



**Louisiana Teacher Assistance and Assessment Program**  
**Portfolio Scoring Worksheet**  
**Regular Education or Special Education – I**



Teacher's Name: \_\_\_\_\_ SS#:     -         Select One: Regular \_\_\_\_\_ Sp. Ed. – I \_\_\_\_\_

Assessor's Name: \_\_\_\_\_ SS#:     -         Assessor Role: Principal \_\_\_\_\_ External \_\_\_\_\_

School District: \_\_\_\_\_ School Name: \_\_\_\_\_ Date: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

**Scoring Guide:** If the answers to all of the questions are "Yes," the attribute rating is "2"; however, if the answer to one or more of the questions is "No," the attribute rating is "1." Exceptions within individual attributes must be followed when assigning ratings. Attributes rated "1" require comments.

Item	Questions	YES	NO	Ratings/Comments
<b>1.</b>	<b>IA1. Specifies learner outcomes in clear, concise objectives</b>			
	1. A2, Item 4: Are there two or more objectives clearly specifying what students should know or be able to do after instruction, i.e., objectives that specify outcomes?	1 _____	1 _____	_____
	2. Does at least one of the objectives target higher-order skills as appropriate?	2 _____	2 _____	
<b>2.</b>	<b>IA2. Includes activity/activities that develop the objectives</b>			
	1. Work Sample Lesson Plan (which follows A7) and/or A7 Entry Form: Has the teacher clearly described the student activities?	1 _____	1 _____	_____
	2. Work Sample Lesson Plan (which follows A7) and/or A7 Entry Form: Has the teacher clearly described his/her activities?	2 _____	2 _____	
	3. Work Sample Lesson Plan (which follows A7) and A7 Entry Form: Do the activities match the objectives stated in the Lesson Plan?	3 _____	3 _____	
<b>3.</b>	<b>IA3. Identifies and plans for individual differences (Regular Education teachers only)</b>			
	1. A1, Section II: Has the teacher completed all items?	1 _____	1 _____	_____
	2. A2, Item 6: Has the teacher described specific adjustments in content, instruction, or assessments to accommodate some (one or more) differences identified in A1, Section II?	2 _____	2 _____	
	3. Do adjustments described appear appropriate to the differences identified?	3 _____	3 _____	

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Item	Questions	YES	NO	Ratings/Comments
<b>4.</b>	<b>IA4. Identifies materials, other than standard classroom materials, as needed for the lesson</b>			
	<p><b>NOTE:</b> If the teacher has listed the materials/technologies (other than a text) that were used in the lesson, answer only question 1. If not, answer only question 2. Either question 1 or 2 should be left blank.</p> <p>1. Work Sample Lesson Plan: Has the teacher listed the materials/technologies (other than a text) that were used in the lesson, AND were the materials/technologies aligned with the objectives of the lesson?</p> <p style="text-align: center;"><b>OR</b></p> <p>2. Work Sample Lesson Plan and A7, Item 3: If no additional materials/technologies were used, has the teacher provided a credible explanation of why none were needed?</p>	1 ____	1 ____	_____
		2 ____	2 ____	
<b>5.</b>	<b>IA5. States method(s) of evaluation to measure learner outcomes</b>			
	<p>1. A3, Item 1: Has the teacher provided a clear description of the assessment plan?</p> <p>2. A3, Items 2 and 3: Has the teacher described the pre- and post-assessment methods?</p> <p>3. Have the pre- and a post-assessment or student directions been attached?</p>	1 ____	1 ____	_____
		2 ____	2 ____	
		3 ____	3 ____	
<b>6.</b>	<b>IA6. Develops an IEP, and/or IFSP as needed for the lesson (Sp. Ed. – I teachers only)</b>			
	<p>1. A1, Section II: Has the teacher completed information for <u>all</u> items?</p> <p>2. A2, Item 6: Has the teacher described specific adjustments made in content, instruction, or assessments to accommodate individual differences in students within the identified specified needs group?</p> <p>3. Do the adjustments described appear to be appropriate for the differences identified?</p>	1 ____	1 ____	_____
		2 ____	2 ____	
		3 ____	3 ____	
<b>7.</b>	<b>IIIA5. The teacher integrates technology into instruction</b>			
	<p>1. Portfolio Entry D, Items 1, 2, and Artifact: Has the teacher described the artifact and provided a clear explanation of its relationship to the attribute?</p> <p>2. Portfolio Entry D, Items 3, 4, and Artifact: Is there a clear explanation of the teacher's integration of technology into instruction?</p>	1 ____	1 ____	_____
		2 ____	2 ____	

