

# Portfolio Planning Worksheet: Pre-Kindergarten

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Campus: Tumbleweed Elementary

Course: Pre-Kindergarten

## Part A: Curricular Content Focus

1. What are the most important skills I develop in students through this course? (In your own words)
  - The most important skills I develop in students through this course are social and emotional development, language and communication, emergent reading, emergent writing, and mathematics.
2. Where are my students currently with these skills upon entering my class? (How will I know?)
  - Upon entering my class students will be at varying levels. Some students at 48 months will be further behind their peers who enter the class at 50+ months. I will know my 4-year-old students' skill set by administering a Commissioner Approved Beginning-of-Year assessment that complies with the requirements for early childhood literacy screening. The students will take an individualized assessment at the beginning of the school year to that test students in the five competencies above.
3. Based on where my students are currently with these skills, where *should they be* at the end of the course if I provide effective instruction?
  - If I provide effective instruction, students should be able to attain all these skills by the end of the school year to demonstrate kindergarten readiness skills in the five core competencies.

## Part B: Pre-kindergarten Guidelines: Outcomes & Justification

1. **List the PK Outcomes** to include in student portfolios to measure their growth. Include those that "persist throughout the course and that have transferability – the knowledge and skills that not only lead to success in the current course but that have lifelong application."

2. Explain the importance of these PK Outcomes. How do these skills persist or transfer to other life experiences?

Pre-K Outcomes	<b>TEXAS Pre-kindergarten Guidelines (Updated 2015)</b>
Pre-K (I-V)	<p><b>Focus Pre-K Outcomes for this portfolio</b></p> <p>The student <u>demonstrates</u> growth in social and emotional skills, language and communication development, Emergent Reading, Emergent Writing, and Mathematic skills.</p> <ol style="list-style-type: none"> <li>I. Social and Emotional Development</li> <li>II. Language and Communication</li> <li>III. Emergent Literacy: Reading</li> <li>IV. Emergent Literacy: Writing</li> <li>V. Mathematics</li> </ol>
<b>Justify or explain the importance of these Outcomes:</b>	<b>Example:</b> Pre-K specifically prepares students for Kindergarten. The Pre-Kindergarten guidelines selected will not only provide the student with the proper social and emotional development but provide them with confidence when communicating, and the ability to understand and use written language, while also providing the fundamentals of mathematics.
Your Outcomes	Your Pre-K Outcomes Description ( <a href="#">Link to Pre-K guidelines</a> )
I.A.2. Child shows self-awareness and can express pride in age-appropriate abilities and skills.	<p>The child:</p> <ul style="list-style-type: none"> <li>• Describes self using basic characteristics (hair color, eye color, gender).</li> <li>• Describes self using personal preferences (favorite color, favorite food: "I like . . .").</li> <li>• Describes self using specific competencies ("I can buckle my shoes." "I'm good at drawing.").</li> <li>• Describes self in terms of being a member of different communities (family, classroom, school)</li> </ul>
<b>Justify or explain the importance of your outcomes:</b>	This specific Pre-K Outcome is important because it is a great marker for social and emotional growth. It engages the child in conversation about themselves and the world around them and allows them to appropriately develop a schema for lifelong learning.
II.A.1. Child shows understanding by responding appropriately.	<p>The child:</p> <ul style="list-style-type: none"> <li>• Has a multiple-turn conversation with another person, listening in order to extend or connect to an idea expressed by the other person.</li> <li>• Responds to stories by asking and answering questions.</li> <li>• Makes comments related to the topic being discussed.</li> <li>• Responds before, during, and after stories read to the whole class, as well as responding when read to in a small group.</li> <li>• Follows a change in the morning activity schedule as described by the teacher.</li> </ul>

