

Background of Student Growth Portfolios (SGP)

Portfolios are not new; they began to appear in educational contexts in the 1980s as collections of work that showcased the student as a learner, and allowed for students and teachers alike to have a better sense of growth over time. Within QACPS, the purpose of the SGP is to provide evidence of student growth for the purposes of teacher evaluation. This is possible because the portfolio assessment system: (a) Is ongoing rather than representative of a single point-in-time; (b) Allows a window into process as well as products; (c) Provides opportunity to revisit and revise, guided by evaluative criteria ; (d) Allows for diverse means of demonstrating competency (at least some choice); (e) Serves as a demonstration of strengths rather than weaknesses/ deficits; and (f) Encourages reflection and decision-making regarding future (Gail Lynn Goldberg, 2011).

What are Facets of Growth?

Judgments about teacher effectiveness will be based on evidence in student work samples of various facets of growth.

1. An increase in proficiency addressing grade level content/subject area standards

2. A reduction in the amount of scaffolding and/or instructional support needed to complete various academic/standards-based tasks

3. An increase in the complexity and/or level of difficulty of stimuli and resources used in the completion of various standards-based tasks

4. An increase in the ability to engage in purposeful self-evaluation regarding the performance of various standards-based tasks.

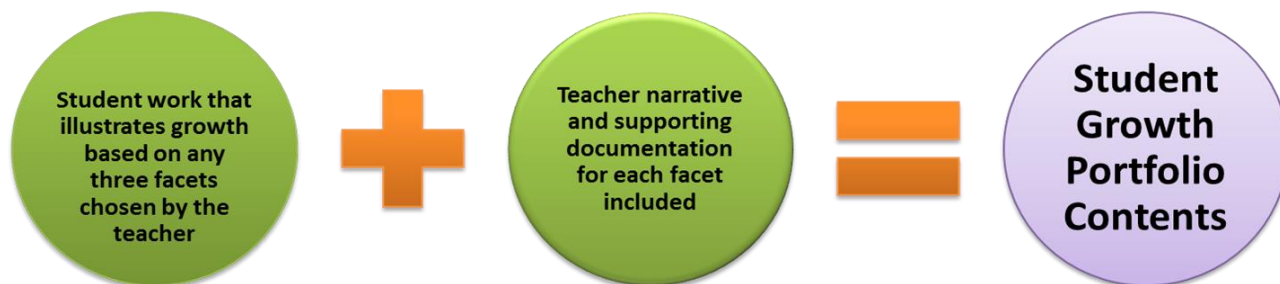
5. An increase in the repertoire of skills and strategies upon which the student can and does draw in an increasingly self-initiated way.

6. An increase in evidence of overarching skills (e.g., reasoning, problem-solving and communication) in discipline- specific/discipline appropriate ways.

7. An increase in the ability to respond fully and well to questions at higher levels of cognitive complexity.

8. An increase in the ability to engage in cooperative/collaborative activities characteristic of discipline-appropriate, standards-based tasks.

Components



Identify facets of growth you would like to measure: Select **three** facets that are a good fit for your instructional strategies, subject area, and grade level. For example, nearly all teachers look for evidence during the year of Facet 1 (increase proficiency addressing grade/instructional level content standards) in students’ classroom performance. Special education teachers commonly witness evidence of facet 2 (reduction in the amount of scaffolding and instructional support needed to complete various standards-based tasks) by the type/number of prompts students require. Teachers see growth in Facet 4 (Increase in the ability to engage in purposeful self-evaluation regarding the performance of various standards-based tasks) by having students choose from 2 pictures representing “I did it!” or “Not so great”. Or teachers observe growth in Facet 7 (Increase in the ability to respond fully and well to questions at higher levels of cognitive complexity) when a student is able to go from identifying pictures such as dog, bird, person to matching pictures to their dwellings (a higher cognitive skill).

Identify the relevant students: For each facet, select **at least five** students for whom you will collect work samples and supporting information. If you have fewer than five students, additional facets may need to be added to adequately demonstrate growth. You may wish, at least, to collect work samples from more students than you ultimately will need to include in your final portfolio, in case one or more students moves, is ill for an extended period of time, or ceases to serve as a useful representative of your students for some other reason. The exact students for inclusion will be confirmed between the teacher, the administrator, and the Supervisor for Special Education.

Obtain student permission slips: Students whose work will be collected in a portfolio, or who might appear in a video or photograph of a group activity after editing, will need to provide permission. Teachers will utilize the **Student Release Form: Student Growth Portfolio – Implied Consent** to obtain parent permission.

It might be helpful to emphasize that student information will not be used in the portfolio to evaluate students, but is intended solely for use by Maryland educators to evaluate teachers. If consent is not obtained for specific students, which might affect the group of students for inclusion your portfolio, a conversation with the Administrator and /or Supervisor of Special Education will occur to discuss alternative options.

When collecting evidence, protect students' privacy. You can refer to students by letter or number, fictional names, or first name only. Remove last names and any other identifying information.

Identify your portfolio presentation tool: While this decision does not have to be made at the very start, the earlier you make this determination, the easier it will be to retain items that you collect as evidence and supporting information. Some options that could be considered:

- PowerPoint template (provided at request)
- Blogging software
- Cardboard storage carton (useful if three-dimensional work samples are likely)
- Binder
- ePortfolio software

In general, electronic collections will be more compact and make it easier to manage the logistics, such as getting the portfolio to evaluators. However, hardcopy can suffice. If electronic methods are used, maintain effective backups of the data and portfolio contents.

Although identifying the tool early has some value, you don't need to know the exact organization up front. **In general, evaluators like to review materials that are organized by facet, then by student, and finally chronologically.**

Start to collect evidence: Refer to the document "Facets of Growth: What They Are and Evidence to Support Scoring" for further explanations of the facets and suggestions on what to collect for each facet. This document also describes supporting information that is relevant. Accumulating supporting information along with the work samples spreads the workload out and allows you to capture it while it is fresh in your mind. While the basic requirement is to have an early work sample and a later one for each student and facet, samples throughout the year might better serve to illustrate growth and progress over time.

Work samples should be selected for each student to illustrate a particular facet of growth. **At a minimum there should be 3 artifacts** that reflect different points in time over the unit, marking period, or school year: pre, mid, and post. In the end, it will be far easier to assemble the portfolio if you have more information than needed than if you have to scramble to recover things after the fact.

