

SOUTHWEST HRA HEAD START

Section: Early Childhood Development
Subject: Child Growth and Development Analysis/Children's Portfolios
Approved: June 20, 2002 **Revised:** February 2010

REGULATION REFERENCE:

ACYF-HS-IM-00-18 (Key Words: Child Outcomes, Performance Measures, Program Self-Assessment. Issuance Date: August 10, 2000)

POLICY:

Each teacher will collect a variety of work samples, photographs, systematic and anecdotal records in individual children's learning portfolios. Teachers will use these items during ongoing planning and assessment and as one form of documentation of individual children's progress toward the curriculum objectives. Teachers will summarize the findings of the portfolios on the Southwest HRA Head Start Child Growth and Development Analysis three times during the year (end of October, end of January, and mid April).

Teachers will make the learning portfolios available for parents and guardians to review during regular Parent Teacher Conferences and at other times as parents or guardians request. Teachers will encourage parents and guardians to contribute items to their children's portfolios and attach their own comments about the pieces.

PROCEDURES:

1. During the Teacher's first Home-Visit, parents will be given a copy of the Child Growth & Development Tracking System which outlines the program's procedures for assessing each child's developmental progress throughout the year. Teachers will explain each step (including the child's portfolio) and ask for parental consent concerning each instrument (LAP-D Screening, Assessment, and Child Growth and Development Analysis).
2. To document each child's developmental growth, Teachers will focus on the Domains and Indicators of the Child Growth & Development Analysis during each time frame (fall, winter, and spring) to compile each child's portfolio by:
 - collecting children's work
 - writing anecdotal records
 - completing systematic records
 - using Matrix forms
3. Starting in September (fall assessment) or immediately upon enrolling in the program, each indicator of the analysis will be documented by a sample of the child's work, an anecdotal record, a systematic record, a Matrix form, or information from the LAP-D screening. The findings will be compiled and documented on each child's Growth & Development Analysis during the last week in October. A copy of each child's analysis that enrolled in the program will be sent with the October end of month bills to the AD/ECD to be entered into the ChildPlus Outcomes Computer Program (information on children that enrolled after October 10 will be documented in the next time frame of Nov.- Jan.). Findings from this analysis will be shared with parents at the November Parent Teacher Conferences.

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4. During the winter assessment (November through January), teachers will add items to each child's portfolio to document progress for only the indicators that the child scored NMW (Needs More Work) on the first analysis and the on-going items as indicated by bold print on the analysis form. The findings will be compiled and documented on each child's Growth & Development Analysis during the last week in January and sent to the Assistant Director for Early Childhood Development (information on children that enroll after January 10 will be documented in the next time frame – Feb.-April). Findings from this time-frame will be shared with parents at the March Parent Teacher Conferences.
5. During the spring assessment (February through mid-April), teachers will add items to each child's portfolio to document progress for only the indicators that the child scored NMW on the second analysis and the on-going items as indicated by bold print on the analysis form. The findings will be compiled and documented on each child's Growth & Development Analysis during the second week in April and sent to the Assistant Director for Early Childhood Development.
6. Each child's "Child Growth & Development Tracking System" will be added to their child file at the end of the program year.
7. The child and parent will receive the child's portfolio at the End of Year Celebration.

SYSTEMATIC RECORD

Child's Name _____ Date _____

Setting _____ Comments _____

Recorder _____

LITERACY #6 Can write own name (Teacher can use this page for samples of child's efforts OR attach other samples to this page—be sure to date all samples.)

SYSTEMATIC RECORD

LITERACY #7 Identifies at least 10 letters of the alphabet.

Child _____

Date _____

(Black ink)

Comments _____

Recorder _____

Date _____

(Red ink)

Comments _____

Recorder _____

Date _____

Blue ink)

Comments _____

Recorder _____

Letter Naming

A O
B O
C O
D O
E O
O O
S O
X O

H O
I O
J O
M O
Q O
U O
V O
W O
Y O

F O
G O
K O
L O
N O
P O
R O
T O
Z O

SYSTEMATIC RECORD

MATH #2 **Counts up to 10 objects.**

Child _____

Date _____ Comments: _____

(Black ink)

Recorder _____

Circle last correct number

0 1 2 3 4 5 6 7 8 9 10 11 12
13 14 15 16 17 18 19 20 21 22 23 24

Date _____ Comments: _____

(Red ink)

Recorder _____

Circle last correct number

0 1 2 3 4 5 6 7 8 9 10 11 12
13 14 15 16 17 18 19 20 21 22 23 24

Date _____ Comments: _____

(Blue ink)

Recorder _____

Circle last correct number

0 1 2 3 4 5 6 7 8 9 10 11 12
13 14 15 16 17 18 19 20 21 22 23 24

SYSTEMATIC RECORD

LITERACY #7 Identifies at least 10 letters of the alphabet.

Child _____

Date _____

(Black ink)

Comments _____

Recorder _____

Date _____

(Red ink)

Comments _____

Recorder _____

Date _____

(Blue ink)

Comments _____

Recorder _____

Letter Naming

A
B
C
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O
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X

F
G
K
L
N
P
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Z

H
I
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M
Q
U
V
W
Y

SYSTEMATIC RECORD

MATH #2 Counts up to 10 objects.

Child _____

Date _____ Comments: _____

(Black ink)

Recorder _____

Circle last correct number

0 1 2 3 4 5 6 7 8 9 10 11 12
13 14 15 16 17 18 19 20 21 22 23 24

Date _____ Comments: _____

(Red ink)

Recorder _____

Circle last correct number

0 1 2 3 4 5 6 7 8 9 10 11 12
13 14 15 16 17 18 19 20 21 22 23 24

Date _____ Comments: _____

(Blue ink)

Recorder _____

Circle last correct number

0 1 2 3 4 5 6 7 8 9 10 11 12
13 14 15 16 17 18 19 20 21 22 23 24

SYSTEMATIC RECORD

Child's Name _____

MATHEMATICS #6 Can name 8 basic colors

Present the child with a page of all 8 basic colors on it.

1. Point to each section and ask the child, "What color is this?" (Place a check in the first blank beside each color when correct.)
2. Then you name each color (in a random order) and let the child point to it. (Place a check in the second blank beside each color when correct.) Child has mastered task when he/she can do it both ways.

Date _____
(Black ink)

Recorder _____
MT NMW

Date _____
(Red ink)

Recorder _____
MT NMW

Date _____
(Blue ink)

Recorder _____
MT NMW

1. Teacher points to each color/child names.
2. Teacher says "Point to the color red (yellow, green, blue, black, orange, purple, brown) ."

___ ___ red	___ ___ blue	___ ___ yellow	___ ___ orange
___ ___ brown	___ ___ black	___ ___ purple	___ ___ green

LITERACY ANECDOTAL NOTES

CHILD'S NAME _____

Indicators

4. Can imitate beginning sounds. Setting:	Recorder: _____ Date: _____	MT NMW
5. Realizes that written words say something. Setting:	Recorder: _____ Date: _____	MT NMW

APPROACH TO LEARNING ANECDOTAL NOTES

CHILD'S NAME _____

Indicators

1. Participates willingly in routine activities.		MT NMW
2. Initiates own activities. Setting:	Recorder: Date:	MT NMW
3. Shows increased ability to stay on task. Setting:	Recorder: Date:	MT NMW

PHYSICAL, HEALTH & DEVELOPMENT ANECDOTAL NOTES

7. Shows growing independence in hygiene activities.		MT NMW
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