



# PROBLEM SOLVING

## Multiple Child Documentation Form



Skill A	Skill B	Skill C	Skill D	Skill E	Skill F	Skill G	Skill H	Skill I	Skill J
<p>Acknowledges that a problem exists without attempting to solve it (this may manifest as a child moving away from the problem).</p> <p>WATCH FOR: - Avoids problem</p>	<p>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.).</p> <p>WATCH FOR: - Mimics or asks for help</p>	<p>Attempts to solve a problem using random trial and error.</p> <p>WATCH FOR: - Uses random trial and error</p>	<p>Solves OR attempts to solve a familiar problem using procedures learned in previous problem solving experiences.</p> <p>WATCH FOR: - Familiar problem - Uses familiar procedures</p>	<p>Solves OR attempts to solve a novel problem using procedures learned in previous problem solving experiences without demonstrating knowledge of why the procedure is or is not successful.</p> <p>WATCH FOR: - Novel problem - Uses familiar procedures - Doesn't understand why successful or not</p>	<p>States a hypothesis about how to solve a novel problem, using both concepts and procedures.</p> <p>WATCH FOR: - Hypothesis - Novel problem - Connects concepts and procedures</p>	<p>Solves OR attempts to solve a novel problem by connecting concepts and using familiar procedures.</p> <p>WATCH FOR: - Solve/attempt - Novel problem - Connects concepts - Uses familiar procedures</p>	<p>Generates AND explains an alternate problem solving approach (including when an approach is not working).</p> <p>WATCH FOR: - Generates new approach and explains it</p>	<p>Generates AND explains multiple approaches for solving a problem.</p> <p>WATCH FOR: - Generates at least two approaches and explains them</p>	<p>Provides justification for why a chosen self- or peer-generated problem solving approach might be the most efficient one for solving a problem.</p> <p>WATCH FOR: - Justifies why an approach is most efficient</p>
<b>Child</b>	<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 <p style="text-align: right;">Learning Status: _____</p>								
	2. Date: <input type="checkbox"/> Observation <input type="checkbox"/> Situation <p style="text-align: right;">Learning Status: _____</p>								



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	3. Date: <input type="checkbox"/> Observation <input type="checkbox"/> Situation           Learning Status: _____
	4. Date: <input type="checkbox"/> Observation <input type="checkbox"/> Situation           Learning Status: _____
	5. Date: <input type="checkbox"/> Observation <input type="checkbox"/> Situation           Learning Status: _____
	6. Date: <input type="checkbox"/> Observation <input type="checkbox"/> Situation           Learning Status: _____
	7. Date: <input type="checkbox"/> Observation <input type="checkbox"/> Situation           Learning Status: _____
	8. Date: <input type="checkbox"/> Observation <input type="checkbox"/> Situation           Learning Status: _____