

# 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:** Ivy

**DATE:** 8/24/17

**OBSERVER:**

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

Ivy was in the reading center looking at the book *Where Is the Green Sheep*. I asked her if she would like me to read it to her. She shook her head up and down and smiled. As I read the book, Ivy looked at the pictures, turning the page three times. On one page, she pointed to a picture of a train which had several animals inside of it. I asked her, “What do you see, Ivy?” She pointed to different animals, saying, “Doggie, cat, cow...” When we finished the story, Ivy said, “Read it again!” As we continued to read the book a second time, I would pause, and she would say the repetitive line, “Where’s the green sheep?” and giggle.

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

<input type="checkbox"/> Child initiated activity	<input checked="" type="checkbox"/> New task for this child	<input type="checkbox"/> Done independently	<input type="checkbox"/> Time spent (1-5 min.)
<input checked="" 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 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"/>

# NM PORTFOLIO COLLECTION FORM

**Domain: LITERACY**

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

**CHILD'S NAME:** Ivy

**DATE:** 9/17/17

**OBSERVER:**

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

Ivy was in dramatic play, playing with the food while wearing an apron. "What do you wanna eat?" she said. "What do you have to eat at this restaurant?" I asked. "pizza and ice cream. Oh, and some toast and...coffee," she replied. "Hmmm....," I said, "I would like two slices of pepperoni pizza and chocolate ice cream, please, and a glass of water. Should you write it down to help you remember my order? I have seen other waiters and waitresses do that in other restaurants I have visited." "Ya," Ivy said, as I handed her a pad and marker. Using her right hand, Ivy moved her pencil on the paper (sample attached), and said, "Ok. Pepperoni pizza... chocolate ice cream." She went to the cabinet and placed plastic food items on a plate and brought them to me. "Here you go!" she said.

**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 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 checked="" type="checkbox"/>	Accomplished for 3s (First Steps for 4s) <input 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"/>

# NM PORTFOLIO COLLECTION FORM

**Domain: MATHEMATICS**

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

**CHILD'S NAME:**

**DATE: 9/30/17**

**OBSERVER:**

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

*Today at snack we were having colored goldfish crackers. Ivy scooped a cup out of the bowl and poured them on her napkin. Before she began to eat she went through the pile of goldfish and separated all of the red ones. She looked at the child sitting next to her and said "The red taste the bestest and they fastest too!" Then she waved the fish through the air and into her mouth with a smile on her face.*

**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.

**ELG Rubric Text 12.1:**

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

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 type="checkbox"/>	Making Progress for 4s <input checked="" 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"/>

# NM PORTFOLIO COLLECTION FORM

## 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)**

<b>CHILD'S NAME:</b> Ivy	<b>DATE:</b> 8/25/17
<b>OBSERVER:</b>	
<i>Describe what you saw the child do and/or heard the child say:</i>	
<p>Due to the inclement weather today, the children went to the gym to use gross motor equipment. Ivy had gone to the high school basketball game the night before, and was telling some of her friends about the cheerleaders dancing at the game... "they danced when the boys sat down." Ivy, Monica and Roman decided to replicate the dance, and spent the remainder of the time developing their dance routine. (see video) Note: after the children went back to the classroom, the 3 children asked if I had some stuff to make the shaky things – pompoms. (embedded 25.3)</p>	

<b>This child's creative expression has been documented in the following ways:</b>			
<input type="checkbox"/> Photo of child's work (included)	<input type="checkbox"/> Sample of child's work (included)	<input checked="" 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			