Child Portfolio (Part One)

EDUC25372 Fundamentals of the Competent Child

Students: Camille Amigleo, [Student 2], [Student 3]

Sheridan College

Date: June 13, 2017
Introduction to the Portfolio

According to Banski (2017), “Early childhood educators have a responsibility to understand the child as a unique individual, a responsibility to the families, [and a responsibility] to share with colleagues and the program,” all of which are encompassed in the creation of child portfolios. Banski (2017) elaborates that “portfolios help [educators] to consider a more complex view of children and the contexts in which they learn and make sense of the world around them.” It also allows the educators to share with families and the children themselves how “competent, capable of complex thinking, curious, and rich in potential” (Ministry of Education, 2014, p. 6) each child is.

To do these, a portfolio needs to be “more than a collection of information . . . . It is [also] an attitude and a process” (Martin, 2014, p. 324). Through the creation of portfolios, educators observe children in their natural settings, record data, analyze the child’s growth and development, and “reflect on [their] understanding and definition of the child” (Banski, 2017). They should also involve their teaching partners, the children, and their families in picking out artifacts and anecdotes to be included in the portfolio to foster belonging, well-being, expression, and engagement in the early learning environment. In this process, educators’ collaboration with others provides “a variety of perspectives, more lively discussions, and more in-depth understandings of the usefulness of the activities in each session” (Banski, 2017).

Filippini in Turner & Wilson (2010) says, “Documentation is not about finding answers, but generating questions” (p. 9). Thus, the portfolio is a springboard for conversations with colleagues, children, and families. It provides educators with a holistic view of the child that goes beyond the ‘traditional’ domains, allowing for discussions about what could be done next based on the in-depth information on and analysis of a child.
Image of the Child (Camille Amigleo)

What we think of children has an impact on the decisions we make. According to Dietze and Kashin (2016), “[the] image of the child connects closely to our professional or self-image. [It] can have a profound influence on professional practice” (p. 158). These images “[describe] how we would like things to be and ways in which we can make that happen” (Dietze & Kashin, 2016, p. 156) within the early learning environment.

Thus, understanding that “children take an active and interested role in interacting with their environment and the people around them to make sense of and construct meaning about the way things work” (Martalock, 2012, p. 4) has made me more sensitive to children's interests and more careful of how I provide provocations for them to support their learning and self-discovery. Like Vygotsky’s perspective, I also see children as individuals molded by their culture and society, so I know that every interaction they have in the learning environment that I design has an impact on their development. Each relationship they build with caregivers, peers, and the environment helps them “take . . . development beyond what would be realized by maturation alone” (Elkind, 2015, p. 204). Conversely, children bring with them their own knowledge, experience, and understanding of the world into these relationships. They have the agency to challenge and change the society and can express themselves in ways that often surprise adults.

I see children as expressive, intelligent, curious, and unique. I know how capable, competent, and creative each of them is. I consider children as agents of communication and change. And I perceive the importance of relationships in a child's life. Most of all, I believe that children need to feel safe, respected, and that they belong. Paley in Curtis, Lebo, Cividanes, and Carter (2013) say: “The key is curiosity, and it is curiosity, not answers, that we model. . . . When we are curious about a child’s words and our responses to those words, the child feels respected. The child is respected” (p. 55).
There are many ways that the image of the child can be looked at through the eyes of an early childhood educator. Our own image of the child reflects our profession through how we set our mentality when it comes to how we perceive children. Children are very energetic and happy when they play, which is their first instinct from birth to adolescence. The excitement and joy that children feel during play could be a possible connection into children feeling motivation to learn; through children developing motivation, they begin to feel the urge to overcome challenges and begin to problem-solve (Ministry of Education, 2014, p.9). Through the idea of children being able to self-motivate themselves and engage in learning through furthering their play, this shows children being competent and capable. Children are competent and capable through the difference in learning between adults and children. Children’s learning varies from adults because adults are goal-oriented when it comes to learning experiences (Dietze and Kashin, 2016, p.44). Children have a sense of wonder, more than adults; they learn through their own creative and wondrous knowledge, scaffolding themselves in the process alongside the support of an educator. As Early Childhood Educators, I strongly believe that we must understand our own perceptions and see the children for who they are. Children who are supported, given care and security will feel more confident in their own skills and benefit more from overcoming challenges in the future. During the early years, being that confidence for the child is so imperative because we must believe in them when they feel like they are struggling. I strongly believe that when it comes to the image of the child, that we see them as being competent and capable, so we can be that tap on their shoulder that says that they can do it; that they are skilled and they are capable in surpassing whatever comes their way.
Image of the Child (Student 3)

Children influence the everyday life of an Early Childhood Educator; they may often challenge the minds of Early Childhood Educators in terms of how their image is perceived. The educator’s image of the child is imperative; it sets a framework as to how the child is supported through their own self-directed learning. Children are competent and capable in accomplishing and setting their own goals.

