

2022 NEW OR REVISED MATERIAL IS FLAGGED ON ITEM HEADER. *Revisions are shown in bold font.*

Program ID#: \_\_\_\_\_ Org. ID#: \_\_\_\_\_ Visit Date: \_\_\_\_\_  
MM/DD/YYYY

Assessor ID#: \_\_\_\_\_ Assessor Last Name: \_\_\_\_\_

Class Portfolio Review Time \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_  
hh:mm AM/PM hh:mm AM/PM

Age category(s) of children in this CP:  Infant  Toddler/Two  
 Preschool  Kindergarten  
 School-Age

Class(es) in this CP:

Class Name: _____	Class Number: _____
Class Name: _____	Class Number: _____
Class Name: _____	Class Number: _____
Class Name: _____	Class Number: _____

Reliability Check:  Yes  No

**General Rating Guidelines:**

**Example(s):** A specific, concrete instance of the practice, as opposed to a general statement of how the practice is done.

**Lesson plan:** Broadly defined as a guide for teaching staff to implement learning activities and opportunities. Lesson plan evidence may take the form of written daily, weekly or monthly documents containing brief descriptions of multiple planned activities; detailed plans (Usually a page or two) for a single activity; or curriculum webbing.

**Play:** Children's active engagement and enjoyment of an activity and their ability to determine how the activity is carried out.

**Show or describe:** When an item says "show or describe", this means that you may document the stated practice with a sample (photo, captioned photo, child work sample, form, lesson plan) OR provide a brief narrative description (e.g. paragraph) that specifically addresses how you meet the stated practice. It is acceptable to both show AND describe, if both are needed to adequately address the stated practice.

**Skill:** The ability to do something well, usually as the result of training and practice.

**Examples of skills:** Tooth brushing, assembling a puzzle, putting on a coat, holding a pencil, adding, riding a tricycle, measuring and pouring.

**Standard 1 – Relationships**

**1C: Helping Children Make Friends**

**1C.6 ITPKS**

Show or describe two examples of how you help make children's play more complex.  Yes  No

**1D: Creating a Predictable, Consistent, and Harmonious Classroom**

**1D.6 ITPKS**

Show two objects, materials, or visual images within your classroom that depict men and/or women in work, family, and/or personal roles.  Yes  No

**1D.7 TPKS**

Show or describe one example of how children have opportunities to participate in decision making about class plans.  Yes  No  Not Age

**1D.8 TPKS**

Show or describe one example of how you have anticipated problematic behavior and taken steps to prevent it.  Yes  No  Not Age

*Examples of problematic behavior: Temper tantrums, not following directions, persistent whining, conflicts with other children and adults.*

**Standard 2 – Curriculum**

**2A: Curriculum: Essential Characteristics**

**2A.2 ITPKS**

Show or describe two examples of how you change classroom materials or equipment as children’s skill levels change over time.  Yes  No

**2A.4 TPKS**

Highlight and label two weeks of lesson plans to show where they include each of these content areas: literacy, mathematics, science, technology, creative expression and the arts, health and safety, social studies.  Yes  No  Not Age

*Technology: Equipment and machinery developed from scientific knowledge.*

*Examples of technology: Hand tools, microscopes, computers, clocks, keys, plumbing, wagons.*

*Examples of social studies: Family, friends, community, social roles, social rules, geography, money, businesses, governments.*

**2A.5 PKS**

Show or describe two examples of play experiences you have planned which are related to learning themes in the curriculum.  Yes  No  Not Age

*Examples of curriculum themes or topics: Seasons, farm animals, transportation, insects.*

**2C: Areas of Development: Physical Development**

**2C.1 P K S**

Show or describe two examples of activities and materials that give children the chance to play physical games with rules and structure.  Yes  No  Not Age

*Examples of physical games with rules and structure: Hokey Pokey, Simon Says, Red Light/Green Light, hopscotch, tag.*

**2D: Areas of Development: Language Development**

**2D.3 P K S**

Show or describe two examples of how you teach children to have discussions with each other to resolve interpersonal problems.  Yes  No  Not Age

*Interpersonal problems: Conflicts, disagreements, or misunderstandings between children or between children and staff.*

**2D.4 P K S**

Show or describe two examples of how you teach children to have discussions with each other to solve problems related to the physical world.  Yes  No  Not Age

