



TOOL // Documentation Portfolio

What is the tool?

Kindergarten Documentation Portfolio - Purposeful Playful Learning

What is it used for?

This is an ongoing record, pictorial and written observations of children's learning and growth over the course of the school year in Kindergarten

How do you use it?

Each child has a binder with plastic sleeves. Over the course of the year observational records, accompanied by pictures of the student involved in the learning are saved in the plastic sleeves. The first page contains a diagnostic piece the child completes the first day that shows their ability to communicate in written or picture form. Each sleeve contains the observational record in the front and student products, if applicable, are filed behind. The documentation note pages identify the Context for the observation that can be circled (Indoor/outdoor, child initiated/adult initiated), the Social Context (Alone, with an adult, pair, small group, large group) as well as indicates the level of adult support (none, minimal, some, much). There is a space for notes, a picture and Next steps. At the bottom of the page teachers can circle the Links to the Curriculum Expectations.

Name:

Date:

Documentation Notes



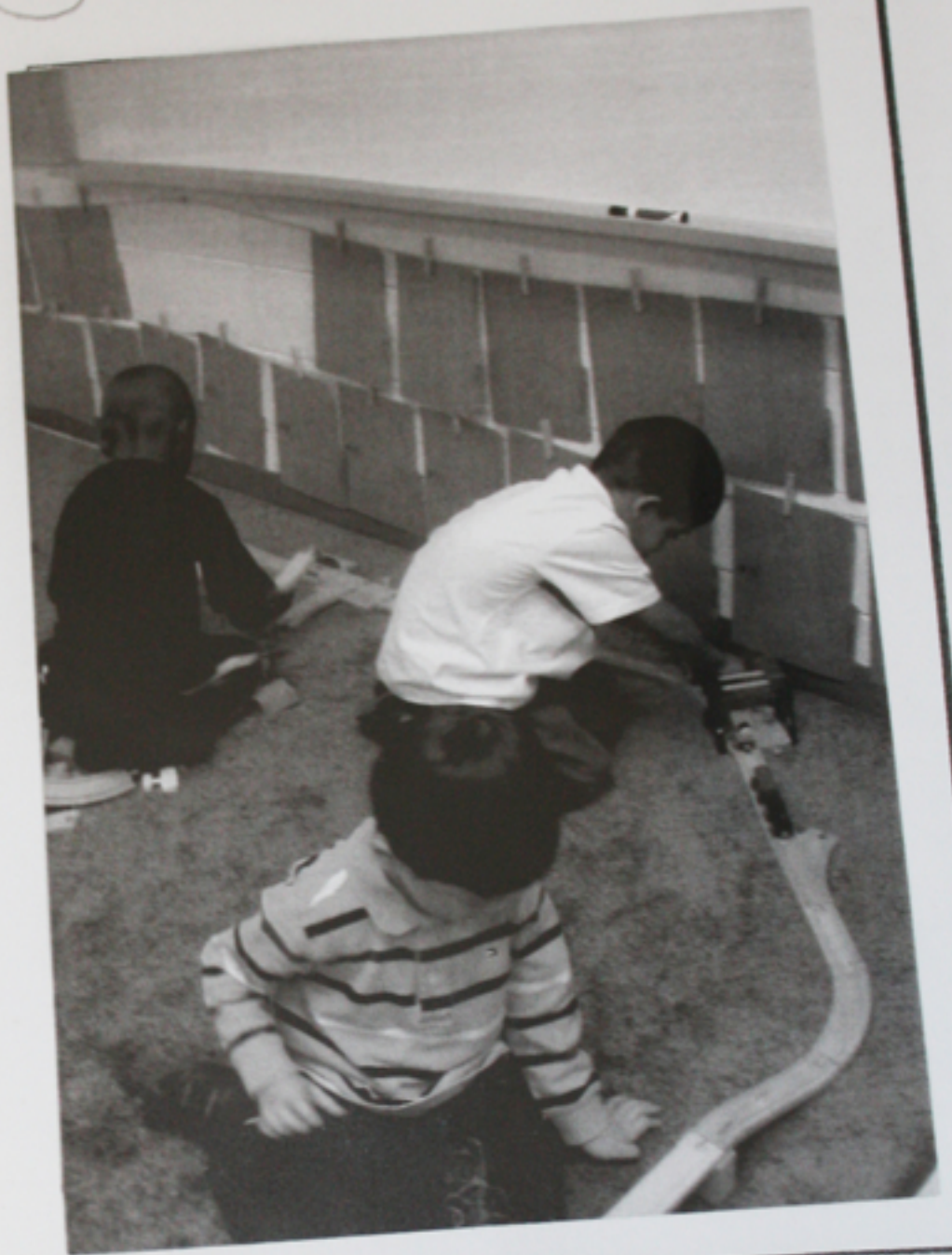
Context: Indoor/outdoor, child-initiated/adult initiated
Social Context: Alone (with adult), pair, small group, large group
Adult Support: None, minimal, some, much