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<b>8.</b>	<b>IIIB1. Presents content at a developmentally appropriate level</b>			
	<ol style="list-style-type: none"> <li>1. A1, Section II: Does the teacher indicate the level of diversity within the class?</li> <li>2. A2, Item 2: Is the content described appropriate for all students taught?</li> <li>3. A2, Items 6 and 7: Were adjustments made to ensure developmentally appropriate content for students?</li> </ol>	1 ____ 2 ____ 3 ____	1 ____ 2 ____ 3 ____	____
<b>9.</b>	<b>IIID1. Consistently monitors ongoing performance of students</b>			
	<ol style="list-style-type: none"> <li>1. A3, Item 1: Has the teacher described procedures for informally assessing (monitoring) student progress at key points throughout work sample instruction?</li> <li>2. A2, Item 4, and A3, Item 1: Do assessment procedures in A3, Item 1, appear appropriate to the objectives in A2, Item 4?</li> </ol>	1 ____ 2 ____	1 ____ 2 ____	____
<b>10.</b>	<b>IIID2. Uses appropriate and effective assessment techniques</b>			
	<ol style="list-style-type: none"> <li>1. A3, Items 2, 3, and Attachments: Were pre- and post-assessments appropriate for measuring knowledge and skills described in objectives?</li> <li>2. A3, Items 2, 3, and Attachments: Did pre- and post-assessments measure the same knowledge and skills in the same way?</li> <li>3. Attachments to A3: Do assessments adhere to principles of good test and/or performance assessment construction?  <b>NOTE: If only paper-pencil tests are used, consider only items listed under “Tests.” If only assignments/activities are used, consider only items listed under “Assignments/Activities.” If both paper-pencil and performance assessments are used, both of them must be analyzed using the criteria established for each.</b>  <u>Tests</u> <ul style="list-style-type: none"> <li>• Complete/clear directions</li> <li>• Unambiguous test items</li> <li>• Appropriate organization</li> <li>• Specification of points awarded for each item</li> </ul> <u>Assignments/Activities</u> <ul style="list-style-type: none"> <li>• Complete/clear directions</li> <li>• Specifications for scoring/grading</li> <li>• Specifications of conditions for performance</li> <li>• Specifications of timeline(s) for completion</li> </ul> </li> <li>4. A3, Item 4: Is it apparent that the teacher understands alignment, and is there evidence that there has been a genuine attempt to align these elements of instruction?</li> </ol>	1 ____ 2 ____ 3 ____ 4 ____	1 ____ 2 ____ 3 ____ 4 ____	____

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<b>11.</b>	<b>IIID3. Provides timely feedback to students</b>			
	<ol style="list-style-type: none"> <li>1. A6, Item 1: Does the description include multiple points in the work sample for providing feedback to students about their progress?</li> <li>2. A6, Item 1: Does the description include several methods of providing feedback to students?</li> </ol>	1 ____ 2 ____	1 ____ 2 ____	____
<b>12.</b>	<b>IIID4. Produces evidence of student academic growth under his/her instruction</b>			
	<ol style="list-style-type: none"> <li>1. A5, Item 1, and A4: Did more than 50% of students meet all objectives, and is this consistent with the information on A4? <b>NOTE: If all students met all objectives, the rating for IIID4 is “2.” Assessors may then disregard questions 2-4.</b></li> <li>2. A5, Item 2, and A4: Does the teacher report that at least 80% of the students not meeting all objectives made substantial gains from pre-assessment to post-assessment? <b>NOTE: If all students not meeting objectives made substantial gains, assessors may then disregard question 3 and move to question 4.</b></li> <li>3. A5, Items 2 and 3, and A4: For each student who demonstrated little or no gain from pre-assessment to post-assessment, is there a plausible explanation of circumstances that may have impeded student learning?</li> <li>4. A5, Items 4 and 5: Does the teacher describe strategies he/she used or has planned to use to help low achieving students accomplish the objectives of the work sample since its conclusion?</li> </ol>	1 ____ 2 ____ 3 ____ 4 ____	1 ____ 2 ____ 3 ____ 4 ____	____
<b>13.</b>	<b>IVB1. Identifies areas of instruction that need strengthening, develops, and completes a plan for improvement</b>			
	<ol style="list-style-type: none"> <li>1. Professional Growth Plan: Has the teacher submitted a Professional Growth Plan?</li> <li>2. Professional Growth Plan: Has the Professional Growth Plan form been completed?</li> <li>3. Professional Growth Plan, Items 10, 13, and 16: Have all or most of the activities on the Professional Growth Plan been successfully completed?</li> <li>4. Professional Growth Plan, Item 15 for objectives 1 and 2: Is there evidence that the teacher has accomplished or is well along toward accomplishing the professional growth objectives?</li> <li>5. Professional Growth Plan, Items 9 and 17: Is there evidence that the teacher’s professional growth activities have had an impact on student learning, or is there evidence that the activities have impacted the teacher’s instruction?</li> </ol>	1 ____ 2 ____ 3 ____ 4 ____ 5 ____	1 ____ 2 ____ 3 ____ 4 ____ 5 ____	____

