**CD34 Observation#1 Narrative Guidelines SLO#2 (45 pts)**

This experience is designed to help you explore and practice being an observer and objectively record what you see and hear children doing and saying as you watch them interact with each other and their teachers. In this observation, select **two** children and write as many descriptive notes for the length of one hour (half hour per child).

# General Guidelines to Being an Observer

* Find a comfortable place to sit with a good view of most of the room.
* Keep in the background so that the teachers and children can forget you are there.
* If the children ask what you are doing, say something truthful but ambiguous, such as "writing.”
* If the children ask for your help, direct them to a teacher whenever possible.
* Try to keep any particular child you are observing from being overly conscious of your attention, by making regular glances to other places or children in the room.

# Objective vs. Subjective Records

When observing children it is tempting to interpret their behavior in terms of "good" or "bad,” "pleasing" or "displeasing", etc. It is important to describe or record objectively what the child does or says without interpretation. Accurate records are more usable for later interpretation.

**Areas of Notice in Observing an Individual Child**

**Physical Appearance (4 pts)**

* Describe the child’s physical characteristics, prominent features, distinguishing marks – what makes them unique? (include gender, age, height/weight descriptions)
* Describe the child’s dress and appearance

**Body Movements and Use of Body (2 pts)**

* Describe the child’s movements
* Make note of fine/gross motor skills

**Speech (3 pts)**

* Describe the child’s tone of voice – what makes it different/unique?
* How often and with whom do they speak with?
* Give an example of their speech

**Emotional Reactions (2 pts)**

* Describe how and when they express their feelings (through their body/facial expressions)
* Provide an example

**Type up a separate report for each child in the Narrative format as follows:**

* Observation Descriptors and Context: location, date, time, and play area the observation took place (4 pts)
* Body: minimum two pages (one full page per child) in paragraphs – detailing what occurred in chronological order including descriptions in above **Areas of Notice (**22 pts)
* Conclusion: Tell me overall how the observation went. Why did you select those subjects to observe? Were there any challenges? Did you enjoy the process why/why not? (4 pts)
* Use detailed descriptions and examples to capture the child as objectively as possible (10 pts)
* Please edit your paper to check for format, grammar, spelling, and sentence structure, tense errors (5pts)

**CD 34 Observation #1 Rubric**

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| --- | --- | --- | --- |
| SLO#1 | Yes | Partial | No |
| Identified observation location, date, time, and play area | 4 | 1-3 | 0 |
| Described child’s physical appearance, gender, age, height/weight for each child observed (2) | 8 | 1-4 | 0 |
| Indicated children’s fine/gross motor skill with descriptive detail | 4 | 1-4 | 0 |
| Identified children’s speech tone, frequency, and provided an example for each child | 6 | 1-5 | 0 |
| Emotional reactions through body/facial expressions were described along with an example for each child | 4 | 1-3 | 0 |
| Provided a conclusion summarizing the observation process, with details regarding child selection and identified challenges | 4 | 1-3 | 0 |
| Observations were written objectively with detailed descriptions of each child | 10 | 1-9 | 0 |
| Followed format guidelines for assignment. | 1 | .5 | 0 |
| The text is written with no errors in grammar, spelling, structure, and tense use. | 4 | 1-2 | 0 |

**Narrative Description Observation Template (one Report per Child)**

Observer’s Name:

Date of Observation: Time begun: Time Ended:

Child Observed: Child’s Age: Sex:

Observation Context:

Brief Description of Child’s Physical Characteristics:

Objective Behavioral Descriptions (OBD’s) and Interpretation: (Narrative Description)

Interpretation: (Domain, level, example – one sentence per domain)