

Scheduling Your Observations

Create a schedule for routinely observing and monitoring your children. Use these observations to inform you on how to set up your environment, plan or adapt daily activities. If you use the Mother Goose Time curriculum, each skill is revisited each month in a play-based activity. It is during these activities and the natural course of the day, that you can observe and assess your child's level.

Because 71 skills is a lot to formally observe and document on a monthly basis, we recommend you begin with a baseline assessment. Log your baseline assessment in the Mother Goose Time Child Progress Monitoring Report and then identify a few learning goals specific to your child.

Routinely observe your child's progress on these learning goals. Additionally, choose 10-15 skills from diverse domains that you will observe and assess each month. Collect work samples and take photos to document your observation. Each month observe another set of skills. After a few months you will have observed the entire 71 skills and can repeat the observations while noting the child's growth or developmental needs.

Here is a recommended observation schedule that has you repeat and rotate skill observations every 5 months. This schedule overlaps with the recommended child work sample collection and photo schedule on the following pages.

	Month #1	Month #2	Month #3	Month #4	Month #5
Language	L1.1, L1.2, L2.4, L3.3, L4.1	L1.3, L3.2, L3.4, L4.2,	L1.4, L2.3, L3.5, L4.3	L2.2, L2.6, L3.6	L2.1, L2.5, L3.1
Math	M1.1, M1.3, M1.4, M2.1	M1.2, M4.3, M3.2	M2.3, M2.2, M3.3, M4.4	M3.4	M3.1, M3.5, M4.1, M4.2
Science	S1.1	S3.2, S4.3, S4.4	S1.2, S2.2, S3.3, S3.4	S3.1, S4.1, S4.2	S2.1
Creative	C1.2, C2.4	C1.1	C2.2	C3.3	C2.1, C2.3, C3.1, C3.2
Social	E1.1, E2.1, E2.3	E1.3, E2.2	E1.4, E1.5	E1.2, E2.4, E2.5	E3.1
Physical	P1.1	P1.2	P2.1	P2.2	

Standards Overview

Language (L)

- L1** Listening
- L2** Speaking
- L3** Emergent Reading
- L4** Emergent Writing

Mathematics (M)

- M1** Numbers and Counting
- M2** Shapes and Geometry
- M3** Patterns and Measurement
- M4** Logic

Science (S)

- S1** Life Science
- S2** Environmental Science
- S3** Physical Science
- S4** Health and Safety

Creative Development (C)

- C1** Visual Art
- C2** Music
- C3** Dramatic Play

Social-emotional Development (E)

- E1** Social Skills
- E2** Approach to learning
- E3** Diversity and Global Citizenship

Physical Development (P)

- P1** Gross Motor
- P2** Fine Motor

Sharing Assessments with Family

Assessments are helpful tools, as long as they are shared and interpreted properly. An important part of collecting data is sharing that data with families. Parents who are informed and educated about program assessment plans will be more likely to correctly interpret the results.

Engage the parents from the beginning in open discussions about the needs, learning goals and personality of the child. Involve parents by comparing and contrasting the observations you have of the child in the school environment with the home environment. Open communication also encourages parents to take an active role in their child's experiences both inside and outside the home.

Use Child Portfolios to showcase and document the child's growth and development. A Child Portfolio can be a simple folder, which includes photos, child work samples, your daily anecdotes and achievement assessments. Together, these pieces present families a comprehensive picture of the child's experience and learning.

Saving Child Work Samples

Keep samples of each child's work to document and validate your observation. Every skill measured in the Mother Goose Time Developmental Continuum suggests a Mother Goose Time CoreTool that is included monthly in your curriculum kits. As the child interacts throughout the course of the day with this familiar CoreTool, simply observe and chart your observation in the child's assessment report. If the

CoreTool is a project that each child makes, save a sample of the child's work to visually illustrate the child's learning.

Ideally, educators should intentionally observe and assess children 2-4 times per year on each skill. At a minimum, we recommend that you follow the "materials to save" chart below when collecting items for your child's portfolio.

Mother Goose Time Child Work Sample Schedule										
	Month #1	#2	#3	#4	#5	#6	#7	#8	#9	#10
Language	Practice Pal And Postcard L4.1 <input type="checkbox"/>	My Little Journal L4.2 <input type="checkbox"/>	Classbook L4.3 <input type="checkbox"/>	Discover Color C1.1 <input type="checkbox"/>	I Can Read Book L3.1 <input type="checkbox"/>	Practice Pal And Postcard L4.1 <input type="checkbox"/>	My Little Journal L4.2 <input type="checkbox"/>	Classbook L4.3 <input type="checkbox"/>	Discover Color C1.1 <input type="checkbox"/>	I Can Read Book L3.1 <input type="checkbox"/>
Math	Play Money M1.4 <input type="checkbox"/>			Discover Game M2.2 <input type="checkbox"/>		Play Money M1.4 <input type="checkbox"/>			Discover Game M2.2 <input type="checkbox"/>	
Science			EcoKid S2.2 <input type="checkbox"/>	Discover Senses S3.1 <input type="checkbox"/>				EcoKid S2.2 <input type="checkbox"/>	Discover Senses S3.1 <input type="checkbox"/>	
Creative & Physical	Art C1.2 <input type="checkbox"/>	Discover Color C1.1 <input type="checkbox"/>	Art C1.2 <input type="checkbox"/>	Discover Cutting P2.1 <input type="checkbox"/>	Kid Chef S4.1 <input type="checkbox"/>	Art C1.2 <input type="checkbox"/>	Discover Color C1.1 <input type="checkbox"/>	Art C1.2 <input type="checkbox"/>	Discover Cutting P2.1 <input type="checkbox"/>	Kid Chef S4.1 <input type="checkbox"/>
Social	Name Tag E1.1 <input type="checkbox"/>	Show and Tell Frame E1.3 <input type="checkbox"/>	Friendship Feather E1.4 <input type="checkbox"/>	Little Learning Cards E2.4 <input type="checkbox"/>	Flags or Global Citizenship Activity E3.1 <input type="checkbox"/>	Name Tag E1.1 <input type="checkbox"/>	Show and Tell Frame E1.3 <input type="checkbox"/>	Friendship Feather E1.4 <input type="checkbox"/>	Little Learning Cards E2.4 <input type="checkbox"/>	Flags or Global Citizenship Activity E3.1 <input type="checkbox"/>
	First Sample Set					Second Sample Set				