

## Assessment Checklist

Using the checklist below write the number of each statement in all areas of your floor plan where the statement is applicable. Then check off whether the statement applies to your room. *All statements are written from the point of view of a child.*

	Applies to Room Yes/No	Science Process Skill
		<i>Whole Classroom</i>
1. I can easily access all materials and supplies. <i>Are all supplies that children might need within their reach, or would a child need to ask an adult to get materials for him/her?</i>		<i>Whole Classroom</i>
2. I can be physically active here even though I'm not outside. <i>Is there a safe, open space for children who learn kinesthetically to walk around and move their bodies?</i>		<i>Whole Classroom</i>
3. I can interact with materials from the natural world here. <i>Are there plants, rocks, soil, or animals (such as worms, an ant farm, fish, a turtle, or a mouse) for children to explore?</i>		Questioning, Observing
4. There is something here that uses my sense of smell. <i>Perhaps pine needles, flowers, spices, soap, or cedar shavings</i>		Questioning, Observing
5. There is something here that uses my sense of hearing. <i>Items such as musical instruments, paper tubes that focus sound, or materials to make shakers</i>		Questioning, Observing
6. There is something here that uses my sense of touch. <i>Include objects that are smooth, rough, hard, and soft—such as cotton, clay, cornstarch mixed with water, sand, fabric, dried leaves</i>		Questioning, Observing
7. There is something here that uses my sense of taste. <i>Is there a space in the room to cook and explore food? Even if you don't have a kitchen area, herbs like chives and mint are easy to grow in the classroom and are perfect for tasting.</i>		Questioning, Observing
8. There is something here that uses my sense of sight. <i>This could be almost anything! Are there specific areas where children can access magnifying lenses, binoculars, and view finders? Are there places where children can see things both up close and far away, like outside a window?</i>		Questioning, Observing
9. I can get messy and touch different materials here. <i>Is there a water table or a sand table? Are there places where children can use finger paints, shaving cream, or clay?</i>		Questioning, Observing
10. There is a place where I can observe things change over time. <i>This might be a window, a plant, a class pet, or an aquarium.</i>		Questioning, Observing, Planning/ Investigating
11. There is a place where I can find books related to things I'm wondering about.		Hypothesizing, Predicting

<i>Do you have a class library? Are the books organized around specific topics?</i>		
12. There are tools I can use to help answer my questions. <i>Tools include magnifying lenses, rulers, thermometers, tweezers, mirrors, goggles, or gloves.</i>		Planning/ Investigating
13. There is a place where I can build things that are big or small. <i>Children have room where they can build using large blocks or smaller ones, clay, pipe cleaners, straws, paper, or boxes.</i>		Planning/ Investigating
14. There is a place where I can save my projects to continue to work on over time. <i>Is there a wall or corner of the room where projects can stay safe overnight or over a few days?</i>		Planning/ Investigating, Interpreting
15. I can work on a project in a group here. <i>Is there a small group table or room on the floor where children can meet and collaborate?</i>		Planning/ Investigating, Communicating
16. When I want to talk with adults or children about what I'm thinking and wondering, I can go here. <i>This might be a small group area, or it might be a spot in the room that changes based on adult responsibilities and children's current needs.</i>		Hypothesizing, Predicting, Interpreting, Communicating
17. I can display drawings, writing, and models I've created here. <i>Do you have a wall, window, or documentation panel to show children's work?</i>		Interpreting, Communicating
18. There is a place where I can share what I've learned and accomplished with children and adults. <i>This could be a physical place to display work, or it could be a whole group meeting where children can share verbally about what they've been working on.</i>		Interpreting, Communicating
19. I can do science here even if it's not an area specifically for science. <i>Are science-related materials dispersed throughout the room, and not just relegated to a science center?</i>		Planning/ Investigating, Hypothesizing, Predicting,