Through active listening, we see children being given opportunities to be active participants in their environment while they create their own learning (Dietze & Kashin, 2016, p.45). The pedagogy of listening supports how children view themselves when faced with new learning experiences and different challenges. Children who are actively listened to, feel comfortable in their environment; they gain confidence in approaching more learning experiences and taking on new challenges. As Peter Moss says, (as cited in Dietze & Kashin, 2016, p.157) children are active subjects; they are the creators of knowledge and citizens with rights. Children are self-directed in their learning and capable of guiding the experience; early childhood educators support this by scaffolding their existing knowledge into further open-ended questions. The support that educators offer to the children are widely impacted by their own image of the child. Through Active Listening the child is given an opportunity to expand their learning through actively participating and sharing their own thoughts and ideas. Active listening is strengthened when children are viewed as competent and capable; they will feel more secure and confident in their own abilities.
Introduction to the Child

Felix was born in Canada on December 8, 2014.

His family is of a Portuguese-Italian-Scottish background, but they speak English at home. He lives with his parents and his infant brother. He spends a lot of time with his mother, who is on maternity leave from her job as an RECE, and his father, who currently works outside the home.

Most of the documentation in this portfolio was collected at the child care centre that he attends.
Parent Consent Form

Dear Parent or Guardian,

I, Camille Eileen Amiglio, am a student in the Early Childhood Education program at Sheridan college. I am presently enrolled in a course called, The Competent Child which requires me to complete a portfolio on a child. As part of my project I am required to observe, document and collect information on a child to better understand the development of children. I would like to ask your permission to observe for this project.

All information will be kept strictly confidential. I will only share this information with my professor Mary Bonski. Your child’s real name will not be used for this project; a pseudonym will be used instead. The focus of the project is to evaluate my skills and abilities as a student, in collecting data on one child, summarizing the data and analyzing the data. The end result of the project will be evaluated on my ability to write about children while taking the child’s perspective and to share information with parents. Therefore, although your child will be observed, the evaluation will not be focused on your child’s abilities, rather the evaluation of this project will focus on my abilities as an academic student in this course.

I would like permission to observe your child from Thursday, May 18th to Friday, May 19th. As this is a learning process, I will be happy to share my final portfolio with you, once I have received feedback from my professor. Your child will be observed in his/her natural environment and no coercive methods will be used. Thank you so much for your time.

The following are required works that I must collect from your child. I would greatly appreciate your permission to:

- Written observations of your child activities
- photograph the work that your child does (i.e., a clay model, a lego building)
- collect your child’s art work and creative accomplishments

Signature of the Parent or Guardian   Signature of the Student

______________________________   ______________________________
Date                             Date

May 16, 2017                     May 16, 2017

The following are optional, but if you feel comfortable with me collecting the following please initial in the box beside or indicate “no”

Photographing the child’s face   [ ]

Photographing the child, without his/her face [ ]

Video taping the child’s abilities and skills [ ]

Audio recording your child’s voice [ ]
Parent Consent Form

Dear Parent or Guardian

I, Lucy Couto, am a student in the Early Childhood Education program at Sheridan college. I am presently enrolled in a course called, The Competent Child which requires me to complete a portfolio on a child. As part of my project I am required to observe, document and collect information on a child to better understand the development of children. I would like to ask your permission to observe for this project.

All information will be kept strictly confidential. I will only share this information with my professor Mary Banskı. Your child's real name will not be used for this project; a pseudonym will be used instead. The focus of the project is to evaluate my skills and abilities as a student, in collecting data on one child, summarizing the data and analyzing the data. The end result of the project will be evaluated on my ability to write about children while taking the child's perspective and to share information with parents. Therefore, although your child will be observed, the evaluation will not be focused on your child's abilities, rather the evaluation of this project will focus on my abilities as an academic student in this course.

