

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



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.

* Required

Email *

~~grace.raymond@stpaul.k12.mn.us~~



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

Date of Birth *

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

Date

mm/dd/yyyy _____

This student is an English Language Learner. *

Choose ▾

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cooperative behavior when working with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a tendency to direct an activity when he or she is involved with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Back

Next

Page 7 of 10

Clear form

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 or unknown at this time. Please note: learning behaviors below may at first appear to be negative characteristics, however the review team does not view them this way. The Rogers Scale questions are designed to allow us to be more inclusive in our identification, rather than less.

The student ... *

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.

	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.

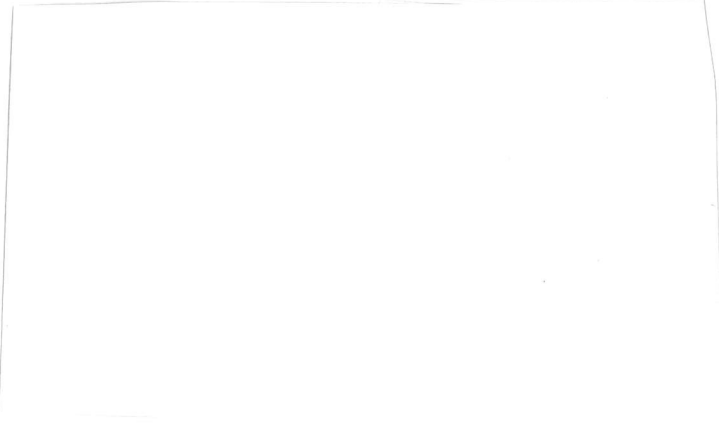
has poor appetite or excessive overeating, insomnia, low energy.

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.



Portfolio Rating Scale for Teachers/Staff

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



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.