We will set all students on a path to success.

Student Growth Portfolio
Physical Education
We will set all students on a path to success.

**ACADEMICS**

All Tennessee students will have access to a high-quality education, no matter where they live.

**WHOLE CHILD**

Tennessee public schools will be equipped to serve the academic and non-academic needs of all students.

**EDUCATORS**

Tennessee will set a new path for the education profession and be the top state to become and remain a teacher and leader.
Agenda

Purpose Process
- Creating a High-Quality Portfolio
- P.E. Portfolio
- Assessment
- Managing Student Work
- Student Work Samples
- Differentiated Grouping, & Purposeful Sampling
- Rubric Indicators
- Self-Scoring and Peer Review
- Portfolio Submission
- Calculating Student Growth & LOE Generation

Platform
- Registration
- Requirements
- Support
Purpose
Benefits of Portfolios

- Ownership of growth scores
- Evaluation by peers familiar with the grade-level
- Reflection of instructional practices
- Differentiation of learning for various student groups
- Identification of student growth in authentic tasks
Portfolios in TEAM Evaluation

- Portfolios generate an individual growth score for some non-tested teachers.
- The growth score is essential in generating a teacher’s LOE
Process
Creating a High-Quality Portfolio

• TEAM Portfolio Guidebook for Administrators and Teachers, p. 6
• Notice the bullet points that relate to practices you do on a normal basis to prepare for instruction and assessment in the classroom.
• Notice the bullet points that relate to things specific to the portfolio that you do not do on a normal basis to prepare for instruction and assessment in your classroom.
P.E. Portfolio

- The P.E. portfolio contains four performance-based evidence collections.
- Each evidence collection must contain evidence from two points in time from a purposeful sampling of student work.
- Sampling within each perform collection should include two emerging, two proficient, and two advanced student performances.
P.E. Portfolio

Grade 2: Perform
A. Locomotor Skills (required)
B. Underhand Throw
C. Underhand Catch
D. Kicking with a Running Approach
E. Dribbling with Hands
F. Balance Skills
G. Jump Rope Skills

Grade 5: Perform
A. Overhand Throw-Force or Distance (required)
A. Overhead Volley
B. Forehand Strike
C. Invasion Game Task
D. Educational Gymnastics Routine

Grade 6: Perform
A. Backhand Striking
B. Underhand Serve
C. Advanced Dribbling
D. Catching on the Move

Grade 7/8: Perform
A. Forehand & Backhand Striking
B. Underhand Serve for Accuracy
C. Advanced Dribble Against a Passive Defender
D. Passing
Assessments

P.E Resource Guide:
• Assessment Task
• Set Up
• Options
• Equipment, Materials, and Facilities
• Camera Location and Operation
• Critical Elements
• Helpful Hint for Student Growth
Assessments

• The assessments are designed specifically for their particular grade level and in their current format may be developmentally and instructionally inappropriate for other grades.
• Teachers must follow all testing protocols.
Assessment Protocols

• Prior to assessment
  • Organize each class used for assessment into performance assessment groups with 4-6 students per group and label each as group A, B, C, or D.

• Teach before, direct during, and evaluate after.

• Safety
• Logistics
• Recording
  • Consult the guidebook for specific protocols for student identification and quality check details.

• Student identities
• Evaluation and score sheets
Managing Student Work

Student work includes, but is not limited to:
- Written student work,
- Video segments that demonstrate student performance or speaking,
- Audio recordings of student conversations or think alouds, and
- Photographs of student work.

Student work may be stored on the following platforms:
- Google
- Dropbox
- Evernote
- Box
- Github
- OneDrive
Point A Student Work Samples

- Work samples are collected at the **onset of learning**.
- 3 differentiated groups
  - Emerging
  - Proficient
  - Advanced
- Score with associated rubric.
Differentiated Grouping

- **Emerging**
  - Typically scores below level 3
- **Proficient**
  - Typically scores at level 3
- **Advanced**
  - Typically scores above level 3

<table>
<thead>
<tr>
<th>Below Grade-Level Expectations</th>
<th>End-of-Year Grade-Level Expectations</th>
<th>Above Grade-Level Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 0</td>
<td>Level 1</td>
<td>Level 2</td>
</tr>
<tr>
<td>Emerging Students</td>
<td>Proficient Students</td>
<td>Advanced Students</td>
</tr>
</tbody>
</table>
Point B Student Work Samples

