

# NM PORTFOLIO COLLECTION FORM

**Domain: LITERACY**

**ESSENTIAL INDICATOR 7.2: Demonstrates comprehension of a story “read aloud” by asking relevant questions and providing key details in literary texts**

**CHILD’S NAME:** *Santiago Z.*

**DATE:** *April 30, 2018*

**OBSERVER:** *Anna*

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

Santi and another child are sitting together on the bean bag chair in the library looking at the book, Caps for Sale. Together they repeat parts of the text, giggling as they use the motions and words of the peddler first and then the monkeys "tsz, tsz, tsz" and corresponding motions. When they get to the page where the peddler gets angry and stomps his foot, Santi comments, "He mad. Silly monkeys do too (copies peddler's motions).  
Where monkeys live? Santi have monkey. Chico. He sleep with me." Then they have a discussion about favorite toys that both boys have at home.

**Check each box that applies to the context of this observation:**

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

# NM PORTFOLIO COLLECTION FORM

ELG Rubric Text 7.2:

Demonstrates comprehension of a story “read aloud” by asking relevant questions and providing key details in literary texts

3-Year-Old Rubric		4-Year-Old Rubric		Kindergarten (5-Year Old Rubric)		Grade 1 Rubric	
First Steps for 3s <input type="checkbox"/>	Making Progress for 3s <input type="checkbox"/>	Accomplished for 3s (First Steps for 4s) <input checked="" type="checkbox"/>	Making Progress for 4s <input type="checkbox"/>	Accomplished for 4s (First Steps for K) <input type="checkbox"/>	Making Progress for K <input type="checkbox"/>	Accomplished for K (First Steps for Grade 1) <input type="checkbox"/>	Making Progress for Grade 1 <input type="checkbox"/>

**Domain: LITERACY**

**ESSENTIAL INDICATOR 8.3: Understands how to apply the early stages of drawing and writing to convey meaning**

**CHILD'S NAME: Santiago Z.**

**DATE: April, 28, 2018**

**OBSERVER: Ms. Caroline**

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

When asked to write his name on the picture he drew, Santi takes a black marker and makes a "S" shape on the paper. He uses his right hand and a quadraped (4 point) grip. He puts his left hand down to steady the paper. He points to and names each part of his drawing explaining that he saw frogs when he went to the park with his mom and litle sister; a little frog in the pool and a big frog in the sand. Ms. Anna asked him if he wanted her to write his words on his paper and he said yes (see attached sample).

**Check each box that applies to the context of this observation:**

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

**ELG Rubric Text 8.3:**

Understands how to apply the early stages of drawing and writing to convey meaning.

3-Year-Old Rubric		4-Year-Old Rubric		Kindergarten (5-Year Old Rubric)		Grade 1 Rubric	
First Steps for 3s <input type="checkbox"/>	Making Progress for 3s <input type="checkbox"/>	Accomplished for 3s (First Steps for 4s) <input checked="" type="checkbox"/>	Making Progress for 4s <input type="checkbox"/>	Accomplished for 4s (First Steps for K) <input type="checkbox"/>	Making Progress for K <input type="checkbox"/>	Accomplished for K (First Steps for Grade 1) <input type="checkbox"/>	Making Progress for Grade 1 <input type="checkbox"/>

← Little Frog  
in the pool



← Big frog in sand

**Domain: MATHEMATICS**

**ESSENTIAL INDICATOR 12.1: Sorts, classifies, and groups materials by one or more attributes**

**CHILD'S NAME:** **Santiago Z.**

**DATE:** **4/7/18**

**OBSERVER:**

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

*Today Santiago chose to go to the science center. He began to look at pictures of a variety of insects. He looked at each card one at a time. Then I noticed that he put the two of the pictures in a pile and put the rest away. I asked him "Tell me about these pictures Santi." He pointed to the pictures of the bee and the fly and said "They got wings."*

**Check each box that applies to the context of this observation:**

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

**ELG Rubric Text 12.1:**

Sorts, classifies, and groups materials by one or more attributes

<b>3-Year-Old Rubric</b>		<b>4-Year-Old Rubric</b>		<b>Kindergarten (5-Year Old Rubric)</b>		<b>Grade 1 Rubric</b>	
First Steps for 3s <input type="checkbox"/>	Making Progress for 3s <input type="checkbox"/>	Accomplished for 3s (First Steps for 4s) <input checked="" type="checkbox"/>	Making Progress for 4s <input type="checkbox"/>	Accomplished for 4s (First Steps for K) <input type="checkbox"/>	Making Progress for K <input type="checkbox"/>	Accomplished for K (First Steps for Grade 1) <input type="checkbox"/>	Making Progress for Grade 1 <input type="checkbox"/>

## Domain: AESTHETIC CREATIVITY

**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)**

**CHILD'S NAME:** Santiago Z.

**DATE:** April 21, 2018

**OBSERVER:**

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

Santiago and several other children play together regularly on the playground. They set the stop signs and traffic cones around the trike bath and ride the tricycles around in circles, stopping at the stop signs. One day, Santiago pulled the water hose over near the sidewalk and told the other children "this is the ga[s] station". The other children would stop their tricycles at the "gas station" and Santi would hold the hose up to the back of their tricycles for a few seconds and then tell them "ok, that's it!" Over the next two weeks they played with the tricycles, using the hose as a gas pump nearly every day

### This child's creative expression has been documented in the following ways:

<input type="checkbox"/> Photo of child's work (included)	<input type="checkbox"/> Sample of child's work (included)	<input type="checkbox"/> Video of child (included)	<input checked="" type="checkbox"/> Anecdotal note (described above)
<input type="checkbox"/> Other			

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