

2019 NEW OR REVISED MATERIAL IS FLAGGED ON ITEM HEADER. Revised guidance is shown in bold font.

Program ID#: _____ Org. ID#: _____ Visit Date: _____

Assessor ID#: _____ Assessor Last Name: _____

Class Portfolio Review Time Start Time: _____ End Time: _____

Age category(s) of children in this CP: ☐ Infant ☐ Toddler/Two
☐ Preschool ☐ Kindergarten
☐ School-Age

Class(es) in this CP:

Class Name:	_____	Class Number:	_____
Class Name:	_____	Class Number:	_____
Class Name:	_____	Class Number:	_____
Class Name:	_____	Class Number:	_____

Reliability Check: ☐ Yes ☐ No

General Rating Guidelines:

Example(s): A specific, concrete instance of the practice, as opposed to a general statement of how the practice is done.

Lesson plan: Broadly defined as a guide for teaching staff to implement learning activities and opportunities. Lesson plan evidence may take the form of written daily, weekly or monthly documents containing brief descriptions of multiple planned activities; detailed plans (Usually a page or two) for a single activity; or curriculum webbing.

Play: Children's active engagement and enjoyment of an activity and their ability to determine how the activity is carried out.

Show or describe: When an item says "show or describe", this means that you may document the stated practice with a sample (photo, captioned photo, child work sample, form, lesson plan) OR provide a brief narrative description (e.g. paragraph) that specifically addresses how you meet the stated practice. It is acceptable to both show AND describe, if both are needed to adequately address the stated practice.

Skill: The ability to do something well, usually as the result of training and practice.

Examples of skills: Tooth brushing, assembling a puzzle, putting on a coat, holding a pencil, adding, riding a tricycle, measuring and pouring.

Standard 1 – Relationships

1C: Helping Children Make Friends

1C.6 I T P K S

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

☐Yes☐No

1D: Creating a Predictable, Consistent, and Harmonious Classroom

1D.6 I T P K S

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

☐Yes☐No

1D.7 T P K S

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

☐Yes☐No☐Not Age

1D.8 T P K S

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

☐Yes☐No☐Not Age

Examples of problematic behavior: Temper tantrums, not following directions, persistent whining, conflicts with other children and adults.

Standard 2 – Curriculum

2A: Curriculum: Essential Characteristics

2A.2 I T P K S

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

☐Yes☐No

2A.4 T P K S

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.

☐Yes☐No☐Not Age

Technology: Equipment and machinery developed from scientific knowledge.
Examples of technology: Hand tools, microscopes, computers, clocks, keys, plumbing, wagons.
Examples of social studies: Family, friends, community, social roles, social rules, geography, money, businesses, governments.

2A.5 P K S

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

☐Yes☐No☐Not Age

Examples of curriculum themes or topics: Seasons, farm animals, transportation, insects.

2C: Areas of Development: Physical Development

2C.1 P K S

Show or describe two examples of activities and materials that give children the chance to play physical games with rules and structure. ☐Yes ☐No ☐Not Age

Examples of physical games with rules and structure: Hokey Pokey, Simon Says, Red Light/Green Light, hopscotch, tag.

2D: Areas of Development: Language Development

2D.3 P K S

Show or describe two examples of how you teach children to have discussions with each other to resolve interpersonal problems. ☐Yes ☐No ☐Not Age

Interpersonal problems: Conflicts, disagreements, or misunderstandings between children or between children and staff.

2D.4 P K S

Show or describe two examples of how you teach children to have discussions with each other to solve problems related to the physical world. ☐Yes ☐No ☐Not Age

Examples of problems related to the physical world: How to retrieve a ball that has gone over a fence, using ramps to make cars go faster or further, putting puzzle pieces together.

2E: Curriculum Content Area for Cognitive Development: Early Literacy

2E.9 I T

Show two examples of songs you sing to infants, toddlers, or twos during teacher-child one-on-one play. ☐Yes ☐No ☐Not Age

2E.10 I T

Show two examples of simple rhymes you share with infants, toddlers, or twos during teacher-child one-on-one play. ☐Yes ☐No ☐Not Age

2E.11 I

Show two examples of interactive, routine games you share with infants during teacher-child one-on-one play. ☐Yes ☐No ☐Not Age

Examples of routine games: Patty-Cake, peek-a-boo, and Itsy-bitsy Spider.

