



Planning for Routines-Based Assessment: Facilitator Notes

Part 1

Note to Presenter: Participants will first read about Maya, Damian, and Marcus in the *Child Vignettes* handout. Instruct participants to work individually or in small groups, depending on your context and preferences.

Directions: Ask participants to read the *Child Vignettes* handout and, for each child:

- List the child's learning environment(s)
- List the key participants in each environment
- Determine who will participate in the routines-based assessment
- Determine how assessment information will be gathered (e.g., observation, interview)
- Discuss whether you will gather information about all routines or some routines (provide a rationale)

Part 2

Note to Presenter: One possible concern that may emerge from a routines-based assessment for each child vignette is listed below. In small groups and then as a whole group, ask participants to discuss how to reframe this concern into a learning objective.

Directions: Re-frame the concerns that emerged in the routines-based assessment for each child as learning objectives. A learning objective is a brief, specific statement that includes:

- Learner - child's name
- Condition - the condition under which the child will perform the described behavior
- Behavior - a description of a specific, observable behavior (using an action verb)
- Degree - the desired level or degree of acceptable performance

Maya – *"It takes a long time for Maya to eat. When we help and give her lots of encouragement, she'll pick up and eat finger food like cereal. But, we usually don't have enough time."*

Damian – *"Now that he's had surgery and is getting stronger, we know that he should be learning to sit and getting ready to crawl."*

Marcus – *"Marcus has lots of trouble playing with the other children. He grabs things and shouts and yells. An adult has to be with him all the time."*