

HOME-BASED ASSESSMENT ACTIVITY

Outdoor Play

DESCRIPTION

Being outdoors and engaging with the natural world is a healthy, positive activity for young children. Outdoor play activities such as playing in a sandbox or discovering nature are often part of children's daily schedules at home. Outdoor play can include child- or adult-directed games, such as imaginary play, as well as activities with peers. Discussions about the natural world offer opportunities to document communication skills as children engage in imaginary play as animals, scientists, explorers, or adventurers. Outdoor play is a good context for large-group assessment activities because it is possible for the team to observe whether children know and follow game rules and how they participate. These games offer the opportunity for children to run, jump, and play with balls.

SUGGESTED MATERIALS

No special materials are necessary other than those already available in nature (plants, insects, stones, leaves, etc.) or in the yard (balls, etc.).

SUGGESTED PROCEDURES

- An adult could encourage the child to use their senses to explore nature (smell leaves, flowers, or herbs; touch rocks or leaves, etc.) and comment on their experiences.
- An adult could facilitate imaginary play by suggesting a setting such as a forest, farm, or jungle as the child takes on an imaginary role as an animal, explorer, or adventurer. The child could also use props during the imaginary play.
- Outdoor activities can also be used to elicit targeted test items, such as by having the child
 - Explore the environment
 - Make simple observations ("A bucket of leaves is lighter than a bucket of sand")
 - Expand their observations and explorations through further inquiry
 - Experiment
 - Generate hypotheses and investigate to test them ("If I throw a leaf and a rock with the same force, which one will go farther?")
 - Explain their understanding of phenomena

- Anticipate outcomes of their investigations
- Draw plausible conclusions about events beyond their personal experience

Date(s) completed: _____

Person completing form: _____

Program: _____

Child(ren) observed: _____

- **GROSS MOTOR**
Strand C, 1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6
- **SOCIAL-EMOTIONAL**
Strand C, 2, 2.1, 2.2, 3, 3.1, 3.2, 3.3, 4, 4.1, 4.2
- **SOCIAL-COMMUNICATION**
Strand B, 4, 4.1
Strand D, 1, 1.1, 2, 2.1, 2.2, 3, 3.1, 3.2, 3.3, 3.4, 3.5

- **COGNITIVE**
Strand D, 3, 3.1, 4, 4.1
Strand E, 1, 1.1, 1.2, 2, 2.1, 2.2, 2.3, 3, 3.1, 3.2, 4, 4.1, 4.2, 4.3

Outdoor Play

Score Key			Note Key
Mastery performance 2	Emerging performance 1A = Assistance 1I = Incomplete 1AI = Assistance/ Incomplete	No performance 0	C = Conduct M = Modification Q = Quality R = Report

Name:	Name:	Name:	Name:	Name:
DOB:	DOB:	DOB:	DOB:	DOB:

Gross Motor

C. Active Play	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes
1. Swings bat, club, or stick to strike stationary object			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
1.1 Bounces ball with one hand			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
1.2 Bounces ball with two hands			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
1.3 Catches ball			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
1.4 Kicks ball			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
1.5 Throws ball overhand at target with one hand			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
1.6 Throws or rolls ball at target with two hands			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R

Social-Emotional

C. Interactions with Peers	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes
2. Plans and acts out recognizable event, theme, or storyline in imaginary play			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
2.1 Enacts roles or identities in imaginary play			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
2.2 Uses imaginary props in play			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
3. Maintains cooperative activity			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
3.1 Initiates cooperative activity			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R



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C. Interactions with Peers (continued)	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes
3.2 Joins others in cooperative activity			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
3.3 Shares or exchanges objects			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
4. Maintains engagement in games with rules			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
4.1 Knows and follows game rules			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
4.2 Participates in game			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R

Social-Communication

B. Communicative Understanding	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes
4. Responds to comprehension questions related to <i>why, how, and when</i>			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
4.1 Answers <i>who, what, and where</i> questions			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R

D. Social Use of Language

1. Uses language to initiate and sustain social interaction			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
1.1 Follows social conventions of language			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
2. Provides and seeks information while conversing using words, phrases, or sentences			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
2.1 Asks questions to obtain information			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
2.2 Describes objects, people, and events as part of social exchange			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R

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D. Social Use of Language (continued)																
3. Uses conversational rules when communicating with others			C Q	M R			C Q	M R			C Q	M R			C Q	M R
3.1 Uses socially appropriate physical orientation			C Q	M R			C Q	M R			C Q	M R			C Q	M R
3.2 Varies voice to impart meaning and recognize social or environmental conditions			C Q	M R			C Q	M R			C Q	M R			C Q	M R
3.3 Responds to topic initiations from others			C Q	M R			C Q	M R			C Q	M R			C Q	M R
3.4 Alternates between speaker and listener roles during conversations with others			C Q	M R			C Q	M R			C Q	M R			C Q	M R
3.5 Responds to contingent questions from others			C Q	M R			C Q	M R			C Q	M R			C Q	M R

Cognitive																
D. Reasoning	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	
3. Solves problems using multiple strategies			C Q	M R			C Q	M R			C Q	M R			C Q	M R
3.1 Evaluates common solutions to solve problems or reach goals			C Q	M R			C Q	M R			C Q	M R			C Q	M R
4. Draws plausible conclusions about events beyond personal experience			C Q	M R			C Q	M R			C Q	M R			C Q	M R
4.1 Draws conclusions about causes of events based on personal experience			C Q	M R			C Q	M R			C Q	M R			C Q	M R
E. Scientific Discovery	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	
1. Expands simple observations and explorations into further inquiry			C Q	M R			C Q	M R			C Q	M R			C Q	M R
1.1 Uses simple tools to gather information			C Q	M R			C Q	M R			C Q	M R			C Q	M R

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E. Scientific Discovery (continued)	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes	Target	Score	Notes
	1.2 Uses senses to explore			C M Q R			C M Q R			C M Q R			C M Q R		
2. Anticipates outcome of investigation			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
2.1 Generates specific questions for investigation			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
2.2 Demonstrates knowledge about natural happenings			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
2.3 Makes observations			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
3. Investigates to test hypotheses			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
3.1 Draws on prior knowledge to guide investigations			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
3.2 Manipulates materials to cause change			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
4. Transfers knowledge			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
4.1 Communicates results of investigations			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
4.2 Demonstrates knowledge of properties of change resulting from investigations			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R
4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes			C M Q R			C M Q R			C M Q R			C M Q R			C M Q R