Some tips for collecting evidence:

- Choose evidence that relates to curriculum standards that are sufficiently broad to span most of the year and to which you expect to return multiple times throughout the year.
- Consider the format in which you will present your portfolio (see above) and convert your materials to a compatible form.
- Convert evidence to a form that is easy to store, such as taking one or more pictures of a student's project rather than retaining the project itself. Scanning student work allows you to retain a copy while returning the original to the student.
- Consider taking pictures of student work with your phone/iPad and transferring them to your computer.

- Consider making quick movies using your phone/iPad. If more elaborate means are required, you will likely need the assistance of another person so they can deal with filming while you focus on instruction. Arrange far enough in advance for the other person and the equipment. Decide if you will film during the standard instruction period or if pulling students out during recess or another time might work better.
- As mentioned above, protect student privacy.
- Label items immediately with the student identifier, intended facet, curriculum standard, date, a description of the instructional activity, and the student's score.
- Students could be enlisted to assist with documenting their own progress, allowing them to practice their technology skills and provide them tracking information that might capture their interest.

Student work samples should be accompanied by **supporting material** created/compiled by the teacher that would provide reviewers with an understanding of the instructional context and/or goals, the assignment specifics, evaluation criteria that were applied (and the resultant scores and/or annotations), etc.

Document supplementary materials: Teachers need to provide a **descriptive profile** of each student whose work is featured in the portfolio (age/grade, last year's growth measure, present levels of performance from IEP, relevant assessment data, etc.). For each activity there needs to be a **brief description** that led to an included artifact and/or assignment directions, along with **alignment information** (which standard[s]/objective[s] are addressed in that activity). Finally teachers need to provide an **explanation of the criteria** (formal/informal) used to evaluate that artifact (product or performance).

Yearly SGP Process

Approval Conference: During the approval conference (to occur in October), the principal and/or special education supervisor and teacher will meet to review the list of student names, discuss potential facets of growth to be measured, and consider measures to be used.

Mid-Interval Conference - The purpose of the mid-interval conference (to occur end of January/beginning of February) is to review progress toward the collection of artifacts which demonstrate evidence of the facets of growth. The principal and/or special education supervisor and teacher should discuss relevant data that indicates student progress. At this conference, the principal and/or special education supervisor and teacher should identify students that have withdrawn and/or identify additional facets.

Evaluation (or Student Growth Report) Conference: During the Comprehensive Evaluation conference or Student Growth Report conference, the principal and/or special education supervisor and teacher will review the final scoring of the portfolio. The teacher will be provided with information

including all measures from the Student Growth model. If it is a Comprehensive Evaluation, the teacher will also receive results from the Professional Practice portion of the evaluation as well.

General Order and Timelines for Portfolio Approval, Artifact Collection and Monitoring

- ✓ Professional Development SGP Development and Components (August/Sept)
- ✓ Approval of Students (October)
- ✓ Administration of Pre-Test / Begin collection of initial artifacts (October/November)
- ✓ Mid-Interval Conferences (January)
- ✓ Administration/collection of final artifacts (end of April)
- ✓ Portfolio submission for scoring to principals (**May 22, 2015**)
- ✓ Determination of scoring/rating (by the last day of the school year for teachers)

Scoring SGPs

After submission, the portfolio will be scored by both the principal (or administrative designee) and the special education supervisor. Reviewers will determine student growth based on the data and evidence provided in the portfolio. A different rubric will be used to score each facet of growth based on a 4 point rubric. Scores will be compiled on the Student Growth Portfolio Evaluation Worksheet. Once finished scoring the principal and the special education supervisor will aggregate the facet scores into an overall portfolio raw score – ranges of which will be correlated to highly effective, effective, ineffective.

The “Student Growth Portfolio Rubrics: Scoring Evidence of Various Facets of Growth”, is available in the appendix.

Appendices:

- A. Student Release Form: Student Growth Portfolio – Implied Consent
- B. Facets of Growth: What They Are and Evidence to Support Scoring
- C. Student Growth Portfolio Rubrics: Scoring Evidence of Various Facets of Growth
- D. Student Growth Portfolio Evaluation Worksheet
- E. Student Growth Portfolio Scoring Rubrics - *Quick Reference Scoring Card*

Student Release Form: Student Growth Portfolio – Implied Consent

(to be completed either by a parent/legal guardian of minor students whose involvement in this project is requested or by a student more than 18 ears of age whose involvement in this project is requested)

Dear Parent/Guardian:

I am a participant this school year in a project to use a portfolio assessment system that may be used to demonstrate teacher effectiveness. The purpose of this portfolio is to collect examples of student work created over a period of time (semester, school year) that can provide evidence of growth and learning supported by my classroom practice.

This is not a student assessment. Students' privacy will be protected and their names will be removed from all work before the portfolio is shared with others to review my performance.

The project may involve some use of photographs or videotape of a classroom activity in which students are featured. None of these images will be used for any purpose other than as part of the evaluation of my performance as a teacher and to help others in the future use of portfolios for teacher evaluation.

Note that if you do not sign and return this form, I will assume I have your consent to use your child's work or image in the portfolio. If you do not grant permission, you MUST return this signed form.

Sincerely,

_____ (Teacher's name)

Permission Withdrawal Slip

Student Name: _____ Teacher: _____

I am the parent/legal guardian of the student named above. I have read the note about the student growth portfolio project and I DO NOT give permission to you to include this student's image (photo or videotape) engaging in instructional activities in your class or to reproduce materials that this student has produced as part of classroom activities.

Signature of Parent or Guardian: _____

Date: _____

OR

Signature of Student (over 18): _____

Date: _____

Date of Birth (if over 18): ____/____/____ (month, day, year)

Facets of Growth: What They Are and Evidence to Support Scoring

The contents of this document were based on resources developed by Gail Lynn Goldberg, Ph.D. under a grant from the U. S. Department of Education. However, those contents do not necessarily represent the policy of the U. S. Department of Education, and you should not assume endorsement by the Federal Government.

The student growth portfolio offers a way to evaluate teacher effectiveness by coupling a wide array of work samples from different students with supporting documentation from teachers that highlights their understanding and response to the many different ways that students learn and grow – what the portfolio framework refers to as the various “facets of growth.”

