



# How to Create a Child Portfolio

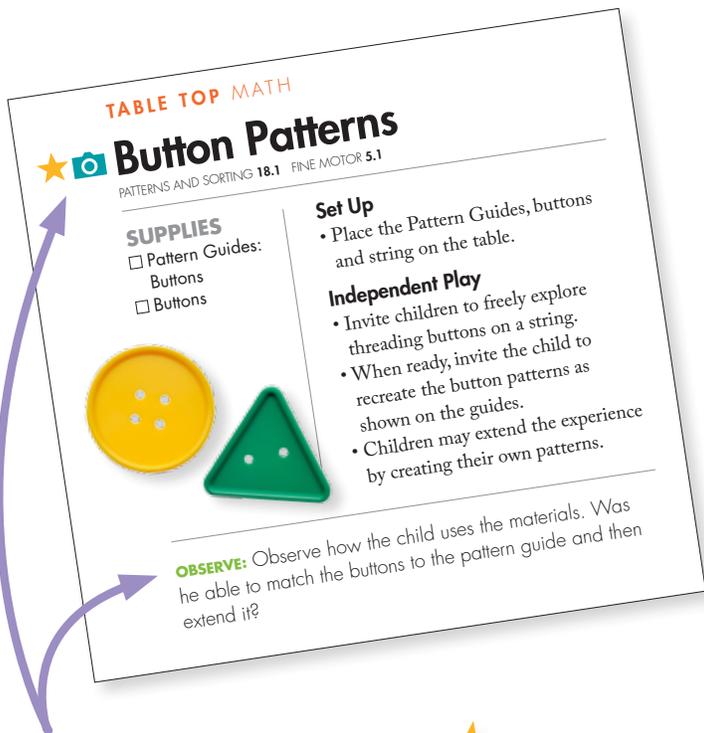
A GUIDE TO AUTHENTIC ASSESSMENT



**Assess**   
**all 36 Skills**  
and document them  
with Child Work Samples  
by simply following the  
assessment portfolio  
star system.

# 1 Observe skills as they naturally occur

Mother Goose Time curriculum clearly identifies which skills are integrated within a given learning activity. As children participate in the activity, observe the use of the identified skills.



Follow the **Star System**. The star  icon means to document the first skill listed in the activity and to save the child's work sample. If you see a camera  icon, take a photo of the child's process instead of saving a work sample.

We believe learning is a process. Authentic assessment allows you to capture learning as it happens.

# 2 Record observations

Keep track of observations on the easy-to-use **Skill Stickers**. Print out a full set of stickers for each child. The template is available in the Member Resource section of our website and fits on Avery® Label #5164 or similar.



The Skill Stickers clearly define the skills and learning goals for children and are available in three levels: toddler, preschool, and preK. There is room to write anecdotes and date each observation. Put this sticker on the back of the child's work sample or photo you have taken.



If you have a large group, print out the **Group Skill Form** and keep track of skill levels for all children in one place. Later, fill out the stickers and attach to work samples and photos.



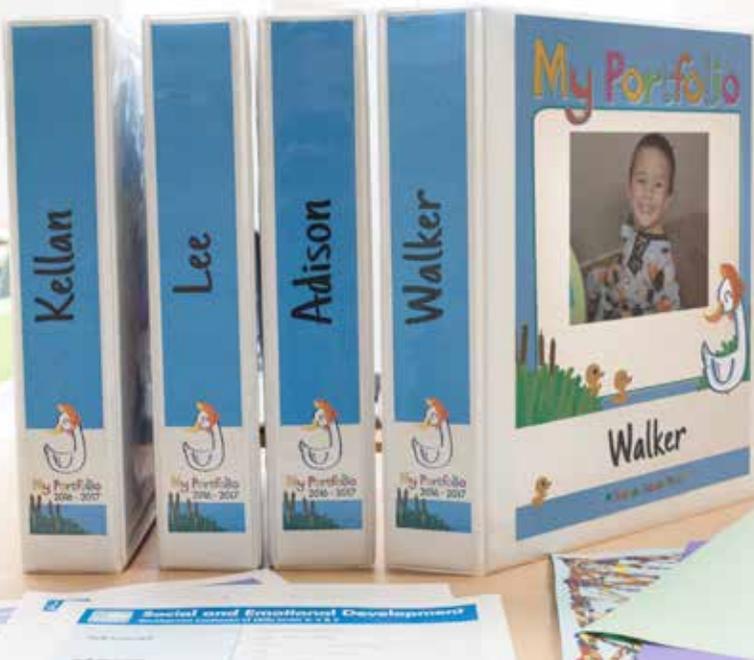
If you follow the **Star System**, after 3 months, you will have an assessment rating with supporting child work samples for all skill goals.

### 3 Save child's work samples

To simplify the portfolio creation process, build a collection of photos and work samples to visually represent and validate the assessment.

Mother Goose Time has designed a system that includes supplies for 10-12 projects every month so that every child has a range of work samples to highlight his diverse learning experiences. Complement these work samples with process-oriented photos for a comprehensive picture of the child's learning journey.

Create a **Child Portfolio** with the cover, back and spine sheets (available on Member Resources). Insert these sheets in your own binders. We recommend a 2" binder for each child. If desired, use page protectors to preserve the work samples.



### 4 Reflect on learning with the child and family

At the end of a Mother Goose Time thematic study, invite children to revisit their portfolio work samples and choose which work they would like to highlight. Invite children to mark this sample in a special way. Encourage them to explain what they loved most about the experience of making this work. Write their words on the Skill Sticker.

### 5 Share the story with family

Set a time to visit with the family and share the child's portfolio at least once every three months. Use a strength-based method for telling stories about the child and how he approaches learning and problem solving. Use this simple outline to talk with parents about the child's work samples and learning experiences:

- “ In this project, I remember noticing the child use [character strength, such as perseverance, curiosity, self-regulation]. ”
- “ This helped the child as he worked on [name a skill and show the sticker on the back]. ”
- “ I know he loves [painting, playing outside, etc.], so I will look for ways to integrate this skill into those types of activities. ”

**YOUR LIFE JUST GOT EASIER**  
The power of authentic assessment with the ease of an app.

childFOLI

Contact us for more information.



The Mother Goose Time Assessment System offers you resources to help document your child's learning progress over time through natural and intentional observations.

Assessment makes learning visible through documentation. We believe young children construct knowledge through interactive, concrete, and hands-on experiences. Likewise, assessment of young children should be play-based and observed in the natural flow of the day. It is important for both the child and his or her family to see the learning process. Children build metacognitive skills as they revisit and reflect on their experiences (Dewey, 1938). Mother Goose Time curriculum utilizes both developmental benchmark tracking and child portfolios to paint a comprehensive picture of a child's growth over time.

The purpose of assessment is to inform your lesson planning so you can individualize it to the unique goals, needs and interests of each child. With Mother Goose Time, you can continuously observe, reflect and adapt learning experiences to best match your children. Moreover, by making learning visible through child portfolios, families can better see how the experiences in the classroom can cohesively connect with experiences in the home. Through open and routine communication with the child's family, goal planning can be a shared process that reflects the child's developmental needs, as well as the family's values and priorities (Hibel, Faircloth, & Farkas, 2008).

Dewey, J. (1938). *Logic: The theory of inquiry*. New York, NY: Holt, Rinehart and Winston.

Hibel, J., Faircloth, S., & Farkas, G. (2008, September). Unpacking the placement of American Indian and Alaska native students in special education programs and services in the early grades: School readiness as a predictive variable. *Harvard Educational Review*, 78(3).

