

The Enlightenment of the Preschool Child Observation and Recording System in the United States for the Observation and Evaluation of Preschool Children

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Abstract: Educational evaluation is an important part of kindergarten education and an important means to improve the quality of education. As an evaluation tool for the TZG curriculum model, the Preschool Observation and Recording System can evaluate not only kindergartens that use the TZG curriculum model, but also kindergartens that do not use the model. Teachers' observation and evaluation of young children is a powerful tool to measure the professionalism of teachers and the quality of preschool education, and the evaluation of the tool can be further promoted in kindergarten to pay attention to children's active learning, promote the integration of teacher development and educational evaluation, and combine the evaluation results with home cooperation.

1. Introduction

Educational evaluation is the process of the evaluator's understanding of the value relationship, value realization process, results and significance of the object of educational activities or behaviors, and its core content is to judge the value of objects to subjects in educational activities or behaviors according to the evaluation criteria (needs and goals of the subject) ^[1]. Educational evaluation is an important part of the high-quality education system, and the original unreasonable five-only evaluation should be changed, and scientific evaluation should be used to empower children's personalized and high-quality development, and promote the full development of children's core literacy. Educational evaluation is an important part of kindergarten education, which is a necessary means to understand the appropriateness and effectiveness of education, adjust and improve the work, promote the development of every child, and improve the quality of education ^[2]. The Preschool Children's Observation and Recording System is an observation-based evaluation tool compiled by the American TZG curriculum model, and it is also the main evaluation tool of the TZG curriculum model, which is continuously developed and improved on the basis of educational practice, and has the advantages of high reliability, high validity and easy to use. However, there are still many problems in the specific implementation of front-line kindergartens, such as how to carry out observation, record children's behavior, and how to effectively use the assessment results. The purpose of this study was to analyze the evaluation connotation and content application of the

Preschool Children's Observation and Recording System, in order to provide a reference for the first-line kindergartens to better carry out observation, recording and evaluation.

2. The content of the "Preschool Children's Observation and Recording System" in the United States

2.1. The evaluation content of the "Preschool Children's Observation and Recording System" in the United States

Originating from the Perry Preschool Program that began in 1962, the TZG curriculum is based on Piaget's theory of cognitive development and Vygotsky's theory of the zone of proximal development, emphasizing that learning is not only a process of adults imparting knowledge to children, but also a process of children's active initiation and participation in learning. With children's active learning as the core educational concept, learning exploration is carried out through the "plan-work-review" model^[3]. The researchers developed the Child Observation Record Assessment System (COR), a comprehensive evaluation tool for children aged 0-6 years. It is used to assess children's developmental levels and includes content in 9 domains: quality of learning, social and emotional development, physical development and health, language, literacy and communication, mathematics, creative arts, science and technology, social learning, and English language learning (for non-native English speaking children). There are 36 observational items, 58 key experiences, and each domain contains 3-7 observational items, and each observation item contains a level of 0 (lowest) to 7 (highest) level of development (see Table 1).

Table 1: Observation entries in the Preschool Child Observation Record System

Domain	Observation items	Domain	Observation items	
Approaches to Learning	Quality Initiative and planning	Mathematics	Numbers and points	
	Using materials and problem solving		Geometry: Shape and spatial awareness	
	Anti-Reflection		Measurement	
Social and Emotional Development	Emotion		Mode	
	Build relationships with adults		Data analysis	
	Build relationships with other young children		Visual arts	
	Collectivity	Music		
Physical Development and Health	Conflict resolution	Creative Arts	Groove	
	Gross motor skills		Pretend play	
	Fine motor skills		Observation and classification	
Language, Literacy, and Communication	Self-care and healthy behaviors	Science and Technology	Experiment, predict, and draw conclusions	
	Expression		The natural and material worlds	
	Listen and understand		Tools and techniques	
	Language, Literacy, and Communication	Phonological awareness	Social Studies	Perception of self and others
		Alphabet knowledge		Geography
		Read		History
		Book knowledge and fun		English Listening and Comprehension
Writing	English language learning	Spoken English		

Taking the mathematics evaluation item as an example, this field includes five observation items: numbers and points, geometry: shape and spatial awareness, measurement, patterns, and data analysis, taking numbers and points as an example, the level of 0-7 is shown in Table 2.