2E.12 I T

Show picture books, wordless books, and rhyming books (two or more of each) that are available to infants, toddlers, or twos every day. ☐Yes ☐No ☐Not Age

Wordless books: Books with no words or few words, in which information or narrative is conveyed primarily through imagery.

2E.13 T

Show two examples of songs or games involving sequences of gestures you share with toddlers or twos during teacher-child one-on-one play. ☐Yes ☐No ☐Not Age

Examples of games involving sequences of gestures: Where is Thumbkin, This Little Piggy.

2E.14 T

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. ☐Yes ☐No ☐Not Age

2E.15TPKS		
Show or describe two examples of ways you help children connect print to spoken word.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
		<input type="checkbox"/> Not Age
<i>Examples of print: Labels, classroom rules/routines, signs, posted letters, words, or sentences.</i>		
2E.16PKS		
Show or describe how children have chances to retell or reenact events in storybooks.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
		<input type="checkbox"/> Not Age
2E.17PKS		
Show two examples of lesson plans that link books to current learning topics, themes, or activities.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
		<input type="checkbox"/> Not Age
2E.18PKS		
Show that writing materials or activities are readily available in three learning centers other than the writing center.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
		<input type="checkbox"/> Not Age
<i>Learning centers: Defined areas within a classroom prepared with a selection of materials that promote learning in a specific content area, such as art or science.</i>		
<i>Examples of learning centers: Blocks/construction, writing table, woodworking, library, creative arts, manipulatives, science and collections.</i>		
2E.19PKS		NEW ITEM LANGUAGE 2019
Show through lesson plans or activity schedules that children have at least one opportunity daily to write or dictate their ideas.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
		<input type="checkbox"/> Not Age
2E.20PKS		
Show or describe how you help children write the words and messages they are trying to communicate.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
		<input type="checkbox"/> Not Age
2E.21PKS		
Show that printed words about topics of current interest are posted in the classroom at eye level or made available on laminated cards.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
		<input type="checkbox"/> Not Age
2E.22PKS		
Show and describe two examples of how you model the process of print writing.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
		<input type="checkbox"/> Not Age
<i>Writing: The act of communicating thoughts, ideas, and information to others through use of print.</i>		
<i>Examples of writing: Lists, charts and graphs, letters, reflections on and responses to experiences, notes, instructions, signs, rules, procedures.</i>		
2E.23PKS		
Show one example of a lesson plan about how writing is used in daily life.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
		<input type="checkbox"/> Not Age
<i>Examples of ways writing is used in daily life: Shopping lists, letters, cards, journals/diaries, e-mail, online-posts.</i>		

2E.24 K S

Show one example of a lesson plan in which you play a game that encourages kindergarteners and school-agers to identify phonemes in words. ☐Yes
☐No ☐Not Age

Phonemes: An individual sound within a spoken word.
Examples of phonemes: The word “cat” is made up of 3 phonemes -- /k/, /æ/, and /t/ sounds.

2E.25 K S

Show that kindergarteners’ and school-agers' schedules allow for time to write independently each day. ☐Yes
☐No ☐Not Age

2F: Curriculum Content Area for Cognitive Development: Early Mathematics

2F.12 I T P K S

Show examples of toys and other materials of different shapes, sizes, colors, and visual patterns (two examples of each). ☐Yes
☐No

Examples of visual patterns: Polka dots, stripes, zigzags, checkerboard, hounds tooth, paisley, animal print.

2F.13 T P K S

Show or describe two examples of experiences or materials you provide that help children learn about number concepts. ☐Yes
☐No ☐Not Age

Number concepts: The understanding of cardinal and ordinal number systems as related to objects and quantities and the static and dynamic nature of these relationships.
Examples of number concepts: Teachers counting out-loud for toddlers and twos, children counting, books, games, use of manipulatives, sequencing.

2F.14 P K S

Show two lesson plans in which children learn to understand basic concepts of geometry. ☐Yes
☐No ☐Not Age

Examples of basic concepts of geometry: Naming and recognizing two- and three-dimensional shapes, recognizing how figures are composed of different shapes.

