Portfolio Rating Scale for Teachers/Staff

Thank you for taking the time to fill out this form.

Saint Paul Public Schools uses the portfolio review to determine if a student qualifies as an advanced learner. The portfolio review is an opportunity for students to be assessed through measures beyond a standardized test.

The portfolio review is a multi-dimensional, collaborative process that provides an overview of the student's gifts, talents, potential and areas of strength. If you have questions about this form or the portfolio review process, contact the Talent Development and Acceleration Services team at tdas@spps.org or 651-325-2506.

grace.raymond@stpaul.k12.mn.us Switch account



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* Required

Email *





Question Option 1
Person Completing Form Information Description (optional)
Name of Person Completing Portfolio Form * Short answer text
Relationship to student * Short answer text

Student Information
Student First Name *
Your answer
Student Last Name *
Your answer
Student's School *
Choose
If student's school was not listed above, type the school name below.
Your answer
Grade *
○ Kindergarten
○ 1st
O 2nd
○ 3rd
O 4th
○ 5th
Date of Birth * Month/Date/Year Example: 3/15/2010
Date mm/dd/yyyy
This student is an English Language Learner. *
Choose

Portfolio Rating Scale for School Staff/Teachers/Admin

The name and photo associated with your Google account will be recorded when you upload files and submit this form. Not dept_otl_tdas@stpaul.k12.mn.us? Switch account

* Require

Culturally and Linguistically Diverse Characteristics

Use the following rating rarely exhibits, 2 = very	scale: 6 = a rarely exhibit:	Iways exhibits s, 1 = never ex	s, 5 = frequenti hibits or unkno	y exhibits, 4 = own at this tim	occasionally e	exhibits, 3 =
The student demo	g scale: 6 = a	lways exhibits				exhibits, 3 =
	1	2	3	4	5	6
a strong sense of identity in cultural background.	0	0	0	0	0	0
a desire to teach peers words from his/her native language.	0		0	0	0	0
eagerness to translate for peers and adults.	0	0	0	0	0	0
a balance between appropriate behaviors expected of his/her native culture and the new culture.	0	0	0	0	0	0
an ability to explain native dialect and idioms (e.g., play on words, slang).	0	0	0	0	0	0
understanding of jokes and puns related to culture.	0	0	0	0	0	0
ability to read above his or her grade level (either in English or his/her native language).	0	0	0 _	0	0	0
above average English language proficiency growth.	0	0	0	0	0	0
social maturity.	0	0	0	0	0	0
ease in adapting to new environments.	0	0	0	0	0	0

Learning Characteristics

Use the following rating scale: 6 = always exhibits, 5 = frequently exhibits, 4 = occasionally exhibits, 3 = rarely exhibits, 2 = very rarely exhibits, 1 = never exhibits or unknown at this time.

The student demo Use the following rating rarely exhibits, 2 = very	scale: 6 = a	lways exhibits,	, 5 = frequentl; hibits or unkn	y exhibits, 4 = o lown at this tin	occasionally e ne.	xhibits, 3 =
	1	2	3	4	5	6
advanced vocabulary for his/her age.	0	0	0	0	0	0
ability to make generalizations about events, people, and things.	0	0	0	0	0	0
a large storehouse of information about a specific topic.	0	0	0	0	0	0
the ability to grasp underlying principles.	0	0	0	0	0	0
insight into cause and effect relationships.	0	0	0	0	0	
an understanding of complicated material through analytical reasoning.	0	0	0	0	0	0
a large storehouse of information about a variety of topics.	0	0	0	0	0	0
the ability to deal with abstractions.	0	0	0	0	0	0
recall of factual information.	0	0	0	0	0	0
keen and insightful observations.	0	0	0	0	0	0
the ability to transfer learning from one situation to another.	0	0	0	0	0	0

Motivation Characteristics

Use the following rating scale: 6 = always exhibits, 5 = frequently exhibits, 4 = occasionally exhibits, 3 = rarely exhibits, 2 = very rarely exhibits, 1 = never exhibits or unknown at this time.

rely exhibits, 2 = ver	y rarely exhib	oits, 1 = never e	s, 5 = frequent exhibits or unk	nown at this ti	me.	
	1	2	3	4	5	6
he ability to concentrate ntently on a opic for a long	0	0	0	0	0	0
period of time. Dehavior that requires little direction from reachers.	0	0	0	0	0	0
sustained nterest in certain topics or problems.	0	0	0	0	0	0
enacity for finding nformation on copics of nterest.	0	0		0	0	0
persistent work on tasks even when setbacks pocur.	0	0	0	0	0	0
a preference or situations in which he or she can take personal esponsibility for the putcomes of nis or her effort.	0	0	0	0	0	0
follow-through behavior when nterested in a copic or problem.	0	0	0	0	0	0
ntense involvement in certain topics or problems.	0	0	0	0	0	0
a commitment to long term projects when interested in a topic.	0	0	0	0	0	0
persistence when pursuing a goal.	0	0	0	0	0	0
little need for external motivation to follow through on work that is	0	0	0	0	0	0

Creativity Characteristics

Use the following rating scale: 6 = always exhibits, 5 = frequently exhibits, 4 = occasionally exhibits, 3 = rarely exhibits, 2 = very rarely exhibits, 1 = never exhibits or unknown at this time.

