

Portfolio Evaluation

Following is information regarding the establishment of academic eligibility by non-public school students who wish to dually enroll in public schools for the purpose of participating in non-academic activities.

Idaho Code (§33-203) describes Dual Enrollment as:

Any student participating in dual enrollment may enter into any program in the public school available to other students subject to compliance with the eligibility requirements herein and the same responsibilities and standards of behavior and performance that apply to any student's participation in the activity, except that the academic eligibility requirements for participation in nonacademic activities are as provided for herein.

In order for any nonpublic school student or public charter school student to participate in nonacademic public school activities for which public school students must demonstrate academic proficiency or eligibility, the nonpublic school or public charter school student shall demonstrate composite grade-level academic proficiency on any state board of education recognized achievement test, portfolio, or other mechanism as provided for in state board of education rules. Additionally, a student shall be eligible if he achieves a minimum composite, core, or survey test score within the average or higher than average range as established by the test service utilized on any nationally-normed test. Demonstrated proficiency shall be used to determine eligibility for the current and next following school years. School districts shall provide to nonpublic students who wish to participate in dual enrollment activities the opportunity to take state tests or other standardized tests given to all regularly enrolled public school students.

Dual Enrollment Rule from 08.02.03 – RULES GOVERNING THOROUGHNESS:

Dual Enrollment. For the purpose of nonpublic school student participation in nonacademic public school activities as outlined in section 33-203, Idaho Code, the Idaho State Board of Education recognizes the following:

- a. State required Level Testing (grades 2 – 9)
- b. The Idaho Standards Achievement Test (grades 10-12)
- c. A portfolio demonstrating grade level proficiency in at least five (5) of the subject areas listed in items i. through vi. below. Portfolios are to be judged and confirmed by a committee comprised of at least one teacher from each subject area presented in the portfolio and the building principal at the school where dual enrollment is desired.
 - i. Language Arts/Communications
 - ii. Math
 - iii. Science
 - iv. Social Studies
 - v. Health
 - vi. Humanities.

Definition of Portfolio:

A collection of materials that documents and demonstrates a student's academic and work-based learning. Although there is no standard format for a portfolio, it typically includes many forms of information that exhibit the student's knowledge, skills, and interests. By building a portfolio, students can recognize their own growth and learn to take increased responsibility for their education. Teachers, mentors, and employers can use portfolios for assessment purposes and to record educational outcomes.

For an example of a portfolio evaluation instrument, see the following:

Portfolio Evaluation Form:

(Complete this form for each portfolio submitted to establish eligibility under Dual Enrollment)

School: _____

Student's Name: _____ Date: _____

Birth date: ___ / ___ / ___ Grade Level: _____

Activities: _____

Principal: _____

Names of the School's Portfolio Team:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Evaluator's Comments:

Principal's Signature

INSTRUCTION PAGE

Portfolio Evaluation Scoring Rubric:

The portfolio evaluation team (as defined in State Board of Education rule) may wish to use the follow rubric to score the submitted evidence of grade level proficiency. To do so, use these scoring standards to score the evidence from 1 (below basic) to 4 (advanced proficient) based on the level of evidence submitted that demonstrates proficiency in each of the content areas. An N/A is an indication that a standard has not been addressed. An N/A would receive a score of zero (0). When the evaluation is complete, average the scores to determine if there is a demonstration of **grade level proficiency** (average of at least 3) for each set of achievement standards based on the evidence submitted.

Advanced Proficient Score (4): The **advanced proficient** performing student submits portfolio evidence that demonstrates a strong knowledge, skill, and understanding of the Achievement Standards at grade level. The submitted portfolio illustrates independent thinking in a variety of ways including technical writing, problem solving, and using multiple methods of communicating. The portfolio illustrates an in-depth understanding of main ideas and the use of supporting details and related concepts. An **advanced proficient scored** portfolio shows evidence of analysis of information, internalization of information, integration of information, comprehensive summaries, accurate predictions, and a comprehensive use of given information to communicate or solve a problem. The portfolio contains evidence of advanced technology use and of identifying and using unique details related to topic/subject/concept and purpose. There is evidence of an ability to order, list, sort, and compare and contrast information. There may be evidence, in a meaningful way, of a challenge to the norm. The portfolio illustrates student's **advanced grade level** writing mechanics skill, computational skill, problem solving skill, and content comprehension.

