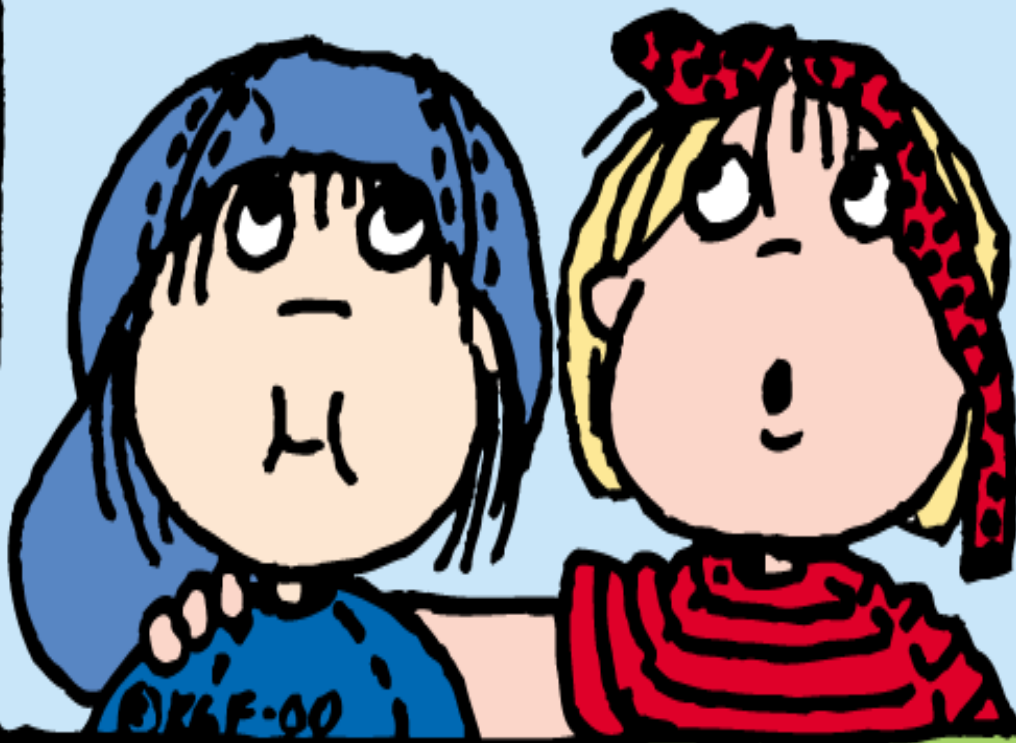


**Portfolios:
A
Way To
Celebrate Growth**

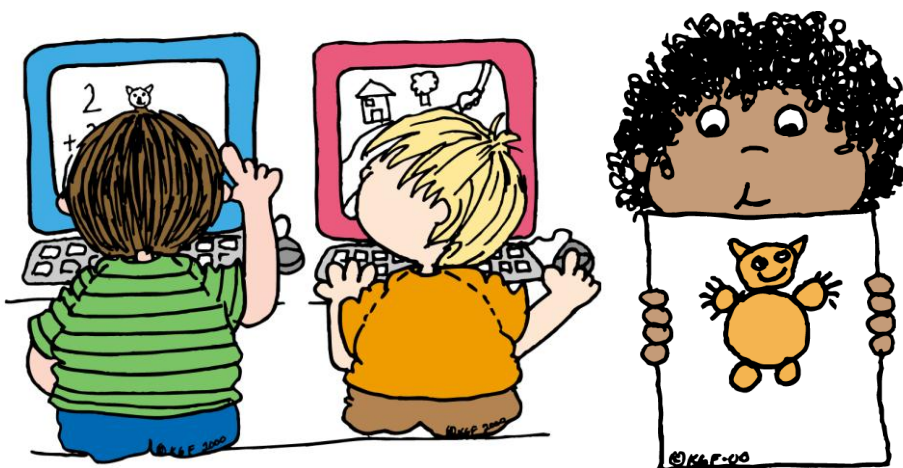