The student derr Use the following rati arely exhibits, 2 = ve	na scale: 6 =	always exhibit	s, 5 = frequent exhibits or unk	lly exhibits, 4 = nown at this ti	occasionally me.	exhibits, 3 =
	1	2	3	4	5	6
imaginative thinking ability.	0	0	0	0	0	0
a sense of humor.	0	0	0	0	0	0
the ability to come up with unusual, unique, or clever responses.	0	0	0	0	0	0
an adventurous spirit or a willingness to take risks.	0	0	0	0	0	0
the ability to generate a large number of ideas or solutions to problems or questions.	0	0	0	0	0	0
a tendency to see humor in situations that may not appear humorous to others.	0	0	0	0	0	0
the ability to adapt, improve, or modify objects or ideas.	0	0	0	0	0	0
intellectual playfulness, willingness to fantasize and manipulate ideas.	0	0	0	0	0	0
a non- conforming attitude, does not fear being different.	0	0	0	0	0	

Leadership Characteristics

Use the following rating scale: 6 = always exhibits, 5 = frequently exhibits, 4 = occasionally exhibits, 3 = rarely exhibits, 2 = very rarely exhibits, 1 = never exhibits.

The student demons	strates *					
	1	2	3	4	5	6
responsible behavior, can be counted on to follow through on activities/projects.	0	0	0	0	0	0
a tendency to be respected by classmates.	0	0	0	0	0	0
the ability to articulate ideas and communicate well with others.	0	0	0	0	0	0
self-confidence when interacting with age peers.	0	0	0	0	0	0
the ability to organize and bring structure to things, people, and situations.	0	0	0	0	0	0
cooperative behavior when working with others.	0	0	0		0	0
a tendency to direct an activity when he or she is involved with others.	0	0	0	0	0	0

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Clear form

Use the following ratin rarely exhibits, 2 = very							needed for tasks or activities.	0	0	0	0	0	0
behaviors below may a them this way. The Rog identification, rather th	it first appear gers Scale qu	r to be negativ	e characterist	ics, however th	e review team	does not view	is easily distracted by extraneous stimuli.	0	0	0	0	0	0
The student *							is forgetful in	0	0	0	0	0	0
Use the following rational rarely exhibits, 2 = ver						exhibits, 3 =	daily activities.				0		O
	1	2	3	4	5	6	fidgets with hands or feet, squirms in seat, twirls						
has difficulty sustaining attention in task or play activities.	0	0	0	0	0	0	pencils/ clicks pens/ repeatedly sharpens pencils, or	0	0	0	0	0	0
makes careless mistakes in schoolwork and other activities.	0	0	0	0	0	0	other nervous habits. leaves seat in classroom or in other places		0	0	0	0	0
does not seem to listen when spoken to directly.	0	0	0	0	0	0	where sitting down is expected. runs or climbs			O			
does not follow through on					0		in situations in which it is inappropriate.	0	0	0	0	0	0
instructions, falling to finish work.	O	0	0	0	0	Ο	has difficulty playing or engaging	0	0	0	0	0	0
has difficulty organizing tasks and activities.	0	0	0	0	0	0	quietly in leisure activities.		O		O		
avoids or Is reluctant to							is "on the go", as if driven by a motor.	0	0	0	0	0	0
engage in tasks requiring sustained mental effort.	0	0	0		0	0	talks excessively, interrupts or intrudes on others.	0	0	0	0	0	0
							blurts out answers before questions have been asked, difficulties	0	0		0	0	0

loses things

waiting for own turn.

Rogers Student Scale - Part 1

Use the following rating rarely exhibits, 2 = very r behaviors below may at them this way. The Roge	scale: 6 = a arely exhibit: first appear rs Scale que	ilways exhibits s, 1 = never ex to be negative	hibits or unkno characteristic	own at this times, however the	ie. Please not e review team	e: learning does not view	socially inept, personally unappealing, or inferior to others.	0	0	0	0	
The student * Use the following rating rarely exhibits, 2 = very	j scale: 6 = a					exhibits, 3 =	is reluctant to take personal risks or engage in potentially embarrassing situations.	0	0	0	0	
chooses solitary activities, seems to take	1	2	3	4	5	6	has poor appetite or excessive overeating, insomnia, low energy.	0	0	0	0	
pleasure in very few activities. lacks close friends or confidants other than family.	0	0	0	0	0	0	has poor concentration, difficulty making decisions.	0	0	0	0	
is indifferent to praise or criticism of others, seems							works significantly below level of potential in 1 or more subjects.	0	0	0	0	
detached, flattened affectively, with sustained depressive moods.	0	0	0	0		0	has significant lack of comprehension of what is read or to read words that don't follow	0	0	0	0	
fears criticism, disapproval, rejection.	0	0	0	0	0	0	regular rules. has difficulty producing					
is unwilling to get involved with others unless certain will be liked.	0	0	0	0	0	0	sentences with correct wording sequences or naming things accurately.	0	0	0	0	

Rogers Student Scale - Part 2

views self as

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Portfolio Rating Scale for Teachers/Staff

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The name and photo associated with your Google account will be recorded when you upload files and submit this form. Only the email you enter is part of your response.

Student Strengths
Area where above-average strengths are demonstrated (select all appropriate)
Leadership
Creativity
Math
English Language Arts (Reading/Writing)
Social Sciences/Studies (Critical thinking/Social Issues)
Science
Multilingualism (Can speak more than one language)
Technology
Arts (Please specify below under "other")
Other:
Please share any other additional information about the student's strengths.
Your answer

Is there anything else you would like us to know about the interests, gifts and talents of this student?
Your answer
Please provide a detailed explanation of the attachments that are uploaded.
Your answer
Optional: Upload photos or files that help demonstrate the students strengths.
Add file
A copy of your responses will be emailed to the address you provided.
Back Submit Page 10 of 10 Clear form
Never submit passwords through Google Forms.