

HELPING TEACHERS USE CHECKLISTS

Here are some ideas to help you support teachers in their use of checklists for ongoing assessment.

Identify objectives.

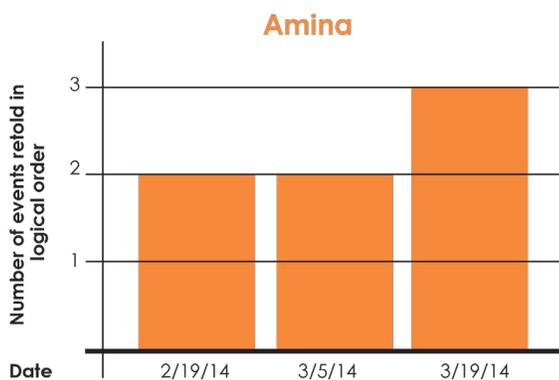
- Work together to develop goals and objectives. Ask teachers what kinds of activities they want to track.
- Collaborate to develop a checklist. How would they use checklists in the classroom? What would make a checklist convenient?
- Show examples of previous checklists at staff meetings so that teachers have a working model.

Check in to see how it's going.

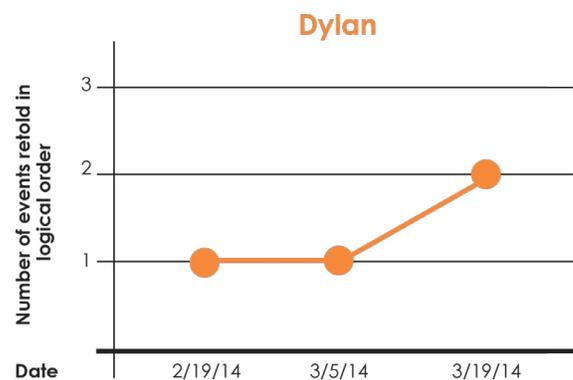
- Ask teachers if they would like help developing individualized checklists for their classrooms.
- Assist teaching staff in breaking down broader skills into smaller steps.
- Help teachers choose small group activities where checklists could efficiently monitor the most important learning objectives.
- Review checklist data with teachers. Create a graph of the data that is easy to view. Share and discuss examples of how to transfer data from a checklist to a graph.

Examples of checklist graphs:

The following examples show two ways of using graphs to track a child's progress—a bar graph and a line graph. They were both created with data from the handout, *Tools for Teachers: Skill Assessment Checklist* (also on Slide 12 of the *Using Checklists* slide presentation). These charts show the progress Amina and Dylan made in retelling events from a story, at three different data collection points, over a four-week period.



BAR GRAPH



LINE GRAPH

Review checklists and encourage sharing with families.

- Review checklists with teachers and discuss the children's progress.
- Be sure to highlight the data that is most useful for tracking progress.
- Suggest additional ways to use the checklists.
- Encourage staff to share checklist information with families.