Proficient Score (3): The **proficient** performing student submits portfolio evidence that demonstrates knowledge, skills, and understanding of the Achievement Standards at grade level. The submitted portfolio illustrates student understanding of a standard's main ideas and the use of supporting details. There is evidence of meaningfully comparing, logically predicting, and purposefully summarizing information. The **proficient scored** portfolio shows evidence of using information in a meaningful way and the use of various strategies to communicate or solve a problem. The portfolio illustrates an interpretation and use of written directions, diagrams, maps, charts, graphs, and tables. Information has been transferred from print, electronically, and from on-line sources. The proficient portfolio contains information describing an issue, problem, or situation and exhibits some understanding of how to deal with the information at hand. There is evidence of ability to order, list, and sort information and make comparisons. The portfolio illustrates student's **proficient grade level** writing mechanics skill, computational skill, problem solving skill, and content comprehension. **(This is the eligibility target level.)**

Basic Score (2): The **basic** performing student submits portfolio evidence that demonstrates some knowledge, skill, and understanding of the Achievement Standards at grade level. The submitted portfolio illustrates some student understanding of identified main ideas and some supporting details. The **basic scored** portfolio shows evidence of simplistic comparisons, predictions, and summaries but illustrates some skill and knowledge of the standards. There is evidence of the use of written directions, maps, charts, diagrams, graphs, and tables. There is some evidence of locating information in print, electronically, and from on-line sources. There is some detailed discussion of the topic/subject/concept. The work shows a need for clarification of issues, problems, or situations. There is need for more work to effectively order, sort, and list information. The portfolio illustrates student's **basic grade level** writing mechanics skill, computational skill, problem solving skill, and content comprehension.

Below Basic Score (1): The **below basic** performing student submits portfolio evidence that demonstrates a need for improved knowledge, skill, and understanding required to perform at grade level on the Achievement Standards. The developing scored portfolio shows evidence of a limited if not a lack of understanding of concepts and skills. The portfolio illustrates some recognition of main ideas and some supporting details. The portfolio contains examples of simplistic comparisons and predictions and indicates a limited knowledge or understanding. There is evidence of a limited ability to read and use maps, charts, diagrams, graphs, and tables as well as a difficulty in locating, using or transferring information from print, electronic, and on-line sources. The portfolio illustrates student is **below basic grade level** writing mechanics skill, computational skill, problem solving skill, and content comprehension.

Following are the content achievement standards in six (6) subject areas. To effectively and appropriately evaluate a portfolio for grade level proficiency, the evaluator should evaluate the portfolio against the content knowledge and skills of **each** standard in **each** content area. There must be evidence of grade level proficiency in each standard. Each standard may be scored using the scoring standard provided. Once that has been completed, average the scores to determine the average performance level for each standard. A score of **three (3)** is required for grade level proficiency. Grade level proficiency in at least five (5) subject areas (as defined in State Board of Education rule) is required for eligibility.

Scores:

- N/A Standard has not been addressed, score a zero (0)
- 1 Demonstrates **Below Basic** Performance
- 2 Demonstrates **Basic** Performance
- 3 Demonstrates **Proficient** (target score) Performance
- 4 Demonstrates **Advanced Proficient** Performance