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- collect your child's art work and creative accomplishments

Signature of the Parent or Guardian ________________________

Date May 16/17

Signature of the Student ________________________

Date May 16/17

The following are optional, but if you feel comfortable with me collecting the following please initial in the box beside or indicate "no"

Photographing the child's face [ ]

Photographing the child, without his/her face [ ]

Video taping the child's abilities and skills [ ]

Audio recording your child's voice [ ]
Parent Consent Form

Dear Parent or Guardian

I, Ciara Vena, am a student in the Early Childhood Education program at Sheridan college. I am presently enrolled in a course called, The Competent Child which requires me to complete a portfolio on a child. As part of my project I am required to observe, document and collect information on a child to better understand the development of children. I would like to ask your permission to observe for this project.

All information will be kept strictly confidential. I will only share this information with my professor Mary Banski. Your child’s real name will not be used for this project; a pseudonym will be used instead. The focus of the project is to evaluate my skills and abilities as a student, in collecting data on one child, summarizing the data and analyzing the data. The end result of the project will be evaluated on my ability to write about children while taking the child’s perspective and to share information with parents. Therefore, although your child will be observed, the evaluation will not be focused on your child’s abilities, rather the evaluation of this project will focus on my abilities as an academic student in this course.

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- Collect your child’s art work and creative accomplishments

Signature of the Parent or Guardian

Signature of the Student

Date

May 16/17

Date

May 16/17

The following are optional, but if you feel comfortable with me collecting the following please initial in the box beside or indicate “no”

Photographing the child’s face

Photographing the child, without his/her face

Video taping the child’s abilities and skills

Audio recording your child's voice
Recorded Anecdotal Notes

Sand Activity
05/18/2017 Felix (2.5). Outdoors. Felix was outside in the sandpit with a variety of sand toys. One of the educators picked up a blue plastic egg and began to scoop sand with the egg. Felix looked over in the direction of the educator and grabbed the blue plastic egg beside him. Felix began to scoop up sand with the blue plastic egg using their right hand. Felix began to pour the sand out of the blue plastic egg with his right hand, and then switched the egg to his left hand. (Cognitive, 4.4 Spatial Exploration).

Painting Activity
05/19/2017. Felix (2.5). At the art area, one of the educators asked Felix what colour of paint he wanted to use. He pointed towards the three different jars the educator held. She asked, “Which colour do you want to use first?” He pointed to the green jar and the educator asked, “What colour is it?” He answered, “Green.” As Felix painted, two other peers joined him at the art table. Felix used his left hand to hold the different paint brushes made by the educators with clothes pegs and various materials attached to it. Then Felix used his fingers and a green sponge to move the paint around the paper. He interacted with the educators, but occasionally, he also looked at his peers’ works as he explored the paint, brushes, and sponges in front of him. (Social, 1.3 Parallel Play).

Impromptu Dance Activity
05/19/2017. Felix (2.5). At the home area, Felix laid out four cardboard pieces in a row on the carpet. He stepped on the two pieces in the middle and looked at all the pieces on the ground. He hopped onto the cardboard piece on his left, turned around in a small circle, and stepped onto the leftmost cardboard piece. He then started stomping towards the right side and making sounds
from his mouth. After one circle from one end to the other, he laid down on his side, stood up, and stomped around again. This time, he stayed a little longer in the middle as he stomped and made his sounds. Once he reached his starting point, he laid down again then picked up one of the cardboard pieces and brought it to the table nearby. (Physical, 5.2 Gross Motor Skills: Movement and Expression).

**Documentations**

**Work Sample 1: Sticky Wall**

The educators posted two large pieces of contact paper on the walls of the toddler room. They also placed a box of loose materials underneath each paper. The loose parts ranged from pompoms to caps/lids, and pieces of brown paper to pieces of drawer liners.

The educators showed the children that the contact paper is sticky, prompting Felix to pick out some pompoms and press it against the wall. He rolled the pompoms up and down the sticky paper and laughed. He observed that some of the items he stuck onto the wall fell off, so he used his fingers to pick out the pompoms and the drawer liners. During the latter attempt, he
looked at the contact paper where the drawer liners left black marks and pointed at it. He picked up the drawer liner again, pressed it onto the contact paper, then peeled it off. It left more black marks. Felix placed pompoms, pieces of paper, and drawer liners on and off the sticky wall.

**Work Sample 2: Painting with Clothespins**

The educators set up a painting provocation for the children at the art table. They placed pieces of cardboard on the table, laid out various small materials in clothespins, and put out different colours of paint.

