



Portfolio: District Approval Process

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.

The Portfolio Approval Process Worksheet is designed to be used as a checklist in conjunction with the Portfolio Planning Worksheet for districts wishing to implement Portfolios in their local designation system.

APPROVAL CHECKLIST

School Name:

Grade/Subject:

Teacher:

Appraiser:

Portfolio Scorers:

Design

- Portfolio Scorers have been trained and calibrated (normed) on the use of the rubric, and preferably have content knowledge of the course.
 - Date(s) of Training/Calibration:
 - Names of Portfolio Scorers:
- Teachers have been trained to participate in the districts portfolio system.
 - Date(s) of Training:
- Teachers and appraisers hold meetings to plan and complete Portfolio Planning Worksheet and design rubric for student artifacts.
 - Date(s) of meeting(s):

Review and Approval

- Teachers submit a completed Portfolio Planning Worksheet aligned to TEKS.
 - 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.
 - Expected growth targets can be set based on early student work/performances from the first 6-9 weeks of school.
 - Due date:

- Completed rubric for all student work to be contained in the portfolio.
 - 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 of the Portfolio Planning Worksheet.
 - Due Date:

- Appraisers and Portfolio Scorers review Portfolio Planning Worksheets and Rubrics
 - Is the Portfolio aligned to TEKS.
 - Portfolio consists of more than one artifact.
 - Rubric contains at least 5 proficiency levels with detailed descriptors.
 - The quality of the artifacts is substantial enough to determine growth.

- Appraisers approve Portfolio Planning Worksheet and Rubric
 - Approval Date:
 - Denial Date:
 - Resubmission Date:
 - Reason(s) for Denial:

Security

- Portfolio artifacts are stored in a secured environment (select one or both options below):
 - Digital
 - Physical
- Appraisers review the security of portfolio artifacts at least once per semester.
 - Security Review Date 1:
 - Security Review Date 2:

Scoring

- Portfolio scorers calibration.
 - Calibration Date(s):
 - Participants:
- Teachers submit portfolios to the appraiser.
 - Date of Submission:
- All student artifacts in the portfolio are assessed based on the rubric designed in step three of the portfolio planning worksheet.
- Multiple reviewers assess each student's portfolio to measure growth based on the rubric.
 - Names of Reviewers:
 - Date for End of Year (final) Calibration:
- Calculation of student growth data by the appraiser.
 - Date:
- Debrief student growth data with teacher.
 - Date:
- Appraiser submits student growth data to the district in alignment to Statewide Performance Standards.
 - Date: