

Guidelines for Portfolios

Updated 2020

A Portrait of a Learner



**Using the EPK/UPK portfolio to assess
student progress**

Objectives

- To understand the required pieces of the EPK and UPK portfolio and the rationale for each piece
- To understand how each required piece of the portfolio provides data on the students' progress

Features of a Good Portfolio

- Focused on strengths...what the child can do
- Samples of child's independent work
- Shows growth over time
- Samples are dated (day, month, year)
- Samples are labeled (e.g. "writing sample")
- Adult observations are written on an attached sticky note or label

A portfolio contains:

The Cover Page

Pre and post Draw-A-Person

Pre and post Writing Samples

A Response to Literature-UPK Teachers Only

Brigance Score Sheet

A Summary Report

Staple the child's name and letter
link to the inside folder pocket

Portfolio Time Table

September

Building Relationships

Begin Brigance

October

Draw a Person

Writing Sample

January

Check to make sure all students have Draw a Persons and Writing Samples

February-March

Response to Literature (UPK only)

April

Make sure every student has had a Brigance Screening

May

Draw a Person

2nd Writing Sample

June

Summary Report

In the Upper Right Hand Corner of the Portfolio Folder



Student's Name,
Directory Style

Child's District Id
Number

Child's Birthdate

Current
School/Center's
Name

Draw-A-Person



Guidelines

8 1/2 by 11

Pencil

Done
individually
with each
student

Date the
sample

Label the
sample

Engaging Students...

- Begin with “ Draw a person from head to toe”
- If child does not draw you can say “Where will you start?”
- Accept what child produces
- NO FURTHER PROMPTING

What do we learn about the child?

What to Observe:

Handedness

Hand grasp

Body Size

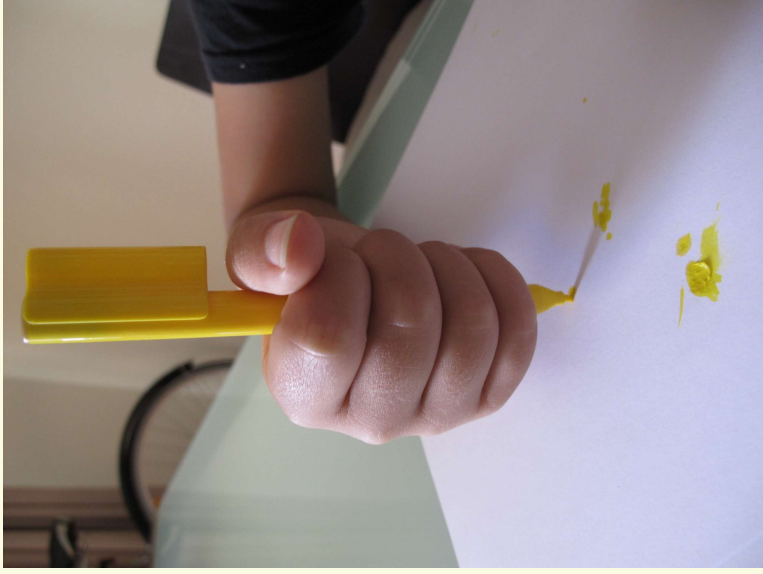
Body Parts

Language



Progression of Hand Grasp

Fisted Hand Grasp



- Grasps crayon with all fingers and thumb, like a fist, thumb on top
- Movements come from the shoulder not the wrist or the hand
- Typically develops in toddler (around 15 months)

Progression of Hand Grasp



Palmar Grasp

- Holds crayon with all fingers with thumb pointed down
- Movements come from wrist and arms, increased shoulder stability
- Usually develops around 2-3 years of age

Progression of Hand Grasp



Static Tripod Grasp

- Grasps crayon with pads of fingers towards paper
- Movements are from the wrist with arm and shoulder stabilized
- Typically develops at 4 years of age

Progression of Hand Grasp



Tripod Grasp

- Grasps crayon with thumbs and first finger resting on middle finger, last fingers are flexed (separation between sides of hand)
- Movements come from fingers with hand, wrist and shoulder stabilized
- Develops between 4-6 years of age

Writing Samples can be done at the same time as the
Draw a Person or during the school day.



What do we learn about the child?

- Which hand the child uses, or if the child has a dominant hand
- The kind of grasp the child is using to draw or write
- How strong the child's grip is while drawing/writing
- Directionality
- The child's developmental stage of writing

The Response to Literature

(UPK Only)

- Select a familiar story.
- Read the book to small group.
- Ask the children to draw their favorite part of the story.
- Ask each child to tell you about their drawing and record the child's words. Attach this to their picture along with the title and author of the book.

Some things to consider...

- If you do this enough, you don't have to get everyone's sample on the same day
- It is part of the Scope and Sequence recommended lessons
- Authentic creation from the child
- Should be best representation of the child's abilities
- Can also be a photograph

What do we learn about the child?

- Child's ability to comprehend the content of the story
- Child's ability to make text to self connections
- Child's interests and connection to the story
- Child's ability to recall details and sequence of a story

Summary Report

- A report created using the COR Advantage system that summarizes the students qualitative assessment and progress throughout the year.
- Each section summarizes the students' progress in each of the categories by compiling anecdotes from periods 1, 2 and 3.
- You can add comments to each section.

Description of the Learner

- After you create the summary report on COR Advantage, write a description of the student as a learner in the summary box on the first page of the report.

What to include?

- Learning style and preferences
- Strategies that work well with the student
- The student's interests
- How the child functions in the learning environment

“Education is not the filling of a pail, but the lighting of a fire.” William Butler Yeats

