



Northampton Community College

Early Childhood Education Child Running Record Form

Teacher's Initials: AM Observer: EM
 Course: EARL 216 Date: _____ Lab # 6
 Age group: Preschool Center/Room: Reibman / Rm 120
 Context/Setting: Table play with ducks Observation Time: Begin 9:30 am End 9:35 am

Purpose: This form will document your ability to observe and assess children individually, in small groups, or in a large group. You are to record the child's (or group's) abilities, interests, and needs for three to five consecutive minutes. (Standards 1 and 3)

<p style="text-align: center;">Observation</p> <p style="text-align: center;">Record the child's actions and language for three to five consecutive minutes</p>	<p style="text-align: center;">Interpretation</p> <p style="text-align: center;">Identify and describe each developmental domain observed and connect to the Trawick-Smith book, the state Early Learning Standards, and/or other course resources. Consider the context of culture language and ability.</p>
<p>AM is sitting at the table. There are small plastic ducks and a few small blocks on the table.</p> <p>AM puts two blocks next to each other and then stacks two more on top of them. "This is the duck's house," she says pointing at the blocks she has put together. She puts a duck on top of the block structure.</p> <p>She takes the lid off the container nearby, puts it on the table, and says, "This is their food. They eat duck food." She puts another duck near the lid and says, "They are sharing."</p> <p>She picks up one duck and says, "Quack, quack. This is the pond." Points to the area on the table, and puts the duck in the "pond". She picks up the other duck and puts it in the pond, saying, "They need a friend." She moves the ducks in the "pond" for a while, holding one in each hand.</p> <p>She gets up and walks over to the shelf nearby. She picks up a frog puppet from a basket. "This could be their friend. Frogs live there, too." She puts the frog in the "pond" with the ducks.</p> <p>"It's time for bed now" she says, and brings the duck close together. "They sleep like this." She brings over a larger duck from the shelf and says, "This is the mom duck. Quack, quack, quack." She then pulls all the ducks together and says, "They stay close to their mom. They are</p>	<p>AM seems to play alone, talking to herself as she plays. (solitary play)</p> <p>PA ELS 1.6 Speaking and Listening "Talk about experiences clearly using some details" (PA ELS, 2009)</p> <p>She seems to understand sentence structure (syntax), making short sentences. She uses morphemes adding "s" to show possession (duck's house) as well as plural (frogs live there). (language development). "Teachers and caregivers should evaluate children's language across all four areas of development. They should understand and appreciate typical communication errors that are common and necessary in language development." (Trawick-Smith, 2010)</p> <p>AM seems to know what sharing looks like. (social development)</p> <p>Her language is very clear (phonology) and easy to understand. (language development)</p> <p>AM seems to know where the toys are and uses them to extend her script. She uses blocks to represent the duck's house and a lid to represent where they eat. (dramatic play)</p> <p>She uses prior knowledge in her pretend play</p>

going to look for their fishy friend now.” She takes the ducks and begins circling around the table, looking around.

(Quack quack, ducks sleep close to their mom, ducks and frogs live in the pond) (cognitive development)

Her dramatic play continues for 10 minutes.

How would you assess the child’s skill level:

Not yet Emerging Proficient

Give rationale for the above assessment:

AM is familiar with the materials in the classroom and shows autonomy. She is relating a duck’s experience to her own experiences (“...this is duck food...”). She show’s interest of time concepts by incorporating daily routines (eating, sleeping, friends/playing, etc.).

Extension: What would you do – immediately or in future – to extend child’s learning?

I would see what she knows about ducks and possibly make a graph with her artwork. I would then ask open-ended questions to see what she would like to know about ducks. I would also ask about other animals to extend the experience.

Instructor feedback on your next learning goals:

___ Specific, accurate, detailed, non-judgmental language	4	3	2	0
___ Professional literacy/communication	4	3	2	0
___ Observation linked to child development and learning	4	3	2	0
___ Assessment linked to planning of course content	4	3	2	0

Key:

4 = Proficient; 3 = Developing; 2 = Emerging; 0= Not Present