
Sample Anecdotal Record-keeping Devices

Anecdotal Comments

| | | | | | |
|-----------|--|--|--|--|--|
| Name | | | | | |
| Monday | | | | | |
| Tuesday | | | | | |
| Wednesday | | | | | |
| Thursday | | | | | |
| Friday | | | | | |

Anecdotal Record Chart for Activity Centres

| Anecdotal Records | | |
|-------------------|------|------|
| Centre: _____ | | |
| Date: _____ | | |
| Name | Name | Name |
| | | |
| Name | Name | Name |
| | | |
| Name | Name | Name |
| | | |
| Name | Name | Name |
| | | |

Anecdotal Record Form for Activity Centres

Anecdotal Record

Activity Centre: _____ Date: _____

Name of Student : _____

Anecdotal Record

Activity Centre : _____ Date : _____

Name of Student : _____

Anecdotal Record

Activity Centre : _____ Date : _____

Name of Student : _____

Sample Checklists

Cooperative Group Learning Checklist:

How We Work With Our Partners When Cooperative Learning

Names: _____ and _____

| What did we do? | Yes | No |
|----------------------------|-----|----|
| Did we stay in our places? | | |
| Did we share our things? | | |
| Did we take turns? | | |
| Did we use 30 cm voices? | | |

What can we do better next time? _____

Emerging Literacy Checklist

This checklist is adapted from page 159 of *English Language Arts: A Curriculum for the Elementary Level*, Saskatchewan Education, 1992. Teachers may periodically use this checklist throughout the school year to monitor a student's emerging literacy.

Name: _____

Date: _____

| | Yes | No | Comments |
|--|-----|-----|----------|
| Interest in Print | | | |
| Is interested in books | ___ | ___ | |
| Approximates reading behaviours..... | ___ | ___ | |
| Contributes to environmental print display | ___ | ___ | |
| Selects and examines printed materials independently | ___ | ___ | |
| Enjoys being read to | ___ | ___ | |
| Participates in shared reading activities | ___ | ___ | |
| Attempts to communicate in print | ___ | ___ | |
| Approximates printing with scribbles, strokes | ___ | ___ | |
| Book Knowledge | | | |
| Holds books right side up | ___ | ___ | |
| Turns pages right to left | ___ | ___ | |
| Identifies where story begins, ends | ___ | ___ | |
| Recognizes terms: | | | |
| - title | ___ | ___ | |
| - author | ___ | ___ | |
| - illustrator | ___ | ___ | |
| - cover | ___ | ___ | |
| Examines and interprets illustrations | ___ | ___ | |
| Retells shared stories | ___ | ___ | |
| Reading and Writing Strategies | | | |
| Views self as reader | ___ | ___ | |
| Attempts to read independently | ___ | ___ | |
| Expects the text to make sense | ___ | ___ | |
| Derives meaning and makes predictions about text by: | | | |
| - using picture clues | ___ | ___ | |
| - drawing on experience or knowledge of topic | ___ | ___ | |
| - using story structure clues | ___ | ___ | |
| - taking risks as a reader | ___ | ___ | |
| Has a store of key or sight vocabulary | ___ | ___ | |
| Can match some text with oral language | ___ | ___ | |
| Can follow a line of print | ___ | ___ | |
| Views self as writer | ___ | ___ | |
| Attempts to convey meaning using printed symbols | ___ | ___ | |
| Independently initiates writing | ___ | ___ | |
| Takes risks in writing: | | | |
| - creates symbols which represent letters | ___ | ___ | |
| - creates groupings of letters to represent words and sentences | ___ | ___ | |
| - invents spellings | ___ | ___ | |
| Willingly shares or explains own writing to others | ___ | ___ | |
| Follows directionality of print--left-to-right, top-to-bottom | ___ | ___ | |

Kindergarten Checklist

I Socio-emotional Development

- Chooses appropriate behaviour in a variety of settings:
 - activity time hallways
 - circle time field trips
 - library, gym, computer room, music room
- Accepts responsibility for own behaviour
- Can share materials, space, and teacher's time with others
- Can interact positively with peer group:
 - accepting/offering suggestions
 - joining in
 - following group direction
- Demonstrates confidence in self and can work independently
- Respects rights and properties of others and self
- Makes an activity choice and finishes the task
- Can take care of "housekeeping" tasks:
 - bathroom habits
 - tidiness in classroom
 - dresses self

II Physical Development

- Participates in a variety of movements:
 - skips runs rolls
 - hops squats stretches
- Is developing strength, body awareness and spatial awareness through a variety of activities
- Is developing eye-hand, eye-foot coordination
- Is developing fine motor skills:
 - grasping buttoning puzzle play
 - cutting buckling tying
 - tracing colouring zipping
- Is developing sensory awareness

III Intellectual Development

- Is developing a positive attitude towards learning
- Is using language to bring meaning to what is:
 - observed felt thought heard smelled tasted
- Is developing an awareness that print has meaning
- Is using own script to convey meaning
- Is developing logical thinking skills through a variety of activities:
 - classifying patterning ordering
 - serializing organizing listing
 - predicting
- Is expressing self through the Arts
 - Music Visual Art
 - Drama Dance
- Is listening for:
 - information directions explanations
- Is able to gather information
- Is able to verbally express self

Comments:

Motor Skills Development Checklist

Teachers may periodically use this checklist to monitor a student's perceptual/ motor skills development.

