Daily Observation - Individual Child

NAME OF (CHILD:			
WEEK OF:				
	DAY OF WEEK:			
START				END
TIME	ACTIVITY	WHAT HAPPENED	POINTS TO CONSIDER	TIME

Key to Codes:

Choice of Work	Initiation	Work Type	State of Concentration	State of Disorder	Completion of Work	Other
(ic) independent choice	(G) Guide	(iw) independently working	(wd) working distracted	(sd) slight disorder	>(i) put away independently	(G+C=) Grace and Courtesy
(sc) suggested choice	(1) 1 st presentation	(name) name of collaborating child	(WC) Working Concentrated	(d) disorder	>(g) put away work with guide's help	(ST) Snack Table
(dc) directed choice	(rp) representing work		(DC) Deep Concentration	(u) uncontrollable		(BC) Book Corner
(ci) child influence	(p.o.c.=) point of consciousness					(WOTL) Walking on the Line



Weekly Observation Summary - Individual Child

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NAME OF	CHILD:		Birthdate:	
Short Narr	ative:			
WEEK OF:				
DATE/				
START				END
TIME	ACTIVITY	WHAT HAPPENED	POINTS TO CONSIDER	TIME
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Summary of Observered Interests								

Key to Codes:

Choice of Work	Initiation	Work Type	State of Concentration	State of Disorder	Completion of Work	Other
(ic)	(G)	(iw)	(wd)	(sd) slight	>(i)	(G+C=)
independent	Guide	independently	working distracted	disorder	put away	Grace and
choice		working			independently	Courtesy
(sc)	(1)	(name)	(WC)	(d)	>(g)	(ST)
suggested	1st presentation	name of	Working	disorder	put away	Snack Table
choice	1	collaborating	Concentrated		work with	
		child			guide's help	
			4			
(dc)	(rp)		(DC)	(u)		(BC)
directed choice	representing		Deep	uncontrollable		Book Corner
	work		Concentration			
(ci)	(p.o.c.=)					(WOTL)
child influence	point of					Walking on
	consciousness					the Line



Molly O'Shaughnessy with permission from the Maria Montessori Institute

Plotting Chart for Recording Weeklong Observation of an Individual Child

Child's Na	me:								Age:			
Monday Time: [_			1		_			1	
Monday	Time:											
Deep Conce	entration											
	ntration											
Working but Di												
	uiesence											
	Disorder Disorder											
	trollable											
Tuesday	Time:											
Deep Conce												
Conce Working but Di	ntration											
	ilesence											
	Disorder											
	Disorder											
Uncon	trollable											
	-											
Wednesday	Time:											
Deep Conce	ntration											
	ntration											
Working but Di												
	uiesence											
	Disorder											
	Disorder											
Uncon	trollable											
Thursday	Time:	I	ı	1	1	T	I	I	I	I	T	
marsaay	1111161											
Deep Conce	entration											
	ntration											
Working but Di												
	uiesence											
	Disorder Disorder											
	trollable											
Oncom	-											
Friday	Time:											
	•	•									· •	
Deep Concentration												
Concentration Working but Distracted												
	uiesence											
	Disorder											
	Disorder											
	trollable											
	-											

Observation Codes Choice of Work

- * (ic) Independent choice
 - ^o The child knows what he wants and chooses on his own.
 - ^o The choice typically responds to an inner need, and inner impulse.
- * (sc) Suggested/guided choice
 - ^o The child may not have confidence to choose.
 - ^o The child might have a lack of knowledge at this point.
 - ⁹ 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?"
 - ^o A guided choice may involve looking at the shelf together.
 - ^o Guided choices need to be informed by previous observations and notes.
 - ⁹ We use points of consciousness to enhance success and interest.
 - ^o 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
 - ^o The child is interested in something by watching other children.
 - ^o 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
 - ⁹ 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

- ^⁰ (sd) slight disorder
- ^⁰ (d) disorder
- ^⁰ (u) uncontrollable

Daily Observation - Whole Class

Date: Weather:										Visito	rs:					
# of children present:						Names of absent:										
Changes in	Changes in environment:															
Morning W	ork C	ycle														
30	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
28	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
26	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
24	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
22	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
20	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
18	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
16	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
14	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Time:																

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

16

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

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