• Collect work samples at the completion of learning.
• Student work:
  • is from the same student/group as Point A,
  • reflects the same standard as point A, and
  • is scored using the same rubric as point A.
# Rubric Indicators

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1: Insufficiently</td>
<td>Student/group is unable to demonstrate expectations of the standard</td>
</tr>
<tr>
<td>Level 2: Inconsistently</td>
<td>Student/group demonstrates part (but not all) of expectations of the standard</td>
</tr>
<tr>
<td>Level 3: Sufficiently</td>
<td>Student/group demonstrates end-of-year grade level expectations, as reflected in the standard</td>
</tr>
<tr>
<td>Level 4: Exceptionally</td>
<td>Student/group meets/exceeds grade level standard with few inconsistencies and/or errors</td>
</tr>
<tr>
<td>Level 5: Masterfully</td>
<td>Student/group exceeds grade level standard with no inconsistencies or errors</td>
</tr>
<tr>
<td>Level 6: Above grade level expectations</td>
<td>Demonstrates one level of growth from the level 5 criteria descriptor for this particular grade- or course-level expectation.</td>
</tr>
<tr>
<td>Level 7: Above grade level expectations</td>
<td>Demonstrates two levels of growth from the level 5 criteria descriptor for this particular grade- or course-level expectation.</td>
</tr>
</tbody>
</table>
Self-Scoring

- Score student work according to the rubric.
- Generate 3 separate scores.
- The three scores from the point A artifact will be compared to the three scores for the point B artifact to determine the overall score for the standards-based collection.
Purposeful Sampling

The process of selecting student work for inclusion in the portfolio collections after artifacts of student work for Points A and B are collected

- TEAM Portfolio Guidebook for Administrators and Teachers, p. 5

<table>
<thead>
<tr>
<th>Differentiated Group: Emerging</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student</strong></td>
<td>Point A Score</td>
<td>Point B Score</td>
<td>Levels of Growth</td>
</tr>
<tr>
<td>Student 1</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Student 2</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Student 3</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Student 4</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Student 5</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>
Portfolio Submissions

- All completed collections must be submitted by **11:59 p.m. local time on May 1**
- Ensure Points A and B are same student
- Ensure emerging, proficient, advanced are different students
- Ensure each piece of student work is available and working (picture, PDF, audio, video, etc.)
- Ensure no duplicated work
- Ensure all work within one collection refers to the chosen standard.
Peer Review

- Certified peer reviewers who are intimately familiar with the standards, rubrics, and grade-level content
- Use the same scoring rubrics for points A and B
- Discrepancy policy
- TEAM Portfolio Guidebook for Administrators and Teachers, p. 9
Peer Review Scoring Notes

Peer Reviewers will assign a differentiated group the score of 1 if one or more of the following occur:

• no growth is demonstrated;
• The same student work is:
  • uploaded for point A and point B,
  • uploaded in another group sample within a collection, or
  • in each sample within a collection;
• student work is missing;
• the task is not aligned to the standard for one or more students;
• student work is not produced by the student; or
• technology (audio/video/picture) is not available.
Calculating Student Growth and Teacher Effectiveness

- Student growth score averages across the collections are used to calculate the teacher’s effectiveness score.
- The teacher’s effectiveness score is the score that will be calculated as 35% of your LOE in TNCompass.
- Scores are auto-calculated from the peer reviewer’s scores of your collections.
Scoring Algorithm

Student Scores and Equivalent Growth Within One Collection

Emerging Student
- Point B: 3
- Point A: 1
- Emerging Growth: 2

Proficient Student
- Point B: 4
- Point A: 2
- Proficient Growth: 2

Advanced Student
- Point B: 5
- Point A: 2
- Advanced Growth: 3
Scoring Algorithm

