CIRCLE Progress Monitoring Portfolio

Assessment, evaluation, and teaching are a part of the continuous cycle of teaching and learning. Work samples, narrative records, anecdotal notes, ongoing progress monitoring (including both direct assessment and observable checklists), running records, matrices, tallies, photographs, audio recordings, and parent-documented feedback all contribute to a holistic portfolio of a child's skill development.

Portfolios are a comprehensive collection of children's work, documenting each child's growth and cognitive development throughout the school year.

PORTFOLIOS ALLOW FOR:

- collecting and organizing children's work over time.
- gaining insight into how children are developing cognitively.
- using gathered information to plan for individual children.
- sharing collected information with parents and children.

...ACTICES FOR PORTFOLIOS

...ild's progress in a particular area, gather the ...ver a period of time. Additionally, children ...items to add to their portfolio.

Anecdotal records are brief written notes taken while observing individual children in various situations or recording significant events. Teachers may record these notes on file cards, post-it notes, a tabbed spiral notepad, self-adhesive labels, or other items.

In collecting anecdotal records:

- record facts not opinions.
- tell who, what, when, and where the event happened.
- specify enough detail to "paint a picture."
- relate event to early childhood goals and objectives.
- include social and emotional development examples.

OBSERVABLE CHECKLIST USES A THREE POINT RATING SCALE

In considering the rating for each item in the checklist, one should evaluate whether a behavior is:

- *Emerging*: The child never or rarely demonstrates the behavior. (1 point)
- *Developing*: The child sometimes demonstrates the behavior, but is inconsistent or requires assistance. (2 points)
- *Proficient*: The child consistently demonstrates the behavior. (3 points)

CIRCLE PROGRESS MONITORING CHECKLISTS INCLUDE:

Social and Emotional Checklist - 5 categories
- √ Positive Social Behaviors
- √ Classroom Community and Safety
- √ Emotional and Behavior Regulation
- √ Self-Care
- √ Approaches to Learning (attentiveness)

Approaches to Learning Checklist - 3 categories
- √ Initiative and Curiosity
- √ Flexibility
- √ Art/Creativity and Dramatic Play

Physical Development & Health Checklist - 3 categories.
- √ Fine and visual motor
- √ Gross motor
- √ Health status

Language and Communication Checklist

Motivation to Read Checklist

Early Writing Skills Checklist

Book and Print Checklist - Uses 11-item checklist

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Teachers can share a parent-friendly version of the observable checklists to contribute to the evaluation of the child's developmental progress. These checklists can be found on the Resources page on CLI Engage, under the "Assessment" section:

√ Approaches to Learning Parent Feedback Form

√ Early Writing Parent Feedback Form

√ Motivation to Read Parent Feedback Form

√ Physical Health and Motor Development Parent Feedback Form

√ Social Emotional Parent Feedback Form

√ Speech Production Parent Feedback Form

PORTFOLIO, CONTENTS, AND GENERAL PLAN							
Activity	Suggested Timeline						
Self-portrait	Aug.		Oct.			Jan.	May
Photo of child in center	Aug.					Jan.	May
Picture/Art sample	Aug.						
Writing/Drawing sample	Aug.					Jan.	May
Name writing sample	Aug.					Jan.	May
Journal (writing samples)	Aug.	(representative entries)				Jan.	May
Dictated stories			Oct.			Jan.	May
Print & Book Checklist		Sept.			Dec.		May
Letter ID Checklist		Sept.					May
Phonological Awareness Checklist		Sept.		Nov.			May
Anecdotal notes	Weekly throughout the year						