Felix put on a smock and immediately dabbed his fingers into the purple paint on the makeshift palette. Then he picked up a clothespin with a cloth on it and brushed the paint on the palette. Nothing changed, so Felix examined his cloth before putting it down. Then he looked to his right and pointed, saying, “Green. Green. Green.” One of the educators gave him green paint and he picked up the clothespin with cloth, but another educator asked, “Use the sponge? Try the sponge.” Felix took the sponge and wiped the green paint with it. Felix looked at the diminishing green paint. Then he looked up at one of the educators sitting next to him and said, “Green!” He watched the educator as she reached for all of the paint bottles. Pointing at the green bottle, the educator asked, “This one?” Felix nodded, raised his chin up to the educator and said, “Correct!”
Later, the educators poured other colours onto his cardboard and Felix wiped it all with his sponge, mixing all the colours. He felt the paint by squeezing the sponge. He also swirled his fingers and hands in the paint.

After exploring with the paint for a while, an educator took a sponge, patted the blob of orange paint, and said, “Dab, dab, dab. Dab, dab, dab.” Felix imitated this, stamping his sponge all over the paint and saying, “Dab, dab, dab, dab, dab.” Then another child asked for yellow paint, and Felix said, “Green!” However, he quickly changed his mind and said, “Orange… Yellow, yellow, yellow, yellow.” After receiving the yellow paint and then some green paint, Felix let go of the sponge and grabbed the blob of paint with his fingers. He looked at it then turned to the educator and showed her his hand. He continued to mix the paint with his hands and, later said, “Wee, wee, wee,” as he made circles with his hands on the paint. He rubbed his hands together, looked at his palms full of paint, then said, “All clean!”
Pedagogical Documentation 1: In the Sandpit

Felix and Arthur played in the sandpit where brown, long cardboard tubes rested. Arthur held vertically onto one of the tubes with both hands, as if afraid it would fall. Felix picked up a blue plastic egg and used it to pour sand inside the tube that Arthur held. However, the sand clogged the tube. Confused, Felix looked from the top of the tube to see what was going on. Then he used his problem-solving skills and poked his index finger through the bottom. The sand fell through and both boys exclaimed with joy.

Soon after, Felix picked up a purple shovel and put sand into an orange plastic egg. Distracted, he dropped both toys as he spotted a pink plastic egg, examined it, and said, “Broken.” One of the educators asked, “What’s wrong?” Felix repeated sadly, “Broken.” The educator said, “Oh, yes, it’s broken. I wonder where the other pink egg shell is that matches this.” Felix stood up, looked around, then turned all the way around back to the educator before spotting the matching egg shell at her feet. Sidetracked yet again, Felix filled a blue bucket with sand using a purple shovel in his right hand. He continued to put sand into the bucket as he bent his knees to be closer to the ground and sat down with his legs crossed. Sand went into his shoes,
then the wind blew sand into his face and eyes. He did not seem to be bothered by any of it because he continued to play even after shaking the sand off his shoes.

Enjoying the sand, Felix moved near a plastic toy truck with a scoop in his hand. He scooped sand from the ground and poured it on top of the truck three times, then, with his hand, he swiped all the sand off the truck and into the orange bucket beside it. He repeated these actions several times, exploring the concept of cause-and-effect, before one of the educators joined his play, pouring sand on top of the truck. As soon as the educator poured the sand from her paper scoop, Felix swiped at the truck again to clear off the sand. He did this with the educator several times, then he lifted the bucket, poured off the sand on top of the truck, and swiped the sand off again.
Intrigued by how much sand the paper scoop gets, he tried it himself by scooping sand with it and pouring it on top of the truck. Vigorously, he swiped the sand off again. After patting the truck and making sure there is no sand left, he let go of the paper scoop and picked up the plastic one again. He tried to swipe the sand off using the back of the scoop, but when the sand didn’t get removed as quickly as he wanted, he switched the scoop to his left hand and swiped the truck clean with his right.