Table 2: Indicators of the Preschool Children's Observation and Recording System

Level 0	A toddler looks at, touches, or manipulates an object
Level 1	Young children ask for "more" with words, gestures or phrases
Level 2	Children use numerals or count mechanically
Level 3	Toddler (one-to-one correspondingly) Objects with a continuous count of 10 or less
Level 4	Toddlers can recognise 4 or more single digits
Level 5	Children can count more than 10 objects (the number corresponds to the object) and report the total number according to the last number
Level 6	Toddlers can name how much more or less one group is more or less than the other
Level 7	Young children can combine and break down a number in two or more ways

2.2. The developmental characteristics of the observation and recording system for preschool children

COR is a tool developed based on theory and practice to evaluate young children, which is characterized by the diversification of evaluation subjects, the cooperation between teachers and parents to conduct evaluation, the scientific and reasonable evaluation framework and content, and the detailed implementation plan of the evaluation plan, which is simple and easy to operate ^[4]. She Wei analyzed the current situation of the four kindergartens that implemented the high-level curriculum, and sorted out the developmental application of the evaluation process and evaluation results. Therefore, teachers also need more relevant professional training and practical experience ^[5]. Some studies have introduced the structure and function of COR evaluation tools and the learning of the high-level curriculum model, which can be used as the basis for improving the establishment and implementation of a scientific and operational evaluation system for preschool education in China, as well as the starting point for teachers' observation and scientific evaluation ^{[6][7]}. When using the Preschool Child Observation and Evaluation System, teachers can use sticky notes to record children's representative words and deeds, and then convert the records on the sticky notes into official records. With the accumulation of evaluation experience, teachers will find that anecdotal records provide them with a window into teaching and children, from which they can deepen their understanding of children and reflect on and improve their own teaching activities, and improve their professional abilities through observation of children ^[8].

3. The application of the Preschool Children's Observation and Recording System

3.1. Evaluation methods for the observation and recording system of preschool children

The Preschool Child Observation and Recording System is an important tool for teachers to understand the level of early childhood development in the TZG curriculum model. The level of development of children in various areas is assessed by recording anecdotes about a moment or day of life in a day's life, using anecdotal observation record sheets, recording children's performance in activities in natural and real scenes, and describing what children say and do. This usually includes recording the child's name, time, observer, activity scene, etc. (see Table 3).

Table 3: Summary table for young children

Children's name	Gender
Event Location	Event time
Young Child Observation Information: Description of the evaluation of young children: Observer:	

If one or one record does not reflect much information, the teacher can summarize all the anecdotes that happened in the same place and fill them in the "Early Childhood Summary Form" in the order in which they occurred, and calculate the average developmental score according to the instructions. Then fill in the "Class Summary Form" according to the content of the "Children's Summary Form", and calculate the total score and average score of the class through multiple record sheets. Teachers need to complete the "Early Childhood Summary Form" and "Class Summary Form" 2-4 times in a year, which can help teachers understand the dynamic development trajectory of young children and whether the support provided can meet the developmental needs of young children.

3.2. Provide information for kindergartens and families to cooperate

It is different from traditional evaluation system with a single evaluation subject and mechanical evaluation methods. The "Preschool Children's Observation and Evaluation System" attaches importance to the diversity of evaluation subjects and encourages parents to participate in evaluation. And teachers provide parents with the Family Report Form at least twice a year, distribute the Family Handbook to parents, share anecdotes and information, and guide parents to evaluate children's development scientifically. In the process of home cooperation, the preschool children's observation and recording system is an important medium of cooperation. According to the developers, family involvement is not only beneficial for children's development, but also for parents, teachers, and the development of programs. After assessing the child's development, the teacher will provide the parents with a family report, which is an overview of the child's development, which can be used by the teacher and the family to communicate the development progress and needs of the preschool child. On the one hand, parents can understand the characteristics of children's development and provide a suitable growth environment for their children's development, and on the other hand, they can also understand the professionalism of early education work and cooperate with teachers, which is also in line with China's positioning of the dual nature of kindergarten tasks - the implementation of childcare for young children and the provision of convenient conditions for parents to learn.

