

Portfolio Planning Worksheet

Teacher Name: Mr. McDonald
Campus: Sunflower High

Date: 8/30/2022
Course: Intro to Welding

Part A: Curricular Content Focus

1. What are the most important skills I develop in students through this course? (In your own words)
 - Students need to be able to implement safety standards, demonstrate knowledge of welding schematics, be able to read and create technical writings related to welding, explore careers in welding, and work independently to fabricate products.
2. Where are my students *actually* with respect to these skills upon entering my class? (How will I know?)
 - Upon entering my class most students will not have these skills. I will know this by giving short assessments at the beginning of the school year over each of these topics to get a baseline of where my students are.
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?
 - If I provide effective instruction students should be proficient (see rubric) or advanced in each of the important skills. (Implement safety standards, demonstrate knowledge of welding schematics, be able to read and create technical writings related to welding, explore careers in welding, and work independently to fabricate products.)

Part B: TEKS Selection & 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 #	§130.362. Introduction to Welding
3 (A)	3 (A) Employ welding equipment according to safety standards
4 (A)	4 (A) Demonstrate knowledge of welding schematics
5 (B)	5 (B) Demonstrate technical writing skills related to welding
6 (A)	6 (A) Explore careers in welding
6 (C)	6 (C) Work Independently to fabricate a variety of welded projects with minimal assistance
Justify or explain the importance of these TEKS:	As part of the CTE cluster, this course specifically prepares students for careers in the welding industry. The TEKS selected will provide the technical knowledge of safety, safety planning, equipment maintenance, and first aid. Additionally, the TEKS selected show that students can read/write welding schematics, understand technical writing, and fabricate products.

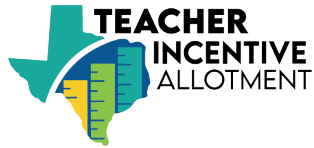
Part C: TEKS Breakdown & Planning for Rubric Assignments/Projects/Performances

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.

EXAMPLE: [§130.362 Intro to Welding](#)

TEKS for Portfolio (and what students need to be able to do to demonstrate)	Planned Projects/Assignments (and how you will use as evidence)
3 (A) Employ welding equipment according to safety standards <i>Students need to understand and implement safety standards in line with OSHA guidelines.</i>	Student Project: Employ and understand safety protocols for welding; General Housekeeping, Compressed Gas Cylinders, Arc-Welding Machines, and Personal Protection Equipment to become OSHA certified. Evidence: Student employs best safety practices while working in the shop by using a safety checklist and student

	creates a PowerPoint of acceptable and unacceptable safety practices while working in the shop. The PowerPoint will be submitted as an artifact into the portfolio.
<p>4 (A) Demonstrate knowledge of welding schematics</p> <p><i>Students need to be able to read and write welding schematics to understand the fabrication process.</i></p>	<p>Student Project: Demonstrate ability to create a welding schematic for a lockbox. Demonstrate that student understands the welding symbols for a square joint, V beveled joint, plug weld, stud weld, and fillet weld.</p> <p>Evidence: students submitted schematics making use of welding symbols for each major project every 6 weeks. .</p>
<p>5 (B) Demonstrate technical writing skills related to welding</p> <p><i>Due to the complexity of the welding process, students will need to demonstrate that they can effectively read and create technical writings.</i></p>	<p>Student Project: Student creates a technical writing document to explain their schematic designs and their partners' schematic designs.</p> <p>Evidence: students submitted technical writings for three projects they created throughout the year. First sample will be from September, the second sample will be taken in January, and the third sample will be taken in May.</p>
<p>6 (A) Explore careers in welding</p> <p><i>Students need to explore careers in welding and are able to explain the requirements, pay, and future needs of the professions. ((Master jeweler, Mig welder, Sheet metal worker, Fabricator, Structural iron and steelworker, welding inspector, tool and die maker, master plumber, oil rig welder, pipefitter, auto body welder, industrial boilermaker)</i></p>	<p>Student Project: Create a presentation that explores the qualifications, pay, and job outlook for each of the following welding professions.</p> <p>Evidence: outline of research on job qualifications, pay, and job outlook for welding professions; presentations given on each of the welding professions and student reflection forms on each profession. The portfolio scorer will review and score the video presentations against a rubric.</p>
<p>6 (C) Work Independently to fabricate a variety of welded projects with minimal assistance</p> <p>Students need to independently fabricate products using a variety of welds.</p>	<p>Student Project: Fabricate six welding projects throughout the year to showcase pipe welding, square joint, V beveled joint, plug weld, stud weld, and fillet weld.</p> <p>Evidence: Finished products to showcase various student-created welds. The portfolio scorer will physically evaluate each of the welds against a rubric.</p>



