Example of Preschool Observation: documentation and analysis

Ana, aged 3-1/2, was observed in the Cabrillo preschool classroom. There were approximately 20 other children aged 2-1/2 to 5 years and four teachers.

Anecdote, objectively detailed.

Ana brought a book to a table where a small group of children were gathered. "I have a story to share," she said. Ana held the book up for the group to see and then set the book on the table and opened it to the first page. Ana pointed to each illustration and told a story based on what she saw in each picture. She pointed to the text and turned the pages one by one. When she reached the end of the book, she closed it and said "the end." Then, turning to the children she said: "Does anyone have any questions?"

Developmental significance brief analysis:

Psychosocial development:
- Demonstrates positive sense of self, showing initiative and awareness of her own skills and accomplishments (PS1, PS2).
- Cooperates with her peers, sharing space and materials (PS 12).

Cognitive development:
- Remembers and imitates how her teachers present and read books to children (PS29)
- Emergent literacy and interest in reading books (PS17, PS19).

Language: Speaks in complete and grammatically correct sentences (PS 15, 16).

Developmental significance longer analysis:

Ana displays significant developmental strengths in the situation observed. She demonstrates a positive sense of self through her initiative and awareness of her own skills and accomplishments (PS1, PS2). Her cognitive development is evident: she remembers and imitates how her teachers present and read books to children (PS29). This is also a remarkable example of her emergent literacy skills and strong interest in reading books (PS17, PS19). When she points to words and pretends to read them she’s demonstrating specific knowledge about print and the meaning of symbols (PS 25, PS 26). Her verbal language skills are equally remarkable when she speaks in complete and grammatically correct sentences (PS 15, 16).

She displays age-appropriate social development when she cooperates with her peers, sharing space and materials (PS 12), and demonstrates ability to engage their attention for a long period of time (PS 31). Finally, it is worth noting that she has developed a sense for order and sequence: "beginning" "end" and "conclusion" as demonstrated by her statements.