4. Enlightenment for the evaluation of preschool children's development in China

4.1 Establish a concept - pay attention to children's active learning

A scientific child development assessment tool is the starting point for teachers to effectively carry out observation and evaluation work. The Ministry of Education promulgated the "Kindergarten Nursery Education Evaluation Guide" for the current evaluation of preschool education in China has made a comprehensive deployment. Among them, "giving full play to the guidance, diagnosis, improvement, and incentive functions of evaluation" and "effectively reversing the tendency of 'emphasizing results over process, hardware over connotation, and other evaluation over self-evaluation'" are even more practical problems in the evaluation process of preschool education^[9]. If a preschool education institution does not have an accurate and complete early childhood development evaluation system, it will not be able to face the challenges of early education ideology. Moreover, from a historical point of view, the early childhood development evaluation system should not be static, but should be continuously improved and developed on the basis of practical testing, and it should have the rationality and effectiveness that has been proven by practice.

The development of evaluation tools in China can learn from the "Preschool Children's Observation and Evaluation System", which is an observation-based evaluation tool, which emphasizes that the generation and improvement of the curriculum should be based on the laws of children's physical and mental development, focusing on the observation and children in real situations, and the evaluation information depends on the observer's collection of children's daily

behaviors. On the one hand, the evaluation indicators are formulated according to the 58 key development indicators in the curriculum content, and on the other hand, through continuous observation, the real development level of children is clarified, and activities are designed according to the level of children.

4.2 Formation path - integration of teacher development and educational evaluation

Observation, as an important starting point for teachers in education and teaching, plays an important role in daily activities. That is, the teacher's observation ability reflects the validity and authenticity of the teacher's evaluation to a certain extent. According to the Professional Standards for Kindergarten Teachers (Trial), the effective use of observation, conversation, home contact, work analysis and other methods to objectively and comprehensively understand and evaluate children, and effectively use the assessment results to guide the development of next activities. Objectively and truthfully evaluating and recording children's behavior is an indispensable professional ability of modern teachers. As the saying goes, "knowing people well is the only way to become virtuous", and the most important role that educational evaluation can play is to correct the self-perception and subsequent development direction of the educated ^[10]. With the help of good preschool education evaluation, early childhood educators can rely on a complete framework and scientific way to outline a clear and realistic "kindergarten statue", not only for preschool children's current cognitive state, development foundation and improvement progress to be "clear", but also for preschool children's next stage of growth direction and steps can also be "known", to their own education and teaching reform to provide a rich, real, dynamic reference consultation. This will be a strong driver for the desired outcome of the work in question.

The Desire to Learn states: "Although young children are able to learn a great deal of knowledge quickly and with great enthusiasm, what they end up learning and what they learn depends primarily on the adults they interact with" ^[11]. The quality of teacher-child interaction directly affects children's learning and development, and teachers' professional competence becomes the key to educational evaluation. Studies have shown a strong positive correlation between teacher quality and child development and learning, and studies have shown a strong positive correlation between teacher quality and child development and learning.

4.3 Reflection on the results - the evaluation results serve the homeland cooperation

With the introduction of learning stories in New Zealand and China's emphasis on children's observation and evaluation, some kindergartens will require teachers to record children's learning stories, capture the "wow" moment of children's growth, and record children's performance in a certain activity or segment, so as to conduct narrative evaluation. The TZG curriculum model recognizes that each child's family background is different, and that it is necessary to respect each child's family culture and attach importance to family participation in children's early education. The developers of the TZG curriculum believe that parents have more opportunities to observe their children outside of kindergarten, so that no one knows their children better than parents, and that parents are experts in grasping the principles of preschool education and early childhood development, and that home cooperation is an inevitable requirement for educating young children ^[12]. Therefore, parents are actively encouraged to participate in the evaluation and carry out corresponding training activities in the evaluation of preschool children's observation records, so that parents can understand the purpose, procedures and methods of the assessment, and ensure the objectivity and reliability of the assessment. Teachers guide parents to participate in the observation of young children by providing parents with a Family Handbook and a Family Report Form on a regular basis, and parents should regularly participate in class discussions and trainings, and accept home visits from teachers,

so as to establish a network of contacts and resource sharing between parents and teachers.

As guides, supporters and collaborators of children, kindergarten teachers and parents can use their observations and assessment results to reap the power of achievement from children's development, and at the same time provide direction and guidance for teachers and parents to further support children's development.

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