

CHLD 109: Observation and Assessment of Young Children

Child's Portfolio

Learning Outcomes	2. Describe, select and demonstrate use of purposeful, appropriate formal and informal observation tools, instruments, and strategies for use in program and child evaluation.
DEC Recommended Practices	A15 Professionals rely on materials that capture the child's authentic behaviors in routine circumstances. A20 Professionals assess the child's strengths and needs across all developmental and behavioral dimensions. A41 Professionals monitor child progress based on past performance as the reference rather than on group norms.
NAEYC Standards	3d: Understanding and practicing responsible assessment to promote positive outcomes for each child.

Teachers compile many different types of portfolios as part of the informal assessment of young children. Portfolios are a preferred way of implementing the above referenced DEC Recommended Practices by “capturing authentic behaviors across all domains in routine circumstances” (A15) so that these behaviors can be compared to “past performances” and used to “monitor progress” (A41). For this assignment you are going to learn about the approach used to create the children's portfolios.

To prepare for this field experience:

- Review Chapter 6: “Compiling and Summarizing Information.”
- Reflect on any past knowledge of Portfolio Assessment.
- Make an appointment with Child Development Lab or some other accredited center with culturally, linguistically and ability diverse children that uses portfolio assessment. You can choose if you want to make an appointment with a preschool or infant/toddler teacher. The “**Partner Site Information Handout**” lists additional sites that will also welcome you.
- Tell the center that you need to visit with a classroom teacher so that s/he can share a child's portfolio with you. The teacher can decide if s/he wants to meet you outside of class time or have you come to the classroom.
- Prepare a “**Field Experience Verification Form**” ahead of time so the cooperating teacher only has to sign and date it.

When you arrive at the center:

- Remind the teachers of your assignment and determine where you should meet.
- Ask the teacher the following questions:
 - What purpose does the portfolio fulfill?
 - Are there any required items or evidence in the portfolio?
 - How is the portfolio content selected?
 - Who views the portfolio?
 - How are families involved in the process of compiling the portfolio?

- How are the children involved in the process of compiling the portfolio?
- What are the benefits or drawbacks to portfolio assessment?

As you study the portfolio take note of:

- How the portfolio is organized (chronological, by domain, by content areas, by Learning Standards, etc.)
- How the pages are created; any technology used, etc.
- Your ideas for making the design more user-friendly.

Have the cooperating teacher sign and date the “Field Experience Verification Form.”

After you complete your field experience:

- Organize and type your notes from the interview addressing each of the above bullets.
- Develop a Reflection that includes how effective you feel the portfolio process is in supporting children’s development and learning. Be sure to include specific data from your study of the portfolio.
- Comment on how well you think the portfolio you examined demonstrates each of the DEC Recommended Practices listed above.

Please turn in to your instructor:

1. your interview notes,
2. your Reflection, and
3. the signed Field Experience Verification Form