

Class Portfolio Labels: Toddlers

These labels are offered as an *optional* resource for organizing evidence in your Toddler Class Portfolio. There is a label for every **site visit assessment item** for which evidence is requested in the Toddler 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 - 78

Show or describe one example of how you have anticipated problematic behavior and taken steps to prevent it.

02A - 159

Highlight and label two weeks of lesson plans to show where they include each of these content areas: literacy, mathematics, science, technology, creative expression and the arts, health and safety, social studies.

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.

02E - 258

Show or describe two examples of ways you help children connect print to spoken word.

02G - 370

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

02J - 412

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

02J - 426

Provide two examples showing or describing how you teach vocabulary and/or concepts related to visual arts.

02J - 429

Provide two examples showing or describing how you teach vocabulary and/or concepts related to dance.

02L - 478

Show or describe two ways you help children learn about people of various ages (very young to elders) doing a wide range of jobs and/or activities.

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.

02E - 241

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

02E - 249

Show two examples of songs or games involving sequences of gestures you share with toddlers or twos during teacher-child one-on-one play.

02F - 334

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

02G - 371

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

02J - 414

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

02J - 427

Provide two examples showing or describing how you teach vocabulary and/or concepts related to music.

02L - 475

Show or describe two ways you help children learn about the diversity of family structure in society.

02L - 485

Show or describe two ways you help children learn specific details about the actual community in which they live.

01D - 76

Show or describe one example of how children have opportunities to participate in decision making about class plans.

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 - 242

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

02E - 250

Show or describe two examples of ways you help toddlers or twos understand that pictures (in books, on screen, or elsewhere) can represent real things in the environment.

02F - 340

Show or describe two examples of experiences or materials you provide that help children learn about number concepts.

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 - 417

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

02J - 428

Provide two examples showing or describing how you teach vocabulary and/or concepts related to drama.

02L - 476

Show or describe two ways you help children learn about people with differing abilities.

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.

03B - 569

Show or describe two activities or lesson plans that encourage children to share their ideas or experiences.

03D - 623

Show or describe two examples of how you organize time or space so children can play or work alone.

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.

03E - 660

Show or describe one example of how you have customized a learning experience based on your knowledge of a child's ideas and interests.

03E - 661

Show or describe one example of how you have customized a learning experience, based on your knowledge of a child's skills.

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).

03G - 707

Show one lesson plan that extends and challenges children's current understanding of the world.

03G - 710

Show or describe how you engage in collaborative inquiry, sometimes with individual children and sometimes with small groups of children.

03G - 715

Show or describe one lesson plan of a skill you taught by breaking it down into meaningful and achievable parts.

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.

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.