

CONNECTING THE DOTS: SHARING WITH FAMILIES

Activity overview: Teachers obtain a more accurate and complete picture of a child's learning by gathering information about the child in various settings, including the home and the community. In this activity, you will read four scenarios and record how you would exchange ongoing assessment information with families.

Directions: Read the scenarios below and record your ideas.



One of 3-year-old Ivan's individual learning goals is to show interest in books. You developed a checklist to record how long he stays engaged in looking at a book. The data collected so far show that he stays engaged only for a few seconds and often immediately discards the books you offer him. How would you find out more about his interest in books when he's at home?



Alvara, a 4-year-old, is making slow progress using English in the classroom, but speaks Spanish well at home. Her mother speaks Spanish and her father speaks English. How could you work with her family to gather more information on her English and Spanish language development?



You are preparing for a home visit with 4-year-old Mulan's family. You'd like to share information about her recent progress using crayons, paint, and playdough to create pictures and objects, but you don't have any information on her art activities at home. What kinds of documentation could you share with her family? How could you help her family share information about her projects at home? How could you store and organize the information in a way that shows her progress?



You are meeting with 5-year-old Adrian's parents next week for a parent-teacher conference. One of his learning goals is to demonstrate more confidence in taking on new tasks. The teaching team just reviewed his assessment records, including the notes teachers collected during classroom activities, as well as notes from brief conversations with his father when he brings Adrian each morning. Comparing the two sets of notes, you notice that Adrian appears to show more confidence at home than in the classroom. How could you investigate further and collect more information about this inconsistency? What other types of documentation might you want to gather in the classroom and at home? How would you organize it to monitor his progress?