. Shapes: Child shows an increasing knowledge of shapes and their characteristics</p>		<p>Initials:</p> <p>Date:</p>	
<p>8. Cause and Effect: Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect</p>		<p>Initials:</p> <p>Date:</p>	
<p>10. Documentation and Communication of Inquiry: Child develops the capacity to describe and record observations and investigations about objects</p>		<p>Initials:</p> <p>Date:</p>	

<p>(living and nonliving things) and events, and to share ideas and explanations with others</p>			
<p>Domain: Physical Development-Health</p>		<p>ELA: Complete ALL</p>	
<p>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</p>		<p>Initials: Date:</p>	
<p>3. Gross Motor Manipulative Skills: Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)</p>		<p>Initials: Date:</p>	
<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 *School Readiness Goal</p>		<p>Initials: Date:</p>	<p>SRG</p>
<p>5. Safety: Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities</p>		<p>Initials: Date:</p>	

<p>6. Personal Care Routines Hygiene: Child increasingly responds to and initiates personal care routines that support hygiene</p> <p>*School Readiness Goal</p>		<p>Initials:</p> <p>Date:</p>	<p>SRG</p>
<p>Domain: History–Social Science</p>		<p>ELA: Complete ALL</p>	
<p>2. Sense of Place: Child demonstrates increasing awareness of the characteristics of physical environments and connections among their attributes, including the people and activities in them.</p>		<p>Initials:</p> <p>Date:</p>	
<p>3. Ecology: Child develops an awareness of and concern for the natural world and human influences on it</p>		<p>Initials:</p> <p>Date:</p>	
<p>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</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): Child shows increasing progress toward fluency in understanding English</p>		<p>Initials:</p>	
<p>2. Self-Expression in English (Expressive English): Child shows increasing progress toward fluency in speaking English</p>		<p>Initials:</p>	
<p>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</p>		<p>Initials:</p>	
<p>4. Symbol, Letter, and Print Knowledge in English: Child shows an increasing understanding that print in English carries meaning</p>		<p>Initials:</p>	

Spring: 2/6/23-4/21/23

Spring Checkpoints: 4/17/23-4/21/23

Review Dates By ECE Coach: Feb. Staffing _____ March Staffing _____ April Staffing _____

Recorded _____ Paper # Recorded _____ Paper # Recorded _____ Paper

Recorded _____ CP # Recorded _____ CP # Recorded _____ CP