**Pedagogical Documentation 2: Up the Stairs, Down the Slide**

Felix followed the educator as she opened the gate into the outdoor playground area. He ran confidently towards the steps that lead into the slide, wrapping his hands around the edges as he climbed up the steps and slid down. When another child crawled up the steps before him on his next trip, Felix waited patiently. And as soon as the other child had gone down the slide, Felix sat on his bottom and slid down himself. Delighted, he went down the slide again and again. After several trips down the slide, he got distracted, looked at the other side of the playground where the other children played in the sandpit, then ran to them, climbed up the stone enclosure, and jumped into the sand.
After getting tired from playing in the sand, he climbed out of the box and ran halfway around the playground in a semi-circle, showing off his mastery of his gross motor skills, before heading to the slide again. One of the educators followed him and climbed into the slide structure, offering warm and enthusiastic encouragement. Felix smiled at the educator’s approach and began to slightly nudge himself down the slide. He slid down, holding onto the edges of the slide slightly, and smiled with joy. The educator followed him down the slide and Felix quickly grasped the educator’s hand as she began to get up from the slide. He nudged her hand slightly to follow him. The educator nodded and smiled. Dashing, Felix led the way as if there was no time to waste. Then, sitting patiently, he waited for the educator to climb the steps into the slide structure as another child followed him up the steps. Soon after, more children joined them, climbing up the steps with smiles and laughter filling the air. When the educators called for everyone to go inside, Felix ended the joyful experience with a warm smile filling his face and a wind of confidence holding his back.
Ages & Stages Questionnaire

Please provide the following information.

Child's name: Felix

Child's date of birth: 

Today's date: Tuesday, May 30th, 2017

Person filling out this questionnaire: 

What is your relationship to the child? Early Childhood Education Student

Your telephone: 

Your mailing address: 

City: 

State: Colorado zip code: 

List people assisting in questionnaire completion: Early Childhood Educator

Administering program or provider: 

ASQ™
At this age, many toddlers may not be cooperative when asked to do things. You may need to try the following activities with your child more than one time. If possible, try the activities when your child is cooperative. If your child can do the activity but refuses, score "yes" for the item.

**COMMUNICATION**

Be sure to try each activity with your child.

<table>
<thead>
<tr>
<th>activity</th>
<th>YES</th>
<th>SOMETIMES</th>
<th>NOT YET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Without giving him clues by pointing or using gestures, can your child</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>carry out at least three of these kinds of directions?</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>a. &quot;Put the toy on the table.&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. &quot;Close the door.&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. &quot;Bring me a towel.&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. &quot;Find your coat.&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. &quot;Take my hand.&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. &quot;Get your book.&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If you point to a picture of a ball (kitty, cup, hat, etc.) and ask your</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>child, &quot;What is this?&quot; does your child correctly name at least one picture?</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>When you ask her to point to her nose, eyes, hair, feet, ears, and so</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>forth, does your child correctly point to at least seven body parts?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(She can point to parts of herself, you, or a doll.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your child correctly use at least two words like &quot;me,&quot; &quot;I,&quot; &quot;mine,&quot;</td>
<td>✓</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>and &quot;you&quot;?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your child make sentences that are three or four words long?</td>
<td>✓</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Please give an example:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What's that noise?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>where did ...... go?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Without giving him help by pointing or using gestures, ask your child</td>
<td>✓</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>to &quot;Put the shoe on the table&quot; and &quot;Put the book under the chair.&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your child carry out both of these directions correctly?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**GROSS MOTOR**

Be sure to try each activity with your child.

<table>
<thead>
<tr>
<th>activity</th>
<th>YES</th>
<th>SOMETIMES</th>
<th>NOT YET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does your child walk either up or down at least two steps by himself?</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You can look for this at a store, on a playground, or at home. (Check &quot;yes&quot; even if he holds onto the wall or railing.)</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Does your child run fairly well, stopping herself without bumping into</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>things or falling?</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Does your child jump with both feet leaving the floor at the same time?</td>
<td>✓</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>
## GROSS MOTOR (continued)

4. Without holding onto anything for support, does your child kick a ball by swinging his leg forward?  
   - Yes: 
   - No: 
   - Sometimes: 
   - Not Yet: 

5. Does your child jump forward at least 3 inches with both feet leaving the ground at the same time?  
   - Yes: 
   - No: 
   - Sometimes: 
   - Not Yet: 

6. Does your child walk up stairs, using only one foot on each stair? (The left foot is on one step, and the right foot is on the next.) He may hold onto the railing or wall. (You can look for this at a store, on a playground, or at home.)  
   - Yes: 
   - No: 
   - Sometimes: 
   - Not Yet: 

GROSS MOTOR TOTAL: 55

"If gross motor item 6 is marked "yes" or "sometimes," mark gross motor item 1 as "yes."