CONTENT ACHIEVEMENT STANDARDS

<u>HUMANITIES STANDARDS</u>	<u>SCORE</u>				
	N/A	1	2	3	4
<u>Interdisciplinary Humanities (9-12th grades only)</u>					
Historical and cultural contexts of interdisciplinary Humanities.					
Critical thinking in interdisciplinary Humanities.					
Acquisition, application, and expression of specific content knowledge and skills in the interdisciplinary Humanities.					
<u>Visual and Performing Arts (K-12th grades)</u>					
Historical and cultural contexts of visual and performing arts disciplines.					
Critical thinking in the visual and performing arts.					
Acquisition, application, and expression of specific content knowledge and skills in the visual and performing arts.					
<u>World History-Humanities (Humanities in a historical context) (9-12th grades only)</u>					
Historical and cultural contexts of World History.					
Critical thinking in World History.					
Acquisition, application, and expression of specific content knowledge and skills in World History.					
<u>Foreign Language (K-12th grades)</u>					
Historical and cultural contexts of Foreign Language study.					
Critical thinking in Foreign Language study.					
Acquisition, application, and expression of specific content knowledge and skills in Foreign Language study.					

Average Score (a **3** or greater is proficient) _____

<u>MATHEMATICS STANDARDS</u>	<u>SCORE</u>				
	N/A	1	2	3	4
Basic Arithmetic, Estimation, and Accurate Computations					
Mathematical Reasoning and problem Solving					
Concepts and Principals of Measurement					

Concepts and Language of Algebra					
Concepts and Principles of Geometry					
Data Analysis, Probability, and Statistics					
Functions and Mathematical Models					

Average Score (a 3 or greater is proficient) _____

<u>SCIENCE STANDARDS</u>	<u>SCORE</u>				
	N/A	1	2	3	4
Unifying Concepts of Science					
Concepts of Scientific Inquiry					
Concepts of Physical Science					
Cellular and Molecular Concepts					
Interdependence of Organisms and Biological Change					
Matter, Energy, and Organization in Living Systems					
Earth and Space Systems					
Technology					
Personal and Social Perspectives					
History of Science					
Interdisciplinary Concepts					

Average Score (a 3 or greater is proficient) _____

<u>SOCIAL STUDIES STANDARDS</u>	<u>SCORE</u>				
	N/A	1	2	3	4
<u>History of human Civilization (Middle Grades 6-8)</u>					
History of Human Civilization					
Geography					
Government/Civics					
Economics					
<u>Geography (Middle Grades 6-8)</u>					
Geography					
<u>U.S. History (Middle Grades 6-8)</u>					
Critical Thinking and Analytical Skills					
Evolution of Democracy					
Exploration and Expansion					
Migration and Immigration					
Political, Social, & Economic Response to Industrialization & Technical Innovation					
International Relations and Conflicts					
Cultural and Social Development					
Foundations of the American Political System					
Organization and Formation of the American System of Government					
Citizen Responsibilities and Rights					
Economic Fundamentals					
Economic Influences					

Geography					
Grades 9-12					
Critical Thinking and Analytical Skills					
Evolution of Democracy					
United States History (9-12)					
Exploration and Expansion					
Migration and Immigration					
Political, Social, & Economic Response to Industrialization & Technical Innovation					
International Relations and Conflicts					
Cultural and Social Development					
Government/Civics (9-12)					
Civic Life, Politics, and Government					
Foundations of the American Political System					
Organization and Formation of the American System of Government					
United States Foreign Affairs					
Citizen Responsibilities and Rights					
Economics (9-12)					
Fundamentals					
Concept of Money					
Influences					
Economic Institutions					
Personal Finance					

Average Score (a 3 or greater is proficient) _____

<u>LANGUAGE ARTS COMMUNICATIONS STANDARDS</u>	<u>SCORE</u>				
	N/A	1	2	3	4
Reading					
Writing					
Listening					
Speaking					
Viewing					

Average Score (a 3 or greater is proficient) _____

<u>HEALTH STANDARDS</u>	<u>SCORE</u>				
	N/A	1	2	3	4
Healthy Lifestyles					
Risk-Taking Behavior					
Communication Skills for Healthy Relationships					
Consumer Health					
Mental and Emotional Wellness					

Average Score (a 3 or greater is proficient) _____