

Portfolios

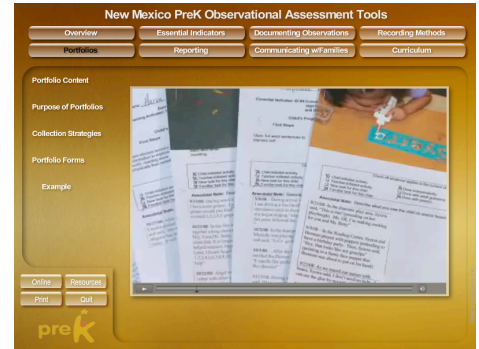
Introduction

The portfolio is a way to show a well-rounded picture of a child's progress and accomplishments in the PreK year. Portfolio documentation is a wonderful way to capture what a child does and says that is unique to him or her. Descriptions accompanied by photos and/or work samples show the family how the child is learning and growing in the PreK classroom. Parents and family members are the audience for the portfolio items and come to treasure them.

Six Essential Indicators have been chosen for portfolio collection and are required to be completed by all PreK teachers twice a year for each child. Five additional Essential Indicators should be included in the portfolio documentation as they are observed.

After viewing this section, you will be able to describe:

- the purpose of portfolios in the assessment process
- required portfolio content; and
- use of portfolio forms



Portfolio Content

Six essential indicators are required for portfolio collections.

In the domain of literacy:

- Essential Indicator #4 - Converses effectively in his or her home language, English, or sign language for a variety of purposes relating to real experiences and different audiences;
- Essential Indicator #6 - Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments.
- And Essential Indicator #8 - Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing.



In the domain of numeracy:

- Essential Indicator #9 - Uses numbers and counting as a means for solving problems and determining quantity;

In the domain of Aesthetic Creativity:

- Essential Indicator #13 – Communicates ideas and/or feelings through creative activities (for example, making up her own song, acting out a story, creating a piece of art work or a set of movements).

And, in the domain of scientific conceptual understandings:

- Essential Indicator #14 - Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.

In addition, the following indicators should be noted on portfolio items as they occur in children's performance:

In the domain of Self, Family and Community:

- Essential Indicator #16 - Expresses cultural influences from home, neighborhood and community.

- Essential Indicator #18 - Plays and interacts with various children, sharing experiences and ideas with others.
- Essential Indicator #19 - Uses and accepts negotiation, compromise, and discussion to resolve conflicts.

And in the domain of Approaches to Learning:

- Essential Indicator #22 - Role plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and reenact real-life roles and experiences.
- And Essential Indicator #23 - Focuses and completes a variety of tasks, activities, projects, and experiences.

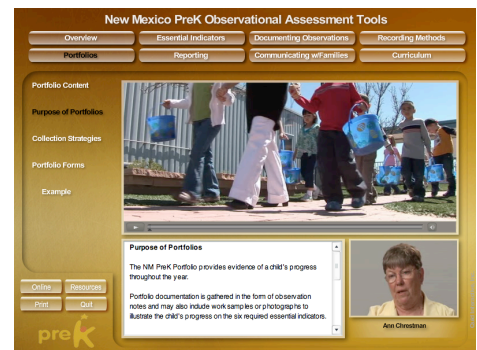
Purpose of Portfolios

The NM PreK Portfolio provides evidence of a child's progress throughout the year.

Portfolio documentation is gathered in the form of observation notes and may also include work samples or photographs to illustrate the child's progress on the six required essential indicators.

The primary purpose of the portfolios is to share the documentation with families so that they can clearly see the child's growth and development. Portfolios become a source of pride for children and their families. They are powerful, unique and rich documentation of how a child is thinking, learning and demonstrating understanding of new concepts and acquisition of skills.

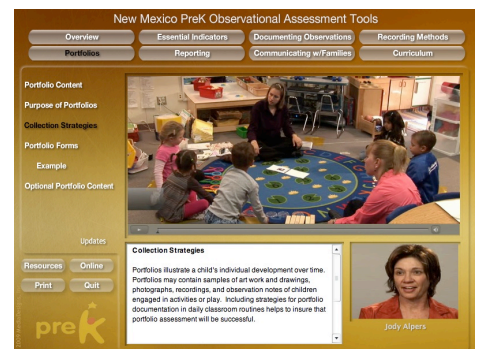
In addition, teachers share portfolio documentation with PreK Consultants throughout the year for review and feedback ensuring continuous improvement in documentation and observation. And, twice a year, consultants conduct an accountability review of portfolio documentation to ensure that all PreK children are being assessed in this way.



Collection Strategies

Portfolios illustrate a child's individual development over time. Portfolios may contain samples of art work and drawings, photographs, recordings, and always include observation notes of children engaged in activities or play. Including strategies for portfolio documentation in daily classroom routines helps to insure that portfolio assessment will be successful.

Some strategies to keep in mind are identifying documents which will best demonstrate development in the six required areas, regularly creating collections of children's work, developing a storage system for work samples, identifying any gaps in each child's developmental story, and collecting data that tell a clear story.

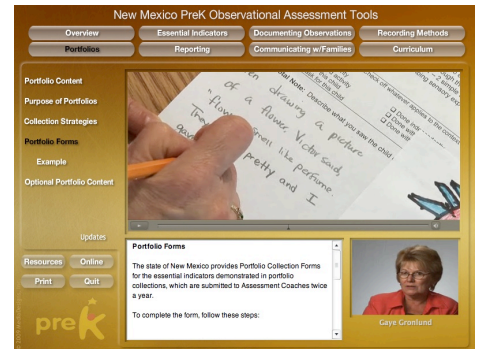


Portfolio Forms

The State of New Mexico provides six Portfolio Collection Forms for the essential indicators demonstrated in portfolio collection.

To complete the form, follow these steps:

- observe the child in action
- write a brief, but detailed and objective, description of what the child did and/or said
- circle the appropriate rubric rating;
- fill in the context box, checking the appropriate information about how the child went about the task
- in the box at the bottom of the form, note the additional essential indicators that are seen in the observation
- attach either a work sample (such as a painting, drawing or writing sample) or a photograph, if appropriate
- complete the form with the child's name, your name and the date



Example

Watch and listen carefully to Ely, the boy in the red shirt, focusing specifically on his counting skills. Think about which Portfolio Collection Form you would use for reporting.

This vignette demonstrates documentation for EI #9 – Uses numbers and counting as a means for problem solving and determining quantity.

Which rubric rating for EI #9 would you report for Ely?

The best choice is Rubric #4 – Correctly assigns a number to each item while counting six to nine items using one to one correspondence. Ely is accomplishing the indicator.