	<ul style="list-style-type: none"> <li>• Follows verbal directions.</li> <li>• Listens to digital or e-stories and shows understanding through body language, pointing to the appropriate pictures, or retelling what she heard</li> </ul>
<b>Justify or explain the importance of your outcomes:</b>	This Pre-K Outcome is important because it identifies how a student communicates with the world around them, connects ideas, responds to others, and their ability to listen and follow directions.
III.A.3. Child recognizes that text has meaning.	<p>The child:</p> <ul style="list-style-type: none"> <li>• asks the meaning of text such as posters, charts, or digital materials encountered throughout the classroom or school).</li> <li>• asks or notices what a note from home says.</li> <li>• asks or notices the meaning of the writing such as on a food container or signs.</li> <li>• generates purposeful/authentic print.</li> </ul>
<b>Justify or explain the importance of your outcomes:</b>	This Pre-K Outcome is important because it engages student curiosity about text and provides the necessary foundation for emergent reading.
IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning	<p>The child:</p> <ul style="list-style-type: none"> <li>• uses letter-like shapes when taking an order at a restaurant during dramatic play.</li> <li>• writes a few letters or mock letters as a caption under a drawing and “reads” it to a friend.</li> <li>• builds and labels a block structure to represent a story setting (such as the house of the three bears).</li> <li>• writes and reads a message for the teacher on the “message board.”</li> <li>• sends a letter to a friend in the classroom mailbox using initial sounds and helps the friend read it.</li> <li>• records on a chart response to Question of the Day, such as “Do you have a pet?”</li> </ul>
<b>Justify or explain the importance of your outcome:</b>	This is an important Pre-K Outcome because it promotes student writing which is foundational for all subsequent learning. It allows students to understand the difference between different markings and their appropriate uses.
V.A.3. Child counts 1– 10 items, with one count per item	<p>The child:</p> <ul style="list-style-type: none"> <li>• moves, touches, and/or points to each object while counting, using one-to-one correspondence (one count per item).</li> <li>• knows that each finger represents one count (such as 2 fingers represent two counts, and 3 fingers represent three counts).</li> <li>• demonstrates the counting sequence when counting does not change (When counting a set of 3 bears, counts 1,2,3. . . ; then when counting 3 monkeys, counts 1,2,3. . .).</li> <li>• counts leaves on the ground, the number of grapes on a tray, or the number of children in the library.</li> <li>• demonstrates counting sequence using puppets.</li> <li>• sings a counting song without support, for example, “1 little, 2 little, 3 little children.”</li> </ul>

<b>Justify or explain the importance of your outcome:</b>	Mathematical skills acquired in this course will set the stage for future learning in many subject areas. This Pre-K gives students the ability to both count and sequence at the most rudimentary level and is an essential building block skill for future learning.
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### Part C: Pre-K Guidelines Breakdown & Planning Rubric Assignments/Projects/Performances

In column 1, list the Pre-K Skills Outcomes again, and for each one, describe in your own words the actions students are asked to perform. In column 2, list what assignments/projects/performances you will have students complete in order to demonstrate their skill level with these outcomes. Include examples of the artifacts or evidence that you will include in the portfolio to demonstrate the knowledge and skill.

EXAMPLE: *TEXAS Prekindergarten Guidelines (Updated 2015)*

<b>Pre-K Guidelines: Outcomes for Portfolio (What students need to be able to do to demonstrate skill)</b>	<b>Planned Projects/Assignments (and how you will use as evidence)</b>
<p>I.A.2. Child shows self-awareness and can express pride in age-appropriate abilities and skills.</p> <p><i>Students need to be able to express their interests, likes and dislikes, and personal characteristics.</i></p>	<p>Student Project: Students create an autobiography picture book to present to the teacher. Students will answer the following questions in their picture book: Hair color, eye color, favorite color, favorite food, one activity they can do, and family last name. Students will use sentence stems, I can ____, I am ____, My__ is ____.</p> <p>Evidence: student-submitted picture biographies.</p>
<p>II.A.1. Child shows understanding by responding appropriately.</p> <p>Students need to be able to respond to different situations in a classroom environment. Following a schedule, asking questions, following directions, etc...</p>	<p>Student Project(s):</p> <ul style="list-style-type: none"> <li>• During story time teacher keeps a running tally of students who ask and answer questions.</li> <li>• Teacher has individual conversations with students while keeping a running tally of students listening and responding to the teacher in a multiple-turn conversation.</li> <li>• Teacher adjusts the morning schedule and documents how the student reacts. Does the student follow the change?</li> <li>• Teacher gives verbal directions to the student and documents if and how long it took for the student to follow the directions.</li> </ul>

