



CHILD PORTFOLIO TEACHER REFLECTION TOOL

This teacher reflection tool has been created for professional development. It was designed to be used by teachers and administrators for improving the quality of child portfolios. It is not to be used for teacher evaluation.

| NOT YET | EMERGING | PROFICIENT |
|---|--|---|
| Portfolio Item Descriptions | | |
| In general, portfolio item descriptions (contextual notes) have little or no connection to the child’s learning in their daily routines and activities. | Descriptions sometimes do not connect samples to the child’s learning. | Descriptions typically include objective description and separate interpretation about implications of the sample for the child’s growth and development. |
| Accuracy | | |
| In general, narrative and/or samples do not fit benchmark or checklist item they are intended to portray. | Some narratives and/or samples are directly related to the benchmark or checklist item they describe, but many are not. | Narrative and/or samples are typically directly related to the benchmark or checklist items they describe. |
| Use of Portfolio Items | | |
| Items are collected to satisfy requirement. They are not used to inform instruction. | Teacher intentionally uses insights from portfolio items to plan effective curriculum and differentiate instruction for some children in the class. | Teacher intentionally uses insights from portfolio items to plan effective curriculum and differentiate instruction for each child in the class. Insights guide changes in teacher-initiated lessons, environment, and materials. |
| Portfolio Items and RTI | | |
| Portfolio items are not used to provide insights about the unique interests and abilities of individual children. | Portfolio items are occasionally used to provide insights about the unique interests and abilities of individual children. Portfolio samples are routinely shared during IEP meetings. | Information about individual children’s unique interests and abilities are used to inform decision-making about children with special needs. Portfolio samples are routinely shared during IEP meetings. |
| Connection to IELDS or Aligned Checklist | | |
| Samples are often unrelated to the benchmark or checklist item they are intended to document. Samples are typically “cute” items (e.g., cut and paste). | Samples are sometimes related to the benchmark or checklist items they are intended to document. Samples are sometimes “cute” items (e.g., cut and paste). | Sample selected exemplifies child’s growth and development on a particular benchmark or checklist item. |

| NOT YET | EMERGING | PROFICIENT |
|---|---|---|
| Collection Strategies | | |
| Teacher consistently relies on one type of documentation to document children's growth and development (e.g., always documents with a photograph). | Teacher sometimes combines two or more types of documentation (e.g., photographs, anecdotal notes, quotes, samples of children's work, video clips) to create a picture of children's growth and development. | Teacher creates a powerful picture of children's growth and development by combining two or more types of documentation (e.g., photographs, anecdotal notes, quotes, samples of children's work, video clips). |
| Efficient Use of Documentation | | |
| Samples are not authentic. Teacher initiates a whole-group or small-group activity with the intention of satisfying requirements for portfolio collection. Samples are collected from all children in the group without regard for their individual interests or motivation to participate in the activity. | Samples are sometimes not authentic. The teacher sometimes initiates a whole-group or small-group activity with the intention of satisfying requirements for portfolio collection. Samples are sometimes collected from all children in the group without regard for their individual interests or motivation to participate in the activity. | Samples are all authentic (e.g., collected during the natural life of the classroom). Teacher observes that several children are spontaneously working together and that documentation of this work can be used to document growth in learning and development for several of them, (although not necessarily on the same benchmarks or checklist items). |
| Portfolio Summaries | | |
| Insights from portfolio samples are not summarized in a narrative report at any point during the year. | Insights from portfolio samples are summarized in a narrative report one time per year. Some portfolio items are referenced. | Insights from portfolio samples are summarized in a narrative report two to four times per year. Several portfolio items are referenced. |
| Show Growth | | |
| Samples rarely create a picture of growth or development on a particular benchmark or checklist item over time. | Some samples create a picture of growth or development on a particular benchmark or checklist item over time, while others do not. Or, samples related to some benchmarks or checklist items do not create a picture of growth or development on over time. | Most samples create a picture of growth or development on a particular benchmark or checklist item over time, while others do not. This is consistently apparent across samples for all benchmarks or checklist items. |
| Parent Involvement | | |
| There is no evidence of family involvement in the child's portfolio (e.g., submitting samples, viewing the portfolio). | There is some evidence of family involvement in the child's portfolio (e.g., submitting samples, viewing the portfolio). | There is strong evidence of family involvement in the child's portfolio (e.g., submitting samples, viewing the portfolio). |
| Organization | | |
| Samples are collected and stored without systematic use or organization. | Some samples are organized so that teachers can systematically use the data to make decisions over time, while others are not. | Samples are logically organized so that the teacher can systematically use the data to make decisions over time. |