

# 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:** September 10, 2017

**OBSERVER:** Anna

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

Today after breakfast, Ms. Anna was sitting in the library center when Santi entered and picked up the book "Caps for Sale". He took the book over to Anna and she asked, "Would you like me to read this to you?" Santi nods, yes. As they read about the peddler looking up in the tree and seeing all the monkeys wearing his caps, Santi says, "Wook [look], chango (monkey)!" Then, another child comes into the area and squeezes between Santi and teacher. Santi pushes the child's arm and says, "No!" Teacher asks the other child, "Do you want to hear the story too?" The other child says, "Me, too!" Teacher offers Santi, "Would you like to sit in my lap and [the other child] can sit there? We can read the story together." Santi moves into her lap and the three continue to look at the book together.

**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 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 checked="" type="checkbox"/>	Making Progress for 3s <input 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"/>

## 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:** October 8, 2017

**OBSERVER:** Anna

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

Santi sits at the writing table and watches the other children take markers and begin to draw on the paper provided. After about 3 or 4 minutes, he follows their lead and takes a marker from the container. He grasps the marker with his right hand. Using a fist grip he makes vigorous circles on his paper. He then moves the marker to his left hand. With a fist grip he continues to make circles. Then shifts back to his right hand with the same grip and adds downward slashing marks to the paper.

#### 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 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 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 checked="" type="checkbox"/>	Making Progress for 3s <input 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:** Santiago Z.

**DATE:** October 4, 2017

**OBSERVER:**

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

*Today Santiago was in the block center playing next to two other children. He had stacked up blocks to make a "tower." Then he took the bin of dinosaurs off the shelf and pulled out one of the T-Rex dinosaurs. He began to take out each dinosaur looking at it and then putting it to the side until he found a second T-Rex. He smiled and put both dinosaurs side by side on his blocks and said "roooooaaarrrrr!"*

### 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 checked="" 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 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

3-Year-Old Rubric		4-Year-Old Rubric		Kindergarten (5-Year Old Rubric		Grade 1 Rubric	
First Steps for 3s <input checked="" type="checkbox"/>	Making Progress for 3s <input 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: 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:** September 21, 2017

**OBSERVER:** Caroline

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

While playing with magnetiles, Santiago shared that he had once been on an airplane with his mother and brother.



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

<input checked="" 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 type="checkbox"/> Anecdotal note (described above)
<input type="checkbox"/> Other			

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