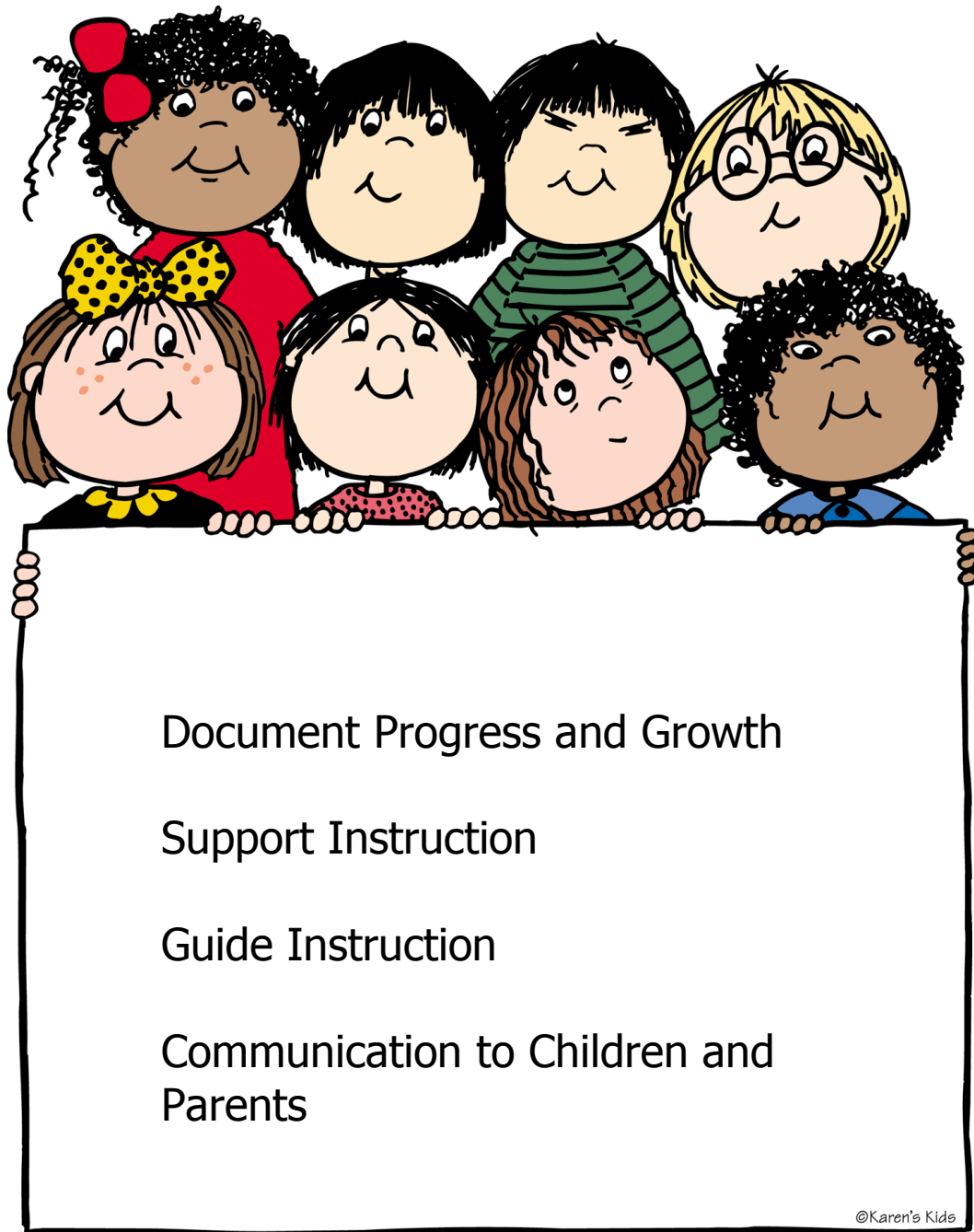


PORTFOLIOS:

PORTFOLIOS:

WHY?

WHAT FOR?



