

NM Early Learning Guidelines Portfolio Collection Form for Kindergartners

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 | Continuing Progress | Accomplishing for K (End of K) |
|--|--|---|---|---|
| Uses 5-6 word sentences to express ideas | Uses complex questions and/or statements of 7 or more words to present and get information | Uses 2 connected sentences to express ideas and reply with relevant information to questions and comments of others | Uses 3 connected sentences to express ideas and reply with relevant information to questions and comments of others | Uses 4 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 | Continuing Progress | Accomplishing for K (End of K) |
|---|---|---|--|--|
| 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 | Demonstrates sense of story by identifying beginning, middle, end; characters; and details of plot | Answers questions that show comprehension of a story, including problems, solutions; fantasy vs. realism; cause and effect |

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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*

| Not Yet Demonstrating | First Steps | Making Progress | Continuing Progress | Accomplishing for K (End of K) |
|--|---|--|--|--|
| Purposefully makes marks, scribbles or letter-like shapes identifying the writing as words | Shows increasing control of the writing tool as seen in the formation of letter-like shapes, forms of pretend cursive | Writes own first and last name and many additional letters of the alphabet | Writes words using inventive (emergent) spelling with some correct letters and some approximations | Writes some simple words using standard spelling in combination with inventive (emergent) spelling |

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- | | | |
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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 |
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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 | Continuing Progress | Accomplishing for K (End of K) |
|--|--|---|---|---|
| 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 | Correctly assigns a number to each item while counting 11 to 19 objects using one to one correspondence | Correctly assigns a number to each item while counting 20 or more objects using one to one correspondence |

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- | | | |
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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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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 | Continuing Progress | Accomplishing for K (End of K) |
|--|--|---|---|---|
| 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) | Communicates details about personal creations that show understanding of the medium with minimal adult help (i.e., describing volume of music, color and form of a painting, representation in dance moves, or story line in dramatization) | Makes personal creations that combine different media with minimal adult help (i.e., drawing or painting to represent the sounds of music; creating props to accompany a dramatization) |

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- | | | |
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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 | Continuing Progress | Accomplishing for K (End of K) |
|---|---|--|--|---|
| 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 | Conducts small hands-on/multi-sensory experiments with adult guidance and uses observation and verbal questioning and comments to investigate and draw | Conducts small hands-on/multi-sensory experiments with adult guidance and records observations and conclusions through pictures, drawings, or dictations | Conducts small hands-on/multi-sensory experiments with adult guidance and records observations and conclusions through pictures, drawings, or dictations, and numbers or symbols on graphs and charts |

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- | | | |
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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 | Continuing Progress | Accomplishing for K (End of K) |
|--|---|--|--|---|
| 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 | Understands that "fairness" requires taking turns being leader and group member in cooperative play and work | Shows understanding of "fairness" by actively participating in cooperative play and work projects whether role is that of leader or group member (Example: is able to accept direction from peer when in "member" role and is able to provide positive direction when in "leader" role) |

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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 | Continuing Progress | Accomplishing for K (End of K) |
|---|--|--|---|--|
| 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 | Communicates feelings and tries out social behaviors with increasing self regulation in dramatic play situations with other children and begins to sustain the role play across more than one day | Communicates feelings and tries out social behaviors with increasing self regulation in dramatic play situations with other children and makes plans to sustain the role play across more than one day |

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- | | | |
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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) |
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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 #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 | Continuing Progress | Accomplishing for K (End of K) |
|---|---|--|---|--|
| 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 | Utilizes multiple strategies in completing a task | Utilizes multiple strategies in completing a task and expresses satisfaction when done |

Check off whatever applies to the context of this observation:

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