*Examples of problems related to the physical world: How to retrieve a ball that has gone over a fence, using ramps to make cars go faster or further, putting puzzle pieces together.*

**2E: Curriculum Content Area for Cognitive Development: Early Literacy**

**2E.9 I T**

Show two examples of songs you sing to infants, toddlers, or twos during teacher-child one-on-one play.  Yes  No  Not Age

**2E.10 I T**

Show two examples of simple rhymes you share with infants, toddlers, or twos during teacher-child one-on-one play.  Yes  No  Not Age

**2E.11 I**

Show two examples of interactive, routine games you share with infants during teacher-child one-on-one play.  Yes  No  Not Age

*Examples of routine games: Patty-Cake, peek-a-boo, and Itsy-bitsy Spider.*

**2E.12 I T**

Show picture books, wordless books, and rhyming books (two or more of each) that are available to infants, toddlers, or twos every day.  Yes  No  Not Age

*Wordless books: Books with no words or few words, in which information or narrative is conveyed primarily through imagery.*

## 2E.13 T

Show two examples of songs or games involving sequences of gestures you share with toddlers or twos during teacher-child one-on-one play.

Yes  
 No  Not Age

*Examples of games involving sequences of gestures: Where is Thumbkin, This Little Piggy.*

## 2E.14 T

Show or describe two examples of ways you help toddlers or twos understand that pictures (in books, on screen, or elsewhere) can represent real things in the environment.

Yes  
 No  Not Age

## 2E.15 T P K S

Show or describe two examples of ways you help children connect print to spoken word.

Yes  
 No  Not Age

*Examples of print: Labels, classroom rules/routines, signs, posted letters, words, or sentences.*

## 2E.16 P K S

Show or describe how children have chances to retell or reenact events in storybooks.

Yes  
 No  Not Age

## 2E.17 P K S

Show two examples of lesson plans that link books to current learning topics, themes, or activities.

Yes  
 No  Not Age

## 2E.18 P K S

Show that writing materials or activities are readily available in three learning centers other than the writing center.

Yes  
 No  Not Age

*Learning centers: Defined areas within a classroom prepared with a selection of materials that promote learning in a specific content area, such as art or science.*

*Examples of learning centers: Blocks/construction, writing table, woodworking, library, creative arts, manipulatives, science and collections.*

## 2E.19 P K S

Show through lesson plans or activity schedules that children have at least one opportunity daily to write or dictate their ideas.

Yes  
 No  Not Age

## 2E.20 P K S

Show or describe how you help children write the words and messages they are trying to communicate.

Yes  
 No  Not Age

## 2E.21 P K S

Show that printed words about topics of current interest are posted in the classroom at eye level or made available on laminated cards.

Yes  
 No  Not Age

**2E.22 P K S**

Show and describe two examples of how you model the process of print writing.  Yes  No  Not Age

*Writing: The act of communicating thoughts, ideas, and information to others through use of print.  
Examples of writing: Lists, charts and graphs, letters, reflections on and responses to experiences, notes, instructions, signs, rules, procedures.*

**2E.23 P K S**

Show one example of a lesson plan about how writing is used in daily life.  Yes  No  Not Age

*Examples of ways writing is used in daily life: Shopping lists, letters, cards, journals/diaries, e-mail, online-posts.*

**2E.24 K S**

Show one example of a lesson plan in which you play a game that encourages kindergarteners and school-agers to identify phonemes in words.  Yes  No  Not Age

*Phonemes: An individual sound within a spoken word.  
Examples of phonemes: The word "cat" is made up of 3 phonemes -- /k/, /æ/, and /t/ sounds.*

**2E.25 K S**

Show that kindergarteners' and school-agers' schedules allow for time to write independently each day.  Yes  No  Not Age

**2F: Curriculum Content Area for Cognitive Development: Early Mathematics**

**2F.12 I T P K S**

Show examples of toys and other materials of different shapes, sizes, colors, and visual patterns (two examples of each).  Yes  No

*Examples of visual patterns: Polka dots, stripes, zigzags, checkerboard, hounds tooth, paisley, animal print.*

**2F.13 T P K S**

Show or describe two examples of experiences or materials you provide that help children learn about number concepts.  Yes  No  Not Age

*Number concepts: The understanding of cardinal and ordinal number systems as related to objects and quantities and the static and dynamic nature of these relationships.  
Examples of number concepts: Teachers counting out-loud for toddlers and twos, children counting, books, games, use of manipulatives, sequencing.*