Student Growth Within One Collection

Emergent Growth 2 levels

Proficient Growth 2 levels

Advanced Growth 3 levels

Average growth in this collection: 2.33 levels
Scoring Algorithm

Average growth in this collection: 2.33 levels

<table>
<thead>
<tr>
<th>Level 5</th>
<th>Students demonstrate, on average, three or more levels of student growth (= or &gt;3 levels of growth)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significantly Above Expectations</td>
<td></td>
</tr>
<tr>
<td>Level 4</td>
<td>Students demonstrate, on average, two levels of student growth, but less than three levels of student growth (=2 levels of growth, but &lt; 3 levels of growth)</td>
</tr>
<tr>
<td>Above Expectations</td>
<td></td>
</tr>
<tr>
<td>Level 3</td>
<td>Students demonstrate, on average, one, but less than two levels of student growth (=1 level of growth but &lt;2 levels of growth)</td>
</tr>
<tr>
<td>At Expectations</td>
<td></td>
</tr>
<tr>
<td>Level 2</td>
<td>Students demonstrate, on average, less than one level of student growth (&gt;0 levels of growth but &lt;1 level of growth)</td>
</tr>
<tr>
<td>Below Expectations</td>
<td></td>
</tr>
<tr>
<td>Level 1</td>
<td>Students demonstrated, on average, no growth or negative growth</td>
</tr>
<tr>
<td>Significantly Below Expectations</td>
<td></td>
</tr>
</tbody>
</table>
**Scoring Algorithm**

<table>
<thead>
<tr>
<th>Collection 1</th>
<th>Student Growth Score</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collection 2</td>
<td>Student Growth Score</td>
<td>Level 4</td>
</tr>
<tr>
<td>Collection 3</td>
<td>Student Growth Score</td>
<td>Level 3</td>
</tr>
<tr>
<td>Collection 4</td>
<td>Student Growth Score</td>
<td>Level 3</td>
</tr>
</tbody>
</table>

### Teacher Effectiveness Indicator Chart

<table>
<thead>
<tr>
<th>Teacher Effectiveness Indicator</th>
<th>Student Growth Indicator Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>1.00 – 1.79</td>
</tr>
<tr>
<td>Level 2</td>
<td>1.80 – 2.59</td>
</tr>
<tr>
<td>Level 3</td>
<td>2.60 – 3.39</td>
</tr>
<tr>
<td>Level 4</td>
<td>3.40 – 4.19</td>
</tr>
<tr>
<td>Level 5</td>
<td>4.20 – 5.00</td>
</tr>
</tbody>
</table>

- **3.5** refers to Level 4 range in the Teacher Effectiveness Indicator Chart.
Platform

BEST FOR ALL
Platform Support: Tech Requirements

- **Chrome** and **Firefox** are best for Portfolium access.
- **Microsoft Edge** is also supported.
- Internet Explorer is NOT a supported browser.
- Portfolium supports multiple file formats for images, documents, and audio/video.
- Ensure the most updated version internet browsers and media software (e.g., Quicktime, Windows Media Player, etc.). is installed.
Platform: Portfolium

- team-tn.org/portfolio-resources
- edu.portfolium.com/login/growth
- District Portfolio Leads (DPL) create roster then teachers finish registration
Platform Registration: Log In
Platform Registration: Year and Role

Pick a role
This will be your default role when you login. You can change the default login role using "Switch Role/Year" option

Select a year
2020-21

Select a role
Select a Role...

CONTINUE
Platform Registration: Portfolio Model

Hi, Laura!
To continue, you must select a student growth portfolio model from the option list below.

Student Growth Portfolio Model

- Fine Arts
- First Grade
- First Grade Departmentalized - ELA
- First Grade Departmentalized - Math
- Kindergarten
- Kindergarten Departmentalized - ELA
- Kindergarten Departmentalized - Math

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Platform Registration: Collections

Almost there!
Finally, choose your collections.

Collection 1 of 4
Literature

Collection 2 of 4
Informational

Collection 3 of 4
Counting and Cardinality

Collection 4 of 4
Select a Collection...
Platform Registration: Done!

Below you will see a list of the collections based on the portfolio model(s) Courtney Rayburn has enrolled in. Each collection record will have the status and progress towards completion clearly defined.

**Fine Arts: Produce**

Domain: Media Arts

- **DUE DATE**: 5/1/2020 at 11:59 PM
- **STATUS**: Not Started
Choose Scoring Rubric

Teachers must provide the following information on the context narrative form which is found on the right side of this page:

1) title and author of the literature text(s) used to generate the authentic student writing artifact.
2) a short description of the integrated task that generated the authentic student writing artifact.
3) recommended start and stop times for any included video/audio
4) any additional relevant context

*Peer reviews will have access to the information in the context narrative.

