

Plotting Chart for Recording
Weeklong Observation of an Individual Child

Child's Name: _____

Age: _____

Monday Time:

--	--	--	--	--	--	--	--	--	--	--	--	--

Deep Concentration _____
Concentration _____
Working but Distracted _____
Quiescence _____
Slight Disorder _____
Disorder _____
Uncontrollable _____

Tuesday Time:

--	--	--	--	--	--	--	--	--	--	--	--	--

Deep Concentration _____
Concentration _____
Working but Distracted _____
Quiescence _____
Slight Disorder _____
Disorder _____
Uncontrollable _____

Wednesday Time:

--	--	--	--	--	--	--	--	--	--	--	--	--

Deep Concentration _____
Concentration _____
Working but Distracted _____
Quiescence _____
Slight Disorder _____
Disorder _____
Uncontrollable _____

Thursday Time:

--	--	--	--	--	--	--	--	--	--	--	--	--

Deep Concentration _____
Concentration _____
Working but Distracted _____
Quiescence _____
Slight Disorder _____
Disorder _____
Uncontrollable _____

Friday Time:

--	--	--	--	--	--	--	--	--	--	--	--	--

Deep Concentration _____
Concentration _____
Working but Distracted _____
Quiescence _____
Slight Disorder _____
Disorder _____
Uncontrollable _____

Observation Codes

Choice of Work

- * (ic) Independent choice
 - The child knows what he wants and chooses on his own.
 - The choice typically responds to an inner need, and inner impulse.
- * (sc) Suggested/guided choice
 - The child may not have confidence to choose.
 - The child might have a lack of knowledge at this point.
 - We can start with a guided choice, but if by the end of the year the child is not able to make a conscious choice, we are not following or aware of their interest.
 - Choice, not have to be limited to two activities—“Would you like to do this or that?”
 - A guided choice may involve looking at the shelf together.
 - Guided choices need to be informed by previous observations and notes.
 - We use points of consciousness to enhance success and interest.
 - Take steps to ensure a completed cycle so the child feels capable of doing it later on their own.
- * (dc) Directed choice
 - At times a child is incapable of making a choice and we need to direct it for him.
- * (ci) Child influenced
 - The child is interested in something by watching other children.
 - Another child invited him to join.

Initiation

- * (M) The first letter of guide’s name that presents the activity, e.g., Molly. If it is a child, then state the full name, e.g., Kathy.
- * (1) Indicates a first presentation
- * (rp) Representation
- * (p.o.c.) Points of consciousness
An extra challenge (or help) is given to the child in his work. After the equal sign state what you gave (e.g., p.o.c. = application of polish in horizontalcircular movement).

Work Types

- * (iw) Working independently on an activity.
- * (name) Child that is working or helping another

child, collaborative piece of work.

Work States

- * (wd) Working distracted with the activity.
- * (WC) Working concentrated with the activity.
- * (DC) Child experiencing deep concentration for a sustained period of time without any distraction.

Completion of Work

- * (i) Putting work back independently.
- * (m) Putting work back with guides help.

Other

- * (g+c) Grace and courtesy
 - Child practices on social manners and how to respect the environment and peers, e.g., (g+c=how to carry a chair)
- * (st) Snack table
- * (bc) Book corner
- * (wotl) Walking on the line

State of Disorder

- (sd) slight disorder
- (d) disorder
- (u) uncontrollable

Daily Observation - Whole Class

Date:	Weather:	Visitors:
# of children present:	Names of absent:	
Changes in environment:		

Morning Work Cycle

30	*	*	*	*	*	*	*	*	*	*	*	*	*	*
28	*	*	*	*	*	*	*	*	*	*	*	*	*	*
26	*	*	*	*	*	*	*	*	*	*	*	*	*	*
24	*	*	*	*	*	*	*	*	*	*	*	*	*	*
22	*	*	*	*	*	*	*	*	*	*	*	*	*	*
20	*	*	*	*	*	*	*	*	*	*	*	*	*	*
18	*	*	*	*	*	*	*	*	*	*	*	*	*	*
16	*	*	*	*	*	*	*	*	*	*	*	*	*	*
14	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Time:														

Groups: (songs, games, poems, etc.)

Lunch/Playground (games, ball skills, jump rope, etc.)

Afternoon Work Cycle

30	*	*	*	*	*	*	*	*	*	*	*	*	*	*
28	*	*	*	*	*	*	*	*	*	*	*	*	*	*
26	*	*	*	*	*	*	*	*	*	*	*	*	*	*
24	*	*	*	*	*	*	*	*	*	*	*	*	*	*
22	*	*	*	*	*	*	*	*	*	*	*	*	*	*
20	*	*	*	*	*	*	*	*	*	*	*	*	*	*
18	*	*	*	*	*	*	*	*	*	*	*	*	*	*
16	*	*	*	*	*	*	*	*	*	*	*	*	*	*
14	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Time:														