What follows is a working definition of each of the facets of growth, along with some examples of tasks or activities that provide a window into growth and learning, and details regarding the evidence that should be included to illustrate each of the facets selected by teachers in their portfolios. There is a general set of supporting information that should be collected and presented regardless of the facet:

- The curriculum standard, identified and briefly described
- Characteristics of the students selected, such as gender, grade, special status (e.g., gifted, special education, or English language learner), and other relevant distinctions
- Brief description of the activities or assignments that led to the production of student work samples, including either the actual instructions to students or a description of those instructions
- Student work samples
- Any scoring criteria used to evaluate the work
- Documentation of the scores assigned using those criteria – both actual scores and rationale if judgment-based (note that some evaluators prefer to not see teacher-provided grades, letting the work products speak for themselves)
- Brief narrative that provides the instructional background and context

Additional supporting information relevant to each facet will be indicated below, if there is any.

Facet 1: Increase in proficiency addressing grade level content area standards.

This facet of growth is the one that is customarily addressed by assessments of student learning. Evidence of growth and learning comes from students’ responses in any of a wide array of formats, such as selected response (multiple choice), brief or extended response, and extended tasks resulting in a product or performance. Students’ growth is measured by comparing their scores and the work products they have generated over time (e.g., a pre- and post-test or benchmark sampling at different points in the year) or in relation to previous performances on a comparable assessment instrument. Classroom assessments provide a good source of facet 1 entries.

In order to make meaningful comparisons, the work products or performances selected to show growth on the part of a given student must address the same grade level content area standard(s) and objective(s). For the purposes of portfolio evaluation, this information should be made explicit, and should be detailed enough so that a generalist in the same grade band and subject area will be able to understand what students are expected to demonstrate they understand and can do. Teachers can elect to use the same instruments or assignments for each of the students in the sample or to select different ones for different students.

Facet 2: Reduction in the amount of scaffolding and instructional support needed to complete various standards-based tasks.

The term “scaffolding” refers to the presentation by a teacher of an activity that is slightly above a student’s ability, or involves some new skill or understanding, in such a way that it can be accomplished with some assistance or instructional support. Sometimes scaffolding involves breaking down a task into incremental,

manageable steps or component parts, and providing examples along the way. One goal of instruction is to be able to reduce the amount and scope of scaffolding so that students can eventually tackle similar tasks from beginning to end more independently.

Although scaffolding is often associated with early childhood learning, many teachers typically break down tasks and assignments into their component parts, particularly since this is a good way to ensure that students address a task fully and well. In “real life,” however, challenges don’t necessarily come with step-by-step instructions, and so an important aspect of growth and learning is to develop the ability to determine expectations and strategies on one’s own.

In order to show a reduction in scaffolding and instructional support, the work products or performances selected to show growth on the part of a given student should make clear the student’s ability to engage in a task addressing a particular content standard when it has been modeled and/or broken into steps or parts, and then to engage in a task addressing the same standard without the same degree of instructional support. Teachers can elect to use the same tasks for each of the students in the sample or to select different ones for different students.

An example of a pair of entries that would demonstrate growth in Facet 2 is the following.

1. A student’s completed response to a scaffolded assignment:
 - A. *Describe a particular painting or musical composition*
 - B. *Identify the movement of which it is an example*
 - C. *Explain how the work serves as an example of that movement*
2. The same student’s response to a later, unscaffolded assignment addressing the same standard(s) and objective(s):

Using several works as examples, develop an argument for X’s role as a representative of the XX movement.

In addition to the basic supporting information and work samples, teachers should plan on including the following for this facet:

- Description of the nature and intent of the scaffolding and instructional support provided for the first of each student’s entries
- Optional brief explanation of how the later task(s) have reduced or eliminated scaffolding and instructional support for their completion

Facet 3: Increase in the complexity or level of difficulty of various stimuli and resources used in the completion of various standards-based tasks.

Sometimes teachers identify growth through evidence that students, while appearing to perform at the same or similar level over time, are applying their skills and understanding in addressing tasks involving more demanding stimuli. For example, students may demonstrate over time the ability to read with understanding more complex texts or texts written for higher grade levels; they may adequately perform increasingly more complex and demanding musical pieces; or they may undertake science investigations using more sophisticated and challenging measurement instruments.

In order to show an increase in students’ ability to master increasingly complex or difficult stimuli and resources to complete a task, the teacher will need to provide or describe the different stimuli and resources consulted for each of the paired or clustered work samples. For the purposes of portfolio evaluation, teachers should include a

brief explanation of the different demands posed by each. This explanation should be detailed enough so that a generalist in the same grade band and subject area will be able to recognize the increasing demands made by the stimuli and resources presented to the sampled students. Teachers can elect to use the same tasks for each of the students in the sample or to select different ones for different students.

Facet 4: Increase in the ability to engage in purposeful self-evaluation regarding the performance of various standards-based tasks.

Many teachers recognize the value of involving students in the assessment process. They can collaborate with peers or engage in self-evaluation. The benefits to students include learning the qualities of good work and becoming better able to recognize strengths and weaknesses and set personal goals. Self-directed learners and lifelong learners engage routinely in purposeful self-evaluation. To be purposeful, self-evaluation should identify with enough clarity and specificity what's working well and what still needs work so that the student can draw upon those insights to improve performance of the next task that involves the same or similar skills and understandings.

Often, when students first engage in self-evaluation, they are overly general in their observations (e.g., *I could have added more detail, I should have checked my work*). Others may comment on features of the work that are extraneous or not relevant to the task at hand (e.g., *My work was too messy, I should make it neater next time*). In truth, sometimes the lack of purposeful observations is the result of the criteria provided by the teacher or the modeling of self-evaluation provided. For these reasons, as well as because research supports the importance of meaningful self-evaluation to learning, this facet is a worthwhile component of assessment of teacher effectiveness.

In order to show that students have increased in the ability to engage in purposeful self-evaluation, teachers should include paired or clustered examples of selected students' self-evaluations of the same or similar skill or body of knowledge over a period of time identified by the teacher. Teachers should make clear the source of any self-evaluation forms included (created by themselves, in collaboration with others, by district level staff, taken from a published source, etc.). If the entry is not a completed form that includes questions or criteria, the teacher should provide that information along with the student entries. Teachers can elect to use the same self-assessment instruments for each of the students in the sample or to select different ones for different students.

Evaluation of this facet will be facilitated by teachers' identification and explanation of examples of student comments that demonstrate the purposefulness of the self-evaluation. This may take the form of teacher annotations recorded directly on students' self-evaluations or in a separate, supporting document.

