Developmental Progress
Policy Builder Prompts (QR 2-5)

PROMPTS	WRITER'S TIPS
How are observations conducted? (Required levels 2-5)	Writer's Tips and Think Abouts ~ Are observations formal/informal or both? ~ How do you record what children do and say (i.e. notes jotted on paper/sticky pads, clipboard with note paper, computers/laptops, video recording, or audio recording)?
Who conducts the observations? (Required levels 2-5)	Writer's Tip and Think Abouts Turn the question into a sentence to make it easier to edit your statement later. For example, you might begin your response with "Observations are conducted by … "
When are observations done? (Required levels 2-5)	Writer's Tip and Think Abouts Are observations during a set time during the day, or completed in an ongoing manner? you might begin your response with "Observations are completed during … "
How often are observations conducted? (Required levels 2-5)	Writer's Tip and Think Abouts Are observations conducted daily, weekly, monthly?
What tools do you use for ongoing assessment? (Required levels 3-5)	Writer's Tips and Think Abouts Describe the way you use any or all of the following assessment tools in your program: • Observation • Developmental checklists • Anecdotal records • Portfolios
How are the different tools used? (Required levels 3-5)	Writer's Tips and Think Abouts **Observation/Anecdotal Records** ~ How do you capture what children do and say (i.e. notes jotted on paper/sticky pads, clipboard with note paper, computers/laptops, video recording, or audio recording)? ~ Are notes transcribed and made available to families and other staff members?

MARYLAND EXCELS

	~ Are notes part of discussions about a child's progress?
	~ How are anecdotal records or notes used in planning or adjusting activities?
	~ How are anecdotal records used to track a child's progress over time?
	Developmental Checklists
	~ What types of developmental checklists does your program use (examples: independently developed checklists, checklists sponsored by national organizations, checklists aligned with curriculum used)?
	~ How are checklists used to guide children's development and learning?
	Are checklists used to guide discussions with other staff members and families? If so, how?
	Portfolios
	~ What types of artifacts are included in a child's portfolio (examples: work samples, photographs, art work, descriptions of a child's interests, experiences, background, and behaviors)?
	~ How does your program decide on what to put in a child's portfolio?
	~ How often are artifacts added to a child's portfolio? (for example weekly, monthly, quarterly, no particular schedule)
	~ How are portfolios used to guide children's development and learning?
	~ How are portfolios used in discussions with families or others?
	Do children play a role in your use of portfolios? For example, may they select artifacts to be included?