Notes:

- boys chose to make railroad tracks
- extremely involved and focused
- Wiyon made train noises
- able to share

Possible Next Steps:

* have the students make street signs



Links to the Curriculum Expectations:

P & S,

Lang.,

Math,

S & T,

H & P.E.,

Arts

Observed by:

Ms. Roberts

Name:

Date: Sept 2 2011

Documentation Notes



Context: Indoor/outdoor, child-initiated/adult initiated
 Social Context: Alone (with adult), pair, small group, large group
 Adult Support: None, minimal, some, much

Notes:

→ you get to the stairs
 → you get to the stairs
 → when you get to the stairs

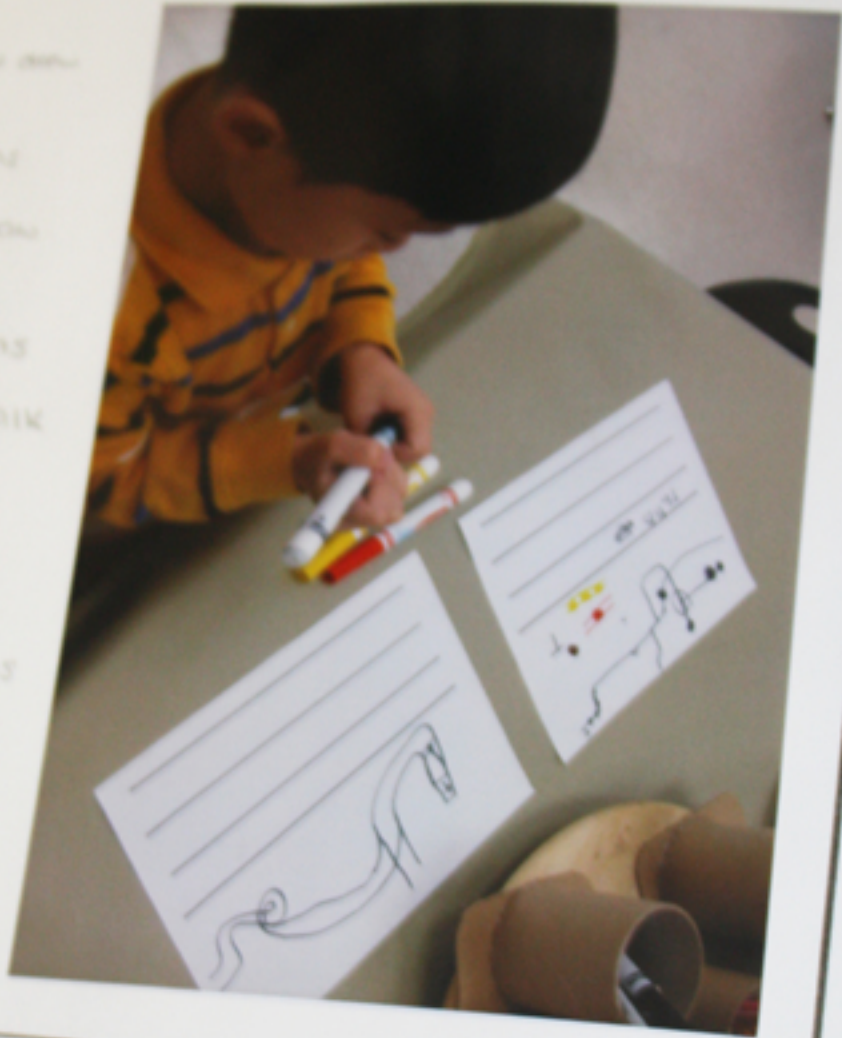
→ when you get to the stairs

→ when you get to the stairs
 → when you get to the stairs
 → when you get to the stairs

→ when you get to the stairs
 → when you get to the stairs
 → when you get to the stairs

Possible Next Steps: get off
 you go on

→ when you see an inter
 change stop, you have to
 take the stairs or elevator



Links to the Curriculum Expectations:

& S.

Lang.

Writing

Math.

S & T.

H & P.E.

Arts

erved by:

Ms. [unclear]

Name:

Date:

Documentation Notes



Context: Indoor/outdoor, child-initiated/adult initiated
Social Context: Alone (with adult), pair, small group, large group
Adult Support: None, minimal, some, much

Notes:

Photo goes here.

Possible Next Steps:

Links to the Curriculum Expectations:

P & S, Lang., Math, S & T, H & P.E., Arts

Observed by:

Name:

Date:

Documentation Notes



Context: Indoor/outdoor, child-initiated/adult initiated

Social Context: Alone (with adult), pair, small group, large group

Adult Support: None, minimal, some, much

Photo goes here.

Notes:

Possible Next Steps:

Links to the Curriculum Expectations:

P & S, Lang., Math, S & T, H & P.E., Arts

Observed by: