This tool compiles knowledge built from *Collecting and Using Anecdotal Records, Using Data to Inform Teaching,* and *Planning for Assessment*. Supervisors may use some or all of the components of this tool. It is intended to guide conversation with classroom teams.

OBSERVE

With teacher permission, add your own observations to the anecdotes being recorded—complete a note card on a clipboard, fill out a label, write out a sticky note, etc.

	Current practice	Additional supports needed
How are assessment plans displayed and carried out in the classroom?		
How are anecdotal records being collected in the classroom? (*Add your own observations to the anecdotes being recorded—complete a note card on a clipboard, fill out a label, write out a sticky note, etc.)*		
How is assessment information being used to inform teaching?		

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HELP TEACHERS PLAN FOR ASSESSMENT

	Current practice	Additional supports needed
Review and adjust, as needed, the general year-long plan for the whole class.		
Review and fine-tune, as needed, weekly planning for assessment.		
Share some of your observation examples or provide guidance regarding: • **What** to assess (important content to inform instruction). • **How** to assess (be organized, select effective assessment strategies). • **When** to assess (find convenient times for data collection). • **Who** will assess (decide who can help gather information).		

For more Information, contact us at: **NCQTL@UW.EDU** or **877-731-0764**

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HELP TEACHERS ASSESS THE QUALITY OF THEIR ANECDOTAL RECORDS

	Current practice	Additional supports needed
When: Did the teacher include the date/time?		
Where: Did the teacher include the setting?		
Who: Did the teacher include the children's names?		
What: Did the teacher focus on collecting information from curriculum areas? Did the teacher write factual, objective descriptions?		

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HELP TEACHERS INTERPRET ASSESSMENT INFORMATION TO ADJUST TEACHING AND IMPROVE CHILDREN'S LEARNING

Note to supervisor: Guide teachers through decision-making as they use data to adjust teaching.

How is the child doing?	What action should be taken?	Teacher plan
Making progress.	Continue what you have been doing.	
Not making progress.	Change what or how you are teaching.	
Goal accomplished.	Move on to something more challenging.	

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HELP TEACHERS RECOGNIZE HOW USING DATA TO INFORM TEACHING HAS CONTRIBUTED TO THE QUALITY OF INSTRUCTION IN THEIR CLASSROOM

Note to supervisor: Share some of your observations of the teachers engaging in intentional instruction that matches the children's level of development, provides encouragement, provides assistance, etc.

Child's name or name of activity	Observation notes

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