Anecdotal Records

Anecdotal Records are:
-authentic assessment
-observational notes of students
-fact-based
-communicates what student knows and is able to do
-documents student behavior
-identify and record student performance
(Boyd-Bastone, 2004, Bates, 2013)

Preparing to Use Anecdotal Records:
-plan ahead
    -choose a group of students to observe ahead of time
-establish a dominant focus
    -what particularly are you observing?
    -what key verbs will you use to describe your observation
    -e.g. Observing Writing (spells, illustrates, capitalizes, defines)
-determine a system
-decide how often to review notes
(Boyd-Bastone, 2004, McFarland, 2008)

Choose a System:
1. Index Cards
   -record observation on index card and file it in an index card holder that has a section for each student (McFarland, 2008)
2. Form and Stickers
   -record observations on adhesive computer address labels
   -put stickers on Anecdotal Records Assessment (ARA) form (Boyd-Bastone, 2004)
3. Digital
   -find a note-taking app you like that allows you to title and tag notes
   -use a digital recording device to supplement note taking
   -upload pictures to digital notes
   -easier to plan at home with a digital system

Focus of Observation: Reading Strategies		
Context: Reading Conference		
Name	**Date**	**Observations**
Janie	Jan 16/96	points to words. unsure of some words. Crust - said scraps but self - corrected. Basket - said bet - didn't make sense but kept on going.
Melissa	Jan 16/96	Skips word if unknown but doesn't come back to try it again. Worked with her to try it again thinking about what would make sense.
David	Jan 16/96	reads with expression. very few miscues. reads with confidence. using all cueing systems.
Tony	Jan 16/96	reads with expression and fluency. no difficulty with this selection. confident reader.

How to Use and Benefits of Anecdotal Records:
-use for instructional planning
-use for student or parent conferences
-provides insight for potential learning delays
-provides teacher with understanding of student's skills and interests
(Boyd-Bastone, 2004, McFarland

Figure 5-1. Blank Anecdotal Records Assessment Form

Student's Name _____	Evaluator's Name _____
1	2
3	4
5	6
7	8

Summary of Records	
Strengths	Needs

Recommendations of Next Steps _____
_____
_____

Accommodations for Special Needs:

Abbreviations:
ID = identified   RA = read alone   WA = wrote alone   SC = self-corrected   Ø (null sign)
S(s) = student(s)   RT = read w/teacher   WT = wrote w/teacher   Def = defined   X = no. of times (3X)
T = teacher   RS = read w/student   WS = wrote w/student   Δ (delta) = changed   → = to, in relation to

Writing Anecdotal Records:
-write observable data
-include quantitative data
-objective and fact based
-use abbreviations to speed up process
-record in the past tense
-support with examples (pictures, audio, worksheet)
-do not write "can't"
    -state the student did not do a task
    -do not imply they do not know how
-avoid redundancy
    -student's name does not have to be written multiple times

-address all areas of development
    -social/emotional, language, cognitive, large and fine motor

What to do with Anecdotal Records:
-review and analyze once a week, or the end of every unit
-code records for strengths, needs, or general information
-write student-specific recommendations that is task-oriented (Boyd-Bastone, 2004)
-locate specific instances of progression or lack of progression to track development and identify delays
-adjust curriculum based on needs of students (McFarland, 2008)
-identify differentiated instructional needs of students
-use records to make grouping decisions (Boyd, 2013)

Time	Activity	Behavior
8:30-9:00	Free Play	Sarah watched peers in block area for 5 minutes. Sarah wandered the classroom flapping hands for 5 minutes. Sarah walked to table where 3 other children were playing with play dough and wooden hammers. Children were banging hammers in the play dough. Sarah watched children for about 2 minutes then picked up hammer and started to bang in the play dough as well. Sarah stayed at this activity for 5 minutes.
9:00-9:30	Snack	Sarah sat down at table that had plates, but no snack. Sarah looked at teacher but did not say anything. Teacher began to serve crackers and juice. Sarah sat in chair and looked at her picture taped on the table. Sarah was the third child to receive snack. She did not request, but sat quietly.

Who to Write Anecdotal Records for:
-all students!!
-students with behavior problems
    -record behavior, action you took, possible trigger
-students with academic problems
    -reading: what sounds are mispronounced, are they skipping words/lines, repeated mistakes, did not remember what they just read, identify setting, but not plot, etc.
    -math: multiplication up to five, stops during long division at specific step, skips number seven when counting to 10, etc.
-especially helpful for students with learning disabilities because you have

Reading Anecdotal Record Card

Jason McCullen
Grade 1
1995-1996

9-21-95   Jason demonstrated critical thinking skill when he explained why he believed the story "The Grasshopper and the Ant" could not be a true story.

9-29-95   Jason's oral reading of Dad's words when the Tin Lizzie backed down the hill was language like and communicated the frustration of the character.

10-4-95   Jason didn't know what part the mole was to play in the story's outcome until I asked a scaffolding question to help him get the author's implication. I must plan to ask him more interpretive questions.

References:
Bates, C. C. (2013). How do Wii know: Anecdotal records go digital. *The Reading Teacher*, *67*(1), 25-29.
Boyd-Bastone, P. (2004). Focused anecdotal records assessment: A tool for standards-based, authentic assessment. *The Reading Teacher*, *58*(3), 230-239.
McFarland, L. (2008). Anecdotal records: Valuable tools for assessing young children's development. *Dimensions of Early Childhood*, *36*(1), 31-36.