

# NM PORTFOLIO COLLECTION FORM

**ESSENTIAL INDICATOR**

**7.2**

**Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments.**

Domain: LITERACY

Outcome: Emergent reading skills, Related EIs: 7.1, 7.3, 7.4 (p. 62)

**CHILD'S NAME:**

**DATE:**

**OBSERVER:**

*Describe what you saw the child do and/or heard the child say:*

*Family Thoughts:*

**Check off whatever applies to the context of this observation:**

- |                                                     |                                                       |                                                   |                                                  |
|-----------------------------------------------------|-------------------------------------------------------|---------------------------------------------------|--------------------------------------------------|
| <input type="checkbox"/> Child-initiated activity   | <input type="checkbox"/> New task for this child      | <input type="checkbox"/> Done independently       | <input type="checkbox"/> Time spent (1-5 mins.)  |
| <input type="checkbox"/> Teacher-initiated activity | <input type="checkbox"/> Familiar task for this child | <input type="checkbox"/> Done with adult guidance | <input type="checkbox"/> Time spent (5-15 mins.) |
|                                                     |                                                       | <input type="checkbox"/> Done with peer(s)        | <input type="checkbox"/> More than 15 mins.      |

**EI #7.2: Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments.**

<b>Emerging</b>	<b>3-Year-Old Rubrics</b>		<b>4-Year-Old Rubrics</b>		<b>Kindergarten 5-Year-Olds ▶</b>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Refer to Early Learning Guidelines</b>	<b>First Steps for 3s</b>	<b>Making Progress for 3s</b>	<b>Accomplished for 3s First Steps for 4s</b>	<b>Making Progress for 4s</b>	<b>Accomplished for 4s First steps for K</b>	<b>Exceeds for 4s</b>	<b>Refer to Early Learning Guidelines</b>
	Relates story content to own experiences (eg., "Look, a dog.)	Uses own experiences to make comments that may or may not follow along the story line	Listens to stories for a few minutes and responds by pointing to pictures, turning pages, and/or asking simple questions	Listens to stories and responds by asking related questions and/or making pertinent comments	Listens to stories and responds by asking related questions and making predictions or retelling stories read	Role plays main events of a story with puppets or other props	
Child's Progress toward the Outcome: Check the appropriate rating above.							

**Check the additional Essential Indicators that are embedded in the documentation:**

- |                                                                |                                                            |                                                |
|----------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------|
| <input type="checkbox"/> EI # 6.1 (Conversational Ability)     | <input type="checkbox"/> EI #20.1 (Plays and Interacts)    | <input type="checkbox"/> EI #25.3 (Role Plays) |
| <input type="checkbox"/> EI #17.4 (Family, Community, Culture) | <input type="checkbox"/> EI #20.2 (Social Problem Solving) | <input type="checkbox"/> EI #27.1 (Focus)      |

# NM PORTFOLIO COLLECTION FORM

ESSENTIAL INDICATOR

**8.3**

**Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing.**

Domain: LITERACY

Outcome: Emergent writing skills, Related EIs: 8.1, 8.2 (p. 62)

**CHILD'S NAME:**

**DATE:**

**OBSERVER:**

*Describe what you saw the child do and/or heard the child say:*

*Family Thoughts:*

**Check off whatever applies to the context of this observation:**

- |                                                     |                                                       |                                                   |                                                  |
|-----------------------------------------------------|-------------------------------------------------------|---------------------------------------------------|--------------------------------------------------|
| <input type="checkbox"/> Child-initiated activity   | <input type="checkbox"/> New task for this child      | <input type="checkbox"/> Done independently       | <input type="checkbox"/> Time spent (1-5 mins.)  |
| <input type="checkbox"/> Teacher-initiated activity | <input type="checkbox"/> Familiar task for this child | <input type="checkbox"/> Done with adult guidance | <input type="checkbox"/> Time spent (5-15 mins.) |
|                                                     |                                                       | <input type="checkbox"/> Done with peer(s)        | <input type="checkbox"/> More than 15 mins.      |

