

# Anecdotal Notes of Development and Progress Instructions

This form is to be used as a tool for shared communication about observed behaviors of the child in and out of the classroom, based on standards. It should be completed each quarter by both teacher and parent. In one column, the teacher records anecdotal observations from the classroom. In the other column, anecdotal observations made by the parent from the child's home life should be written. The completed forms should be photocopied so that both, teacher and parent, can retain copies of each other's observations. This should be given to the parent with the Progress Summary each quarter as a reminder of skills that need additional development, or simply for their keeping.

| <b>ANECDOTAL NOTES</b><br>a short personal account<br>of an incident or event  | <b>Teacher/Caregiver's</b><br>observations of<br>development and progress | <b>Parents'</b><br>observations of<br>development and progress |
|--|---|--|
| Child's Name: _____ Quarter: 1 2 3 4 Date: _____   |   |  |
| <b>Spiritual</b>   |   |  |
| <ul style="list-style-type: none"> <li> <b>Family of God / Relationships</b><br/>                             Expresses love and loyalty for God/Jesus, family, and friends                         </li> </ul>  |   |  |
| <ul style="list-style-type: none"> <li> <b>Christian Living</b><br/>                             Displays joy and happiness living as Jesus desires                         </li> </ul>  |   |  |
| <ul style="list-style-type: none"> <li> <b>Creation/Salvation/Heaven</b><br/>                             Shows interest in or appreciation for C/S/H                         </li> </ul>  |   |  |
| <ul style="list-style-type: none"> <li> <b>The Bible</b><br/>                             Engages with Bible stories and how God talks to people                         </li> </ul>   |   |  |
| <ul style="list-style-type: none"> <li> <b>Worship and Church Life</b><br/>                             Participates in praying, singing, helping others, and shows reverence during worship and Bible story lessons                         </li> </ul> |   |  |

## Physical & Health

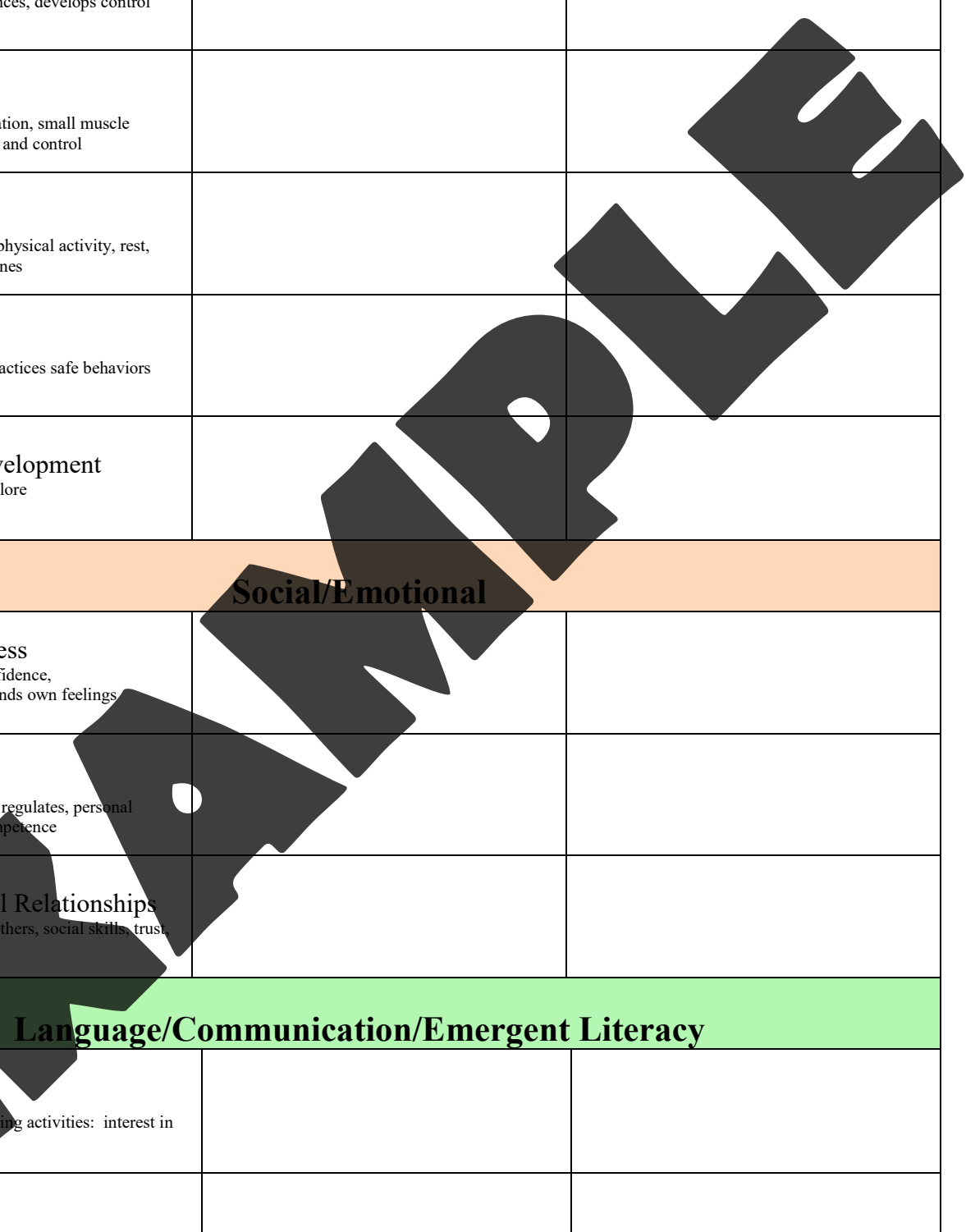
- **Gross Motor**  
Runs, jumps, balances, develops control and coordination
- **Fine Motor**  
Eye-hand coordination, small muscle precision, strength and control
- **Health**  
Nutritious eating, physical activity, rest, personal care routines
- **Safety**  
Recognizes and practices safe behaviors
- **Sensory Development**  
Uses senses to explore

## Social/Emotional

- **Self-awareness**  
Intrapersonal, confidence, identifies/understands own feelings
- **Self-Control**  
Self-management, regulates, personal responsibility, competence
- **Interpersonal Relationships**  
Interactions with others, social skills, trust, prosocial behavior

## Language/Communication/Emergent Literacy

- **Expressive**  
Speaking, pre-writing activities: interest in scribbling/writing
- **Receptive**  
Listening, pre-reading activities: interest in books, signs, letters, etc.
- **Vocabulary**  
Comprehension and usage of new words



## Cognitive/General Knowledge

|   |  |  |
|---|--|--|
| <ul style="list-style-type: none"><li>• <b>Approaches to Learning</b><br/>Positive tactics towards learning</li></ul>                       |  |  |
| <ul style="list-style-type: none"><li>• <b>Creative Expression</b><br/>Fine art, drama, music, practical arts</li></ul>                     |  |  |
| <ul style="list-style-type: none"><li>• <b>Mathematical</b><br/>Counting, patterning, measurement, categorizing, etc.</li></ul>             |  |  |
| <ul style="list-style-type: none"><li>• <b>Science</b><br/>Exploring, inquiring of, and interacting with objects and nature, etc.</li></ul> |  |  |
| <ul style="list-style-type: none"><li>• <b>Social Studies</b><br/>People/places/relationships, community life, etc.</li></ul>               |  |  |
| <ul style="list-style-type: none"><li>• <b>Technology</b><br/>Forms and uses of technology and media</li></ul>                              |  |  |

Additional comments:

Teacher's signature: \_\_\_\_\_

Parent's signature: \_\_\_\_\_