## FINE MOTOR  
Be sure to try each activity with your child.

1. Does your child use a turning motion with her hand while trying to turn doorknobs, wind up toys, twist tops, or screw lids on and off jars?  
   - Yes: 
   - No: 
   - Sometimes: 
   - Not Yet: 

2. Does your child flip light switches on and off?  
   - Yes: 
   - No: 
   - Sometimes: 
   - Not Yet: 

3. After he watches you draw a line from the top of the paper to the bottom with a pencil, crayon, or pen, ask your child to make a line like yours. Do not let your child trace your line. Does your child copy you by drawing a single line in a vertical direction?  
   - Yes: 
   - No: 
   - Sometimes: 
   - Not Yet: 

4. Does your child stack seven small blocks or toys on top of each other by herself? (You could also use spools of thread, small boxes, or toys that are about 1 inch in size.)  
   - Yes: 
   - No: 
   - Sometimes: 
   - Not Yet: 

5. Does your child thread a shoelace through either a bead or eyelet of a shoe?  
   - Yes: 
   - No: 
   - Sometimes: 
   - Not Yet: 

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FINE MOTOR  (continued)

6. After she watches you draw a line from one side of the paper to the other side, ask your child to make a line like yours. Do not let your child trace your line. Does your child copy you by drawing a single line in a horizontal direction?

   ✔  ✗  ✗  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔

   ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗

   Count as "yes"

   ✔  ✗  ✗  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔

   ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗  ✗

   Count as "not yet"

   ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔

   ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔  ✔

FINE MOTOR TOTAL 60

PROBLEM SOLVING  Be sure to try each activity with your child.

1. Does your child pretend objects are something else? For example, does your child hold a cup to her ear, pretending it is a telephone? Does she put a box on her head, pretending it is a hat? Does she use a block or small toy to stir food?

   ✔  ✔  ✔  ✔

   ✔  ✔  ✔  ✔

   10

2. Does your child put things away where they belong? For example, does he know his toys belong on the toy shelf, his blanket goes on his bed, and dishes go in the kitchen?

   ✔  ✔  ✔  ✔

   ✔  ✔  ✔  ✔

   10

3. When looking in the mirror, ask "Where is ______?" (Use your child's name.) Does your child point to her image in the mirror?

   ✔  ✔  ✔  ✔

   ✔  ✔  ✔  ✔

   10

4. If your child wants something he cannot reach, does he find a chair or box to stand on to reach it?

   ✔  ✔  ✔  ✔

   ✔  ✔  ✔  ✔

   5

5. While your child watches, line up four objects like blocks or cars in a row. Does your child copy or imitate you and line up four objects in a row? (You can also use spools of thread, small boxes, or other toys.)

   ✔  ✔  ✔  ✔

   ✔  ✔  ✔  ✔

   5

6. When you point to the figure and ask your child, "What is this?" does your child say a word that means a person? Responses like "snowman," "boy," "man," "girl," and "Daddy" are correct. Please write your child's response here:

   "mummy"

   ✔  ✔  ✔  ✔

   ✔  ✔  ✔  ✔

   10

   PROBLEM SOLVING TOTAL 50

PERSONAL-SOCIAL  Be sure to try each activity with your child.

1. If you do any of the following gestures, does your child copy at least one of them?
   a. Open and close your mouth.  c. Pull on your earlobe.
   b. Blink your eyes.  d. Pat your cheek.

   ✔  ✔  ✔  ✔

   ✔  ✔  ✔  ✔

   10

   ASQ 27 months
### PERSONAL-SOCIAL (continued)

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>SOMETIMES</th>
<th>NOT YET</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Does your child eat with a fork?</td>
<td>✔</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>3. When playing with either a stuffed animal or doll, does your child</td>
<td>✔</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>pretend to rock it, feed it, change its diapers, put it to bed, and so</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>forth?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Does your child push a little shopping cart, stroller, or wagon,</td>
<td>✔</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>steering it around objects and backing out of corners if he cannot turn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Does your child call herself &quot;I&quot; or &quot;me&quot; more often than her own</td>
<td>✔</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>name? For example, &quot;I do it&quot; more often than &quot;Juanita do it.&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Does your child put on a coat, jacket, or shirt by himself?</td>
<td>□</td>
<td>✔</td>
<td>□</td>
</tr>
</tbody>
</table>

**PERSONAL-SOCIAL TOTAL** 55

### OVERALL

Parents and providers may use the space below or the back of this sheet for additional comments.