Facet 5: Increase in the repertoire of skills and strategies upon which the student draws in an increasingly self-initiated way.

Much of what students learn can be regarded as contributing to a "toolbox" of skills, strategies, and content knowledge that can accompany them within and beyond the current classroom. While many instructional activities direct students to utilize particular skills and strategies, teachers generally recognize that it is important for students to develop autonomy as learners. This may mean they are engaging in self-initiated activity (an activity wholly decided upon by the student), something often associated with early childhood learning environments. However, success for all students as learners, regardless of grade band or subject area, can be defined in part by their ability to make sound decisions when drawing upon their toolbox and making independent decisions about the skills, strategies, and knowledge that will help them accomplish a particular task.

Facet 5 is closely related to facet 2, in that both focus on students' increased independence from their teachers' modeling, support, and direction. Facet 5 focuses more specifically, however, on choice. It presumes that students have acquired or enhanced various skills and are able to select among them and apply them in an integrated fashion. Thus for example, students may learn a half dozen different ways to test water quality. The

ability to choose from among these appropriate options in order to answer a self-selected question or problem (such as whether a local pond is safe and suitable for swimming) shows growth in facet 5.

In order to show an increase in students' ability to draw upon a growing body of skills and strategies independently, the teacher will need to provide supporting information that makes clear how instruction has helped build each student's toolbox, as well as one or more entries and supporting materials that demonstrate that same student's selection and successful integration of several of those new skills and understandings to address a task or create a product or performance independently or with increased independence. Where work samples are unavailable, teachers may provide descriptive or anecdotal accounts of ways that students' toolboxes were expanded through classroom instruction. Teachers can elect to use the same tasks for each of the students in the sample or to select different ones for different students.

Facet 6: Increase in evidence of overarching skills, such as reasoning, problem-solving, and communication, in discipline-appropriate ways.

Although referred to by a variety of terms (higher order thinking skills [HOTS], 21st Century skills, etc.), there has been consistent attention over the past 25 years or more to overarching skills, such as reasoning, critical thinking, creative thinking, problem-solving, and communication within and across academic disciplines. With renewed attention to writing because of the Common Core standards, students will be expected to think and communicate through speaking and writing using the language and discourse conventions associated with various disciplines (history, science, technical subjects). Other overarching skills will come into play in mathematics tasks.

In order to be able to evaluate the increase in evidence of overarching skills, the paired or clustered work products or performances selected to show growth on the part of a given student must address the same grade level content area standard(s) and objective(s) and also focus on the same overarching skill. In addition to the work samples and basic supporting information provided, the teacher should identify the overarching skill that was targeted, how instruction was designed to accomplish growth in that skill, and evidence of improvement in the particular skill targeted. Teachers can elect to use the same overarching skills, activities, or assignments for each of the students in the sample or to select different ones for different students.

Facet 7: Increase in the ability to respond fully and well to questions at higher levels of cognitive complexity.

When assessments of student learning are created, virtually all require that the Depth of Knowledge (DOK) level be identified, in order to design test forms that range in cognitive complexity, which is not the same as the level of difficulty. Teachers have increasingly familiarized themselves with one or more schema for determining DOK, the most common ones being Norman Webb's "Web Alignment Tool" and Karin Hess's adaptation of Webb's framework. According to both approaches, as well as other variants, questions or activities may be classified according to their level of cognitive demand: DOK 1 (Recall, Recognize, Reproduce), DOK 2 (Basic Reasoning), DOK 3 (Higher Level Thinking, Planning, and Complex Reasoning), and DOK 4 (Complex Analysis and Synthesis and Analysis, Extended Complex Thinking).

This facet calls for teachers to think and act strategically when formulating and posing questions in the classroom, both orally and in writing. Doing so allows teachers to determine the degree to which students can respond effectively to questions across all levels of cognitive complexity, and to make instructional decisions accordingly. In order to show an increase in the ability to respond fully and well to questions at higher levels of cognitive complexity, teachers will need to collect student responses (orally or in writing) and document the improvement over time and through instruction in students' ability in this area.

An example of a pair of entries that would demonstrate growth in facet 7 is a student's successful response to a DOK 2 question (e.g., *use context clues to identify the meaning of* ___ [an unfamiliar word in a passage]) coupled

with a partially effective response to a DOK 3 question at one point in the year and several more successful responses to DOK 3 level questions later on (e.g., *How did the author's purpose impact the selection of anecdotes and examples in both the story and the excerpt from his memoir?*).

In order to highlight growth, it will be critical to counterpoint earlier and later responses to questions aligned to the same standard and the same or similar objectives, and to provide this information for evaluators. Work samples might include transcriptions or taped recordings of oral responses, text of written responses, plus the questions to which students were responding. Teachers should consider including a brief description of the unit of study as context for understanding where and how the questions fit into ongoing instruction and classroom assessment. If teachers use the same question with multiple students in a discussion, care should be taken to guard against one student's response influencing subsequent students.

Facet 8: Increase in the ability to engage in collaborative activities characteristic of discipline-appropriate, standards-based tasks.

Research indicates students who work in small groups tend to learn more and retain what they learn longer, regardless of subject matter. The ability to collaborate as part of cooperative learning is something that only develops through instruction, making this another facet of student growth, one that is valued as a 21st Century skill.

The evidence for this facet of growth will often, although not always, require evidence in the form of videotaped entries that illustrate the nature and degree of collaboration at two or more points in time. Examples of collaborative activities include ensemble performances in music, conducting an investigation and comparing data as a group in science, engaging collaboratively in writing and then performing a one-act play for English/language arts, or designing and demonstrating a team relay race in physical education.

In order to show an increase in students' ability to engage meaningfully in collaborative activities appropriate to a given discipline, the teacher is likely to need to provide, in addition to the actual portfolio entries, sufficient detail (in writing or as a "voice-over," for example) so that evaluators can identify and follow the involvement of the student(s) selected and understand the nature of the activity itself. There should be sufficient comparability among activities being represented to support comparison of the degree and nature of collaboration over time. The teacher should also provide information about the expectations for collaborative involvement in each activity. Teachers can elect to use the same collaborative tasks for all students in the sample or select different tasks for each of several smaller groups.

Student Growth Portfolio Rubrics: Scoring Evidence of Various Facets of Growth

Post-pilot version—August 2012

Rubrics developed by Gail Lynn Goldberg, Ph.D.

