

## Class Portfolio Labels: Preschoolers, Kindergartners, and School-Agers

These labels are offered as an *optional* resource for organizing evidence in your Preschool, Kindergarten, and School-Age Mixed-Age Class Portfolio. There is a label for every **site visit assessment item** for which evidence is requested in the Preschool, Kindergarten, and School-Age Mixed-Age 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

**02D-230**

Show or describe two examples of how you teach children to have discussions with each other to resolve interpersonal problems.

**02E-280**

Show or describe how children have chances to retell or reenact events in storybooks.

**02E-292**

Show through lesson plans or activity schedules that children have daily opportunities to write or dictate their ideas.

**02E-296**

Show and describe two examples of how you model the process of print writing.

**02E-322**

Show that kindergarteners' and school-agers' schedules allow for time to write independently each day.

**02F-351**

Show two lesson plans in which children learn to understand basic concepts of geometry.

**02F-360**

Show two lesson plans in which kindergartners and school-agers create, represent, discuss and/or extend repeating and growing patterns.

**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-166**

Show or describe two examples of play experiences you have planned which are related to learning themes in the curriculum.

**02D-231**

Show or describe two examples of how you teach children to have discussions with each other to solve problems related to the physical world.

**02E-282**

Show two examples of lesson plans that link books to current learning topics, themes, or activities.

**02E-293**

Show or describe how you help children write the words and messages they are trying to communicate.

**02E-297**

Show one example of a lesson plan about how writing is used in daily life.

**02F-334**

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

**02F-356**

Show two lesson plans in which children learn to understand repeating patterns.

**02F-364**

Show or describe two examples of materials or experiences that encourage kindergartners and school-agers to do addition, subtraction, and other numerical functions using numerical symbols and

**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.

**02C-207**

Show or describe two examples of activities and materials that give children the chance to play physical games with rules and structure.

**02E-258**

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

**02E-290**

Show that writing materials or activities are readily available in three learning centers other than the writing center.

**02E-295**

Show that printed words about topics of current interest are posted in the classroom at eye level or made available on laminated cards.

**02E-320**

Show one example of a lesson plan in which you play a game that encourages kindergartners and school-agers to identify phonemes in words.

**02F-340**

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

**02F-358**

Show two lesson plans in which kindergartners and school-agers make and record measurements of things.

**02G-370**

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

**02G-381**

Show two lesson plans that teach children about the structure and properties of matter.

**02G-399**

Show or describe two ways you teach children to learn and use science-related vocabulary.

**02J-414**

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

**02J-428**

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

**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.

**02L-1556**

Show one example of information or resources about eco-healthy practices the program provides to families.

**03B-569**

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

**03D-629**

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

**03D-1599**

Show two examples of lesson plans in which preschool, kindergarten, and school-age children experience change in materials or events across a period of months.

**02G-392**

Show two lesson plans in which children collect data, then represent their findings (for example, drawing or graphing).

**02H-407**

Show two lesson plans in which you use technology to enrich your curriculum.

**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-476**

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

**02L-497**

Show or describe two ways you help children learn about the physical and geographic characteristics of their local environment.

**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

**03D-603**

Show two examples of lesson plans in which preschool, kindergarten, and school-age children experience change in materials or events across a period of several days.

**03D-630**

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

**03E-642**

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

**02G-396**

Show two lesson plans in which you encourage children to ask questions or make predictions about natural and physical phenomena.

**02J-412**

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

**02J-427**

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

**02J-1554**

Show three examples of opportunities and materials you provide for children to create three-dimensional art.

**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.

**02L-506**

Show two examples of how you provide children with opportunities or materials that help them build a basic understanding of economic concepts.

**03A-534**

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

**03D-623**

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

**03D-1598**

Show two examples of lesson plans in which preschool, kindergarten, and school-age children experience change in materials or events across a period of several weeks.

**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-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.

**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-715**

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

**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 .

**04D-764**

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

**03E-649**

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

**03E-661**

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

**03G-707**

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

**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.

**04C-761**

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

**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.

**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-710**

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

**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.

**04D-763**

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

**07B-1122**

Show or describe two examples of how you communicate at least weekly with the families of preschoolers or kindergartners about each child's developmental milestones, individual activities, and