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>SOMETIMES</th>
<th>NOT YET</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you think your child hears well?</td>
<td>✔</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>If no, explain:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Do you think your child talks like other toddlers her age?</td>
<td>✔</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>If no, explain:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Can you understand most of what your child says?</td>
<td>✔</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>If no, explain:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Do you think your child walks, runs, and climbs like other toddlers</td>
<td>✔</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>his age?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If no, explain:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Does either parent have a family history of childhood deafness or</td>
<td>□</td>
<td>✔</td>
<td>□</td>
</tr>
<tr>
<td>hearing impairment?</td>
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<td></td>
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<tr>
<td>If yes, explain:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6. Do you have concerns about your child's vision?</td>
<td>□</td>
<td>✔</td>
<td>□</td>
</tr>
<tr>
<td>If yes, explain:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Has your child had any medical problems in the last several months?</td>
<td>□</td>
<td>✔</td>
<td>□</td>
</tr>
<tr>
<td>If yes, explain:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Does anything about your child worry you?</td>
<td>□</td>
<td>✔</td>
<td>□</td>
</tr>
<tr>
<td>If yes, explain:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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# 27 Month ASQ Information Summary

Child's name: **Felix**  
Date of birth: 

Person filling out the ASQ: _______________________________  
Relationship to child: **ECE Student**  

Mailing address: ________________________________________  
City: ___________________________________________________

Telephone: ___________________________  

Today's date: **Tuesday, May 30th, 2017**

**OVERALL:** Please transfer the answers in the Overall section of the questionnaire by circling "yes" or "no" and reporting any comments.

1. Hears well?  
   Comments:  
   [ ] YES  [ ] NO  

2. Talks like other toddlers?  
   Comments:  
   [ ] YES  [ ] NO  

3. Understand child?  
   Comments:  
   [ ] YES  [ ] NO  

4. Walks, runs, and climbs like others?  
   Comments:  
   [ ] YES  [ ] NO  

5. Family history of hearing impairment?  
   Comments:  
   [ ] YES  [ ] NO  

6. Vision concern?  
   Comments:  
   [ ] YES  [ ] NO  

7. Recent medical problems?  
   Comments:  
   [ ] YES  [ ] NO  

8. Other concerns?  
   Comments:  
   [ ] YES  [ ] NO

**SCORING THE QUESTIONNAIRE:**

1. Be sure each item has been answered. If an item cannot be answered, refer to the ratio scoring procedure in The ASQ User's Guide.

2. Score each item on the questionnaire by writing the appropriate number on the line by each item answer.  
   - **YES** = 10  **SOMETIMES** = 5  **NOT YET** = 0

3. Add up the item scores for each area, and record these totals in the space provided for area totals.

4. Indicate the child's total score for each area by filling in the appropriate circle on the chart below. For example, if the total score for the Communication area was 50, fill in the circle below 50 in the first row.

<table>
<thead>
<tr>
<th>Communication</th>
<th>0</th>
<th>5</th>
<th>10</th>
<th>15</th>
<th>20</th>
<th>25</th>
<th>30</th>
<th>35</th>
<th>40</th>
<th>45</th>
<th>50</th>
<th>55</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross motor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>Fine motor</td>
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<td>Problem solving</td>
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<tr>
<td>Personal-social</td>
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</table>

<table>
<thead>
<tr>
<th>Total</th>
<th>0</th>
<th>5</th>
<th>10</th>
<th>15</th>
<th>20</th>
<th>25</th>
<th>30</th>
<th>35</th>
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<th>45</th>
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<th>60</th>
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</tr>
</tbody>
</table>

Examine the blackened circles for each area in the chart above.

5. If the child's total score falls within the [ ] area, the child appears to be doing well in this area at this time.

6. If the child's total score falls within the [ ] area, talk with a professional. The child may need further evaluation.

**OPTIONAL:** The specific answers to each item on the questionnaire can be recorded below on the summary chart.

<table>
<thead>
<tr>
<th>Score</th>
<th>Communication</th>
<th>Gross motor</th>
<th>Fine motor</th>
<th>Problem solving</th>
<th>Personal-social</th>
</tr>
</thead>
<tbody>
<tr>
<td>35.5</td>
<td></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>35.0</td>
<td></td>
<td>2 3 4 5 6</td>
<td>2 3 4 5 6</td>
<td>2 3 4 5 6 7</td>
<td>2 3 4 5 6 7</td>
</tr>
<tr>
<td>26.0</td>
<td></td>
<td>3 4 5 6 7</td>
<td>3 4 5 6 7</td>
<td>3 4 5 6 7 8</td>
<td>3 4 5 6 7 8</td>
</tr>
<tr>
<td>37.0</td>
<td></td>
<td>4 5 6 7 8</td>
<td>4 5 6 7 8</td>
<td>4 5 6 7 8 9</td>
<td>4 5 6 7 8 9</td>
</tr>
<tr>
<td>33.0</td>
<td></td>
<td>5 6 7 8 9</td>
<td>5 6 7 8 9</td>
<td>5 6 7 8 9 10</td>
<td>5 6 7 8 9 10</td>
</tr>
</tbody>
</table>

