



| Child:  |   | This form is a resource for recording evidence before entering it in the technology platform. Remember to identify a learning status for each piece of evidence you document. Note that a child's learning status may be "Emerging" if he/she has not yet reached Skill A. |  |  |   |   |   |   |   |
|---|---|--|--|--|---|---|---|---|---|
| Skill A   | Skill B   | Skill C  | Skill D  | Skill E  | Skill F   | Skill G   | Skill H   | Skill I   | Skill J   |
| Acknowledges that a problem exists without attempting to solve it (this may manifest as a child moving away from the problem).  | Attempts to solve a problem by mimicking the motions and procedures of others OR seeking general support from others very early in the problem solving process (e.g., how do I do this?; I don't know what to do.). | Attempts to solve a problem using random trial and error.  | Solves OR attempts to solve a familiar problem using procedures learned in previous problem solving experiences. | Solves OR attempts to solve a novel problem using procedures learned in previous solving experiences without demonstrating knowledge of why the procedure is or is not successful. | States a hypothesis about how to solve a novel problem, using both concepts and procedures. | Solves OR attempts to solve a novel problem by connecting concepts and using familiar procedures.     | Generates AND explains an alternate problem solving approach (including when an approach is not working). | Generates AND explains multiple approaches for solving a problem.   | Provides justification for why a chosen self- or peer-generated problem solving approach might be the most efficient one for solving a problem. |
| WATCH FOR:<br>- Avoids problem  | WATCH FOR:<br>- Mimics or asks for help   | WATCH FOR:<br>- Uses random trial and error  | WATCH FOR:<br>- Familiar problem<br>- Uses familiar procedures   | WATCH FOR:<br>- Novel problem<br>- Uses familiar procedures<br>- Doesn't understand why successful or not  | WATCH FOR:<br>- Hypothesis<br>- Novel problem<br>- Connects concepts and procedures         | WATCH FOR:<br>- Solve/attempt<br>- Novel problem<br>- Connects concepts<br>- Uses familiar procedures | WATCH FOR:<br>- Generates new approach and explains it  | WATCH FOR:<br>- Generates at least two approaches and explains them | WATCH FOR:<br>- Justifies why an approach is most efficient   |
| <b>Evidence and Notes</b> (Describe what you observed that provides evidence for the skill selected. Describe any prompts used. Note that a child may be "Emerging" if not yet at Skill A.) |   |  |  |  |   |   |   |   |   |
| 1. Date: <input type="checkbox"/> Observation <input type="checkbox"/> Situation  |   |  |  |  |   |   |   |   |   |
| <div>Learning Status: _____</div>   |   |  |  |  |   |   |   |   |   |

# PROBLEM SOLVING

## Single Child Documentation Form



**Evidence and Notes** (Describe what you observed that provides evidence for the skill selected. Describe any prompts used. Note that a child may be “Emerging” if not yet at Skill A.)

2. Date: ☐ Observation ☐ Situation

Learning Status: \_\_\_\_\_

3. Date: ☐ Observation ☐ Situation

Learning Status: \_\_\_\_\_

4. Date: ☐ Observation ☐ Situation

Learning Status: \_\_\_\_\_

5. Date: ☐ Observation ☐ Situation

Learning Status: \_\_\_\_\_