

APPENDIX 1

Assessment Tools and Strategies

Anecdotal Notes (Record)

Description	Anecdotal notes are a concrete form or outcome of observation. These notes describe an occurrence and list the name, date, context, and time of the observation and are recorded as, or just after, the behaviour occurs. They can be as detailed as time permits and describe rather than analyze or judge what has occurred. The focus of the anecdotal note is limited to one child, but may include information related to others in the group as appropriate. Anecdotal notes rely on an organized system, (e.g., index cards, sticky notes, a binder, etc., which is personal to the observer).
With Whom Will I Use	Anecdotal notes should be used with every child.
When Will I Use	Notes should begin from the first day of school and continue throughout the year. Educators can use the information from their collected notes for communicating progress to parents and others.
Why Will I Use	The anecdotal notes should tell the 'story' of the child over time. Anecdotal notes are a powerful tool to record what is happening and as an aid to memory. They are written in free form, and not constricted by criteria or expectations.
How Will I Use	The anecdotal notes are not useful unless they are analyzed and educators make decisions about next steps. Next steps may be simply to observe further. Educators need to look for patterns of behaviour throughout the notes. Anecdotal notes are not simply the evidence for reporting; they should also inform the planning.

Following teacher led discussions about the celery experiment, Ilona chose to play teacher and played with a small group of children, recording their thoughts on why the celery stalks changed colour when put in the coloured water. She presented her findings to the class by reading the chart to everyone.



Portfolios

<p>Description</p>	<p>A portfolio is a collection of a child’s work. Samples might include: paintings, drawings, collage work, writing, running records, photos, audio/video tapes, copies of pattern work, representations of work in mathematics or building, science experiments, etc. The actual portfolio can vary from simple folders to a more elaborate filing system. Some work may be stored electronically.</p>
<p>With Whom Will I Use</p>	<p>There should be a portfolio for each child in the class. Ideally, each child should be aware of the portfolio, how it is used, and how to contribute to it.</p>
<p>When Will I Use</p>	<p>The collection should start at the very beginning of the school year with samples that represent what the child is demonstrating, e.g., a sample of writing of his or her name, a drawing, a painting, a language sample. Over the year, other pieces may be added to the collection. In some schools, some pieces are selected from the portfolio to be passed on to the new educator.</p>
<p>Why Will I Use</p>	<p>The portfolio represents the child’s progress over time. It houses concrete evidence of what the child is able to do. Pieces can be selected to share with the child, parents, and others. It is particularly useful in school team discussions to illustrate comments when others are not familiar with the child.</p>
<p>How Will I Use</p>	<p>Select pieces for the portfolio that demonstrate, for example, a change in a stage of development, or a new learning, and are representative of the child’s knowledge and skills. Ideally, these are pieces that the child completes independently. In some cases, pieces may illustrate what the child can do with support, and this should be noted.</p> <p>Ideally, portfolios do not include work sheets or educator directed tasks, as these are not evidence of what the child is doing independently and give little indication of how the child is constructing knowledge. They are closed activities.</p> <p>Educators make decisions about how the child will be involved. There are a number of ways: a) in the selection of pieces (If we were going to keep one of these for your portfolio, which would you choose? Why?); b) in conferencing with the child at certain times of the year (Let’s look at your paintings. This is from when you started and this is what you’re doing now. What do you notice?); c) as part of a educator-parent conference (Let me show you how your child was writing his name in September and how it has changed); d) as part of a child/parent conference as children share the contents of their portfolio with their parents.</p>