

### Assessment Chart

Type of Assessment	Description	Strengths	Weaknesses	Most Appropriate Use
<b>Narrative Methods</b>				
Time Sampling	Samples, at a specific time, targeted behaviors of small groups to show patterns (e.g., sample over several days, at 15 minute intervals, infant crying)	Observations are triggered by event – can monitor more than one child  Can focus on a particular event of interest  Can document behaviors that occur infrequently	Events are seen out of context	Observation of social interactions and play  Interactions between teachers and child
Event Sampling	Looks at specific behavior during a specific event (e.g., child who wanders during free choice time); behaviors are recorded in form of tallies  Often uses ABC format (Antecedent Behavior, Behavior, Consequence)	Can discover causes and effects of behavior; results can be used to identify appropriate guidance strategies; tallies are quick and efficient requiring little writing	Time consuming; requires skill in coding and recording behaviors; focuses only one child; may be difficult to determine causes of behavior	Observation of inappropriate or atypical behavior  Observation of a school day activity  Explores cause and effect
Checklists	Presence or absence of a behavior using tally or checkmark	Easy to use; can observe more than one child at same time	Provides little context about the context in which behavior occurred; doesn't answer the 'how' or 'why'	Observing physical development/ gross motor  Observing playground behavior

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Photography	Photographs of child activity, child's work	Permanent record that can be saved to preserve details	Equipment and development can be expensive	Preserves examples of work that can't be saved (e.g., block building)  Captures child's engagement in activity
Videotaping	Video recorder set in an unobtrusive spot in classroom	Extremely accurate way to observe interactions; situation can be reviewed many times; can be used as an instructional tool for staff	Time consuming to review/analyze tapes; equipment is expensive	Record behaviors of specific children or classroom activities
Audio Recording	Tape recorders in classroom	Easy to use; fairly inexpensive; actual recording can be reviewed many times; children can record and play back recording	Time consuming to review and transcribe recording	Document and analyze language skills  Record teacher/student and student/student interactions
Portfolios	Collection of child's work that demonstrates child's efforts, progress, or achievement	Child has input into what is contained in portfolio; comprehensive picture of child's abilities in many areas; child is involved in selecting materials; demonstrates progress toward target achievement	Requires planning and organization; may focus only on more academic topics (difficult to document musical ability, etc).	Valuable in reporting child's development/progress to parent  Allows child to reflect on his/her own work/progress

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Rating Scales	Degree to which a behavior is exhibited on a continuum; uses numbers to rate the occurrence or strength of characteristic	Quick and easy to use; can observe more than one child; can evaluate the environment	Subjective tool; may be biased because practitioner is making judgment	Classroom environment survey; playground equipment survey  Degree to which child exhibits a particular behavior