2F.15 P

Show two lesson plans in which children learn to understand repeating patterns. ☐Yes
☐No ☐Not Age

Repeating patterns: Sequences of colors, shapes, sounds, or other attributes that occur again and again.
Examples of repeating patterns: Circle, circle, square, circle, circle, square...; yellow, blue, red, yellow blue, red...

2F.16 K S

Show two lesson plans in which kindergartners and school-agers make and record measurements of things. ☐Yes
☐No ☐Not Age

2F.17 K S

Show two lesson plans in which kindergartners and school-agers create, represent, discuss and/or extend repeating and growing patterns. ☐Yes
☐No ☐Not Age

Repeating patterns: Sequences of colors, shapes, sounds, or other attributes that occur again and again.
Examples of repeating patterns: Circle, circle, square, circle, circle, square...; yellow, blue, red, yellow blue, red...
Examples of growing patterns: 1, 2, 4, 8...; yellow, blue, yellow, blue, red, yellow, blue, red, green...

2F.18 K S

Show or describe two examples of materials or experiences that encourage kindergarteners and school-agers to do addition, subtraction, and other numerical functions using numerical symbols and operators. ☐Yes
☐No ☐Not Age

Examples of numerical symbols: 1, 2, 3, ¼
Examples of numerical operators: +, /, -, √, ≤

2G: Curriculum Content Area for Cognitive Development: Science

2G.5 I T P K S

Show six toys or classroom materials that provide interesting sensory experiences in sight, sound, and touch (two of each). ☐Yes
☐No

2G.6 I T

Show two toys, materials, or activities designed for infants, toddlers, or twos to play with to make things happen. ☐Yes
☐No ☐Not Age

2G.7 I T

Show two toys, materials, or activities designed for infants, toddlers, or twos to play with and discover how to solve simple problems. ☐Yes
☐No ☐Not Age

2G.8 P K S

Show two lesson plans that teach children about the structure and properties of matter. ☐Yes
☐No ☐Not Age

Examples of structure and properties of matter: Concepts such as hard, soft, float, sink, liquid, heavy.
Matter: The substance of which a physical object is composed.
Examples of matter: Wood, dirt, rock, cork, water, oil, flesh.

2G.9 P K S

Show two lesson plans in which children collect data, then represent their findings (for example, drawing or graphing). ☐Yes
☐No ☐Not Age

Data: Broadly defined as factual information and may relate to any of the curriculum content areas (not just science).

2G.10 P K S

Show two lesson plans in which you encourage children to ask questions or make predictions about natural and physical phenomena. ☐Yes
☐No ☐Not Age

Phenomena: Facts or occurrences directly observable by the senses.

2G.11 P K S

Show or describe two ways you teach children to learn and use science-related vocabulary. ☐Yes
☐No ☐Not Age

Examples of science-related vocabulary: Melt, freeze, hot, cold, sink, float, earth, insect, life, seed, and weather.

2H: Curriculum Content Area for Cognitive Development: Technology

2H.1 P K S

Show two lesson plans in which you use technology to enrich your curriculum. ☐Yes
☐No ☐Not Age

Technology: Equipment and machinery developed from scientific knowledge.
Examples of technology: Hand tools, microscopes, computers, clocks, keys, plumbing, wagons.

2J: Curriculum Content Area for Cognitive Development: Creative Expression and Appreciation for the Arts

2J.6 I T P K S

Show two lessons plans that help children appreciate visual arts from different cultures. ☐Yes ☐No

Visual arts: creations that can be observed and appreciated.
Examples of visual arts: Painting, drawing, sculpture, photos, mask-making, fabric arts, basketry, architecture.

2J.7 I T P K S

Show two lessons plans that help children appreciate dramatic arts from different cultures. ☐Yes ☐No

Dramatic arts: Arts created for the purpose of public performance.
Examples of dramatic arts: Acting, (including dress-up), puppetry, musical recital, mime.