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Facet 1: Student products and/or performances (work samples) and supporting materials such as descriptive accounts of assignments/tasks and resultant work, classroom assessment activities, and application of evaluative criteria by students and/or teacher, provide evidence of an **increase in proficiency addressing grade level content area standards.**

Score point 4

- Work samples address one or more grade level, subject area standards (at indicator/objective level as appropriate) and reflect a critical and substantive learning objective
- Student work samples provide moderate to considerable evidence of an increase in proficiency for all sampled students
- Gains in student skill and/or understanding are well documented through supporting materials

Score point 3

- Work samples address one or more grade level, subject area standards (at indicator/objective level as appropriate) and reflect an important and substantive learning objective
- Student work samples provide adequate evidence of an increase in proficiency among most if not all of the sampled students
- Gains in student skill and/or understanding are adequately documented through supporting materials

Score point 2

- Work samples address one or more grade level, subject area standards (at indicator/objective level as appropriate) but may reflect a secondary learning objective
- Student work samples provide only partial and/or overly-general evidence of an increase in proficiency and this increase is evident among some but not all of the sampled students
- Gains in student skill and/or understandings may be only partially documented through supporting materials

Score point 1

- Work samples only partially address one or more appropriate grade level, subject area standards and/or may reflect a marginally important learning objective
- Student work samples provide minimal evidence of an increase in proficiency and this increase may be evident among only one or two of the sampled students
- Gains in skills and/or understandings are minimally documented through supporting materials OR documentation is missing

Score point 0

Entries for this facet of student growth are promised but not included or none of those included is applicable

Facet 2: Student products and/or performances and supporting materials such as descriptive accounts of assignments/tasks and resultant work, classroom assessment activities, and application of evaluative criteria by students and/or teacher, provide evidence of a **reduction in the amount of scaffolding and instructional support needed to complete various standards-based tasks.**

Score point 4

- Student work samples provide moderate to considerable evidence of successful reduction in teacher scaffolding, modeling, and other instructional support
- Reduction in scaffolding/instructional support for all of the sampled students is demonstrated and all students demonstrate increased independence in addressing one or more appropriate grade level, subject area standards
- Reduction in scaffolding/instructional support is well documented through supporting materials

Score point 3

- Student work samples provide adequate evidence of successful reduction in teacher scaffolding, modeling, and other instructional support
- Reduction in scaffolding/instructional support for most of the sampled students is demonstrated and nearly all students demonstrate increased independence in addressing one or more appropriate grade level, subject area standards
- Reduction in scaffolding/instructional support is adequately documented through supporting materials

Score point 2

- Student work samples provide only partial and/or overly general evidence of successful reduction in teacher scaffolding, modeling, and other instructional support
- Reduction in scaffolding/instructional support for only some of the sampled students is demonstrated and only some students demonstrate increased independence in addressing one or more appropriate grade level, subject area standards
- Reduction in scaffolding/instructional support is insufficiently documented through supporting materials

Score point 1

- Student work samples provide minimal evidence of successful reduction in teacher scaffolding, modeling, and other instructional support
- Reduction in scaffolding/instructional support for only one or two of the sampled students is evident and few, if any, students demonstrate increased independence in addressing one or more appropriate grade level, subject area standards
- Reduction in scaffolding/instructional support is minimally documented through supporting materials OR documentation is missing

Score point 0

Entries for this facet of student growth are promised but not included or none of those included is applicable

Facet 3: Student products and/or performances and supporting materials such as descriptive accounts of assignments/tasks and resultant work, classroom assessment activities, and application of evaluative criteria by students and/or teacher, provide evidence of an **increase in the complexity or level of difficulty of various stimuli and resources used in the completion of various standards-based tasks.**

Score point 4

- Student work samples provide moderate to considerable evidence of the ability to use increasingly complex/difficult stimuli or resources
- Evidence of this ability is provided for all of the sampled students
- Increased challenge is clearly and convincingly documented through supporting materials including evidence of application of a widely accepted metric

Score point 3

- Student work samples provide adequate evidence of the ability to use increasingly complex/difficult stimuli or resources
- Evidence of this ability is provided for most of the sampled students
- Increased challenge is credibly documented through supporting materials including evidence of application of an accepted metric

Score point 2

- Student work samples provide only partial or overly general evidence of the ability to use increasingly complex/difficult stimuli or resources
- Evidence of this ability is provided for only some of the sampled students
- Increased challenge is only questionably documented through supporting materials including evidence of application of a metric that may be plausible but not necessarily publicly accepted

Score point 1

- Student work samples provide minimal evidence of the ability to use increasingly complex/difficult stimuli or resources
- Evidence of this ability is provided for only one or two of the sampled students
- Increased challenge is not documented through supporting materials and/or application of any metric that may be plausible but not necessarily publicly accepted; increased demand is inferred from work samples alone

Score point 0

Entries for this facet of student growth are promised but not included or none of those included is applicable

Facet 4: Student products and/or performances and supporting materials such as descriptive accounts of assignments/tasks and resultant work, classroom assessment activities, and application of evaluative criteria by students and/or teacher, provide evidence of an **increase in the ability to engage in purposeful self-evaluation regarding the performance of various standards-based tasks.**

Score point 4

- Student work samples (such as written/oral reflections, annotated application of evaluative criteria and/or identification of plausible goals or projected steps next, in addition, or instead to improve performance) provide moderate to considerable evidence of students' ability to engage in purposeful evaluation of their own standards-based work
- Increased ability is evident on the part of all of the sampled students
- Increased facility in student self-evaluation is well documented through supporting materials

Score point 3

- Student work samples (such as written/oral reflections, annotated application of evaluative criteria and/or identification of plausible goals or projected steps next, in addition, or instead to improve performance) provide adequate evidence of students' ability to engage in purposeful evaluation of their own standards-based work
- Increased ability is evident on the part of most of the sampled students
- Increased facility in student self-evaluation is adequately documented through supporting materials

Score point 2

- Student work samples (such as written/oral reflections, annotated application of evaluative criteria and/or identification of plausible goals or projected steps next, in addition, or instead to improve performance) provide only partial and/or overly general evidence of students' ability to engage in purposeful evaluation of their own standards-based work
- Increased ability is evident on the part of some of the sampled students
- Increased facility in student self-evaluation is only partially documented through supporting materials