**2F.14 P K S**

Show two lesson plans in which children learn to understand basic concepts of geometry.  Yes  No  Not Age

*Examples of basic concepts of geometry: Naming and recognizing two- and three-dimensional shapes, recognizing how figures are composed of different shapes.*

**2F.15 P**

Show two lesson plans in which children learn to understand repeating patterns.  Yes  No  Not Age

*Repeating patterns: Sequences of colors, shapes, sounds, or other attributes that occur again and again.  
Examples of repeating patterns: Circle, circle, square, circle, circle, square...; yellow, blue, red, yellow blue, red...*

**2F.16 K S**

Show two lesson plans in which kindergartners and school-agers make and record measurements of things.  Yes  No  Not Age

**2F.17 K S**

Show two lesson plans in which kindergartners and school-agers create, represent, discuss and/or extend repeating and growing patterns.  Yes  No  Not Age

*Repeating patterns: Sequences of colors, shapes, sounds, or other attributes that occur again and again.  
Examples of repeating patterns: Circle, circle, square, circle, circle, square...; yellow, blue, red, yellow blue, red...  
Examples of growing patterns: 1, 2, 4, 8...; yellow, blue, yellow, blue, red, yellow, blue, red, green...*

**2F.18 K S**

Show or describe two examples of materials or experiences that encourage kindergartners and school-agers to do addition, subtraction, and other numerical functions using numerical symbols and operators.  Yes  No  Not Age

*Examples of numerical symbols: 1, 2, 3, ¼  
Examples of numerical operators: +, /, -, √, ≤*

**2F.19 I NEW ITEM 2022**

Show two examples of high contrast visual stimuli that are available to infants in the classroom environment.  Yes  No  Not Age

*High contrast visual stimuli: Simple, engaging arrangements of black and white (or other high contrast) geometric shapes and patterns.*

**2G: Curriculum Content Area for Cognitive Development: Science**

**2G.5 I T P K S**

Show six toys or classroom materials that provide interesting sensory experiences in sight, sound, and touch (two of each).  Yes  No

**2G.6 I T**

Show two toys, materials, or activities designed for infants, toddlers, or twos to play with to make things happen.  Yes  No  Not Age

**2G.7 I T**

Show two toys, materials, or activities designed for infants, toddlers, or twos to play with and discover how to solve simple problems.  Yes  No  Not Age

**2G.8 P K S**

Show two lesson plans that teach children about the structure and properties of matter.  Yes  
 No  Not Age

*Examples of structure and properties of matter: Concepts such as hard, soft, float, sink, liquid, heavy.*

*Matter: The substance of which a physical object is composed.*

*Examples of matter: Wood, dirt, rock, cork, water, oil, flesh.*

**2G.9 P K S**

Show two lesson plans in which children collect data, then represent their findings (for example, drawing or graphing).  Yes  
 No  Not Age

*Data: Broadly defined as factual information and may relate to any of the curriculum content areas (not just science).*

**2G.10 P K S**

Show two lesson plans in which you encourage children to ask questions or make predictions about natural and physical phenomena.  Yes  
 No  Not Age

*Phenomena: Facts or occurrences directly observable by the senses.*

**2G.11 P K S**

Show or describe two ways you teach children to learn and use science-related vocabulary.  Yes  
 No  Not Age

*Examples of science-related vocabulary: Melt, freeze, hot, cold, sink, float, earth, insect, life, seed, and weather.*

**2H: Curriculum Content Area for Cognitive Development: Technology**

**2H.1 P K S**

Show two lesson plans in which you use technology to enrich your curriculum.  Yes  
 No  Not Age

*Technology: Equipment and machinery developed from scientific knowledge.*

*Examples of technology: Hand tools, microscopes, computers, clocks, keys, plumbing, wagons.*

**2J: Curriculum Content Area for Cognitive Development: Creative Expression and Appreciation for the Arts**

**2J.6 I T P K S**

Show two lessons plans that help children appreciate visual arts from different cultures.  Yes  
 No

*Visual arts: creations that can be observed and appreciated.*

*Examples of visual arts: Painting, drawing, sculpture, photos, mask-making, fabric arts, basketry, architecture.*

**2J.7 I T P K S**

Show two lessons plans that help children appreciate dramatic arts from different cultures.  Yes  
 No