	<p>Evidence: Student data sheets were used during story time and documented individual teacher conversations. Teacher notes how the student responds to a change in the morning schedule. Teacher data form for verbal directions. Video of students engaging in the lesson.</p>
<p>III.A.3. Child recognizes that text has meaning.</p> <p>Students begin to understand that text has meaning; The teacher is looking to see how students interact with text to determine their proficiency.</p>	<p>Student Project(s): Teacher models using information gained from print by making play dough by following a recipe. The teacher completes a step with the student and waits for the student to ask what the next step is. The teacher could also prompt the student and ask what they think the next word on the recipe states. The teacher takes notes when students ask questions about the meaning of the text.</p> <p>The teacher shows text to the students each morning and asks what this word might say and students have conversations with each other about what the word could say or mean. The teacher shows pictures such as a stop sign, fire truck, hospital, etc.</p> <p>Evidence: Teacher notes, student-created craft from the activity, teacher recorded student responses to morning warm-up throughout the school year.</p>
<p>IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p> <p>Student understands that they can communicate through writing.</p>	<p>Student Project: The student uses letter-like shapes when taking an order at a restaurant during dramatic play. The student writes a few letters or mock letters as a caption under a drawing and “reads” it to a friend. The student builds and labels a block structure to represent a story setting (such as the house of the three bears).</p> <p>Evidence: Student works from restaurant activity, picture of labeled building block structure.</p>
<p>V.A.3. Child counts 1– 10 items, with one count per item</p> <p>Students can identify quantities of items and begin the process of counting by 2s, 3s, 4s, and 5s.</p>	<p>Student Project: Students are given a quantity of various classroom supplies (paste, 6 crayons, 2 pieces of paper, and a ruler) students will then count out how many items they have and report it to the teacher. The teacher will then ask for specific quantities of items. For example, “how many crayons do you have?” Teacher records answers.</p> <p>Evidence: Teacher recorded answers, an audio recording of students counting.</p>

Standards and Project	Significantly Limited Proficiency	Limited Proficiency	Partial Proficiency	Proficient	Advanced
<p><u>Standard:</u> I.A.2. Child shows self-awareness and can express pride in age-appropriate abilities and skills.</p> <p><i>Students need to be able to express their interests, likes and dislikes, and personal characteristics.</i></p>	<p>The student is unable to create an autobiography picture book or is unable to express personal characteristics, likes/dislikes, and family last names with help from the teacher.</p>	<p>The student creates an autobiography picture book and is able to express personal characteristics, likes/dislikes, and family last names with frequent help from the teacher.</p>	<p>The student creates an autobiography picture book and is able to express personal characteristics, likes/dislikes, and family last names with minimal help from the teacher.</p>	<p>The student creates an autobiography picture book and is able to express personal characteristics, likes/dislikes, and family last names independently.</p>	<p>The student creates an autobiography picture book and is able to express personal characteristics with detail, likes/dislikes in detail, and family last names independently.</p>
<p>II.A.1. The child shows understanding by responding appropriately.</p> <p>Students need to be able to respond to different situations in a classroom environment. Following a schedule, asking questions, following directions, etc...</p>	<p>The student does not show understanding during story time. The student did not ask or answer any questions during story time over a 36-week period.</p>	<p>The student shows some understanding during story time and asked or answered 6 to 10 questions over the course of 36 weeks.</p>	<p>The student shows understanding during story time and asked or answered 11-18 questions over the course of 36 weeks.</p>	<p>The student shows understanding during story time and asked or answered 19-30 questions over the course of 36 weeks.</p>	<p>The student shows understanding during story time and asked or answered 31 or more questions over the course of 36 weeks.</p>

<p>II.A.1. The child shows understanding by responding appropriately.</p> <p>Students need to be able to respond to different situations in a classroom environment. Following a schedule, asking questions, following directions, etc...</p>	<p>The student does not respond to the teacher in one-on-one multi-turn conversations over a 36-week period.</p>	<p>The student responds to the teacher in one-on-one multi-turn conversations with only yes or no answers and does not give detailed follow-up questions or answers.</p>	<p>The student responds to the teacher in one-on-one multi-turn conversations with some detail in answers and follow-up questions.</p>	<p>The student responds to the teacher in one-on-one multi-turn conversations with great detail in answers and follow-up questions.</p>	<p>The student initiates and responds to the teacher in one-on-one multi-turn conversations with great detail in answers and follow-up questions.</p>
<p>II.A.1. The child shows understanding by responding appropriately.</p> <p>Students need to be able to respond to different situations in a classroom environment. Following a schedule, asking questions, following directions, etc...</p>	<p>The student does not follow the change in morning routine schedule with multiple prompts (5 or more) from the teacher.</p>	<p>The student follows the change in morning routine with multiple (4) prompts from the teacher.</p>	<p>The student follows the change in morning routine with multiple (3) prompts from the teacher.</p>	<p>The student follows the change in morning routine with multiple (2) prompts from the teacher.</p>	<p>The student follows the change in morning routine on the first prompt from the teacher.</p>