ASSESSMENT PORTFOLIOS



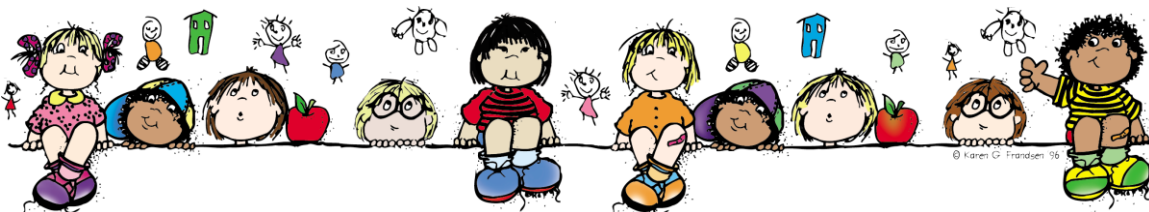
A collection of a child's work, which demonstrates his/her effort, progress, and achievements over time.



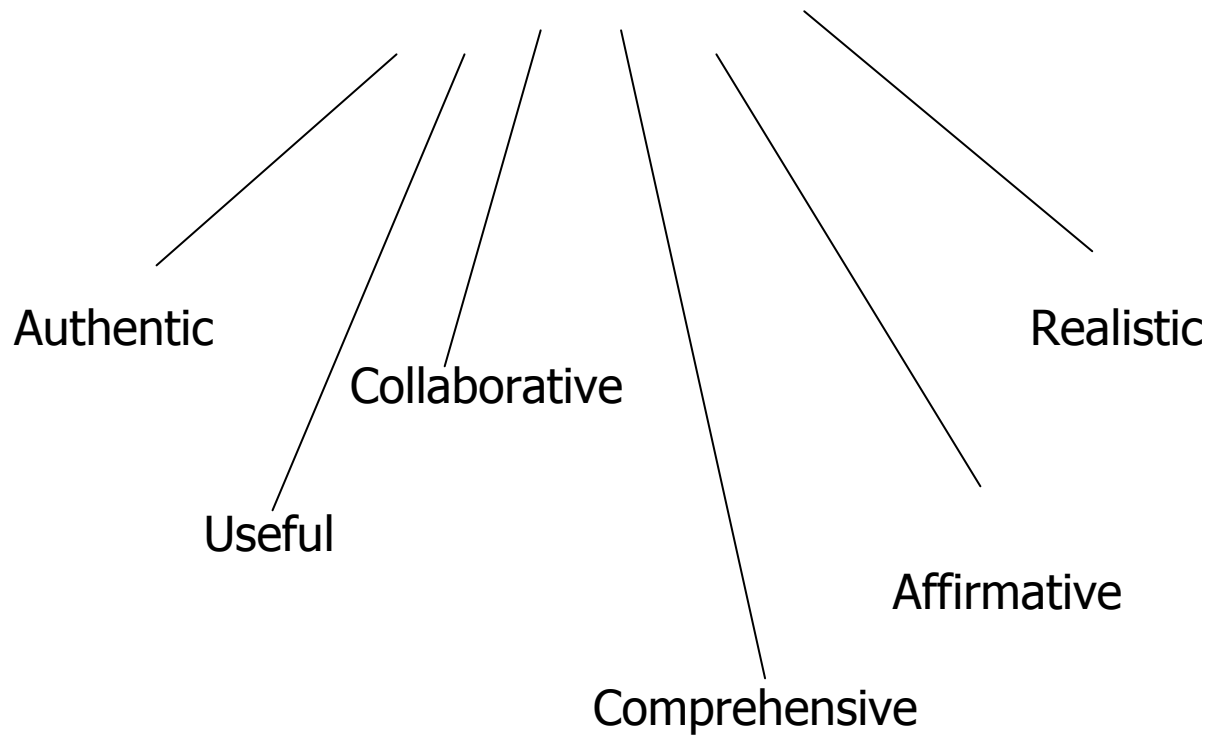
Accumulation of a portfolio involves the child and teacher as they compile materials, discuss them, and make instructional decisions.