*Dramatic arts: Arts created for the purpose of public performance.*

*Examples of dramatic arts: Acting, (including dress-up), puppetry, musical recital, mime.*

**2J.8 IT**

Show two lesson plans that provide infants, toddlers, or twos with chances to explore and manipulate age-appropriate art materials.  Yes  No  Not Age

**2J.9 T P K S**

Provide two examples showing or describing how you teach vocabulary and/or concepts related to visual arts.  Yes  No  Not Age

*Visual arts: Creations that can be observed and appreciated.  
Examples of visual arts: Painting, drawing, sculpture, photos, mask-making, batik, quilts, basketry, architecture.  
Examples of concepts and vocabulary related to visual arts: Texture, smooth, bumpy, media, paint, sculpture, collage, brushes, watercolors, clay, Picasso, DaVinci.*

**2J.10 T P K S**

Provide two examples showing or describing how you teach vocabulary and/or concepts related to music.  Yes  No  Not Age

*Examples of concepts and vocabulary related to music: Tempo, musician, rhythm, jazz, classical, reggae, instruments, drum, flute, Bach, Raffi, Bob Marley.*

**2J.11 T P K S**

Provide two examples showing or describing how you teach vocabulary and/or concepts related to drama.  Yes  No  Not Age

*Drama: Drama is broadly defined as the acting-out of a story through dialogue or pantomime. Defined broadly, drama includes dramatic or pretend play.  
Examples of concepts and vocabulary related to drama: Pretend, imagine, emotions, act, make believe.*

**2J.12 T P K S**

Provide two examples showing or describing how you teach vocabulary and/or concepts related to dance.  Yes  No  Not Age

*Examples of concepts and vocabulary related to dance: Movements, slide, jump, wiggle, ballet, tap, roll, float, Swan Lake.*

**2J.13 P K S**

Show three examples of opportunities and materials you provide for children to create three-dimensional art.  Yes  No  Not Age

**2L: Curriculum Content Area for Cognitive Development: Social Studies**

**2L.5 T P K S**

Show or describe two ways you help children learn about the diversity of family structure in society.  Yes  No  Not Age

*Examples of family structures: Nuclear family, single-parent family, extended family, childless family, step-family, grandparent family, and families including adopted members, same-sex spouses, unwed partners, teen-aged parents.*

**2L.6 T P K S**

Show or describe two ways you help children learn about people with differing abilities.  Yes  No  Not Age

**2L.7 T P K S**

Show or describe two ways you help children learn about people of various ages (very young to elders) doing a wide range of jobs and/or activities.  Yes  No  Not Age

**2L.8 T P K S**

Show or describe two ways you help children learn specific details about the actual community in which they live.  Yes  No  Not Age

*Generic books and posters about community resources or community helpers are insufficient to meet this item.*

*Community: The specific locality of a group of people with shared governmental, cultural, historical, social, religious, or occupational heritage.*

*Examples of community: Military bases; workplaces; academic campuses; local business, towns; neighborhoods; residential, and recreational areas or landmarks.*

**2L.9 P K S**

Show or describe two ways you help children learn about the physical and geographic characteristics of their local environment.  Yes  No  Not Age

*Examples of geographic characteristics: Rivers, gardens, mountains, parks, buildings, community businesses, and neighborhood layout.*

**2L.10 P K S**

Show two examples of how you provide children with opportunities or materials that help them build a basic understanding of economic concepts.  Yes  No  Not Age

*Examples of economic concepts: Money, buying and selling, wants and needs, the value of things.*

**Standard 3 – Teaching**

**3A: Designing Enriched Learning Environments**

**3A.3 I T P K S**

Show or describe two ways in which teaching staff, program staff, and/or consultants work as a team to implement individualized plans for children. Such plans may include any Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs).  Yes  No

*Consultants: Individuals outside of the program who are invited into the program to support staff efforts to meet the needs of children and families.*

*Examples of individualized plans for children: Behavior management plans, toilet training, plans to meet special feeding or sleeping needs, medication administration plans.*

*Individualized family service plan (IFSP): A plan to ensure free and appropriate public education (FAPE) for children with developmental delays aged birth to three years, in compliance with the Individuals with Disabilities Education Act (IDEA) Part C.*

*Individualized education plan (IEP): A plan to ensure free and appropriate public education (FAPE) for children with developmental delays aged three to 21 years, in compliance with the Individuals with Disabilities Education Act (IDEA) Part B.*

**3A.4 I T P K S**

Show two classroom displays that have been created to help children reflect on and extend their learning.  Yes  No

*Display: A method of documentation in which examples of student ideas, completed work, processes, and/or reflections are preserved and exhibited in a place where it can easily be seen by the children.*

**3B: Creating Caring Communities for Learning**

**3B.1 T P K S**

Show or describe two activities or lesson plans that encourage children to share their ideas or experiences.

