

NM Early Learning Guidelines Portfolio Collection Form for 3-year-olds

Child's Name _____ Date _____ Observer _____

Domain: LITERACY

Indicator #6.1

Converses effectively in his or her home language, English, or sign language for a variety of purposes relating to real experiences and different audiences.

Child's Progress toward the Outcome: *Circle the appropriate rating*

Not Yet Demonstrating	First Steps	Making Progress	Accomplishing for 3's	Exceeds Expectations
Uses words and gestures to communicate ideas	Combines signs or words to describe what they are doing (I.e., "I jump").	Combines 3 signs or words following the subject-verb-object word order	Uses 3-4 word sentences to express self	Uses 5-6 word sentences to express ideas

Check off whatever applies to the context of this observation:

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

Anecdotal Note: Describe what you saw the child do and/or heard the child say (include photo, work sample or other documentation, if appropriate).

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Child's Name _____ Date _____ Observer _____

Domain: LITERACY

Indicator #7.2

Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments.

Child's Progress toward the Outcome: *Circle the appropriate rating*

Not Yet Demonstrating

Begins to follow what happens in a story

First Steps

Relates story content to own experiences, i.e., "Look, a dog"

Making Progress

Uses own experiences to make comments that may or may not follow along the story line

Accomplishing for 3's

Listens to stories for a few minutes and responds by pointing to pictures, turning pages, and/or asking simple questions

Exceeds Expectations

Listens to stories and responds by asking related questions and making pertinent comments

Check off whatever applies to the context of this observation:

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

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Domain: LITERACY

Indicator #8.3

Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing.

Child's Progress toward the Outcome: *Circle the appropriate rating*

Not Yet Demonstrating

First Steps

Making Progress

Accomplishing for 3's

Exceeds Expectations

Starts to use own drawings to represent objects and ideas

Makes marks or scribbles in addition to drawings

Makes marks or scribbles in response to adult suggestions for writing

Makes marks or scribbles and identifies them as writing

Purposefully makes marks, scribbles or letter-like shapes identifying the writing as words or print in the environment

Check off whatever applies to the context of this observation:

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

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Child's Name _____ Date _____ Observer _____

Domain: NUMERACY

Indicator #9.2

Uses numbers and counting as a means for solving problems and determining quantity.

Child's Progress toward the Outcome: *Circle the appropriate rating*

Not Yet Demonstrating	First Steps	Making Progress	Accomplishing for 3's	Exceeds Expectations
Demonstrates beginning number concepts	Imitates counting of objects by counting aloud with no relationship to the objects at hand	Lines up or sorts objects, one by one without assigning any number (i.e., setting the table, organizing several bears by putting each one on a block)	Begins to assign a number when pointing to each item while counting	Correctly assigns a number to each item while counting five or fewer items using one to one correspondence

Check off whatever applies to the context of this observation:

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

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Child's Name _____ Date _____ Observer _____

Domain: AESTHETIC CREATIVITY

Indicator #13.1

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).

Child's Progress toward the Outcome: *Circle the appropriate rating*

Not Yet Demonstrating	First Steps	Making Progress	Accomplishing for 3's	Exceeds Expectations
Pretend and use creativity and imagination during play	Participates in simple creative activities for sensory experience and/or exploration	Participates in more complex creative activities for sensory experience and/or exploration	Communicates one simple idea or feeling through creative activities	Communicates two ideas or feelings through creative activities

Check off whatever applies to the context of this observation:

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

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Child's Name _____ Date _____ Observer _____

Domain: SCIENTIFIC CONCEPTUAL UNDERSTANDINGS

Indicator #14.1

Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.

Child's Progress toward the Outcome: *Circle the appropriate rating*

Not Yet Demonstrating	First Steps	Making Progress	Accomplishing for 3's	Exceeds Expectations
Investigates new things in the environment	Plays with materials of different textures (e.g., sand, water, leaves) with adult encouragement	Plays with materials of different textures (e.g., sand, water, leaves) and conditions (wet, dry, warm, cold, etc.) with adult encouragement	Uses obvious sensory information to explore the world, reacting more physically than verbally	Uses one sense (such as sight only or smell only) in a sensory experience, making 1-2 simple comments describing the experience

Check off whatever applies to the context of this observation:

- | | | |
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Child's Name _____ Date _____ Observer _____

Domain: SELF, FAMILY & COMMUNITY

Indicator #20.1

Plays and interacts with various children, sharing experiences and ideas with others.

Child's Progress toward the Outcome: *Circle the appropriate rating*

Not Yet Demonstrating	First Steps	Making Progress	Accomplishing for 3's	Exceeds Expectations
Demonstrates increased interest and frustration with other children	Plays alone or watches other children most of the time	Observes and imitates other children's activities most of the time	Plays alongside other children (rather than interactively) most of the time	Interacts with other children sharing objects and talking back and forth as they play for several minutes without cooperative idea sharing

Check off whatever applies to the context of this observation:

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

Anecdotal Note: Describe what you saw the child do and/or heard the child say (include photo, work sample or other documentation, if appropriate).

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Child's Name _____ Date _____ Observer _____

Domain: APPROACHES TO LEARNING

Indicator #25.3

Role plays to express feelings, to dramatize stories, to try out social behavior observed in adults, and reenact real-life roles and experiences.

Child's Progress toward the Outcome: *Circle the appropriate rating*

Not Yet Demonstrating	First Steps	Making Progress	Accomplishing for 3's	Exceeds Expectations
Pretend and use creativity and imagination during play	Interacts with dolls, stuffed animals or props in pretend play	Adds dress-up clothes or other items to pretend play	Imitates real-life roles and experiences in simple role plays	Incorporates 1 – 2 social behaviors observed in adults and expression of 1 – 2 feelings in role playing real-life roles and experiences

Check off whatever applies to the context of this observation:

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

Anecdotal Note: Describe what you saw the child do and/or heard the child say (include photo, work sample or other documentation, if appropriate).

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Domain: APPROACHES TO LEARNING

Indicator #27.1

Focuses and completes a variety of tasks, activities, projects, and experiences.

Not Yet Demonstrating	Child's Progress toward the Outcome: <i>Circle the appropriate rating</i>			Exceeds Expectations
	First Steps	Making Progress	Accomplishing for 3's	
Persists toward a goal with an activity, object or toy	Shows interest in favorite child-initiated activities over and over again	Begins to show interest in adult-initiated activities	Stays with a task for up to five minutes; may give up when problems arise	Stays with a task for five to ten minutes and attempts to solve problems that arise

Check off whatever applies to the context of this observation:

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

Anecdotal Note: Describe what you saw the child do and/or heard the child say (include photo, work sample or other documentation, if appropriate).