<p>III.A.3. Child recognizes that text has meaning.</p> <p>Students begin to understand that text has meaning we are looking to see how students interact with text to determine their proficiency.</p>	<p>The student does not participate in the playdough project with the teacher or their peers. The student does not ask questions and is unable to recognize that the class is following a recipe.</p>	<p>Student participates in the playdough project with the teacher or their peers. The student does not ask questions and is unable to recognize that the class is following a recipe.</p>	<p>Student participates in the playdough project with the teacher or their peers. The student asks questions and recognizes that the class is following a recipe.</p>	<p>Student participates in the playdough project with the teacher or their peers. The student asks questions and recognizes that the class is following a recipe. The student anticipates the next steps of the recipe.</p>	<p>The student participates in the playdough project independently. The student asks questions and recognizes that the class is following a recipe. The student anticipates the next steps of the recipe.</p>
<p>III.A.3. Child recognizes that text has meaning.</p> <p>Students begin to understand that text has meaning we are looking to see how students interact with text to determine their proficiency.</p>	<p>Student participates in 1 or fewer text conversational warm-ups per week over the course of 30 weeks.</p>	<p>The student participates in 2 text conversational warm-ups per week over the course of 30 weeks.</p>	<p>The student participates in 3 text conversational warm-ups per week over the course of 30 weeks.</p>	<p>The student participates in 3 or more text conversational warm-ups per week over the course of 30 weeks.</p>	<p>The student participates in and leads discussion on 4 or more text conversational warm-ups per week over the course of 30 weeks.</p>
<p>IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p>	<p>The student does not participate in the dramatic play and or write down any marks, letters, or symbols to record language.</p>	<p>The student participates in the dramatic play and writes down random to circular scribbling.</p>	<p>The student participates in the dramatic play and writes down drawings, mock letters, or letter strings.</p>	<p>The student participates in the dramatic play and writes down separated words, single words with invented spelling.</p>	<p>The student participates in the dramatic play and writes down separated words, single words with invented spelling.</p>



IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.	The student does not write mock letters or captions under a drawing to read to friends.	The student writes mock letters under a drawing and can read to a friend with teacher assistance.	The student writes mock letters under a drawing and can read it to a friend without teacher assistance.	The student writes a caption (phrase writing stage) under a drawing and can read it to a friend without teacher assistance.	The student writes a caption (whole sentence writing stage) under a drawing and can read it to a friend without teacher assistance.
IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.	The student does not build or label block structures from the Three Little Bears with teacher assistance.	The student builds and labels block structures from the Three Little Bears, with teacher assistance.	Student, independently builds and labels block structures from the Three Little Bears, using mock letters to convey meaning.	The student, independently builds and labels block structures from the Three Little Bears, using drawings to convey meaning.	Student, independently builds and labels block structures from the Three Little Bears, using words or phrases to convey meaning.
V.A.3. Child counts 1– 10 items, with one count per item  Students can identify quantities of items and begin the process of counting by 2s, 3s, 4s, and 5s.	The student is unable to count the 10 classroom items. The student could not count out specific quantities of items.	The student is able to count 7 out of 10 classroom items to report them to the teacher. The student could count out 1s and 2s for the specific quantity.	The student is able to count 7 or greater classroom items to report them to the teacher. The student could count out 1s, 2s, and 3s for the specific quantity.	The student is able to count 10 classroom items and reports them to the teacher. The student could count out 1s, 2s, 3s, and 4s for the specific quantity.	The student is able to count to greater than 10 classroom items and reports the amount to the teacher. The student could count out 1s through 5s for the specific quantity of items.