2J.8 I T

Show two lesson plans that provide infants, toddlers, or twos with chances to explore and manipulate age-appropriate art materials. ☐Yes ☐No ☐Not Age

2J.9 T P K S

Provide two examples showing or describing how you teach vocabulary and/or concepts related to visual arts. ☐Yes ☐No ☐Not Age

Visual arts: Creations that can be observed and appreciated.
Examples of visual arts: Painting, drawing, sculpture, photos, mask-making, batik, quilts, basketry, architecture.
Examples of concepts and vocabulary related to visual arts: Texture, smooth, bumpy, media, paint, sculpture, collage, brushes, watercolors, clay, Picasso, DaVinci.

2J.10 T P K S

Provide two examples showing or describing how you teach vocabulary and/or concepts related to music. ☐Yes ☐No ☐Not Age

Examples of concepts and vocabulary related to music: Tempo, musician, rhythm, jazz, classical, reggae, instruments, drum, flute, Bach, Raffi, Bob Marley.

2J.11 T P K S

Provide two examples showing or describing how you teach vocabulary and/or concepts related to drama. ☐Yes ☐No ☐Not Age

Drama: Drama is broadly defined as the acting-out of a story through dialogue or pantomime. Defined broadly, drama includes dramatic or pretend play.
Examples of concepts and vocabulary related to drama: Pretend, imagine, emotions, act, make believe.

2J.12 T P K S

Provide two examples showing or describing how you teach vocabulary and/or concepts related to dance. ☐Yes ☐No ☐Not Age

Examples of concepts and vocabulary related to dance: Movements, slide, jump, wiggle, ballet, tap, roll, float, Swan Lake.

2J.13 P K S

Show three examples of opportunities and materials you provide for children to create three-dimensional art. ☐Yes ☐No ☐Not Age

2L: Curriculum Content Area for Cognitive Development: Social Studies

2L.5 T P K S

Show or describe two ways you help children learn about the diversity of family structure in society. ☐Yes ☐No ☐Not Age

Examples of family structures: Nuclear family, single-parent family, extended family, childless family, step-family, grandparent family, and families including adopted members, same-sex spouses, unwed partners, teen-aged parents.

2L.6 T P K S

Show or describe two ways you help children learn about people with differing abilities. ☐Yes ☐No ☐Not Age

2L.7 T P K S

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. ☐Yes ☐No ☐Not Age

2L.8 T P K S

Show or describe two ways you help children learn specific details about the actual community in which they live. ☐Yes ☐No ☐Not Age

Generic books and posters about community resources or community helpers are insufficient to meet this item.
Community: The specific locality of a group of people with shared governmental, cultural, historical, social, religious, or occupational heritage.
Examples of community: Military bases; workplaces; academic campuses; local business, towns; neighborhoods; residential, and recreational areas or landmarks.

2L.9 P K S

Show or describe two ways you help children learn about the physical and geographic characteristics of their local environment. ☐Yes ☐No ☐Not Age

Examples of geographic characteristics: Rivers, gardens, mountains, parks, buildings, community businesses, and neighborhood layout.

2L.10 P K S

Show two examples of how you provide children with opportunities or materials that help them build a basic understanding of economic concepts. ☐Yes ☐No ☐Not Age

Examples of economic concepts: Money, buying and selling, wants and needs, the value of things.

Standard 3 – Teaching

3A: Designing Enriched Learning Environments

3A.3 ITPKS

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). ☐Yes ☐No

Consultants: Individuals outside of the program who are invited into the program to support staff efforts to meet the needs of children and families.

Examples of individualized plans for children: Behavior management plans, toilet training, plans to meet special feeding or sleeping needs, medication administration plans.

Individualized family service plan (IFSP): A plan to ensure free and appropriate public education (FAPE) for children with developmental delays aged birth to three years, in compliance with the Individuals with Disabilities Education Act (IDEA) Part C.

Individualized education plan (IEP): A plan to ensure free and appropriate public education (FAPE) for children with developmental delays aged three to 21 years, in compliance with the Individuals with Disabilities Education Act (IDEA) Part B.

3A.4 ITPKS NEW GUIDANCE 2019

Show two classroom displays that have been created to help children reflect on and extend their learning. ☐Yes ☐No

Display: A method of documentation in which examples of student ideas, completed work, processes, and/or reflections are preserved and exhibited in a place where it can easily be seen by the children.