**Administering program or provider:**  

*ASQ 27 months*

---

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Foundational Condition:

**Belonging**  Well-Being  Engagement  Expression

Source from Data: *Work Sample 2: Painting with Clothespins*

**Observed/Heard:**

In the art area, Felix dabbed away at the cardboard piece in front of him. When he began to run low on green paint, he turned to the educator next to him and said, “Green!” The educator brought the orange, purple, yellow, and green paints closer, holding the green one with both of her hands. When the educator asked if the one she was holding was green, Felix replied, “Correct!”

**Significance of this event:**

During this event, Felix showed verbal communication and positive body language with the educator. Felix may have shown that he was comfortable in interacting with the educator and sharing his own thoughts and ideas, so that he could verify the educator’s curiosity.

**What skills and competencies (found in the chart Goals & Expectations) did the child use in this situation?**

This interaction may have shown many different signs of Felix’s skills and competencies. In communicating with the educator verbally and non-verbally, Felix may have shown a sense of security and inclusion (Ministry of Education, 2014, p. 26) when he was asked to verify if the bottle was the colour green. In this moment, Felix may have felt included, which is why he verified the educator’s question and helped the educator learn what the colour green looks like. Another possible way this interaction showed belonging was how Felix, alongside the educator, learned what the colour green looks like in comparison to the other colours nearby, allowing them to identify what particular colour is green and growing together in this experience (Ministry of Education, 2014, p. 26).
**Foundational Condition:**

Belonging  **Well-Being**  Engagement  Expression

Source from Data: *Pedagogical Documentation 2: Up the Stairs, Down the Slide*

**Observed/Heard:**

Felix went on the slide several times. He waited for other children without pushing or crying. He also invited one of the educators to follow him into the slide.

**Significance of this event:**

Felix showed confidence in his capability to go through the slide on his own. He also exhibited self-regulation skills in being able to wait for his turn and inviting others to join his play.

**What skills and competencies (found in the chart Goals & Expectations) did the child use in this situation?**

Felix displayed a healthy well-being through being physically active and showing growing confidence in his abilities (Ministry of Education, 2014, p. 32). He was also “able to take initiative, tackle challenges with enthusiasm and persistence” (Ministry of Education, 2014, p. 32) through his actions towards others.
Foundational Condition:

Belonging    Well-Being  **Engagement**    Expression

Source from Data: *Pedagogical Documentation 1: In the Sandpit*

Observed/Heard:

Felix played in the sandpit outdoors. He scooped and poured sand with different materials such as tubes, scoops, plastic eggs, and his hands.

Significance of this event:

This event showed Felix’s ability to manipulate materials, use his fine motor skills, and think critically as he figured out what was happening to the sand with which he was playing. It illustrated his thought process as he looked through one end of the tube when the sand got stuck. It also exhibited his capacity to focus on similar activities for long periods of time.

What skills and competencies (found in the chart Goals & Expectations) did the child use in this situation?

Felix “[expressed] joy and wonder in [his] encounters with the environment” (Ministry of Education, 2014, p. 37). He was able to “focus [his] attention [on his activities], investigate, observe, question, test theories, [and] solve problems” (Ministry of Education, 2014, p. 37) that the sand presented to him. He also showed his “understanding of the world around [him] through play in divergent . . . ways” (Ministry of Education, 2014, p. 37) as he used different materials to test his theories.
Child Portfolio (Part One)

Foundational Condition:

Belonging  Well-Being  Engagement  Expression

Source from Data: Work Sample 2: Painting with Clothespins

Observed/Heard:

Felix imitated one of the educators who patted the blob of orange paint with a sponge and said, “Dab, dab, dab. Dab, dab, dab.” He also asked for the colours of paint that he wanted such as green, orange, and yellow by calling out to the educators and responding to their questions.

Significance of this event:

Felix’s way of communicating showed his interest and curiosity, as well as his knowledge of colours and his ability to differentiate one from the other.

What skills and competencies (found in the chart Goals & Expectations) did the child use in this situation?

Felix initiated conversation by asking for the colour of paint that he wants to use; he then responded to the educator’s confirmation, thus engaging in reciprocal communication (Ministry of Education, 2014, p. 43). He also mimicked the educator’s words and actions, communicating his interest and curiosity through creative expression (Ministry of Education, 2014, p. 43).
References


