Measurement Tool

CLASSROOM COACH

Improving Preschool Classroom Quality

Your Name

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HIGHSCOPE®

Try It Out: Assignment Instructions

Please follow these directions to begin the assignment:

First, save this file to your computer.

To save your work, click on "File" and then select "Save As." Use the week number and your name as the file title (e.g., "Wk1JaneDoe.pdf"). Save the file as a PDF.

You **must** save your file as a PDF or it will not be accepted.

Next, follow these directions to complete the assignment:

1. Type your name in the box in the lower-left corner of the next page.
2. Fill out the assigned items:
   - Type your evidence in the indicated space.
   - Select the row scores by clicking in the appropriate box for each row.
3. Then, save the file again so that you do not lose your work.
4. To upload the finished assignment, click on the Dropbox tab, then click the text that says, "Upload File". Click "Browse" to select the file from your computer, and then click "Submit".

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I. LEARNING ENVIRONMENT						
Item I-A The indoor space has a variety of interest areas that have names and are intentionally organized.						
SCORE		**Levels**	**Notes:**			***Evidence:***
Row 1 4	A variety of interest areas that provide diverse activities (e.g., creative, construction, dramatic play, inquiry based, literacy) are evident and have names.	1-None 2-Few 3-Some 4-Many	**Scoring note:** **To score a 4**, interest areas have names and are evident, and it is clear that the adults and children know the names of the interest areas.			The classroom is divided in interest areas (book area, block area, house area, art area, toy area and computer area) the teachers used the names of the areas when talking to the children about the areas "you are going to work in the house area cooking" she said to a child. During planning children pointed to areas and used the names of the areas. C1 "I going to block area" C2 "I going to draw my mommy" T1 "where" C2 "in the art area".
Row 2 4	**Level 1** Materials are minimally organized or are not organized into interest areas.	**Level 2** At least one of the bullets in level 4 is in place.	**Level 3** At least two of the bullets in level 4 are in place.	**Level 4** The materials in the interest areas are • Intentionally organized. • Grouped by function. • Accessible to children throughout the day.	**Scoring note:** **To score a 4**, the materials must be accessible to all children throughout the day. Putting the same items in multiple interest areas, where they may contribute to children's play, is acceptable (e.g., writing utensils in the home area as well as the art area). **Examples of grouping by function or types:** o Things that fasten (e.g., tape, stapler, paper clips) o Things to build with (e.g., unit blocks, Bristle Blocks, cardboard blocks)	All materials were at children's reach. They used materials they wanted to use during work time. Materials in the Block area: legos, wooden blocks, people toys, wooden houses and animals. Art area: paint brushes, paint (accessible to the children), crayons, markers, paper, collaging materials and glue. Book area: books, puzzles, stuffed animals, large bean bag and small couch. Toy area: couting bears, fish counters, bugs counters, small legos, starbuilders,beads and strings. House area: Plates, spoons, forks, pots and pans, pretend food, menu a balance, dolls,dolls toys (bottle, blankets, clothing), dress up clothes, table and chairs, couches, telephone.