DUE DATE
5/1/2021 at 11:59 PM
STATUS
Not Started
Choose Scoring Rubric

Select a scoring rubric standard

Before you can score, you must first select a scoring rubric for the collection. First, choose your scoring guide group, then you’ll see a list of the available scoring rubrics for that group. The selection of a scoring rubric at point A will automatically pre-select the same standard for point B.

Scoring Guide *

Select a Scoring Guide...

Scoring Rubric *

Select a Scoring Rubric...
Context Narrative

Literature

Teachers must provide the following information on the context narrative form which is found on the right side of this page:
1) title and author of the literature text(s) used to generate the authentic student writing artifact.
2) a short description of the integrated task that generated the authentic student writing artifact.
3) recommended start and stop times for any included video/audio
4) any additional relevant context

*Peer reviews will have access to the information in the context narrative.

DUE DATE
5/1/2021 at 11:59 PM

STATUS
Not Started
Context Narrative

Produce

Teachers must provide the following information on the context narrative form which is found on the right side of this page:
1) a short description of the task
2) recommended start and stop times for any included video/audio
3) any additional relevant context

*Peer reviewers will have access to the information in the context narrative.*
Ready for Uploading

My Collections

Below you will see a list of the collections based on the portfolio model(s) you’ve enrolled in. Each collection record will have the status and your progress towards completion clearly defined.

Kindergarten: Literature
Domain: ELA, Kindergarten
DUE DATE: 5/1/2021 at 11:59 PM
STATUS: Not Started

Kindergarten: Informational
Domain: ELA, Kindergarten
DUE DATE: 5/1/2021 at 11:59 PM
STATUS: Not Started
Uploading Student Work

0% Point A sample
This is the first sample group to evaluate. Please upload the work for the samples below. Once your work is uploaded, you can add your scores against the selected scoring rubric.

Emerging sample

Proficient sample

Advanced sample

Point B sample
Uploading Student Work

Once you have finished evaluating the Point A sample, use Point B to upload and evaluate the same student's work at a second point in time.
# Supported File Formats

<table>
<thead>
<tr>
<th>Images</th>
<th>Documents</th>
<th>Presentations</th>
<th>Spreadsheets</th>
<th>Audio/Visual</th>
<th>Audio/Visual</th>
</tr>
</thead>
<tbody>
<tr>
<td>.png, .svg, .tiff, .bmp, .gif, .jpeg, .jpg, .psd</td>
<td>.doc, .docx, .odt, .ott, .rtf, .txt, .pdf</td>
<td>.odp, .ppt, .pptx</td>
<td>.ods, .xls, .xlsx</td>
<td>.mp4, .mp3, .wav, .ogg, .wma, .aac, .mpeg, .mpg, .mov, .wmv, .avi, .3gp, .flv, .webm, .m2v, .m4v, .vob, .ogv</td>
<td></td>
</tr>
</tbody>
</table>
Uploading Student Work
Uploading Student Work
Status Wheels

My Collections

Below you will see a list of the collections based on the portfolio model(s) you've enrolled in. Each collection record will have the status and your progress towards completion clearly defined.

Kindergarten: Literature
Domain: ELA: Kindergarten
Due Date: 5/1/2021 at 11:59 PM
Status: In Progress

Kindergarten: Informational
Domain: ELA: Kindergarten
Due Date: 5/1/2021 at 11:59 PM
Status: Not Started
Platform Support: Tutorials

https://edu.portfolium.com/growth/my-collections

My Collections

Below you will see a list of the collections based on the portfolio model(s) you've enrolled in. Each collection record will have the status and your progress towards completion clearly defined.

Kindergarten: Literature
Domain: ELA: Kindergarten
Due Date: 5/1/2021 at 11:59 PM
Status: In Progress

Kindergarten: Informational
Domain: ELA: Kindergarten
Due Date: 5/1/2021 at 11:59 PM
Status: Not Started
Platform Support: Chat
Teacher Support

- Consult the rubric, scoring notes, standards, the TEAM Portfolio Guidebook for Administrators and Teachers, the TEAM Student Growth Portfolio Resource Guide for Physical Education, this training video, and any other resources available at https://team-tn.org/portfolio-resources/.
- Confer with a teaching partner.
- Contact your district portfolio lead.
- Contact Portfolio.Questions@tn.gov.
Thank you!

Thank you for your continued partnership with the department and for all that you do for Tennessee students.