3B: Creating Caring Communities for Learning

3B.1 TPKS

Show or describe two activities or lesson plans that encourage children to share their ideas or experiences. ☐Yes ☐No ☐Not Age

3D: Using Time, Grouping, and Routine to Achieve Learning Goals

3D.3 PKS NEW ITEM LANGUAGE 2019

Show two examples of lesson plans in which children learn how the passage of time across several days can create changes in living or non-living things. ☐Yes ☐No ☐Not Age

3D.4 TPKS

Show or describe two examples of how you organize time or space so children can play or work alone. ☐Yes ☐No ☐Not Age

3D.5 ITPKS

Show two lesson plans that provide children with opportunities to engage in group projects. ☐Yes ☐No

3D.6 ITPKS

Show two lesson plans that provide children with opportunities to learn from one another. ☐Yes ☐No

3D.7 P K S NEW ITEM LANGUAGE 2019

Show two examples of lesson plans in which children learn how the passage of time across several weeks can create changes in living or non-living things.

☐Yes☐No

☐Not Age

3D.8 P K S NEW ITEM LANGUAGE 2019

Show two examples of lesson plans in which children learn how the passage of time across months can create changes in living or non-living things.

☐Yes☐No

☐Not Age

3D.9 I T

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

☐Yes☐No

☐Not Age

3E: Responding To Children’s Interests and Needs

3E.8 I T P K S

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

☐Yes☐No

Scaffolding: Teachers “provide assistance and/or add support to enable each child to master a challenge just beyond his current level. The teacher gradually reduces the support as the child is able to proceed independently.” Developmentally Appropriate Practice, 3rd Edition Page 154.

3E.9 I T P K S

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

☐Yes☐No

Examples of rearranging the classroom: Staff expand learning centers or move furniture.
Scaffolding: Teachers “provide assistance and/or add support to enable each child to master a challenge just beyond his current level. The teacher gradually reduces the support as the child is able to proceed independently.” Developmentally Appropriate Practice, 3rd Edition Page 154.

3E.10 I T P K S

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

☐Yes☐No

3E.11 I T P K S

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

☐Yes☐No

Examples of Teaching Strategies: small and large group activities, teacher-or child-directed activities, “expanding upon” activities, modeling behavior, asking children open-ended questions, and encouraging children to maintain being engaged in activities.
Learning style: Each person’s preferred way of taking in and remembering new information.
Examples of learning style: Visual, auditory, kinesthetic, sequential, reflective.

3E.12 I T P K S

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

☐Yes☐No

Learning style: Each person’s preferred way of taking in and remembering new information.
Examples of learning style: Visual, auditory, kinesthetic, sequential, reflective.

3E.13 T P K S

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

☐Yes

☐No

☐Not Age

3E.14 T P K S

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

☐Yes

☐No

☐Not Age

3F: Making Learning Meaningful for All Children

3F.2 I T P K S

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

☐Yes

☐No

☐Not Age

3G: Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge

3G.7 I T P K S

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).

☐Yes

☐No

Scaffolding: Teachers “provide assistance and/or add support to enable each child to master a challenge just beyond his current level. The teacher gradually reduces the support as the child is able to proceed independently.” Developmentally Appropriate Practice, 3rd Edition Page 154.

3G.8 T P K S

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

☐Yes

☐No

☐Not Age

3G.9 T P K S

Show or describe two examples of how you engage in collaborative inquiry with individual children and/or with small groups of children.

☐Yes

☐No

☐Not Age

Collaborative inquiry ("co-inquiry"): A teaching method in which teachers and children together learn about something by asking questions, engaging in discussions, gathering and assessing data, and determining next steps for answering new questions.

Small group: Two to six children.

3G.10 T P K S

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

☐Yes

☐No

☐Not Age

Standard 4 – Assessment of Child Progress

4B: Using Appropriate Assessment Methods

4B.1 ITPKS ☐ N/A

If child portfolios are used as an assessment method, show or describe how you make it meaningful and relevant for dual language learners. ☐ Yes ☐ No

Rate as NA if the program does not use child portfolios as an assessment method. Rate N/A if child portfolios are used but staff state there are no dual language learners currently enrolled in the class.

