**NAEYC Accreditation of Early Learning Programs**

**2022 Class Portfolio Template**

Program Name:

NAEYC Program ID Number:

Portfolio Age Category:

**Template Instructions**

1. Download the template to your desktop and save as:
 [NAEYC Program ID\_Program Name\_Age Category].
 Example: **123456\_MickeysPlayhouse\_Toddlers**

2. In the highlighted section above, input the following information:
 Program Name, NAEYC Program ID, Age Category

3. Full assessment item language, guidance, and age categories can be found in the portfolio tools on our website at <https://www.naeyc.org/accreditation/early-learning/tools>. For additional guidance, review the best practice narratives for each topic area found in the Standards and Assessment Items on our [website here.](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/early-learning/standards_assessment_2019.pdf)

4. You can input pictures by selecting *Insert* from the toolbar, then selecting *Pictures*, and selecting the applicable picture for the assessment item.

5. You can input text captions by selecting *Insert* from the toolbar, then selecting *Text Box*, and typing in the applicable caption for the evidence.

6. If your program does not have evidence for an item, please input a text box indicating your program does not meet the item to be rated *No*. Blank pages will be rated *No* automatically

7. It is acceptable for evidence to go on multiple pages, each item is not restricted to one page. Please include as many pages as needed to provide enough space for all applicable evidence needed to fully meet the assessment item.

8. When completed, select *File,* select, *Save As,* and then select *PDF* from the drop-down menu to save your file as a PDF document to submit for assessment.

For portfolio tools and resources, visit our website at <https://www.naeyc.org/accreditation/early-learning/tools>

**Please Note:** Use of this template does not guarantee program success for the assessment. NAEYC assessors will rate the quality of the individualized evidence input by the programs.

**1C.6 Example #1**

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

**1C.6 Example #2**

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

**1D.6**

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

**2A.2: Example #1**

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

**2A.2: Example #2**

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

**2E.9: Example #1**

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

**2E.9: Example #2**

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

**2E.10: Example #1**

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

**2E.10: Example #2**

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

**2E.11: Example #1**

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

**2E.11: Example #2**

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

**2E.12**

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

**2F.12**

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

**2F.19**

**Show two examples of high contrast visual stimuli that are available to infants in the classroom environment.**

**2G.5**

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

**2G.6**

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

**2G.7**

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

**2J.6: Lesson Plan #1**

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

**2J.6: Lesson Plan #2**

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

**2J.7: Lesson Plan #1**

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

**2J.7: Lesson Plan #2**

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

**2J.8: Lesson Plan #1**

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

**2J.8: Lesson Plan #2**

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

**3A.3: Example #1**

**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 (IEPs).**

**3A.3: Example #2**

**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 (IEPs).**

**3A.4: Display #1**

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

**3A.4: Display #2**

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

**3D.5: Lesson Plan #1**

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

**3D.5: Lesson Plan #2**

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

**3D.6: Lesson Plan #1**

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

**3D.6: Lesson Plan #2**

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

**3D.9: Lesson Plan #1**

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

**3D.9: Lesson Plan #2**

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

**3E.8**

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

**3E.9**

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

**3E.10**

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

**3F.2: Example #1**

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

**3F.2: Example #2**

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

**3G.7**

**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).**

**4B.1**

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

**4B.2**

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

**4B.3**

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

**4C.1**

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

**4D.1: Example #1**

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

**4D.1: Example #2**

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

**4D.3: Example #1**

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

**4D.3: Example #2**

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

**4D.7: Example #1**

**Show two examples of observational assessments you conducted, in which you noted a child’s strengths, interests, and needs.**

**4D.7: Example #2**

**Show two examples of observational assessments you conducted, in which you noted a child’s strengths, interests, and needs.**

**4E.1: Example #1**

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

**4E.1: Example #2**

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

**7B.1: Example #1**

**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.**

**7B.1: Example #2**

**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.**