Score point 1

- Student work samples (such as written/oral reflections, annotated application of evaluative criteria and/or identification of plausible goals or projected steps next, in addition, or instead to improve performance) provide minimal evidence of students' ability to engage in purposeful evaluation of their own standards-based work
- Increased ability is evident on the part of only one or two of the sampled students
- Increased facility in student self-evaluation is minimally documented through supporting materials OR documentation is missing

Score point 0

Entries for this facet of student growth are promised but not included or none of those included is applicable

Facet 5: Student products and/or performances and supporting materials such as descriptive accounts of assignments/tasks and resultant work, classroom assessment activities, and application of evaluative criteria by students and/or teacher, provide evidence of an **increase in the repertoire of skills and strategies upon which the student draws in an increasingly self-initiated way.**

Score point 4

- Student work samples provide moderate to considerable evidence of increasingly self-initiated application of expanding repertoire of skills and strategies relevant to grade/subject area standards
- Evidence is provided for all of the sampled students
- Increased self-initiated application by students of an expanding repertoire of skills and strategies is well-documented through supporting materials

Score point 3

- Student work samples provide adequate evidence of increasingly self-initiated application of expanding repertoire of skills and strategies relevant to grade/subject area standards
- Evidence is provided for most of the sampled students
- Increased self-initiated application by students of an expanding repertoire of skills and strategies is adequately documented through supporting materials

Score point 2

- Student work samples provide only partial and/or overly general evidence of increasingly self-initiated application of expanding repertoire of skills and strategies relevant to grade/subject area standards
- Evidence is provided for only some of the sampled students
- Increased self-initiated application of an expanding repertoire of skills and strategies is only partially documented through supporting materials

Score point 1

- Student work samples provide minimal evidence of increasingly self-initiated application of expanding repertoire of skills and strategies relevant to grade/subject area standards
- Evidence is provided for only one or two of the sampled students
- Increased self-initiated application of an expanding repertoire of skills and strategies is only is minimally documented through supporting materials OR documentation is missing

Score point 0

Entries for this facet of student growth are promised but not included or none of those included is applicable.

Facet 6: Student products and/or performances and supporting materials such as descriptive accounts of assignments/tasks and resultant work, classroom assessment activities, and application of evaluative criteria by students and/or teacher, provide evidence of an **increase in evidence of overarching skills, such as reasoning, problem-solving, and communication, in discipline-appropriate ways.**

Score point 4

- Student work samples provide moderate to considerable evidence of students' increased facility in one or more overarching skills in contexts relevant to grade level and subject area
- Increased facility is evident on the part of all of the sampled students
- Increased facility in one or more discipline-appropriate overarching skills is well documented for all of the sampled students through supporting materials

Score point 3

- Student work samples provide adequate evidence of students' increased facility in one or more overarching skills in contexts relevant to grade level and subject area
- Increased facility is evident on the part of most of the sampled students
- Increased facility in one or more discipline-appropriate overarching skills is adequately documented for most but not all of the sampled students through supporting materials

Score point 2

- Student work samples provide only partial and/or overly general evidence of students' increased facility in one or more overarching skills in contexts relevant to grade level and subject area
- Increased facility is evident on the part of some of the sampled students
- Increased facility in one or more discipline-appropriate overarching skills is only partially documented for some of the sampled students through supporting materials

Score point 1

- Student work samples provide minimal evidence of students' increased facility in one or more overarching skills in contexts relevant to grade level and subject area
- Increased facility is evident on the part of one or two of the sampled students
- Increased facility in one or more discipline-appropriate overarching skills is minimally documented for only one or two of the sampled students through supporting materials OR documentation is missing

Score point 0

Entries for this facet of student growth are promised but not included or none of those included is applicable.

Facet 7: Student products and/or performances and supporting materials such as descriptive accounts of assignments/tasks and resultant work, classroom assessment activities, and application of evaluative criteria by students and/or teacher, provide evidence of an **increase in the ability to respond fully and well to questions at higher levels of cognitive complexity.**

Score point 4

- Student work samples provide moderate to considerable evidence of the increased ability to respond accurately and fully to questions aligned with appropriate grade level subject area standards at increasingly higher levels of cognitive complexity
- Increased ability is evident on the part of all of the sampled students
- Increased ability to respond accurately and fully to questions at higher levels of cognitive complexity is well documented for all of the sampled students through supporting materials

Score point 3

- Student work samples provide adequate evidence of the increased ability to respond accurately and fully to questions aligned with appropriate grade level subject area standards at increasingly higher levels of cognitive complexity
- Increased ability is evident on the part of most of the sampled students
- Increased ability to respond accurately and fully to questions at higher levels of cognitive complexity is adequately documented for most if not all of the sampled students through supporting materials

Score point 2

- Student work samples provide only partial and/or overly general evidence of students' increased ability to respond accurately and fully to questions aligned with appropriate grade level subject area standards at increasingly higher levels of cognitive complexity
- Increased ability is evident on the part of some of the sampled students
- Increased ability to respond accurately and fully to questions at higher levels of cognitive complexity is only partially documented for at least some of the sampled students through supporting materials

Score point 1

- Student work samples provide minimal evidence of students' increased ability to respond accurately and fully to questions aligned with appropriate grade level subject area standards at increasingly higher levels of cognitive complexity
- Increased ability is evident on the part of only one or two of the sampled students
- Increased ability to respond accurately and fully to questions at higher levels of cognitive complexity is minimally documented through supporting materials OR documentation is missing

Score point 0

Entries for this facet of student growth are promised but not included or none of those included is applicable.

Facet 8: Student products and/or performances and supporting materials such as descriptive accounts of assignments/tasks and resultant work, classroom assessment activities, and application of evaluative criteria by students and/or teacher, provide evidence of an **increase in the ability to engage in collaborative activities characteristic of discipline-appropriate, standards-based tasks.**

Score point 4

- Student work samples provide moderate to considerable evidence of the ability to effectively engage in collaborative behaviors which may include (but need not be limited to) contributing to group goals, accepting and fulfilling individual role within a group, and encouraging and facilitating the contributions of other group members
- Evidence of this ability is provided for all of the sampled students
- Increased ability to effectively engage in collaborative behaviors is well documented through supporting materials

Score point 3

- Student work samples provide adequate evidence of the ability to effectively engage in collaborative behaviors which may include (but need not be limited to) contributing to group goals, accepting and fulfilling individual role within a group, and encouraging and facilitating the contributions of other group members
- Evidence of this ability is provided for most of the sampled students
- Increased ability to effectively engage in collaborative behaviors is adequately documented through supporting materials

Score point 2

- Student work samples provide only partial and/or overly general evidence of the ability to effectively engage in collaborative behaviors which may include (but need not be limited to) contributing to group goals, accepting and fulfilling individual role within a group, and encouraging and facilitating the contributions of other group members
- Evidence of this ability is provided for some of the sampled students
- Increased ability to effectively engage in collaborative behaviors is only partially documented through supporting materials

Score point 1

- Student work samples provide minimal evidence of the ability to effectively engage in collaborative behaviors which may include (but need not be limited to) contributing to group goals, accepting and fulfilling individual role within a group, and encouraging and facilitating the contributions of other group members
- Evidence of this ability is provided for only one or two of the sampled students
- Increased ability to effectively engage in collaborative behaviors is minimally documented through supporting materials

Score point 0

Entries for this facet of student growth are promised but not included or none of those included is applicable.

