

# Portfolio Rating Scale for Community Members

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 Accelerated services team at [tdas@spps.org](mailto:tdas@spps.org) or call 651-325-2506.

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\* Required

Email \*

Your email

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Person Completing Form Information

Name of Person Completing Portfolio Form \*

Your answer

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Relationship to student \*

Your answer

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# Portfolio Rating Scale for Community Members

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\* Required

## 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
- 2nd
- 3rd
- 4th
- 5th

Date of Birth \*

Month/Date/Year Example: 3/15/2010

Date



This student is an English Language Learner. \*

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## Culturally and Linguistically Diverse 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 demonstrates... \*

	1	2	3	4	5	6
a strong sense of pride in cultural background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a desire to teach peers words from his/her native language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
eagerness to translate for peers and adults.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

a balance between appropriate behaviors expected of his/her native culture and the new culture.

an ability to explain native dialect and idioms (e.g., play on words, slang).

understanding of jokes and puns related to culture.

ability to read above his or her grade level (either in English or his/her native language).

above average English language proficiency growth.

social maturity.

ease in adapting to new environments.



# Portfolio Rating Scale for Community Members

~~gs@raymond@tpm.kk12.edu~~



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\* Required

## 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.

The student demonstrates... \*

	1	2	3	4	5	6
advanced vocabulary for his/her age.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ability to make generalizations about events, people, and things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a large storehouse of information about a specific topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

the ability to grasp underlying principles.

insight into cause and effect relationships.

an understanding of complicated material through analytical reasoning.

a large storehouse of information about a variety of topics.

the ability to deal with abstractions.

recall of factual information.

keen and insightful observations.

the ability to transfer learning from one situation to another.



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## 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.

The student demonstrates... \*

	1	2	3	4	5	6
the ability to concentrate intently on a topic for a long period of time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
behavior that requires little direction from teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
sustained interest in certain topics or problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
tenacity for finding information on topics of interest.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

persistent work on tasks even when setbacks occur.

a preference for situations in which he or she can take personal responsibility for the outcomes of his or her effort.

follow-through behavior when interested in a topic or problem.

intense involvement in certain topics or problems.

a commitment to long term projects when interested in a topic.

persistence when pursuing a goal.

little need for external motivation to follow through on work that is initially exciting.

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# Portfolio Rating Scale for Community Members

grace.raymond@tpaul.k12.ma.us Switch account



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## 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.

The student demonstrates... \*

	1	2	3	4	5	6
imaginative thinking ability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a sense of humor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the ability to come up with unusual, unique, or clever responses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
an adventurous spirit or a willingness to take risks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

the ability to generate a large number of ideas or solutions to problems or questions.

a tendency to see humor in situations that may not appear humorous to others.

the ability to adapt, improve, or modify objects or ideas.

intellectual playfulness, willingness to fantasize and manipulate ideas.

a non-conforming attitude, does not fear being different.

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## 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 demonstrates... \*

	1	2	3	4	5	6
responsible behavior, can be counted on to follow through on activities/projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a tendency to be respected by classmates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the ability to articulate ideas and communicate well with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
self-confidence when interacting with age peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



the ability to  
organize and bring  
structure to  
things, people,  
and situations.

cooperative  
behavior when  
working with  
others.

a tendency to  
direct an activity  
when he or she is  
involved with  
others.

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## Rogers Student Scale - Part 1

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 ... \*

	1	2	3	4	5	6
has difficulty sustaining attention in task or play activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
makes careless mistakes in schoolwork and other activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
does not seem to listen when spoken to directly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
does not follow through on instructions, failing to finish work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has difficulty organizing tasks and activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
avoids or is reluctant to engage in tasks requiring sustained mental effort.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

loses things needed for tasks or activities.

is easily distracted by extraneous stimuli.

is forgetful in daily activities.

fidgets with hands or feet, squirms in seat, twirls pencils/ clicks pens/ repeatedly sharpens pencils, or other nervous habits.

leaves seat in classroom or in other places where sitting down is expected.

runs or climbs in situations in which it is inappropriate.

has difficulty playing or engaging quietly in leisure activities.

is "on the go", as if driven by a motor.

talks excessively, interrupts or intrudes on others.

blurts out answers before questions have been asked, difficulties waiting for own turn.

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## Rogers Student Scale - Part 2

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 ... \*

	1	2	3	4	5	6
chooses solitary activities, seems to take pleasure in very few activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lacks close friends or confidants other than family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is indifferent to praise or criticism of others, seems detached, flattened affectively, with sustained depressive moods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
fears criticism, disapproval, rejection.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is unwilling to get involved with others unless certain will be liked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

views self as socially inept, personally unappealing, or inferior to others.

is reluctant to take personal risks or engage in potentially embarrassing situations.

has poor appetite or excessive overeating, insomnia, low energy.

has poor concentration, difficulty making decisions.

works significantly below level of potential in 1 or more subjects.

has significant lack of comprehension of what is read or to read words that don't follow "regular" rules.

has difficulty producing sentences with correct wording sequences or naming things accurately.

has issues with short-term and working memory.



has extreme sensitivity to various sensory stimuli.

has difficulty attending to orally presented information when no visual support is provided.

has difficulty attending to visually presented information when no oral explanations are provided.

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## 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 child?

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.

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