

TIA Application Exemplar Answers: Portfolio Tab

The TIA Exemplar Answer Documents, complementary to the Scoring Rubric, support districts as they develop their local designation system and prepare to submit a TIA System Application. While the Scoring Rubric is designed to show the required criteria for an answer to be scored at ‘Full Readiness’, the TIA Exemplar Answer Documents are designed to show exemplary answers that go beyond the ‘Full Readiness’ criteria. The purpose of this design is to embed best practices that districts may reference in the design and implementation of their own local designation systems based on local context.

The sample exemplar answers, organized by each respective tab in the application, provide 1-2 sample answers for narrative question types. This is not an exhaustive list of ways in which a district could respond to the TIA System Application questions nor are the sample answers indicative of any one’s district’s plan. Each exemplar answer provided is a stand-alone example of how each corresponding question could be answered. Note: there are no exemplar answers for multiple-choice, drop-down menu or Yes/No question types.

SAMPLE EXEMPLAR ANSWERS FOR THE PORTFOLIO TAB

Question	Sample Exemplar Answer
<p>1. What is the district’s rationale for using portfolios in their teacher designation system?</p>	<p>To determine the best learner-centered assessment format for students in our Life Skills classroom and our performance based Fine Arts courses, the TIA committee considered input from Special Education and Fine Arts staff and including teachers, coordinators, and directors. The consensus on the best way to measure student growth in these areas was that portfolios would be most appropriate considering the diverse needs of our students in these programs. Since portfolios capture student movement along a skill progression, using a rubric that includes several skills, this growth measure is more conducive to individualized plans for progress implemented in our Life Skills classrooms. Portfolios also allow for a concrete record of the progression of student skills as demonstrated by student performances in our Fine Arts classes.</p>

<p>2. What protocols/training does the district use to ensure the validity, reliability, and scoring of the portfolio system?</p>	<p>The district is implementing the protocols and processes outlined in TIA’s Portfolio Planning Worksheet and Implementation Checklist. All assignments/projects/student work will be aligned with the TEKS. Teachers will be trained on developing high quality skill progression rubrics and on valid administration of all artifacts by district coordinators annually. Each of the four areas will be included to demonstrate student mastery: 1. Determine the curriculum standards of the portfolio 2. Design the assignments that will go into the portfolio 3. Develop a quality rubric that will define what the student expectations look like in the form of a skill progression rubric. 4. Evaluate the student artifacts in the portfolio.</p> <p>Scoring documents will be housed in Eduphoria, DMAC and/or TEEMS. A digital portfolio will be stored in secured district drives accessible only to district and campus administrators. The Curriculum department has created specific guidelines, rubrics, and forms, including confidentiality to protect the integrity of the portfolio rubrics and portfolio contents. All teachers will follow the same process. Appraiser and teacher signatures are required to finalize approval of portfolio scores to ensure a valid scoring process.</p>
<p>3. How does the district determine which artifacts will be included in the portfolio?</p>	<p>Artifacts must represent the content and skill levels identified as the focus of the portfolio and must be aligned to the standards and objectives for the course. They must differentiate various levels of performance and be specific to the content being evaluated by the portfolio. Portfolio rubric aligns to the content standards of the course and includes detailed descriptors of what student need to know and be able to do across four different skill proficiency levels.</p>
<p>7. What selection and training process is used to identify and train portfolio scorers and how often does training for scoring rubrics occur?</p>	<p>Portfolio scorers are limited to those who are familiar with the course content including teachers, appraisers, and district leaders. Portfolio scorers are trained annually on administrative process and calibrate using the portfolio scoring rubric both at the start of the year and at the end of the year, prior to scoring. All portfolios are scored by at least two scorers and a third scorer, if necessary, to address any rating issues. The district has determined that scorers have to score within one domain of each other in order to be considered calibrated.</p>
<p>8. How does the district determine individual student growth targets at the beginning of the year using portfolios?</p>	<p>The district publishes procedures for how it calculates growth based on the portfolio. Based on multiple data points, student beginning of year skill levels are determined, as they align to the skill progression rubric. Next, individual growth targets will be identified for each student for where their skill level is expected to be at the end of the year. All teachers using a portfolio will receive training on growth goals at the start of the year. Appraisers share student goals with teachers at the start of the year and at the end of the year.</p>



9. What are the district-wide requirements for calculating teachers' **end of year** student growth based on portfolios?

At the end of the year, each student's portfolio of work will be assessed to determine the skill level on the skill progression rubric to which their work most closely aligns. Once the end of year skill level has been established (based on the portfolio of student artifacts) a comparison will be made to the expected skill level that was set for students at the beginning of the year. Students whose portfolio of work aligns to the skill level that was set for them at the beginning of the year will be determined to have met expected growth.

