



CHILD PARTICIPATION EVALUATION: FACILITATOR GUIDE

This worksheet allows teachers to practice making decisions about how to plan for and individualize their instruction for a child. It is designed to help teachers focus on a child's strengths and areas of concern throughout the day.

Go over examples below, and then give participants a blank form to fill out. In the first column, participants list each activity and transition in the daily schedule. In the second column: the classroom expectations for all children for that activity. In the third column: the child's level of performance related to the expectations for all children for that activity. In the fourth column: the concern for this child for that activity.

Child's name: Shawna Teacher's name: Marsha Date: 4/3/14

Daily routines/ Activities	What do we expect children to do?	How is this child doing?	What's the concern?
Transitions	Stay with the group. Move between activities calmly, hang/retrieve coat and back pack for arrival/departure.	<input checked="" type="checkbox"/> Good <input type="checkbox"/> Needs support <input type="checkbox"/> Needs enrichment	
Circle Time	Sit on a mat. Participate in activities. Keep eyes on the teacher. Raise hand before talking.	<input type="checkbox"/> Good <input checked="" type="checkbox"/> Needs support <input type="checkbox"/> Needs enrichment	Has a hard time sitting still. Gets really fidgety and wiggly.
Small group time	Sit at the table. Participate in activity. Ask for and share materials with other children.	<input type="checkbox"/> Good <input checked="" type="checkbox"/> Needs support <input type="checkbox"/> Needs enrichment	Ends up drawing and coloring on others' work. Peers get frustrated.
Snack/ Lunch time	Sit at the table. Have conversations with peers. Pass food when asked. Clean up when finished.	<input checked="" type="checkbox"/> Good <input type="checkbox"/> Needs support <input type="checkbox"/> Needs enrichment	
Center time	Explore the learning centers. Interact safely with toys and peers. Take turns with and share materials.	<input type="checkbox"/> Good <input checked="" type="checkbox"/> Needs support <input type="checkbox"/> Needs enrichment	Likes to be in dramatic play area, but ends up just wandering around. Doesn't seem to know what to do.
Toileting/ Hand washing	Ask to use bathroom. Complete all steps of toileting. Wash hands.	<input type="checkbox"/> Good <input checked="" type="checkbox"/> Needs support <input type="checkbox"/> Needs enrichment	Doesn't wash hands. Turns on the water, but then gets distracted and runs off.
Outdoor time	Explore the playground. Take turns with and share equipment/toys. Play safe games.	<input checked="" type="checkbox"/> Good <input type="checkbox"/> Needs support <input type="checkbox"/> Needs enrichment	



CHILD PARTICIPATION EVALUATION

In this activity, you will consider how well an individual child is meeting the classroom expectations during each activity and transition.

Directions: The child assessment worksheet helps a teacher understand where to begin teaching by looking at a child's strengths and areas of concern throughout the day. Think of a child in your classroom. In the first column, list each activity and transition in your daily schedule. In the second column, write the classroom expectations for all children for that activity. In the third column, record the child's level of performance related to the expectations for all children for that activity. In the fourth column, describe the concern you have for this child during that activity.

Child's name: _____ Teacher's name: _____ Date: _____

Daily routines/ Activities	What do we expect children to do?	How is this child doing?	What's the concern?
		<input type="checkbox"/> Good <input type="checkbox"/> Needs support <input type="checkbox"/> Needs enrichment	
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