

## NM Early Learning Guidelines Portfolio Collection Form for 4-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*

<b>Not Yet Demonstrating</b>	<b>First Steps</b>	<b>Making Progress</b>	<b>Accomplishing for 4's</b>	<b>Exceeds Expectations</b>
Combines 3 signs or words following the subject-verb-object word order	Uses 3-4 word sentences to express self (two quotes required)	Uses 5-6 word sentences to express ideas (two quotes required)	Uses complex questions and/or statements of 7 or more words to present and get information (two quotes required)	Uses 2 connected sentences to express ideas and reply with relevant information to questions and comments of others

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: 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	First Steps	Making Progress	Accomplishing for 4's	Exceeds Expectations
Uses own experiences to make comments that may or may not follow along the story line	Listens to stories for a few minutes and responds by pointing to pictures, turning pages, and/or asking simple questions	Listens to stories and responds by asking related questions and making pertinent comments	Listens to stories and responds by asking related questions and/or making predictions or retelling stories read	Role plays main events of a story with puppets or other props

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- |   |   |  |
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Child's Name \_\_\_\_\_ Date \_\_\_\_\_ Observer \_\_\_\_\_

**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***

<b>Not Yet Demonstrating</b>	<b>First Steps</b>	<b>Making Progress</b>	<b>Accomplishing for 4's</b>	<b>Exceeds Expectations</b>
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	Shows increasing control of the writing tool as seen in the formation of letter-like shapes, forms of pretend cursive writing and some letters. May write some words or names	Writes own first and last name and many additional letters

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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*

<b>Not Yet Demonstrating</b>	<b>First Steps</b>	<b>Making Progress</b>	<b>Accomplishing for 4's</b>	<b>Exceeds Expectations</b>
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	Correctly assigns a number to each item while counting six or more items using one to one correspondence	Correctly assigns a number to each item while counting 10 objects using one to one correspondence

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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 4's	Exceeds Expectations
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	Communicates a more complex combination of ideas or feelings through creative activities	Communicates details about personal creations that show understanding of the medium with adult help (i.e., describing volume of music, color and form of a painting, representation in dance moves, or story line in dramatization)

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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 4's	Exceeds Expectations
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	Uses 2 or more senses (such as both sight and smell, or hearing and touch) to explore the world and makes 1 or more detailed comments describing sensory experiences	Conducts small hands-on/multi-sensory experiments with adult guidance and uses observation and verbal questioning and comments to investigate and draw conclusions

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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.**

Not Yet Demonstrating	Child's Progress toward the Outcome: <i>Circle the appropriate rating</i>			Exceeds Expectations
	First Steps	Making Progress	Accomplishing for 4's	
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	Interacts with other children, sharing objects, conversation, and ideas to cooperate in play activities	Develops and/or extends themes in cooperative work/play activities

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- |   |   |  |
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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 4's	Exceeds Expectations
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	Incorporates more than 2 social behaviors and/or expression of more than 2 feelings when role playing real-life roles and experiences so that a more complex story is dramatized	Communicates feelings and tries out social behaviors with increasing self regulation in dramatic play situations with other children

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**Domain: APPROACHES TO LEARNING**

**Indicator #27.1**

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

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

**Not Yet  
Demonstrating**

**First Steps**

**Making Progress**

**Accomplishing for 4's**

**Exceeds  
Expectations**

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

Stays with a task for more than ten minutes and attempts to solve problems that arise

Stays focused on an activity for more than ten minutes and ignores most distractions

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- |   |   |  |
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