Yes  
 No  Not Age

**3D: Using Time, Grouping, and Routine to Achieve Learning Goals**

**3D.3 P K S**

Show two examples of lesson plans in which children learn how the passage of time across several days can create changes in living or non-living things.

Yes  
 No  Not Age

**3D.4 T P K S**

Show or describe two examples of how you organize time or space so children can play or work alone.

Yes  
 No  Not Age

**3D.5 I T P K S**

Show two lesson plans that provide children with opportunities to engage in group projects.

Yes  
 No

**3D.6 I T P K S**

Show two lesson plans that provide children with opportunities to learn from one another.

Yes  
 No

**3D.7 P K S**

Show two examples of lesson plans in which children learn how the passage of time across several weeks can create changes in living or non-living things.

Yes  
 No  Not Age

**3D.8 P K S**

Show two examples of lesson plans in which children learn how the passage of time across months can create changes in living or non-living things.

Yes  
 No  Not Age

**3D.9 I T**

Show or describe two examples of lesson plans in which infants and toddlers revisit experiences and materials across periods of days or weeks.

Yes  
 No  Not Age

**3E: Responding To Children’s Interests and Needs**

**3E.8 ITPKS**

Show or describe one example of a time you modified the class schedule, when necessary, to scaffold children’s learning.  Yes  No

*Scaffolding: Teachers “provide assistance and/or add support to enable each child to master a challenge just beyond his current level. The teacher gradually reduces the support as the child is able to proceed independently.” Developmentally Appropriate Practice, 3rd Edition Page 154.*

**3E.9 ITPKS**

Show or describe one example of how you intentionally rearranged classroom equipment, when necessary, to scaffold children’s learning.  Yes  No

*Examples of rearranging the classroom: Staff expand learning centers or move furniture. Scaffolding: Teachers “provide assistance and/or add support to enable each child to master a challenge just beyond his current level. The teacher gradually reduces the support as the child is able to proceed independently.” Developmentally Appropriate Practice, 3rd Edition Page 154.*

**3E.10 ITPKS**

**NEW ITEM LANGUAGE 2022**

Show or describe one example of how you changed a **planned activity** or lesson if children showed interest in a different topic or activity.  Yes  No

**3E.13 TPKS**

Show or describe one example of how you have customized a learning experience based on your knowledge of a child’s ideas and interests.  Yes  No  Not Age

**3E.14 TPKS**

Show or describe one example of how you have customized a learning experience, based on your knowledge of a child’s skills.  Yes  No  Not Age

**3F: Making Learning Meaningful for All Children**

**3F.2 ITPKS**

Show two examples of classroom experiences you have created that involve members of children’s families.  Yes  No  Not Age

**3G: Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge**

**3G.7 ITPKS**

Show one example of how you have made activities a little more difficult, as children refine skills or gain new skills, to advance each child’s further learning (scaffolding).  Yes  No

*Scaffolding: Teachers “provide assistance and/or add support to enable each child to master a challenge just beyond his current level. The teacher gradually reduces the support as the child is able to proceed independently.” Developmentally Appropriate Practice, 3rd Edition Page 154.*

**3G.8 TPKS**

Show one lesson plan that extends and challenges children’s current understanding of the world.

Yes  
 No  Not Age

**3G.9 TPKS**

Show or describe two examples of how you engage in collaborative inquiry with individual children and/or with small groups of children.

Yes  
 No  Not Age

*Collaborative inquiry ("co-inquiry"): A teaching method in which teachers and children together learn about something by asking questions, engaging in discussions, gathering and assessing data, and determining next steps for answering new questions.*

*Small group: Two to six children.*

**3G.10 TPKS**

Show or describe one lesson plan of a skill you taught by breaking it down into meaningful and achievable parts.

Yes  
 No  Not Age

**Standard 4 – Assessment of Child Progress**

**4B: Using Appropriate Assessment Methods**

**4B.1 ITPKS**

If child portfolios are used as an assessment method, show or describe how you make it meaningful and relevant for dual language learners.