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<b>14.</b>	<b>IVB2. Seeks ideas and strategies from resources or colleagues that will improve teaching and learning and employs them</b>			
	<ol style="list-style-type: none"> <li>Professional Growth Plan, Items 10, 11, and 18: Has the teacher incorporated ideas and strategies additional to those listed in 10 and 11 into his/her Professional Growth Plan?</li> <li>Professional Growth Plan, Item 18: Has the teacher provided a clear explanation of how the specific ideas/strategies gained from the additional resources will impact instruction and/or student learning/achievement?</li> </ol>	1 ____ 2 ____	1 ____ 2 ____	____
<b>15.</b>	<b>VA1. Participates in grade level and subject area curriculum planning and evaluation</b>			
	<ol style="list-style-type: none"> <li>C1, Items 1, 2, and Artifact: Do the artifact and the teacher’s explanations provide clear evidence of the teacher’s participation in activities designed to improve teaching and learning within the school?</li> <li>C1, Items 3 and 4: Has the teacher provided a clear explanation of the impact of the activities represented by the artifact on curriculum and instruction in the classroom and/or grade-level?</li> </ol>	1 ____ 2 ____	1 ____ 2 ____	____
<b>16.</b>	<b>VA2. Serves on task force(s) and/or committees</b>			
	<ol style="list-style-type: none"> <li>C2, Items 1, 2, 3, and Artifact: Do the artifact and the teacher’s explanations provide clear evidence of the teacher’s participation in the professional life of the school?</li> <li>C2, Items 3 and 4: Has the teacher provided a clear explanation of the benefit of the activities represented by the artifact to the school?</li> </ol>	1 ____ 2 ____	1 ____ 2 ____	____
<b>17.</b>	<b>VA3. Implements school improvement plan at the classroom level</b>			
	<ol style="list-style-type: none"> <li>C3, Items 1, 2, 3, and Artifact: Do the artifact and the teacher’s explanations provide clear evidence of the teacher’s efforts to improve teaching and learning in areas and ways designated in the school’s improvement plan?</li> <li>C3, Item 4: Has the teacher provided a clear explanation of the impact of the activities represented in the artifact on learning in his/her classroom?</li> </ol>	1 ____ 2 ____	1 ____ 2 ____	____

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<b>18.</b>	<b>VB1. Provides information to parents and colleagues regarding class expectations, student progress, and ways they can assist learning</b>			
	<ol style="list-style-type: none"> <li>1. A6, Items 1 and 2: Do the teacher’s descriptions of communications with parents/ caregivers and colleagues include communication before, during, and after the instruction?</li> <li>2. A6, Item 2: Is there an explanation of how the information learned as a result of the communication is used?</li> <li>3. A6, Item 3: Does the description of the communication with parents/caregivers and colleagues include how the teacher attempted to involve them in the learning process?</li> </ol>	1 ____ 2 ____ 3 ____	1 ____ 2 ____ 3 ____	____
<b>19.</b>	<b>VB2. Encourages parents to become active partners in their children’s education and to become involved in school and classroom</b>			
	<ol style="list-style-type: none"> <li>1. C4, Items 1, 2, and Artifact: Has the teacher provided a clear description of the relationship between the artifact submitted and the Attribute for which it was submitted?</li> <li>2. C4, Item 3, and Artifact: Do the artifact and the teacher’s response provide evidence of the teacher’s efforts to get parents/caregivers involved in their children’s education, the classroom, or the school?</li> <li>3. C4, Item 4: Has the teacher provided evidence that his/her efforts to get parents/ caregivers involved have benefited teaching and learning?</li> </ol>	1 ____ 2 ____ 3 ____	1 ____ 2 ____ 3 ____	____
<b>20.</b>	<b>VB3. Seeks community involvement in instructional program</b>			
	<ol style="list-style-type: none"> <li>1. C5, Item 2, and Artifact: Has the teacher provided a clear explanation of the relationship between the artifact submitted and the Attribute being assessed?</li> <li>2. C5, Item 3: Do the artifact submitted and the teacher’s response provide evidence of efforts to involve the broader community in the instructional program?</li> <li>3. C5, Item 4: Does the teacher’s response provide evidence of the benefits of his/her efforts to involve the community in the instructional program?</li> </ol>	1 ____ 2 ____ 3 ____	1 ____ 2 ____ 3 ____	____