

Sample Portfolio Rubric, 4th Grade Student

Annual IEP Goal

Over the course of the IEP year, “Ginny” will complete at least 8 activities as outlined on the Portfolio Rubric, scoring 85% on the final portfolio.

*remember, this is NOT a measurable goal, so the following statement was added to the narrative section of the IEP

Explanation of Student Portfolio IEP Goal (text added to IEP document for clarity)

Activities for Ginny’s portfolio goal were selected and identified through conversations with Ginny prior to her IEP meeting and reviewed with the IEP team during the IEP annual meeting. A copy of the teacher rubric is included in Ginny’s special education file with her IEP. Rubric activities may include; identifying resources, letter to substitute teachers, letter to 5th grade teachers, understanding accommodations, and additional activities which may be added if needed over the course of the IEP.

	4	3	2	1
1. Visual Condition Report	Report includes: Albinism, nystagmus, photophobia, and astigmatism.	Report includes 3 conditions.	Report includes 2 conditions.	Report includes 1 condition.
1a. Visual Condition Report	At least 2 paragraphs and 2 sources.	2 paragraphs and 1 source.	1 paragraph and 1 source.	Less than one paragraph or no sources cited.

	4	3	2	1
2. Explanation of Visual Impairment	Develops brief statement to explain visual impairment to others. AND Role plays different situations to determine what information is appropriate to share, based on the context.	Develops brief statement to explain visual impairment to others (peers and adults).	Develops brief statement to explain visual impairment but does not use age appropriate language.	Statement developed, but too lengthy to explain to someone on the spot.
3. Understanding Accommodations	Explains 4 accommodations, including pros & cons.	Discusses 4 accommodations (no pros & cons) or 3 accommodations with pros & cons.	Discusses 3 accommodations.	Discusses 2 or fewer accommodations.
4. Learning Media	Documents preferred print size/font, photocopier enlargement percentage, and tries audio materials, shares results with classroom teachers.	Documents preferred print size/font, photocopier enlargement percentage, and tries audio materials, does not share results with teachers.	Discusses 2 components does not share results with teachers.	Discusses 1 components does not share results with teachers.

	4	3	2	1
5. Class Presentation	Develops and presents presentation on having a visual impairment (portfolio documentation includes outline/script and reflection after presentation).	Develops and presents presentation on having a visual impairment but does not reflect on experience after presentation.	Develops but does not present presentation on visual impairments to class.	n/a
6. Social Skills	Discusses impact of visual impairment on social skills and identifies 3 compensatory techniques.	Discusses impact of visual impairment on social skills and identifies 1 or 2 compensatory technique.	Discusses impact of visual impairment on social skills and no compensatory techniques.	Identifies compensatory techniques but does not discuss impact of visual impairment.
7. Recreation and Leisure	Identifies, describes, and teaches 2 activities to peers that can be played with little or no accommodations.	Identifies, describes, and teaches 1 activity to peers that can be played with little or no accommodations.	Identifies and describes 2 activities that can be played with peers but does not make an effort to attempt them with peers.	Identifies and describes 1 activity that can be played with peers but does not make an effort to attempt with peers.

	4	3	2	1
8. Letter to 5 th Grade Teachers	Appropriately formatted letter with introduction, desk set up, accommodations, conclusion, independently gives letter to new teacher.	Appropriately formatted letter with introduction, desk set up, accommodations, conclusion, does not independently give letter to new teacher.	Letter includes 3 or fewer components.	Letter is a list of accommodations and preferences without explanation OR does not discuss VI.
9. Note to Substitute Teachers/Support Staff	Writes a brief letter for substitute teachers/staff explaining her visual impairment and preferred accommodations, gives letter to staff at most/all opportunities.	Writes a brief letter for substitute teachers/staff explaining her visual impairment or preferred accommodations, gives letter to staff at most/all opportunities.	Writes a brief letter for substitute teachers/staff explaining her visual impairment and preferred accommodations, gives letter to staff on fewer than 50% of opportunities.	Writes letter but does not give to substitute teachers/staff.
10. Identifying Resources	Identifies 5 resources or organizations which provide benefits to individuals with visual impairments.	Identifies 3-4 resources or organizations which provide benefits to individuals with visual impairments.	Identifies 2 resources or organizations which provide benefits to individuals with visual impairments.	Identifies 1 resource or organization which provide benefits to individuals with visual impairments.

	4	3	2	1
11. APH Unforgettable Star Contest Video *	Prepares an original script and meets contest criteria for description of APH product. Discusses at least 4-5 features/benefits of the product	Prepares an original script and meets contest criteria for description of APH product. Discusses 3 features/benefits of the product	Prepares an original script and meets contest criteria for description of APH product. Discusses 1 or 2 features/benefits of the product	n/a
12. Prepare for Low Vision Exam *	Writes at least 5 questions for low vision examiner which discuss pros & cons of current devices, new devices to try, and questions about visual impairment <u>and</u> independently asks questions at exam.	Writes at least 4-5 questions for low vision examiner which discuss pros & cons of current devices, new devices to try, and questions about visual impairment but does not ask questions at exam.	Writes 0-3 questions for low vision examiner which discuss pros & cons of current devices, new devices to try, and questions about visual impairment.	Attends but does not prepare for Low Vision Exam.
13. Journaling	Maintains a journal to reflect on situations or impact of having a visual impairment	Occasionally uses a journal to reflect on having a visual impairment	Writes 1-3 reflections on having a visual impairment	n/a

	4	3	2	1
14. Activity 14: (to be added at later date as needed)				
15. Activity 15: (to be added at later date as needed)				
16. Activity 16: (to be added at later date as needed)				
17. Presentation	Portfolio includes a cover with title, introduction, and table of contents.	Portfolio includes only 2 of the 3 components.	Portfolio includes only 1 of the 3 components.	No effort is given to presentation.
18. Language	Grade appropriate language, sentence structure, and punctuation are used consistently throughout the portfolio.	Grade appropriate language, sentence structure, and punctuation used approximately 75% of the portfolio.	Grade appropriate language is inconstantly used throughout the portfolio.	Grade appropriate language is not used in the portfolio.

* Activities added after the implementation of the IEP.