



Simultaneous Observation of EYE-TA Items – An Efficient Method for Teachers



Simultaneous Observation of EYE-TA Items

	Domain Items Assessed				
	Domain A: Awareness of Self and Environment	Domain B: Social Skills and Approaches to Learning	Domain C: Cognitive Skills	Domain D: Language and Communication	Domain E: Physical Development
Activity					
<p><u>Letter Swat</u></p> <p><i>Directions:</i></p> <p>First, fill a magnetic/letter wall with numbers and letters from the alphabet. Two children are each given a fly swatter. Another child picks a letter or number out of a bag and calls out this letter or number. The first person to swat the letter on the wall is the winner. Those children sit down and then two new children are called up (C1 and C6).</p> <p>Ensure that the letters and numbers are different colours and/or sizes. When children are finished the game, ask them to sort the letters by size or colour (C5) and to organize and then name the numbers from 1 to 10 (C6).</p> <p>This game would be appropriate for the whole class, or could be implemented as a centre or small-group activity.</p> <p>Take this opportunity to also observe and assess children on items B3, B4, B5, and B8.</p> <p>Tip: Create a magnetic 'wall' with a cookie sheet.</p>		B3, B4, B5, B8	C1, C6, C5		

Simultaneous Observation of EYE-TA Items

Activity	Domain A	Domain B	Domain C	Domain D	Domain E
<p><u>Self Portrait</u></p> <p><i>Directions:</i></p> <p>The teacher asks the children to get a piece of paper and a pencil and go sit at their desks (D1). The teacher asks the children to draw themselves (or a person from a storybook) on the paper (E3). The teacher then asks the children to colour this portrait (E4). Are the children sitting still during the teacher’s instructions (B2)? While the children are working, the teacher could observe how they are holding their pencil (E2) and whether they are able to finish one activity before starting another (B6). Can the children identify body parts in their picture (A7)? Lastly, did the children understand the teacher’s instructions (D3)?</p>	A7	B2, B6		D1, D3	E2, E3, E4
<p><u>Circuit training</u></p> <p><i>Directions:</i></p> <p>Choose five stations around the gym and have children rotate through the circuits. Teachers will have clipboards to record observe skills E6, E7, E8, E9, and E10. The teacher may observe if the child finishes one activity before beginning another (B6). Lastly, the teacher may assess how well the child shifts from one activity to another (B1).</p> <p>Tip: The teacher may wish to film the children during the activity, via a cell phone or tablet. The teacher can view the video later for ease of assessment.</p>		B1, B6			E6, E7, E8, E9, E10

Simultaneous Observation of EYE-TA Items

Activity	Domain A	Domain B	Domain C	Domain D	Domain E
<p><u>Jack and the Beanstalk</u></p> <p><i>Directions:</i></p> <p>Read the children the story <i>Jack and the Beanstalk</i> by Joseph Jacobs.</p> <p>Ask the children to go to a table and draw the giant from the story and then have children draw a circle around the picture. Children are then asked to cut the circle out (B6, D1, E2, E3, E5).</p> <p>After this, during centre time, have each child come up one at a time to plant a bean (B1).</p> <ol style="list-style-type: none"> At this time, ask them what they think Jack and his mom will do next (D8). Use the book as a prompt to ask children to retell the story (D6). Watch if children are being patient and waiting their turn to plant their bean in a cup (B5). Label the cups from 1-10. When the child plants their bean, ask if they can recognize and name the numerals (1-10) (C6). Ask the children to count 15 beans or cups. (C7) 		<p>B1, B5, B6</p>	<p>C6, C7</p>	<p>D1, D6, D8</p>	<p>E2, E3, E5</p>

Simultaneous Observation of EYE-TA Items

Activity	Domain A	Domain B	Domain C	Domain D	Domain E
<p><u>Going to the Doctor's Office</u></p> <p><i>Directions:</i></p> <p>Set up a 'doctor's office', as a centre in the classroom, complete with a 'waiting room'/reception area. A child comes to the 'doctor's office' and the teacher/child asks when they would like an appointment - today/yesterday/tomorrow (A2). During the 'exam' ask children how they are feeling (D7). Next, ask them if a certain body part hurts. For example, does your elbow hurt? Can the child show you where their elbow is (A7)? Continue to ask the child to identify other body parts. Observe children's communication skills (D5). While the children are in the 'waiting room' provide activities such as sorting (C5), colouring (E4), or cutting (E5).</p>	<p>A2, A7</p>		<p>C5</p>	<p>D5, D7</p>	<p>E4, E5</p>
<p><u>Ladle Sort</u></p> <p><i>Directions:</i></p> <p>Have a large pot of "alphabet soup" (a bowl or pot that has magnetic letters, foam letters or pasta letters). Ask the children to use a ladle to scoop out some of the letters and then ask them to identify the letters they scooped out (C1). Next, have the children sort the letters by colour (C5). Can the children find the first letter of their name and then say the sound of this letter (C4)? To assess item A6 skills, ask the children to put a letter on, under, and behind their desk. Consider adding pictures of a king, fish, and a sun to the 'soup' to fully assess item C4.</p>	<p>A6</p>		<p>C1, C4, C5</p>		