Name: _____ Date: _____

| Participates in activities designed to improve perceptual/motor skills | Yes | No | Comments |
|---|------------|-----------|-----------------|
| <ul style="list-style-type: none"> • is increasing speed; e.g., runs fast | | | |
| <ul style="list-style-type: none"> • reaction time is improving, e.g., stops when signalled by a bell or clap | | | |
| <ul style="list-style-type: none"> • agility is improving; e.g., dodges a ball | | | |
| <ul style="list-style-type: none"> • large muscle coordination is improving; e.g., skips, gallops | | | |
| <ul style="list-style-type: none"> • small muscle coordination is improving; e.g., strings beads, | | | |
| <ul style="list-style-type: none"> • uses muscles for self-help skills; e.g., zips jacket, ties shoes | | | |
| <ul style="list-style-type: none"> • is developing eye-hand coordination; e.g., throws a ball at a target, catches a bean bag, assembles a puzzle, cuts with scissors | | | |
| <ul style="list-style-type: none"> • is developing eye-foot coordination, e.g., kicks a ball | | | |
| <ul style="list-style-type: none"> • is developing awareness of body in space; e.g., finds a space on the floor where no one else can be reached | | | |
| <ul style="list-style-type: none"> • is beginning to be aware of laterality; e.g., twirls other hand, raises other foot | | | |
| <ul style="list-style-type: none"> • directionality is developing; e.g., moves forwards, backwards, sideways; and over, under, through, inside, outside and around objects | | | |
| <ul style="list-style-type: none"> • changes direction with ease | | | |
| <ul style="list-style-type: none"> • is developing kinaesthesia; e.g., touches knees with eyes closed | | | |
| <ul style="list-style-type: none"> • demonstrates good posture | | | |
| <ul style="list-style-type: none"> • is developing balance; e.g., hops on one foot, walks on low balance beam, walks with bean bag on head | | | |
| <ul style="list-style-type: none"> • is beginning to sequence; e.g., claps four times, then jumps | | | |

Sample Rating Scales

Assessment Portfolio Rating Scale

The following rating scale could be used to assess students' portfolios.

Code:

- Ind. - Independent
- Dev. - Developing
- Beg. - Beginning
- N.F.D. - Needs Further Development

Name: _____

Date: _____

| Attribute to be Evaluated | Scale | | | |
|--------------------------------------|-------|------|------|--------|
| | Ind. | Dev. | Beg. | N.F.D. |
| Originality | | | | |
| Neatness/organization | | | | |
| Growth in concepts | | | | |
| Variety of choices | | | | |
| Individual activity from group focus | | | | |
| Transfer of learning | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Comments:

Cooperative Group Learning Rating Scale

The following rating scale could be used to assess cooperative group learning.

Student's Name: _____

Date: _____

| | | | | | |
|--|--------------|---|----------------|---|------------|
| 1. The student works with a range of peers, not just with close friends. | 1 not yet | 2 | 3 sometimes | 4 | 5 often |
| 2. The student willingly shares materials and ideas with others. | 1 not yet | 2 | 3 sometimes | 4 | 5 often |
| 3. In group work the student shows respect for others by listening and considering other points of view. | 1 not yet | 2 | 3 sometimes | 4 | 5 often |
| 4. The student follows group work rules as established for the activity. | 1 not yet | 2 | 3 sometimes | 4 | 5 often |
| 5. The student fulfils her/his work responsibilities in the group. | 1 not yet | 2 | 3 sometimes | 4 | 5 often |
| 6. The student exhibits appropriate work behaviours during time set aside for group work. | 1 not yet | 2 | 3 sometimes | 4 | 5 often |
| 7. The student participates in discussions during the time set aside for group work. | 1 not yet | 2 | 3 sometimes | 4 | 5 often |
| 8. The student contributes ideas to the group efforts in the time set aside for group work. | 1 not yet | 2 | 3 sometimes | 4 | 5 often |

Participation and Contribution to Classroom Activities Rating Scale

The following is another example of a way that a rating scale based on the Kindergarten foundational and specific objectives could be developed. However, the completion of a scale like this on all the foundational and specific objectives for every student would be an unrealistic expectation.

| Date _____ | Students' Names | | | | | |
|---|-----------------|--|--|--|--|--|
| Code: 1. Often 2. Sometimes 3. Not Yet | | | | | | |
| <ul style="list-style-type: none"> demonstrates interest and enthusiasm for classroom activities | | | | | | |
| <ul style="list-style-type: none"> is willing to try new activities | | | | | | |
| <ul style="list-style-type: none"> is beginning to follow rules | | | | | | |
| <ul style="list-style-type: none"> shows an appreciation of rules by reminding others about them | | | | | | |
| <ul style="list-style-type: none"> generates rules where needed | | | | | | |
| <ul style="list-style-type: none"> offers constructive suggestions to other children and adults | | | | | | |
| <ul style="list-style-type: none"> willingly participates in routine activities | | | | | | |
| <ul style="list-style-type: none"> accepts responsibility for the care of the classroom environment (e.g., feeds pets, waters plants, washes paintbrushes) | | | | | | |