



Portfolios Implementation Checklist

BACKGROUND

TIA requires the implementation of a strong student growth measure(s) to support the determination of a teacher's effectiveness. Like all student growth measures approved for TIA use, portfolios need to be a valid and reliable measure of growth. Portfolios for TIA include the development of a quality skill-progression rubric, student artifacts (work tasks), and strong protocols around administration and scoring. This student growth measure works well for performance-based courses. The four steps to a portfolio system are designed to be used as a checklist used in conjunction with the Portfolio Planning Worksheet for districts wishing to implement Portfolios in their local designation system.

GENERAL INFORMATION ON PORTFOLIOS FOR TIA

- An *assessment* portfolio is a collection of completed artifacts (student work tasks or projects) that demonstrate student mastery (what students know and are able to do) of content objectives for a given course.
- The artifacts are standards-aligned and scored using a skill progression rubric throughout the year.
- For a portfolio system to be effective for TIA, we recommend that districts follow the 4 main steps outlined below.
- A Portfolio Planning Worksheet, including step-by-step instructions on the Four Steps of a Portfolio system is available on the TIA website. It is highly encouraged that districts use the Portfolio Planning Worksheet for each course utilizing Portfolios as a Student Growth Measure.
- Portfolios for TIA are not:
 - Student work in progress
 - Display/Showcase Portfolios of a student's "best work"

FOUR STEPS TO A PORTFOLIO SYSTEM

Step 1: Determine the Curricular Content (Curriculum Standards) of the Portfolio

- Complete parts A and B of the Portfolio Planning Worksheet.
- Aligned to curricular standards/objectives of the course.
- Highlights what students have to know and be able to do.
- Defines the most important skills that students develop throughout the course.
- Examines starting proficiency of skills upon students entering a course.
- Centers on content that is foundational to the curriculum and that lends itself to being demonstrated by artifacts.
- Identify TEKS that “persist throughout the course and have transferability – the knowledge and skills that not only lead to success in the current course but have lifelong application”.
- Explain and document the importance of selected TEKS and how these skills persist or transfer to other life experiences.

Step 2: Design Assignments that will go into the Portfolio

- Complete part C of the Portfolio Planning Worksheet.
- Represent the content and skill levels that students will need to demonstrate.
- Specify what curricular outcomes are required.
- Designed to measure the specific curriculum standards determined in Step One, i.e. the task/project actually measures student proficiency on the selected content objective.
- Designed to be able to measure a range of student proficiency levels.
- Determine when and how the evidence will be collected.

Step 3: Develop a Quality Rubric – Define What Student Expectations Look Like

- Complete part D of the Portfolio Planning Worksheet.
- Rubric specifies detailed descriptors of what student work products/performances/projects/etc. will look and sound like across a variety of proficiency levels.
- At least 5 proficiency levels recommended.
- Rubric clearly aligns to the curricular standards/objectives determined in Step One.

	Significantly Limited Proficiency	Limited Proficiency	Partial Proficiency	Proficient	Advanced
Skill 1					
Skill 2					
Skill 3					
Skill 4					
Skill 5					



Descriptors

Step Four: Evaluate Student Artifacts in Portfolio of Work

- All student artifacts in the portfolio are assessed based on the rubric designed in Step Three.
- Reviewers are trained and calibrated (normed) on use of the rubric, and preferably, have content knowledge of the course.
- Multiple reviewers who are trained in the content review student portfolios in order to increase the reliability of the portfolio system.
- Comparison of student artifacts (using the rubric) from the beginning of the year to student work products toward the end of the year demonstrates growth along the proficiency rubric over the school year.

SETTING EXPECTED GROWTH USING PORTFOLIOS

- Using multiple examples of student work/artifacts/performances from the beginning of the year, teachers determine to which skill level on the skill proficiency rubric each student's beginning of the year student work/artifacts/performances most closely aligns.
- Based on the skill descriptors to which each student's beginning of year work is most closely aligned, plus additional other student data points, teachers set a targeted goal for the level on the skill progression rubric to which they expect each student's end of year work to align.
- At the end of the year, a committee of multiple reviewers who are trained in the content area, review multiple examples of students' end of year student work/artifacts/performances to determine to which level on the skill proficiency rubric the end-of-year student work/artifacts/performances most closely aligns.
- The district then can calculate the percent of a teacher's students who met or exceeded their targeted growth goal, based on comparing the beginning of year targeted growth goals to the results of the end-of-year portfolio scoring process.

BEST PRACTICES

- Include all of the students in a given class period (or periods) as the group of students for whom the portfolio process will be used.
- Select the most representative class of students for each teacher, if the teacher teaches more than one group of students. For example, for a high school teacher who teaches five class periods a day, select the class period that is the most representative overall of all five class periods to be the group of students for whom the portfolio process will be used.
- Train a team of teachers and/or other professionals to evaluate student portfolios at the end of the year based on the skill progression rubric.
- Use several data points at the beginning of the year to determine the skill level to which beginning of the year student work most closely aligns.
- A minimum of five pieces of student work/artifacts/performances is recommended to use both to assess beginning-of-year skill level as well as end-of-year skill level on the skill proficiency rubric.

- Student work/artifacts/performances to be used as part of the portfolio:
 - Represent the content and skill levels identified as the focus of the portfolio
 - Are aligned to the standards and objectives for the course
 - Are designed to differentiate various levels of performance
 - Are valid and specific to the content being evaluated by the portfolio. (For example, for instrumental music, choir, or theatre class, the artifacts might be audio or video recordings of student performances, whereas for a woodworking or welding class, the artifacts might be samples of student-created woodwork or welding.)
- Skill progression rubrics to be used to evaluate student portfolios:
 - Are aligned to curricular standards for the course
 - Clearly align to the identified focus of the portfolio
 - Include specific descriptors or what student work/artifacts/performances look like across a variety of proficiency levels
 - Include at least 5 levels of skill proficiency (for example Significantly Limited Proficiency, Limited Proficiency, Partial Proficiency, Proficient, Advanced”)

TIMELINE FOR IMPLEMENTATION OF A PORTFOLIO SYSTEM



Mid-August to
late August



Early to late
September



September to
mid-May



Mid to late
May

Determine Curricular Content and Set Growth Targets

- Content lends itself to being measured by student artifacts
- Content is aligned to standards/TEKS and is foundational to the course
- Expected growth targets are evidence based

Skill Progression Rubric

- Detailed skill descriptors across multiple skill proficiency levels
- Range of skill levels
- Descriptors specifically describe what student work looks/sounds like at different levels

Design Artifacts

- Design projects/tasks/performances that will make up the portfolio artifacts
- Students complete all portfolio tasks

Evaluate Student Artifacts

- Determine end of year skill levels student artifacts assessed by the skill progression rubric