Generic Rubric for Facets of Growth

Based on the description of each facet of growth represented in the portfolio:

Score point 4

- Student work samples addressing one or more grade level, subject area standards provide **moderate to** considerable evidence of the facet of growth identified
- Growth among **all of the sampled students** is demonstrated
- Growth is well documented through supporting materials

Score point 3

- Student work samples addressing one or more grade level, subject area standards provide **adequate evidence** of the facet of growth identified
- Growth among **most of the sampled students** is demonstrated
- Growth is **adequately documented** through supporting materials

Score point 2

- Student work samples addressing one or more grade level, subject area standards provide **only partial or overly-general** evidence of the facet of growth identified
- Growth **among some but not all of the sampled students** is demonstrated
- Growth may be **only partially documented** through supporting materials

Score point 1

- Student work samples addressing one or more grade level, subject area standards provide **minimal evidence** of the facet of growth identified
- Growth by **only one or two of the sampled students** may be demonstrated
- Growth is **minimally documented** through supporting materials OR **documentation is missing**

Score point 0

Entries for this facet are **not included, none of those included is applicable** OR **none are aligned** with appropriate grade level, subject area standards

Student Growth Portfolio Evaluation Worksheet

Portfolio ID _____

Reviewer # _____

Facet #	Score	Score Rationale	Recommendations (optional)

Other Observations (use other side if needed):

Background of Student Growth Portfolios (SGP)

Portfolios are not new; they began to appear in educational contexts in the 1980s as collections of work that showcased the student as a learner, and allowed for students and teachers alike to have a better sense of growth over time. Within QACPS, the purpose of the SGP is to provide evidence of student growth for the purposes of teacher evaluation. This is possible because the portfolio assessment system: (a) Is ongoing rather than representative of a single point-in-time; (b) Allows a window into process as well as products; (c) Provides opportunity to revisit and revise, guided by evaluative criteria ; (d) Allows for diverse means of demonstrating competency (at least some choice); (e) Serves as a demonstration of strengths rather than weaknesses/ deficits; and (f) Encourages reflection and decision-making regarding future (Gail Lynn Goldberg, 2011).

What are Facets of Growth?

Judgments about teacher effectiveness will be based on evidence in student work samples of various facets of growth.

1. An increase in proficiency addressing grade level content/subject area standards

2. A reduction in the amount of scaffolding and/or instructional support needed to complete various academic/standards-based tasks

3. An increase in the complexity and/or level of difficulty of stimuli and resources used in the completion of various standards-based tasks

4. An increase in the ability to engage in purposeful self-evaluation regarding the performance of various standards-based tasks.

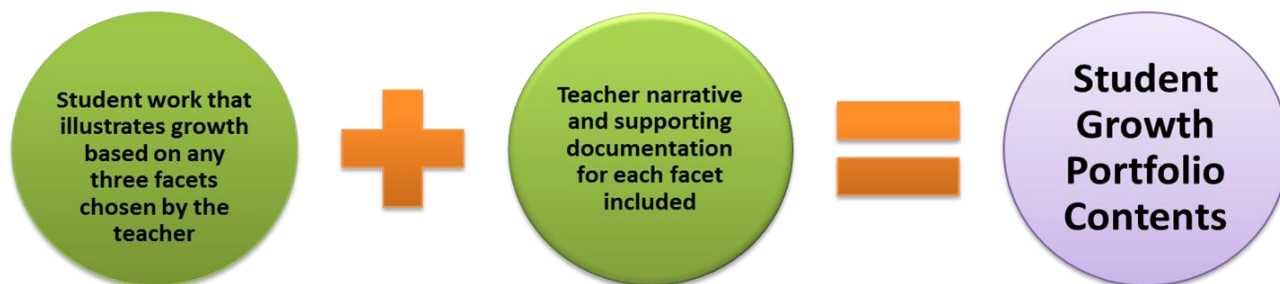
5. An increase in the repertoire of skills and strategies upon which the student can and does draw in an increasingly self-initiated way.

6. An increase in evidence of overarching skills (e.g., reasoning, problem-solving and communication) in discipline- specific/discipline appropriate ways.

7. An increase in the ability to respond fully and well to questions at higher levels of cognitive complexity.

8. An increase in the ability to engage in cooperative/collaborative activities characteristic of discipline-appropriate, standards-based tasks.

Components



Identify facets of growth you would like to measure: Select **three** facets that are a good fit for your instructional strategies, subject area, and grade level. For example, nearly all teachers look for evidence during the year of Facet 1 (increase proficiency addressing grade/instructional level content standards) in students' classroom performance. Special education teachers commonly witness evidence of facet 2 (reduction in the amount of scaffolding and instructional support needed to complete various standards-based tasks) by the type/number of prompts students require. Teachers see growth in Facet 4 (Increase in the ability to engage in purposeful self-evaluation regarding the performance of various standards-based tasks) by having students choose from 2 pictures representing "I did it!" or "Not so great". Or teachers observe growth in Facet 7 (Increase in the ability to respond fully and well to questions at higher levels of cognitive complexity) when a student is able to go from identifying pictures such as dog, bird, person to matching pictures to their dwellings (a higher cognitive skill).

Identify the relevant students: For each facet, select **at least five** students for whom you will collect work samples and supporting information. If you have fewer than five students, additional facets may need to be added to adequately demonstrate growth. You may wish, at least, to collect work samples from more students than you ultimately will need to include in your final portfolio, in case one or more students moves, is ill for an extended period of time, or ceases to serve as a useful representative of your students for some other reason. The exact students for inclusion will be confirmed between the teacher, the administrator, and the Supervisor for Special Education.

