

One Page Resource: *Quick Looks*

Purpose:

The New Mexico Quick Look forms were created to support educators to effectively and efficiently document developmental milestones for preschool age children. The Quick Look forms are aligned with New Mexico's early childhood assessment framework, which includes the NM Early Learning Guidelines (ELGs) and Authentic Observation Documentation and Curriculum Planning (AODCP) process and are part of the Observational Assessment Tools.

Essential Indicators (EIs)

Each Quick Look form is for the documentation of children's performance related to a specific Essential Indicator (EI). An indicator is an observable behavior or skill a child might demonstrate in relation to a specific component. Components are associated with a specific domain that represents one aspect of learning and development within a domain. Domains are broad categories of child learning and development. By familiarizing yourself with Essential Indicators you will discover that you can plan activities that enable you to observe specific child skills, and/or performance, and particular EIs.

Steps to Using Quick Looks

Step 1

Familiarize yourself with the Essential Indicators. This will help you plan ahead so that you can observe children during key times in order to observe a particular EI. For example,

- To learn about children's gross motor skills, plan to observe during outdoor play
- To learn about children's literacy skills, observe in the library/writing center

Step 2

Prepare your Quick Look forms and list the student's names on each page and in the same order. See sample below.

Step 3

Determine what Essential Indicator (EI) or skill you will be observing. Identify each child you will be observing. Under each EI, note the rubric rating that matches the performance and the date of the observation. In the second column below, the educator chose the rubric rating of 3 for the indicator 1.1 and the date of observation was recorded as 09/27/17. NM Quick Look forms rubric ratings are identified with a numbering scheme that relate to the NM ELGS. The educator recorded different ratings on different dates based on what she observed the child do for a particular indicator.

Remember that to gain a comprehensive understanding of each child's developmental progress, multiple observations of a child at different times and in different settings will give you a more thorough picture of their skills and learning. Before you assign a rubric rating to a child's ability, try observing that child demonstrate a skill for an Essential Indicator two or three times in different activities and during different times of date to ensure

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that the rating is reflective of the child's typical skill and ability.

New Mexico Quick Look Form														
Teacher:														
Date:														
Reporting Period:														
Instructions: List students on each page in the same order. Under each corresponding Essential Indicator, write/type the rubric score in the first column, and the date observed in the second column. For full rubric/indicator language, please refer to the ELGs document provided by your monitor.														
Student Name	1.1 Demonstrates body coordination & strength in activities	1.2 Demonstrates balance & spatial awareness in many situations	2.1a Develops manual coordination to use writing & crafting tools	2.1b Demonstrates self-help fine motor skills such as buttoning & zipping	5.2 Demonstrates ability to attend, understand, & follow directions	6.1 Demonstrates the ability to effectively engage in a range of conversational skills	7.2 Demonstrates comprehension of a story							
sample: C.L.	3	09/27/17	4	09/20/17	4	10/03/17	4	08/20/17	4	10/01/17	4	10/01/17	3	08/15/17

Helpful Reminders

- Essential Indicators are based on a developmental continuum. Children's skills or abilities will vary based on their overall development and cultural experiences.
- Quick Looks are not meant to be used to record every child's skills or abilities on the same day with the same activity.
- Educators can jot down information while interacting and supporting children.
- Practice, practice, practice. To retain a skill, children need to practice that skill continually in different contexts. You might see regression or no advancement if children aren't provided continued support.
- With the help of your UNM ECSC consultant, develop a calendar of implementation to help ensure that Quick Looks are observed in an ongoing manner.

Reflective Questions to Ask:

- How will you use the data from these forms to adjust your lesson plans, interactions, or scaffolding strategies?
- What does the data on the forms tell you about individual children and the class as a whole?



Adapted from: Gronlund, G. & James, M. (2013). *Focused observations: How to observe young children for assessment and curriculum planning*. (2nd Ed.). Redleaf Press: St. Paul, MN.