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Item I-B Classroom materials are plentiful. (Use Classroom Materials Checklist for scoring.)						
SCORE	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Notes:**	***Evidence:***
Row 1 1	Limited Quantity: Score of 8 or less on the **literacy** content area.	Moderate Quantity: Score of 9 or 10 on the **literacy** content area.	Adequate Quantity: Score of 11 on the **literacy** content area.	Plentiful Quantity: Score of 12 on the **literacy** content area.	**Scoring note:** Only enter the **TOTAL** observed score for evidence.	6
Row 2 2	Limited Quantity: Score of 6 or less on the **mathematics** content area.	Moderate Quantity: Score of 7 or 8 on the **mathematics** content area.	Adequate Quantity: Score of 9 on the **mathematics** content area.	Plentiful Quantity: Score of 10 on the **mathematics** content area.	**Scoring note**: Only enter the **TOTAL** observed score for evidence.	7
Row 3 1	Limited Quantity: Score of 7 or less on the **perceptual, motor, and physical development** content area.	Moderate Quantity: Score of 8 or 9 on the **perceptual, motor, and physical development** content area.	Adequate Quantity: Score of 10 on the **perceptual, motor, and physical development** content area.	Plentiful Quantity: Score of 11 on the **perceptual, motor, and physical development** content area.	**Scoring note:** Only enter the **TOTAL** observed score for evidence.	1
Row 4 4	Limited Quantity: Score of 2 or less on the **social studies/social and emotional** content area.	Moderate Quantity: Score of 3 or 4 on the **social studies/social and emotional** content area.	Adequate Quantity: Score of 5 on the **social studies/social and emotional** content area.	Plentiful Quantity: Score of 6 on the **social studies/social and emotional** content area.	**Scoring note:** Only enter the **TOTAL** observed score for evidence.	6
Row 5 2	Limited Quantity: Score of 1 or none on the **science** content area.	Moderate Quantity: Score of 2 on the **science** content area.	Adequate Quantity: Score of 3 on the **science** content area.	Plentiful Quantity: Score of 4 on the **science** content area.	**Scoring note:** Only enter the **TOTAL** observed score for evidence.	2
Row 6 3	Limited Quantity: Score of 2 or less on the **diversity of human experiences** content area.	Moderate Quantity: Score of 3 on the **diversity of human experiences** content area.	Adequate Quantity: Score of 4 on the **diversity of human experiences** content area.	Plentiful Quantity: Score of 5 on the **diversity of human experiences** content area.	**Scoring note:** Only enter the **TOTAL** observed score for evidence.	4

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Item I-C There is a safe outdoor play area with ample space, structures, and materials to support many types of movement.						
SCORE	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Notes:**	***Evidence:***
Row 1 ☐	The outdoor play area is unsafe or there is no outdoor play area.	The outdoor play area is safe, and there is space and play structures that allow for a few types of movement.	The outdoor play area is safe, and there is space and play structures that allow for some types of movement.	The outdoor play area is safe, and there is space and play structures that allow for many types of movement.	**Scoring note:** If children do not go outside during the observation, score the outside area and note in the evidence column why the outside area was not used that day (e.g., lack of time, dangerous weather [i.e., lightning, heavy rain, hail, strong winds, blizzards, very high or low temperatures]). **Examples of types of movement:** o Jumping o Climbing o Swinging o Sliding o Running o Digging	
Row 2 ☐	There are no portable materials for the outdoor play area.	The outdoor play area includes portable materials for a few types of active play.	The outdoor play area includes portable materials for some types of active play.	The outdoor area includes portable materials for many types of active play.	**Scoring note:** If needed, ask where portable materials are stored. **Examples of portable materials:** o Tricycles o Sleds o Balls o Stones o Boxes o Buckets o Chalk o Scarves o Paintbrushes	

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Item I-D Children's work and environmental print are on display.						
SCORE	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Notes:**	***Evidence:***
Row 1 4	One or none of the bulleted points in level 4 is/are in place.	At least two of the bulleted points in level 4 are in place.	At least three of the bulleted points in level 4 are in place.	Adults display children's work • At child level. • Throughout the learning environment. The displays consist of • Mostly child-initiated work (not adult-initiated art projects). • A variety of children's work, such as artwork, photos of block structures, samples of emergent writing, and results of scientific experiments.	**Scoring note:** Adults may display children's work in or outside the classroom (such as hallways), but they should display the work where it is visible to children and where children and their families spend a substantial amount of time while in school.	Art work is at children's level, mostly child initiated. There's art work in the house area wall, in the art area wall and some on a wall in block area. marker paintings watercolor painting hand writing
Row 2 4	Many examples of environmental print that encourage children to write letters, numbers, names, and words are intentionally placed throughout the classroom.	**Levels** 1-None 2-Few 3-Some 4-Many	**Scoring note:** **To score a 4**, there must be specific evidence of print that encourages children to write letters, numbers, names, and words. **Examples of environmental print that encourage children to write letters, numbers, names, and words:** o Sign-in sheets that include children's age o Interest area signs o Shelf/toy labels with numbers of objects o Alphabet and numerical strips o Attendance charts with date o Job charts with names o Children's names on cubbies o Hand-washing reminders with step 1, step 2 o Labeled objects o Clock with numerals o Calendars with all dates and days of the week		Print in the enviroment: sign in sheets area signs labels of materials handwashing signs with steps for washing hands children's names (on cubbies, on art work) interest areas signs Clock Message board with messages numbered	

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