**NAEYC Accreditation of Early Learning Programs**

**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.**

**1D.7**

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

**1D.8**

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

**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.**

**2A.4**

**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**

**2A.5: Example #1**

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

**2A.5: Example #2**

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

**2A.5: Example #2**

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

**2C.1: Example #1**

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

**2C.1: Example #2**

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

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

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

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

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

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

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

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

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

**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.**

**2E.13: Example #1**

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

**2E.13: Example #2**

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

**2E.14: Example #1**

**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**

**2E.14: Example #2**

**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**

**2E.15: Example #1**

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

**2E.15: Example #2**

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

**2E.16**

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

**2E.17: Example #1**

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

**2E.17: Example #2**

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

**2E.18**

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

**2E.19**

**Show through lesson plans or activity schedules that children have at least one opportunity daily to write or dictate their ideas.**

**2E.20**

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

**2E.21**

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

**2E.22: Example #1**

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

**2E.22: Example #2**

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

**2E.23**

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

**2E.24**

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

**2E.25**

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

**2F.12**

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

**2F.13: Example #1**

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

**2F.13: Example #2**

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

**2F.14: Lesson Plan #1**

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

**2F.14: Lesson Plan #2**

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

**2F.15: Lesson Plan #1**

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

**2F.15: Lesson Plan #2**

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

**2F.16: Lesson Plan #1**

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

**2F.16: Lesson Plan #2**

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

**2F.17: Lesson Plan #1**

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

**2F.17: Lesson Plan #2**

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

**2F.18: Example #1**

**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.**

**2F.18: Example #2**

**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.**

**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.**

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

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

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

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

**2G.9: Lesson Plan #1**

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

**2G.9: Lesson Plan #2**

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

**2G.10: Lesson Plan #1**

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

**2G.10: Lesson Plan #2**

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

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

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

**2G.11: Example #2**

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

**2H.1: Lesson Plan #1**

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

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**2H.1: Lesson Plan #2**

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

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**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.**

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

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

**2J.9: Example #2**

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

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

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

**2J.10: Example #2**

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

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

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

**2J.11: Example #2**

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

**2J.12: Example #1**

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

**2J.12: Example #2**

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

**2J.13: Example #1**

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

**2J.13: Example #2**

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

**2J.13: Example #3**

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

**2L.5: Example #1**

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

**2L.5: Example #2**

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

**2L.6: Example #1**

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

**2L.6: Example #2**

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

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

**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.**

**2L.7: Example #2**

**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.**

**2L.8: Example #1**

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

**2L.8: Example #2**

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

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

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

**2L.9: Example #2**

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

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

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

**2L.10: Example #2**

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

**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.**

**3B.1: Activity/Lesson Plan #1**

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

**3B.1: Activity/Lesson Plan #2**

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

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

**Show two examples of lesson plans in which children learn how the passage of time across several days can create changes in living or nonliving things.**

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

**Show two examples of lesson plans in which children learn how the passage of time across several days can create changes in living or nonliving things.**

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

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

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

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

**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.7: Lesson Plan #1**

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

**3D.7: Lesson Plan #2**

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

**3D.8: Lesson Plan #1**

**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.**

**3D.8: Lesson Plan #2**

**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.**

**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 lesson plan if children showed interest in a different topic or activity.**

**3E.11**

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

**3E.12**

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

**3E.13**

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

**3E.14**

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

**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).**

**3G.8**

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

**3G.9: Example #1**

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

**3G.9: Example #2**

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

**3G.10**

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

**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 special needs**

**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.**

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

**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.**

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

**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.**