# Portfolio Planning Worksheet

Teacher Name:                                             Date:

Campus:                                                      Course:

## Part A: Curricular Content Focus

1. What are the most important skills I develop in students through this course? (In your own words)
2. Where are my students actually with respect to these skills upon entering my class? (How will I know?)
3. Based on where my students actually are with these skills, where should they be at the end of the course if I provide effective instruction?

## Part B: TEKS Selection and Justification

1. **List the TEKS** to include in student portfolios to measure their growth.  Include those that "persist throughout the course and that have transferability – the knowledge and skills that not only lead to success in the current course but that have lifelong application."
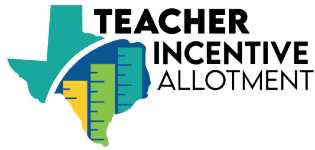2. **Explain the importance of these TEKS.** How do these skills persist or transfer to other life experiences?

| TEKS # | |
|---|---|
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| **Justify or Explain the importance of these TEKS:** | |

## Part C: TEKS Breakdown & Planning for Rubric Assignments/Projects/Performances

In column 1, list the TEKS again, and for each one describe in your own words the actions students are asked to perform. In column 2, list what assignments/projects/performances you will have students complete in order to demonstrate their skill level with these TEKS. Include examples of the artifacts or evidence that you will include in the portfolio to demonstrate the knowledge and skill.

| TEKS for Portfolio (and what students need to be able to do to demonstrate) | Planned Projects/Assignments (and how you will use as evidence) |
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## Part D: Portfolio Rubric Design

| Standards and Projects | Significantly Limited Proficiency | Limited Proficiency | Partial Proficiency | Proficient | Advanced |
|---|---|---|---|---|---|
| Place **standards** used and a **project description** here. | **Detailed** description of **identifiable** performance characteristics reflecting a **beginning** level of performance | **Detailed** description of **identifiable** performance characteristics reflecting a **developing** level of performance | **Detailed** description of **identifiable** performance characteristics reflecting a **somewhat proficient** level of performance | **Detailed** description of **identifiable** performance characteristics reflecting a **proficient** level of performance | **Detailed** description of **identifiable** performance characteristics reflecting an **advanced** level of performance |
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