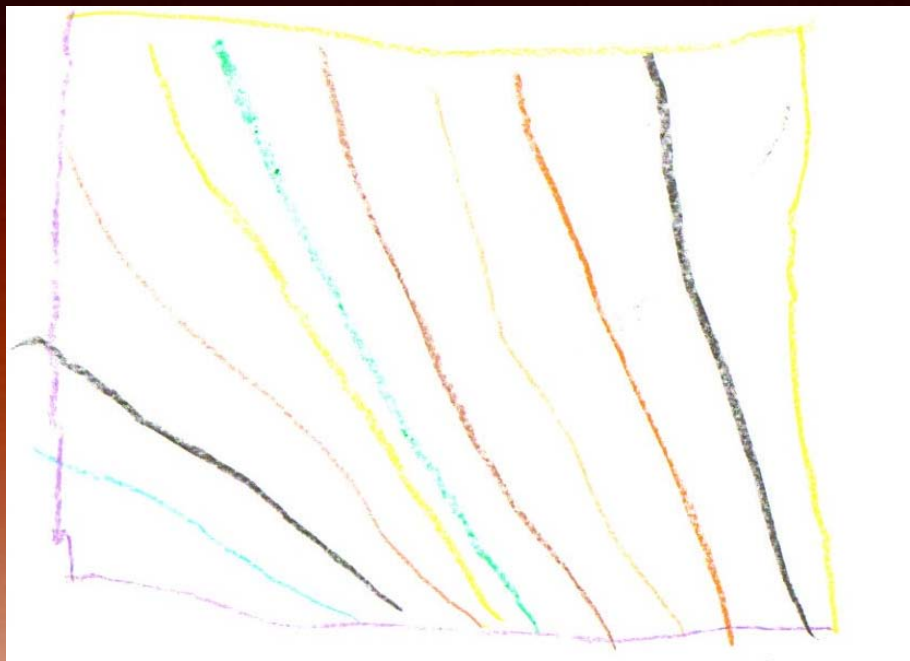


Drawing Rainbows Fall and Spring

It's the end of the year and Ms. Concha is going through each child's yearly portfolio. She needs to complete a developmental checklist for each child in her class and provide evidence for the ratings she assigns. She is flipping through the portfolios to give her concrete examples to use to explain her scoring. She finds the following pictures for Esmeralda.

Esmeralda's Rainbows



October 9th, Esmeralda's rainbow.
Esmeralda said, "My rainbow has the red and blue."



March 10, Esmeralda said, "On Saturday, my mom and me went to the lake and there was a rainbow. It was in the sky. That's me over there and that's my mom."

Reflecting on the Documentation

- **How can Ms. Concha take a picture portfolio such as this and interpret what it tells her about the child over time?**
- **How can Ms. Concha create a checklist that summarizes the information in this picture portfolio? What are some possible items from a developmental checklist that she might want to include or break down into small steps to look for in children's work such as these?**

Interpreting the Observation

- **Hypothesis Building**
- **Connecting to the Child Outcomes Framework**

Next Steps

- **Large Group Instruction**
- **Individualized Instruction**
- **Planning for Assessment**