

Data Collected:

Data collected included anecdotes, photographs, videos, writing samples, Kindergarten school readiness checklist, checklist on overall interactions and expressions. I collected data on twenty students: eleven boys and nine girls. These students were all in TK, transitional kindergarten who a majority of were four years old or who had recently turned five.

Data Analysis:

Qualitative Data Analysis Strategies:

I began by analyzing my anecdotes and observational notes. I collected all the information and separated it by child and the domain it was specific to. I looked over all the

Developmental Domain: SED — Social and Emotional Development							
SED 4: Relationships and Social Interactions with Peers							
Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers							
Mark the latest developmental level the child has mastered:							
Responding		Exploring		Building			Integrating
Earlier	Later	Earlier	Later	Earlier	Middle	Later	Earlier
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows awareness of other people, including children	Shows interest in other children	Plays alongside other children, rarely interacting with them	Interacts in simple ways with familiar peers as they play side by side	Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays	Participates in extended episodes of cooperative play (including pretend play) with one or two friends	Initiates sustained episodes of cooperative play (including pretend play), particularly with friends	Organizes or participates in planning cooperative play activities with several peers, particularly with friends
Possible Examples <ul style="list-style-type: none"> • Cries when hearing the sound of another child crying. • Orients toward other children. • Notices another child nearby. 	<ul style="list-style-type: none"> • Moves excitedly when another child comes near. • Reaches toward another child to gain attention. • Smiles at another child. 	<ul style="list-style-type: none"> • Selects a truck when other children nearby are playing with trucks. • Explores a toy alongside another child who is also exploring. • Reaches for a toy in the water alongside other children at the water table. 	<ul style="list-style-type: none"> • Hands a bucket to a familiar peer sitting next to child in the sandbox. • Offers a block to a peer building a tower next to child. • Splashes excitedly with a peer at the water table, continuing back and forth. 	<ul style="list-style-type: none"> • Takes a few turns trying on hats with a peer in the dramatic play area. • Plays chase briefly outside with two peers, and then goes to play alone in sandbox. • Plays cars with a peer for a short while. 	<ul style="list-style-type: none"> • Builds a train track with two friends, taking turns connecting the track pieces. • Laughs and makes funny noises or faces with a friend while singing a song together. • Plays a game of telephone that involves having a conversation with a friend about going on a shopping trip together. 	<ul style="list-style-type: none"> • Invites friends to build a pretend barn for toy animals and, at clean-up time, asks to save it so they can play with it tomorrow. • Invites friends to continue playing family from the day before. • Offers a new object for a fort that child has built with peers over several days. • Plays restaurant with friends, showing them the signs for food to be ordered. 	<ul style="list-style-type: none"> • Plans how to build a boat with several peers, choosing materials and negotiating tasks. • Plays superheroes with peers, planning different characters and scenarios. • Joins peers in planning and gathering materials needed for a nature walk, such as nets, baskets, and bags.

Child is emerging to the next developmental level
 Unable to rate this measure due to extended absence



observations that were also collected by my instructional assistant. As I went through each observation I used the DRDP rating scale to give each observation a rating, ultimately giving each child overall rating.

Quantitative Data Analysis Strategies:

I used a Kindergarten readiness checklist to measure and analyze each student’s knowledge pertaining to alphabet knowledge, number recognition, color recognition, writing

skills, and shapes. The children are tested on upper case and lower-case letters and their sounds, their ability to count and identify numbers 0-10, eight different shapes, and ability to write their name. Receiving an overall score because of eight sub scores.