**EI #8.3: Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing.**

Emerging	3-Year-Old Rubrics		4-Year-Old Rubrics		Kindergarten 5-Year-Olds ▶		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Refer to Early Learning Guidelines</b>	<b>First Steps for 3s</b>	<b>Making Progress for 3s</b>	<b>Accomplished for 3s</b>	<b>Making Progress for 4s</b>	<b>Accomplished for 4s</b>	<b>Exceeds for 4s</b>	<b>Refer to Early Learning Guidelines</b>
	Makes marks or scribbles in addition to drawings	Makes marks or scribbles in response to adult suggestions for writing	Makes marks or scribbles and identifies them as writing	Purposefully makes marks, scribbles or letter-like shapes identifying the writing as words or print in the environment	Shows increasing control of the writing tool as seen in the formation of letter-like shapes, forms of pretend cursive writing and some letters; may write some words or names	Writes own first and last name and many additional letters of the alphabet	

Child's Progress toward the Outcome:  
Check the appropriate rating above.

**Check the additional Essential Indicators that are embedded in the documentation:**

- |                                                               |                                                            |                                                |
|---------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------|
| <input type="checkbox"/> EI # 6.1 (Conversational Ability)    | <input type="checkbox"/> EI #20.1 (Plays and Interacts)    | <input type="checkbox"/> EI #25.3 (Role Plays) |
| <input type="checkbox"/> EI #17.4 (Family, Community Culture) | <input type="checkbox"/> EI #20.2 (Social Problem Solving) | <input type="checkbox"/> EI #27.1 (Focus)      |

# NM PORTFOLIO COLLECTION FORM

**ESSENTIAL INDICATOR 11.3**

**Demonstrates emerging knowledge of measurement.**

Domain: NUMERACY

Outcome: Understanding nonstandard measurement, Related EIs: 11.1, 11.2, (p. 63)

**CHILD'S NAME:**

**DATE:**

**OBSERVER:**

*Describe what you saw the child do and/or heard the child say:*

*Family Thoughts:*

**Check off whatever applies to the context of this observation:**

- |                                                     |                                                       |                                                   |                                                  |
|-----------------------------------------------------|-------------------------------------------------------|---------------------------------------------------|--------------------------------------------------|
| <input type="checkbox"/> Child-initiated activity   | <input type="checkbox"/> New task for this child      | <input type="checkbox"/> Done independently       | <input type="checkbox"/> Time spent (1-5 mins.)  |
| <input type="checkbox"/> Teacher-initiated activity | <input type="checkbox"/> Familiar task for this child | <input type="checkbox"/> Done with adult guidance | <input type="checkbox"/> Time spent (5-15 mins.) |
|                                                     |                                                       | <input type="checkbox"/> Done with peer(s)        | <input type="checkbox"/> More than 15 mins.      |

El #11.3: Demonstrates emerging knowledge of measurement.

Emerging	3-Year-Old Rubrics		4-Year-Old Rubrics		Kindergarten 5-Year-Olds ▶		
<input type="checkbox"/> Refer to Early Learning Guidelines	<input type="checkbox"/> First Steps for 3s Identifies objects as big or small	<input type="checkbox"/> Making Progress for 3s Identifies objects that are similar in size or length	<input type="checkbox"/> Accomplished for 3s First Steps for 4s Sorts objects that are similar in size and length	<input type="checkbox"/> Making Progress for 4s Sorts objects that are similar and different in size length, weight, or capacity	<input type="checkbox"/> Accomplished for 4s First steps for K Uses words to describe a measureable property (e.g. size, length, weight, or capacity)	<input type="checkbox"/> Exceeds for 4s Uses words to compare two objects on a measureable property (e.g., bigger/smaller, longer or taller/short, heavier/lighter, more full/less full)	<input type="checkbox"/> Refer to Early Learning Guidelines
<p>Child's Progress toward the Outcome: Check the appropriate rating above.</p>							

**Check the additional Essential Indicators that are embedded in the documentation:**

- |                                                               |                                                            |                                                |
|---------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------|
| <input type="checkbox"/> EI # 6.1 (Conversational Ability)    | <input type="checkbox"/> EI #20.1 (Plays and Interacts)    | <input type="checkbox"/> EI #25.3 (Role Plays) |
| <input type="checkbox"/> EI #17.4 (Family, Community Culture) | <input type="checkbox"/> EI #20.2 (Social Problem Solving) | <input type="checkbox"/> EI #27.1 (Focus)      |