Yes  N/A  
 No

*Rate as NA if the program does not use child portfolios as an assessment method. Rate N/A if child portfolios are used but staff state there are no dual language learners currently enrolled in the class.*

*Child portfolio: A collection of information, samples, and artifacts of a child's developmental progress. These portfolios are used to document the child's work, serve as a method to share the child's progress with others, and inform plans for further learning. A systemic process should be used to determine what goes into the portfolio. Child portfolios may be physical (binder, folders) or digital (computer software, online).*

*Dual language learner: Refers to a child who is acquiring two or more languages simultaneously and learning a second language while continuing to develop their first language.*

**4B.2 ITPKS**

If child portfolios are used as an assessment method, show or describe how the results are used to create activities or lesson plans.

Yes  N/A  
 No

*Rate as N/A if the program does not use child portfolios as an assessment method.*

*Child portfolio: A collection of information, samples, and artifacts of a child's developmental progress. These portfolios are used to document the child's work, serve as a method to share the child's progress with others, and inform plans for further learning. A systemic process should be used to determine what goes into the portfolio. Child portfolios may be physical (binder, folders) or digital (computer software, online).*

**4B.3 I T P K S**

**NEW ITEM LANGUAGE & GUIDANCE 2022**

If child portfolios are used as an assessment method, show or explain how you make it meaningful and relevant for children with **disabilities**. Yes N/A  
No

*Rate as N/A if the class does not use child portfolios as an assessment method. Also rate NA if child portfolios are used but there are no children with **disabilities** currently enrolled in the class.*

*Child portfolio: A collection of information, samples, and artifacts of a child's developmental progress. These portfolios are used to document the child's work, serve as a method to share the child's progress with others, and inform plans for further learning. A systemic process should be used to determine what goes into the portfolio. Child portfolios may be physical (binder, folders) or digital (computer software, online).*

*Disabilities: Physical or mental health conditions that require special education services such as early intervention or individualized supports.*

**4C: Identifying Children's Interests and Needs and Describing Children's Progress**

**4C.1 I T P K S**

Show one example of how you refer to curriculum goals when interpreting assessment data. Yes  
No

**4D: Adapting Curriculum, Individualizing Teaching, and Informing Program Development**

**4D.1 I T P K S**

Show two examples of how information from an observational assessment you conducted was used to create an individualized activity. Yes  
No

**4D.3 I**

Show or describe two examples of how you modify your interactions and caretaking routines for infants, based on observations or anecdotal notes. Yes  
No Not Age

*Anecdotal notes: Written narrative descriptions recorded after the observed behavior(s) occurs.*

**4D.7 I T P K S**

Show two examples of observational assessments you conducted, in which you noted a child's strengths, interests, and needs. Yes  
No

**4E: Communicating with Families and Involving Families in the Assessment Process**

**4E.1 I T P K S**

Show or describe two examples of how you provide ongoing opportunities for families to contribute their observations from home to the child assessment process. Yes  
No

*Information solicited one time only, at enrollment, is not considered to be ongoing unless there are additional opportunities for families to update such information over time.*

**Standard 7 – Families**

**7B: Sharing Information between Staff and Families**

**7B.1 I T**

Show or describe two examples of how you communicate daily with the families of infants, toddlers, or twos about each child’s developmental milestones, individual activities, and shared caregiving issues.

- Yes
- No     Not Age

**7B.2 P K S**

Show or describe two examples of how you communicate at least weekly with the families of preschoolers, kindergartners, and school-agers about each child’s developmental milestones, individual activities, and shared caregiving issues.

- Yes
- No     Not Age

<b>Global Ratings</b>					
<i>Indicate your level agreement or disagreement with the following statements. Select only one position for each statement. Additional comments may be added to the Notes section below.</i>					
There is an adequate amount of evidence to allow for complete ratings.	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree
The evidence is well-chosen and speaks directly to the assessment items.	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree
The evidence is clearly labeled with the appropriate assessment item(s).	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree
Larger documents are highlighted or annotated to identify specific areas that address the assessment item(s).	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree
Evidence was organized In:	<input type="checkbox"/> Binders	<input type="checkbox"/> Folders	<input type="checkbox"/> Digital (e-portfolio)	<input type="checkbox"/> Other: _____	
<b>Notes</b>					