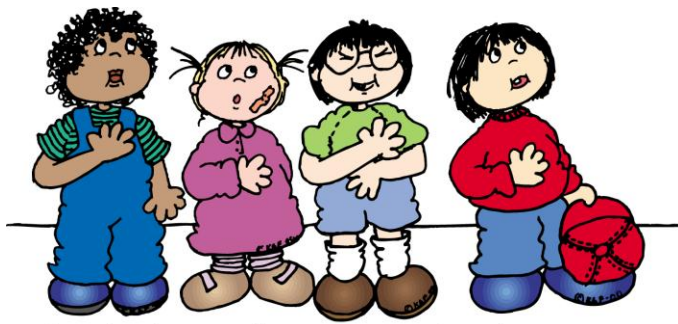


The student's performance in context.



TYPES OF ASSESSMENT





I pledge allegiance to the flag...

IMPLEMENTING PORTFOLIO ASSESSMENT



Start small



Integrate into the school routine



Design the Portfolio to fit your needs and the needs of your students



Decide what type of assessment you will use:
Performance
Authentic



Select work over time



Celebrate growth



©Karen's Kids



- ④ Work Samples
- ④ Systematic Observations
- ④ Anecdotal Records
- ④ Checklists/Inventories
- ④ Interviews
- ④ Screenings, Developmental Scales

Change the world
one child at a time



PORTFOLIOS

A Glossary of Terms

Self-Portrait:	A drawing of oneself initiated by the teacher
Check List/Inventory:	Any device for gathering information, i.e., <ul style="list-style-type: none">• Ability to write name• Letters, numbers• Correspondence of sound-letter
Block Building:	Typically a description in writing or picture form of a structure built by a child. (Could be photograph)
Choices/Centers:	A listing of the areas of the room most frequently chosen by the child and the frequency of their choices.
Anecdotes:	Observational facts of the child's interactions, behavior with materials, and/or aspects of development.
Drawing:	A typical drawing of one's self, house, or family to be used in comparison with age appropriate peer group and over time to look for growth.
Written Name:	The child is requested to write his /her own name.
Choice of Friends:	A list of the most frequently chosen friends for play.
Graph Time on Task:	A time survey illustrating the child's ability to stay on task within a variety of circumstances. <ul style="list-style-type: none">• Child chosen activity• Teacher chosen activity• Within a large group• Within a small group• Specific tasks (art, physical education, blocks, etc.)
Learning Style:	Observations on the skills utilized by the child in learning and/or solving problems: <ul style="list-style-type: none">• Taking risks• Asking questions• Visual, auditory, tactile• Ability to brainstorm• Perseverance

PORTFOLIO COLLECTION TIME LINE

September	October	November	December	January	February	March	April	May
Self-Portrait				Self-Portrait				Self-Portrait
	Check Lists				Checklists			Checklists
Inventory					Inventory			
	Block Building						Block Building	
Choice/ Centers				Choice/ Centers		Choice/ Centers		Choice/ Centers
		Learning Style Problem Solving						
	Drawing						Drawing	
Written Name								Written Name
	Choice of Friends							
	Graph Time on Task			Graph Time on Task				Graph Time on Task

Anecdotes at least twice per month

"TELL US ABOUT YOUR CHILD"
GENERAL INFORMATION FORM

Child's Name _____ Nickname _____

1. What are your child's favorite toys? _____

2. Does your child have a pet? ____ If so, what is it? _____ What is the name of the pet? _____
3. How many hours a day does your child watch TV? _____ What programs does he/she view? _____
4. What are your child's favorite stories? _____

5. Do you read to your child? _____ How often? _____
6. What type of play does your child enjoy? _____
7. What is the usual bed time hour? _____
8. What foods does your child enjoy? _____
9. Does your child have any particular fears? _____
10. Has your child attended another Pre-Kindergarten/Day Care/Nursery School Program? ____ If so, where? _____
11. Please list names and ages of brothers and/or sisters.
Name _____ Age _____ Name _____ Age _____
Name _____ Age _____ Name _____ Age _____
Name _____ Age _____ Name _____ Age _____
12. Is there anything we should know about your child that is not included in this survey? _____