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Part D: Portfolio Rubric Design

Standard/Project	Significantly Limited Proficiency	Limited Proficiency	Partial Proficiency	Proficient	Advanced
Place your standard and project in this box.	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
Intro to Welding Example					
5 (B) Demonstrate technical writing skills related to welding	The student is unable to demonstrate technical writing skills.	Student is able to display proficiency in 1/4 competencies of technical writing (User Manuals, Technical Reports, Policies and Procedures, Case Studies)	Student is able to display proficiency in 2/4 competencies of technical writing (User Manuals, Technical Reports, Policies and Procedures, Case Studies)	Student is able to display proficiency in 3/4 competencies of technical writing (User Manuals, Technical Reports, Policies and Procedures, Case Studies)	Student is able to display proficiency in 4/4 competencies of technical writing (User Manuals, Technical Reports, Policies and Procedures, Case Studies)

4 (A) Demonstrate knowledge of welding schematics	Student does not understand the meaning of welding symbols and cannot read schematics.	Student has knowledge of 3/10 welding symbols and needs help from teacher to read schematic.	Student has knowledge of 4-5 welding symbols and can partially read a schematic on their own.	Student has knowledge of 6-8 welding symbols and can fully read a schematic on their own.	Student has knowledge of 9-10/10 welding symbols, can read a schematic on their own.
6 (A) Explore careers in welding	Student cannot articulate about careers in welding.	Student explored 4 or fewer types of welding careers (Master jeweler, Mig welder, Sheet metal worker, Fabricator, Structural iron and steelworker, welding inspector, tool and die maker, master plumber, oil rig welder, pipefitter, auto body welder, industrial boilermaker)	Student explored 5 or 6 types of welding careers (Master jeweler, Mig welder, Sheet metal worker, Fabricator, Structural iron and steelworker, welding inspector, tool and die maker, master plumber, oil rig welder, pipefitter, auto body welder, industrial boilermaker)	Student explored 7 or 8 types of welding careers (Master jeweler, Mig welder, Sheet metal worker, Fabricator, Structural iron and steelworker, welding inspector, tool and die maker, master plumber, oil rig welder, pipefitter, auto body welder, industrial boilermaker)	Student explored 9 or more types of welding careers (Master jeweler, Mig welder, Sheet metal worker, Fabricator, Structural iron and steelworker, welding inspector, tool and die maker, master plumber, oil rig welder, pipefitter, auto body welder, industrial boilermaker)

<p>6 (C) Work Independently to fabricate a variety of welded projects with minimal assistance</p>	<p>Student did not work independently to fabricate 2 or fewer welding projects and did not seek help to clarify any issues.</p>	<p>Student was able to complete 3/6 welding projects independently with some assistance.</p>	<p>Student was able to complete 4/6 welding projects independently with some assistance.</p>	<p>Student was able to complete 5/6 welding projects independently with minimal assistance.</p>	<p>Student was able to complete 6/6 welding projects independently with minimal assistance.</p>
<p>3 (A) Employ welding equipment according to safety standards</p>	<p>Student did not employ safety standards (General Housekeeping, Compressed Gas Cylinders, Arc-Welding Machines, PPE)</p>	<p>Student did not use a safety checklist and employed safety standards for 2/4 domains. (General Housekeeping, Compressed Gas Cylinders, Arc-Welding Machines, PPE)</p>	<p>Student used a safety checklist and employed safety standards for 2/4 domains. (General Housekeeping, Compressed Gas Cylinders, Arc-Welding Machines, PPE)</p>	<p>Student used a safety checklist and employed safety standards for 3/4 domains. (General Housekeeping, Compressed Gas Cylinders, Arc-Welding Machines, PPE)</p>	<p>Student used a safety checklist and employed safety standards for 4/4 domains. (General Housekeeping, Compressed Gas Cylinders, Arc-Welding Machines, PPE)</p>