

## Class Portfolio Labels: Infants

These labels are offered as an *optional* resource for organizing evidence in your Infant Class Portfolio. There is a label for every **site visit assessment item** for which evidence is requested in the Infant Class Portfolio. The assessment item number is shown, along with all of the assessment item language. There are also labels for each Topic Area and Standard available as separate documents.

You may want to make one manila folder or binder sleeve for each item. It is also OK to put all the evidence related to one Topic Area [for example, evidence for the 5 items in Standard 2, Topic G] into a single folder or binder section. You could then place the individual item labels on the front of the folder.

It is always helpful for the assessor if you **label the individual pieces of evidence** to show which site visit assessment items are being addressed, and **highlight specific text that is the important part for the assessor to read.**

Please reference the documents titled *NAEYC Streamlined Items for Site Visit Assessment* for information about the best practices related to each assessment item. Definitions and examples of commonly used terms can be found in the *NAEYC Streamlined Accreditation Glossary of Terms*. Remember that evidence presented in the Class Portfolio must address the full language of the assessment item.

These labels were designed to be used with Avery 5160 [1" x 2 5/8"] labels or a similar product. **Use of labels is not required.** However, regardless of whether formal labels are used, programs are encouraged to organize their document evidence, and mark or label each piece of evidence to identify which assessment item [or multiple assessment items] that evidence supports.

**01C - 54**

Show or describe two examples of how you help make children's play more complex.

**01D - 71**

Show two models or visual images within your classroom that depict men and women in work, family, and personal roles.

**02A - 152**

Show or describe two examples of how you change classroom materials or equipment as children's skill levels change over time.

**02A - 153**

Show or describe one example of how you have changed classroom materials or equipment to accommodate the individual needs of a child in the class.

**02E - 241**

Show two examples of songs you sing to infants, toddlers, or twos during teacher-child one-on-one play.

**02E - 242**

Show two examples of simple rhymes you share with infants, toddlers, or twos during teacher-child one-on-one play.

**02E - 243**

Show two examples of interactive, routine games you share with infants during teacher-child one-on-one play.

**02E - 245**

Show picture books, wordless books, and rhyming books (two or more of each) that are available to infants, toddlers, or twos every day.

**02F - 334**

Show examples of toys and other materials of different shapes, sizes, colors, and visual patterns (two examples of each).

**02G - 370**

Show six toys or classroom materials that provide interesting sensory experiences in sight, sound, and touch (two of each).

**02G - 371**

Show two toys, materials, or activities designed for infants, toddlers, or twos to play with to make things happen.

**02G - 372**

Show two toys, materials, or activities designed for infants, toddlers, or twos to play with and discover how to solve simple problems.

**02J - 412**

Show two lessons plans that help children appreciate visual arts from different cultures.

**02J - 414**

Show two lessons plans that help children appreciate dramatic arts from different cultures.

**02J - 417**

Show two lesson plans that provide infants, toddlers, or twos with chances to explore and manipulate age-appropriate art materials.

**03A - 516**

Show or describe two ways in which teaching staff, program staff, and/or consultants work as a team to implement individualized plans for children. Such plans may include any Individualized Family Service Plans (IFSPs) and Individualized Education Programs

**03A - 534**

Show two classroom displays that have been created to help children reflect on and extend their learning.

**03D - 629**

Show two lesson plans that provide children with opportunities to engage in group projects.

**03D - 630**

Show two lesson plans that provide children with opportunities to learn from one another.

**03D - 1600**

Show or describe two examples of lesson plans in which infants and toddlers revisit experiences and materials across periods of days or weeks.

**03E - 642**

Show or describe one example of a time you modified the class schedule, when necessary, to scaffold children's learning.

**03E - 643**

Show or describe one example of how you intentionally rearranged classroom equipment, when necessary, to scaffold children's learning.

**03E - 646**

Show or describe one example of how you changed a lesson plan if children showed interest in a different topic or activity.

**03E - 649**

Show or describe one example of how you adapt your teaching strategies to best fit each child's learning style.

**03E - 650**

Show or describe one example of how you modify classroom materials, when necessary, to best fit each child's learning style.

**03F - 676**

Show two examples of classroom experiences you have created that involve members of children's families.

**03G - 694**

Show one example of how you have made activities a little more difficult, as children refine skills or gain new skills, to advance each child's further learning (scaffolding).

**04B - 750**

If child portfolios are used as an assessment method, show or explain how you make it meaningful and relevant for dual language learners.

**04B - 751**

If child portfolios are used as an assessment method, show or explain how the results are used to create activities or lesson plans.

**04B - 1512**

If child portfolios are used as an assessment method, show or explain how you make it meaningful and relevant for children with special needs .

**04C - 761**

Show one example of how you refer to curriculum goals when interpreting assessment data.

**04D - 763**

Show two examples of how information from an observational assessment you conducted was used to create an individualized activity.

**04D - 764**

Show two examples of how information from an observational assessment you conducted was used to create an individualized teaching approach.

**04D - 778**

Show or describe two examples of how you modify your interactions and caretaking routines for infants, based on observations or anecdotal notes.

**04E - 783**

Show or describe two examples of how you provide ongoing opportunities for families to contribute their observations from home to the child assessment process.

**07B - 1118**

Show or describe two examples of how you communicate daily with the families of infants, toddlers, or twos about each child's developmental milestones, individual activities, and shared caregiving issues.