# NM PORTFOLIO COLLECTION FORM

**ESSENTIAL INDICATOR**

**14.1**

**Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.**

Domain: SCIENTIFIC CONCEPTUAL UNDERSTANDINGS

Outcome: Using the inquiry method, Related EIs: 14.2, 14.3, 14.4, (p. 64)

**CHILD'S NAME:**

**DATE:**

**OBSERVER:**

*Describe what you saw the child do and/or heard the child say:*

*Family Thoughts:*

**Check off whatever applies to the context of this observation:**

- |                                                     |                                                       |                                                   |                                                  |
|-----------------------------------------------------|-------------------------------------------------------|---------------------------------------------------|--------------------------------------------------|
| <input type="checkbox"/> Child-initiated activity   | <input type="checkbox"/> New task for this child      | <input type="checkbox"/> Done independently       | <input type="checkbox"/> Time spent (1-5 mins.)  |
| <input type="checkbox"/> Teacher-initiated activity | <input type="checkbox"/> Familiar task for this child | <input type="checkbox"/> Done with adult guidance | <input type="checkbox"/> Time spent (5-15 mins.) |
|                                                     |                                                       | <input type="checkbox"/> Done with peer(s)        | <input type="checkbox"/> More than 15 mins.      |

**EI #14.1: Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form**

Emerging	3-Year-Old Rubrics		4-Year-Old Rubrics		Kindergarten 5-Year-Olds ▶		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Refer to Early Learning Guidelines</b>	<b>First Steps for 3s</b> Plays with materials of different textures (e.g., sand, water, leaves) with adult encouragement	<b>Making Progress for 3s</b> Plays with materials of different textures (e.g., sand, water, leaves) and conditions (wet, dry, warm, cold, etc.) with adult encouragement	<b>Accomplished for 3s</b> <b>First Steps for 4s</b> Uses obvious sensory information to explore the world, reacting more physically than verbally	<b>Making Progress for 4s</b> Uses one sense (such as sight only or smell only) in a sensory experience, making 1-2 simple comments describing the experience	<b>Accomplished for 4s</b> <b>First steps for K</b> Uses 2 or more senses (such as both sight and smell, or hearing and touch) to explore the world and makes 1 or more detailed comments describing sensory experiences	<b>Exceeds for 4s</b> Conducts small hands-on/multi-sensory experiments with adult guidance and uses observation and verbal questioning and comments to investigate and draw conclusions.	<b>Refer to Early Learning Guidelines</b>
Child's Progress toward the Outcome: Check the appropriate rating above.							

**Check the additional Essential Indicators that are embedded in the documentation:**

- |                                                               |                                                            |                                                |
|---------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------|
| <input type="checkbox"/> EI # 6.1 (Conversational Ability)    | <input type="checkbox"/> EI #20.1 (Plays and Interacts)    | <input type="checkbox"/> EI #25.3 (Role Plays) |
| <input type="checkbox"/> EI #17.4 (Family, Community Culture) | <input type="checkbox"/> EI #20.2 (Social Problem Solving) | <input type="checkbox"/> EI #27.1 (Focus)      |

# NM PORTFOLIO COLLECTION FORM

ESSENTIAL  
INDICATOR

**13.1**

**Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements).**

Domain: AESTHETIC CREATIVITY

Outcome: Appreciation for the visual and performing arts

**CHILD'S NAME:**

**DATE:**

**OBSERVER:**

*Describe what you saw the child do and/or heard the child say:*

*Family Thoughts:*

**This child's creative expression has been documented in the following ways:  
(Check all that apply, ONE required)**

- Photo of child's work (included)
- Sample of child's work (included)
- Video of child (included)
- Anecdotal note (see description above)
- Other:

*\*See Family Teacher Summary Report form for more information on child's creative expression*

**Check the additional Essential Indicators that are embedded in the documentation:**

- |                                                               |                                                            |                                                |
|---------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------|
| <input type="checkbox"/> EI # 6.1 (Conversational Ability)    | <input type="checkbox"/> EI #20.1 (Plays and Interacts)    | <input type="checkbox"/> EI #25.3 (Role Plays) |
| <input type="checkbox"/> EI #17.4 (Family, Community Culture) | <input type="checkbox"/> EI #20.2 (Social Problem Solving) | <input type="checkbox"/> EI #27.1 (Focus)      |