Obtain student permission slips: Students whose work will be collected in a portfolio, or who might appear in a video or photograph of a group activity after editing, will need to provide permission. Teachers will utilize the **Student Release Form: Student Growth Portfolio – Implied Consent** to obtain parent permission.

It might be helpful to emphasize that student information will not be used in the portfolio to evaluate students, but is intended solely for use by Maryland educators to evaluate teachers. If consent is not obtained for specific students, which might affect the group of students for inclusion your portfolio, a conversation with the Administrator and /or Supervisor of Special Education will occur to discuss alternative options.

When collecting evidence, protect students' privacy. You can refer to students by letter or number, fictional names, or first name only. Remove last names and any other identifying information.

Identify your portfolio presentation tool: While this decision does not have to be made at the very start, the earlier you make this determination, the easier it will be to retain items that you collect as evidence and supporting information. Some options that could be considered:

- PowerPoint template (provided at request)
- Blogging software
- Cardboard storage carton (useful if three-dimensional work samples are likely)
- Binder
- ePortfolio software

In general, electronic collections will be more compact and make it easier to manage the logistics, such as getting the portfolio to evaluators. However, hardcopy can suffice. If electronic methods are used, maintain effective backups of the data and portfolio contents.

Although identifying the tool early has some value, you don't need to know the exact organization up front. **In general, evaluators like to review materials that are organized by facet, then by student, and finally chronologically.**

Start to collect evidence: Refer to the document "Facets of Growth: What They Are and Evidence to Support Scoring" for further explanations of the facets and suggestions on what to collect for each facet. This document also describes supporting information that is relevant. Accumulating supporting information along with the work samples spreads the workload out and allows you to capture it while it is fresh in your mind. While the basic requirement is to have an early work sample and a later one for each student and facet, samples throughout the year might better serve to illustrate growth and progress over time.

Work samples should be selected for each student to illustrate a particular facet of growth. **At a minimum there should be 3 artifacts** that reflect different points in time over the unit, marking period, or school year: pre, mid, and post. In the end, it will be far easier to assemble the portfolio if you have more information than needed than if you have to scramble to recover things after the fact.

Some tips for collecting evidence:

- Choose evidence that relates to curriculum standards that are sufficiently broad to span most of the year and to which you expect to return multiple times throughout the year.
- Consider the format in which you will present your portfolio (see above) and convert your materials to a compatible form.
- Convert evidence to a form that is easy to store, such as taking one or more pictures of a student's project rather than retaining the project itself. Scanning student work allows you to retain a copy while returning the original to the student.
- Consider taking pictures of student work with your phone/iPad and transferring them to your computer.

- Consider making quick movies using your phone/iPad. If more elaborate means are required, you will likely need the assistance of another person so they can deal with filming while you focus on instruction. Arrange far enough in advance for the other person and the equipment. Decide if you will film during the standard instruction period or if pulling students out during recess or another time might work better.
- As mentioned above, protect student privacy.
- Label items immediately with the student identifier, intended facet, curriculum standard, date, a description of the instructional activity, and the student's score.
- Students could be enlisted to assist with documenting their own progress, allowing them to practice their technology skills and provide them tracking information that might capture their interest.

Student work samples should be accompanied by **supporting material** created/compiled by the teacher that would provide reviewers with an understanding of the instructional context and/or goals, the assignment specifics, evaluation criteria that were applied (and the resultant scores and/or annotations), etc.

Document supplementary materials: Teachers need to provide a **descriptive profile** of each student whose work is featured in the portfolio (age/grade, last year's growth measure, present levels of performance from IEP, relevant assessment data, etc.). For each activity there needs to be a **brief description** that led to an included artifact and/or assignment directions, along with **alignment information** (which standard[s]/objective[s] are addressed in that activity). Finally teachers need to provide an **explanation of the criteria** (formal/informal) used to evaluate that artifact (product or performance).

Yearly SGP Process

Approval Conference: During the approval conference (to occur in October), the principal and/or special education supervisor and teacher will meet to review the list of student names, discuss potential facets of growth to be measured, and consider measures to be used.

Mid-Interval Conference - The purpose of the mid-interval conference (to occur end of January/beginning of February) is to review progress toward the collection of artifacts which demonstrate evidence of the facets of growth. The principal and/or special education supervisor and teacher should discuss relevant data that indicates student progress. At this conference, the principal and/or special education supervisor and teacher should identify students that have withdrawn and/or identify additional facets.

Evaluation (or Student Growth Report) Conference: During the Comprehensive Evaluation conference or Student Growth Report conference, the principal and/or special education supervisor and teacher will review the final scoring of the portfolio. The teacher will be provided with information

including all measures from the Student Growth model. If it is a Comprehensive Evaluation, the teacher will also receive results from the Professional Practice portion of the evaluation as well.

General Order and Timelines for Portfolio Approval, Artifact Collection and Monitoring

- ✓ Professional Development SGP Development and Components (August/Sept)
- ✓ Approval of Students (October)
- ✓ Administration of Pre-Test / Begin collection of initial artifacts (October/November)
- ✓ Mid-Interval Conferences (January)
- ✓ Administration/collection of final artifacts (end of April)
- ✓ Portfolio submission for scoring to principals (**May 22, 2015**)
- ✓ Determination of scoring/rating (by the last day of the school year for teachers)

Scoring SGPs

After submission, the portfolio will be scored by both the principal (or administrative designee) and the special education supervisor. Reviewers will determine student growth based on the data and evidence provided in the portfolio. A different rubric will be used to score each facet of growth based on a 4 point rubric. Scores will be compiled on the Student Growth Portfolio Evaluation Worksheet. Once finished scoring the principal and the special education supervisor will aggregate the facet scores into an overall portfolio raw score – ranges of which will be correlated to highly effective, effective, ineffective.

The “Student Growth Portfolio Rubrics: Scoring Evidence of Various Facets of Growth”, is available in the appendix.

Appendices:

- A. Student Release Form: Student Growth Portfolio – Implied Consent
- B. Facets of Growth: What They Are and Evidence to Support Scoring
- C. Student Growth Portfolio Rubrics: Scoring Evidence of Various Facets of Growth
- D. Student Growth Portfolio Evaluation Worksheet
- E. Student Growth Portfolio Scoring Rubrics - *Quick Reference Scoring Card*