Child portfolio: A collection of information, samples, and artifacts of a child's developmental progress. These portfolios are used to document the child's work, serve as a method to share the child's progress with others, and inform plans for further learning. A systemic process should be used to determine what goes into the portfolio. Child portfolios may be physical (binder, folders) or digital (computer software, online).

Dual language learner: Refers to a child who is acquiring two or more languages simultaneously and learning a second language while continuing to develop their first language.

4B.2 ITPKS ☐ N/A

If child portfolios are used as an assessment method, show or describe how the results are used to create activities or lesson plans. ☐ Yes ☐ No

Rate as N/A if the program does not use child portfolios as an assessment method.

Child portfolio: A collection of information, samples, and artifacts of a child's developmental progress. These portfolios are used to document the child's work, serve as a method to share the child's progress with others, and inform plans for further learning. A systemic process should be used to determine what goes into the portfolio. Child portfolios may be physical (binder, folders) or digital (computer software, online).

4B.3 ITPKS ☐ N/A

If child portfolios are used as an assessment method, show or explain how you make it meaningful and relevant for children with special needs. ☐ Yes ☐ No

Rate as N/A if the class does not use child portfolios as an assessment method. Also rate NA if child portfolios are used but there are no children with identified special needs currently enrolled in the class.

Child portfolio: A collection of information, samples, and artifacts of a child's developmental progress. These portfolios are used to document the child's work, serve as a method to share the child's progress with others, and inform plans for further learning. A systemic process should be used to determine what goes into the portfolio. Child portfolios may be physical (binder, folders) or digital (computer software, online).

Special needs: Physical or mental health conditions that require special education services such as early intervention or individualized supports.

4C: Identifying Children’s Interests and Needs and Describing Children’s Progress

4C.1 ITPKS

Show one example of how you refer to curriculum goals when interpreting assessment data. ☐ Yes ☐ No

4D: Adapting Curriculum, Individualizing Teaching, and Informing Program Development

4D.1 ITPKS

Show two examples of how information from an observational assessment you conducted was used to create an individualized activity. ☐ Yes ☐ No

4D.3 I

Show or describe two examples of how you modify your interactions and caretaking routines for infants, based on observations or anecdotal notes. ☐ Yes ☐ No ☐ Not Age

Anecdotal notes: Written narrative descriptions recorded after the observed behavior(s) occurs.

4D.7ITPKSNEW ITEM 2019

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

☐Yes☐No

4E: Communicating with Families and Involving Families in the Assessment Process

4E.1ITPKS

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

☐Yes☐No

Information solicited one time only, at enrollment, is not considered to be ongoing unless there are additional opportunities for families to update such information over time.

Standard 7 – Families

7B: Sharing Information between Staff and Families

7B.1IT

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.

☐Yes☐No

☐Not Age

7B.2PKS

Show or describe two examples of how you communicate at least weekly with the families of preschoolers, kindergartners, and school-agers about each child’s developmental milestones, individual activities, and shared caregiving issues.

☐Yes☐No

☐Not Age

Global Ratings				
Make the following global ratings of observation quality. Before rating, consider the specific mid-point and end-point descriptions for each scale. For each item, select the number that most accurately describes this observation.				
Quantity & quality of CP evidence	Very little/too much; poor examples 1 <input type="checkbox"/> 2 <input type="checkbox"/>	Average amount & quality 3 <input type="checkbox"/>	Right amount; above average/well-chosen examples 4 <input type="checkbox"/> 5 <input type="checkbox"/>	
Organization of CP evidence (ordered, labeled, highlighted)	No order, labels, or highlights 1 <input type="checkbox"/> 2 <input type="checkbox"/>	Ordered; some labels/highlights 3 <input type="checkbox"/>	Every piece is fully organized 4 <input type="checkbox"/> 5 <input type="checkbox"/>	
Evidence was organized In:	<input type="checkbox"/> Binders	<input type="checkbox"/> Folders	<input type="checkbox"/> Digital (e-portfolio)	<input type="checkbox"/> Other: _____
Notes				
<div></div>				