

# December Portfolio Review

(For usage by AFs/ESs at ES Group Meetings doing Portfolio Review)

AFs: Print one copy for **every ES** in your ES group and take to your December ES Group Meeting. Collect at the end of the meeting and mail to IEM, Training, 1166 Broadway, Suite Q, Placerville, CA 95667.

Reviewer Name: \_\_\_\_\_ Date: \_\_\_\_\_

ES Name (Portfolios you are reviewing): \_\_\_\_\_ AF Group: \_\_\_\_\_

ES Advisor of Portfolios being reviewed ES (Ask the ES): \_\_\_\_\_

**Directions:** ESs split into groups of 2 (or 3 *only if* there is an uneven number at the meeting), preferable one veteran ES with one newer ES. Follow the directions below step by step together—***this is not a work alone activity***, but a time to talk about each step and share good ideas/suggestions/etc. Take time at each step to share ideas, talk about how you decided which sample to include, how you told the parent about what type of sample you wanted, etc (any good ideas!). ***A review that misses errors will reflect negatively on the Reviewers ES Evaluation—do a careful and serious job!*** The portfolios validate our claim for state ADA and is how the school is funded!

1. How many names are listed on the ESs Portfolio Checklist? \_\_\_\_\_
2. Count the number of portfolio envelopes given to you: \_\_\_\_\_
3. If there is a discrepancy between #1 and #2, discuss now and report the reason here (Share ideas of how to correct this problem):  
\_\_\_\_\_
4. Look through all the outside labels, find anything not filled out, filled out incorrectly, correct placement of label, etc and give back to your partner NOW before going on for immediate correction. Done? \_\_\_\_\_
5. Pull these 8 portfolios for close scrutiny and list the student name, set the rest aside:
  - The 2nd one (Name of student portfolio reviewed): \_\_\_\_\_
  - The first one that starts with D (or closest to): \_\_\_\_\_
  - The first one that starts with F (or closest to): \_\_\_\_\_
  - The first one that starts with H (or closest to): \_\_\_\_\_
  - The first one that starts with M (or closest to): \_\_\_\_\_
  - The first one that starts with P (or closest to): \_\_\_\_\_
  - The first one that starts with T (or closest to): \_\_\_\_\_
  - The last one: \_\_\_\_\_
6. Pull all portfolios for dropped and 1<sup>st</sup> semester grads and review those also. List the student name(s):  
\_\_\_\_\_
7. As you evaluate each of the above portfolios, talk about anything not done according to this criteria, and mark it on the **Portfolio Review Form** (One per portfolio). ***Allow your partner ES to make needed corrections as you go along if they are simple corrections.*** Share ideas as you go along!
  - A. Evaluate the Portfolio Samples with the following criteria.
    - One work sample for each learning area covered per semester if the student is in grades K-8 (minimum of 5)
    - One work sample per COURSE per semester for 9th to 12th (Students doing a mixture of K-8 and 9-12 may include all samples in the same envelope, listing the samples correctly on the Portfolio Checklists.)
    - Samples must be non-sectarian (Look at copyright names to see if they are from a no-no vendor)
    - Samples must be from materials that are or could be purchased by the school with ADA funding for activities the school did/could have paid for.
    - Samples will display indicate the working level of student and must show **student work** (**not** the parents' work or evaluation (a dictation from the parent is OK), not ES work or evaluation, not a certificate, not a picture of a student standing in a group, etc)
    - Samples must be **graded!**
    - Each sample must be labeled in the UPPER RIGHT CORNER with a **completed** portfolio label with all of the following: the student's name/ESs initials or signature/the date of collection/HS course title/growth area/a time value—Leave no spaces blank!
  - B. Evaluate the Organization of the Portfolio with the following criteria:
    - Each portfolio has a WEBfiles printed, completed (in ink) **portfolio checklist** for the 1<sup>st</sup> semester (there will eventually be 2, one for each semester) and has the appropriate samples indicated behind the checklist.
    - The samples are organized in the same order as the growth areas/courses appear on the checklist.
    - Make sure that no items are stapled together unless they are part of a single sample
    - Paper clip each semester's samples together in order with the checklist on top