Simultaneous Observation of EYE-TA Items

Activity	Domain A	Domain B	Domain C	Domain D	Domain E
<p><u>Puzzle Games</u></p> <p><i>Directions:</i></p> <p>In a centre activity ask children to work on a large puzzle together. Consider taking this opportunity to observe children’s skills for items B3, B4, B5 and B8. Children can then be asked to work together to create a story based on their completed puzzle (B1, B3, B5, D6). Teachers can use this opportunity to assess oral communication skills (D5).</p>		<p>B1, B3, B4, B5, B8</p>		<p>D5, D6</p>	
<p><u>Hop, Skip, and Jump</u></p> <p><i>Directions:</i></p> <p>This activity should be completed in the gym or outside, depending on classroom space. Ask children to stand on a line or against the wall with their hands on their hips (D1). The teacher will say, “I am going to count to 12. Every time I say a number, take one jump forward” (E6). Next, instruct children to stand on their left foot while the teacher counts to 10, then do the same with the other foot (E7). Next, ask the children to turn around and skip forward with alternate arms and feet (the teacher may wish to demonstrate this first) until they reach the ‘snowball pile’, aka, a basket of volleyballs (E8). Toss a ball to each child (E9) and ask them to practice tossing it gently against the wall and catching it (E9). The teacher can take the opportunity to observe how well the children understand instructions (D3).</p> <p>Tip: The teacher may wish to film the children during the activity, via a cell phone or tablet. The teacher can view the video later for ease of assessment.</p>				<p>D1, D3</p>	<p>E6, E7, E8, E9</p>

Simultaneous Observation of EYE-TA Items

Activity	Domain A	Domain B	Domain C	Domain D	Domain E
<p><u>Puppet Centre</u></p> <p><i>Directions:</i></p> <p>The teacher reads a story to the whole class. While the teacher is reading the story, pause and ask the children, “What do you think will happen next?” (D8). During a puppet centre teacher may instruct children to select a puppet and re-enact the story (D1). Through listening to the children playing, the teacher can determine if the children are accurately re-enacting the story (D2). The teacher can interact with the children to determine if they understand the teacher’s instructions and questions (D3). As the children are re-enacting the story, assess their oral communication skills (D5). Encourage children to express how the puppets are feeling (D7). The teacher may also assess if the children are taking turns in their small groups (B5) and treating other children with respect (B3).</p>		B3, B5		D1, D2, D3, D5, D7, D8	
<p><u>Shapes and Sorting</u></p> <p><i>Directions:</i></p> <p>Ask children to get a piece of paper (E1 EYE Assessment Template), crayons, and scissors and go sit at their desks (D1). Use the template to copy simple shapes (E1). Ask children to colour each shape neatly and inside the lines (E4). When they are done colouring, ask the children to cut out the shapes (E5) and glue these shapes to make a house design. Instruct children to use the square for the bottom of the house, the triangle for the roof, and the circle for the sun (D3).</p>				D1, D3	E1, E4, E5

Simultaneous Observation of EYE-TA Items

Activity	Domain A	Domain B	Domain C	Domain D	Domain E
<p><u>Busy Bins</u></p> <p><i>Directions:</i></p> <p>Busy bins can be used throughout the day, usually as a way to get children settled quickly after an outside break. See link below for an example of busy bins: http://www.passionatehomemaking.com/2012/10/quiet-time-learning-bins-for-little-ones.html</p> <p>The bins can be used at the beginning of the year to establish morning routines. For example, children must be ready to start their day before they are allowed to play with a busy bin. This is also a good time to encourage partner and group play, providing many opportunities to observe skills for items B1, B3, B4, B5, B6, B7 and B8.</p> <p>Tip: Consider filling some bins with activities that will tap into other skills being assessed via EYE-TA items (e.g., sorting bin, C5, or making groups bin, C8).</p>		<p>B1, B3, B4, B5, B6, B7, B8</p>			
<p><u>Fun on the Farm</u></p> <p><i>Directions:</i></p> <p>Ask children to sort toy farm animals into big and small groups (A5). Then, ask children general questions about the farm objects (D5) and ask them to name and describe the function of different tools/equipment that are found on a farm (A8). During a movement break ask children to do chicken yoga (balance on one foot) (E7). Did the children understand the teacher’s instructions/questions (D3)?</p>	<p>A5, A8</p>			<p>D3, D5</p>	<p>E7</p>

Simultaneous Observation of EYE-TA Items

Activity	Domain A	Domain B	Domain C	Domain D	Domain E
<p><u>Building A Community</u></p> <p><i>Directions:</i></p> <p>As a class, build a model of the local community. Be sure to include hospitals, police stations, etc., in the model. Provide cutouts of community workers. Ask children to identify the workers, where they work, and what they do (A3). The teacher may ask children to place signs in appropriate locations and observe the children’s ability to correctly identify these signs (A1).</p> <p>Tip: Ask the children to draw circles, squares, or triangles around the pictures of community workers (E1). Ask the children to colour (E4) then cut out (E5) the community workers and then place them in the the model. Does the child understand the teacher’s instructions (D3)?</p>	<p>A1, A3</p>			<p>D3</p>	<p>E1, E4, E5</p>
<p><u>Cut and Paste Picture Activity</u></p> <p><i>Directions:</i></p> <p>Ask children to take their handout (see A5 Story Time worksheet from the document “Suggestions for Teachers Implementing EYE-TA”) to their seat and print their names on it (D1 and E2). Next, ask children to cut out the pictures on the paper (E5) and then glue them in the correct location on the chart (A5). While children are working, the teacher may go around the class asking children to name the beginning letter and sound in their name. The teacher can then point to the pictures of the fish, king, and sun and ask the children the same questions (C4).</p>	<p>A5</p>		<p>C4</p>	<p>D1</p>	<p>E2, E5</p>

My Ideas

Domain A: Awareness of Self and Environment	
Domain B: Social Skills and Approaches to Learning	
Domain C: Cognitive Skills	
Domain D: Language and Communication	
Domain E: Physical Development / Fine Motor	