

## **Evidence Reminders for Grades 3-8 and 11**

The following chart is designed to assist teachers as they prepare and compile evidence for inclusion in the portfolio. Its purpose is to help teachers ensure that all evidence is appropriate and has been clearly documented and that all necessary information has been included. Remember that the requirement for grades 3-8 and 11 is to include at least two different types of evidence in each entry.

Type of Evidence	Include with evidence:	
<b>The following types of evidence show what a student knows either by work produced by the student or by any means that show the student's engagement in tasks. Be certain that the task represented by the evidence presented is aligned to the Standard and Student Learning Expectation.</b>		
<b>Work Samples</b>	<input type="checkbox"/> Ensure that the work sample clearly matches the task as described on the Task Sheet.	
	<input type="checkbox"/> Grade the work or provide an answer key or any information that will allow the correctness of the student response to be verified.	
	<input type="checkbox"/> Identify the level of prompting needed for the student to complete the task.	
	<input type="checkbox"/> Identify the setting in which the work sample was completed.	
<b>Permanent Products</b>	<input type="checkbox"/> Ensure that the product clearly matches the task as described on the Task Sheet.	
	<input type="checkbox"/> Grade the product or provide an answer key or any information that will allow the correctness of the student response to be verified.	
	<input type="checkbox"/> Identify the level of prompting needed for the student to complete the product/steps to create the product.	
	<input type="checkbox"/> Identify the setting in which the work sample was completed.	
<b>Series of Captioned Photographs</b>	<input type="checkbox"/> Ensure that the pictures (at least two) clearly show the student participating in and completing the task(s) as described on the Task Sheet.	
	<input type="checkbox"/> For each photograph, describe the step of the task in which the student participated.	
	For the series of photos, describe:	<input type="checkbox"/> the student's level of performance/accuracy on the task.
		<input type="checkbox"/> the level of prompting the student needed to participate in/complete the task.
		<input type="checkbox"/> the setting in which the task took place.
<input type="checkbox"/> Sequence photographs in the correct order, ensuring that the photograph and caption are correctly matched.		
<b>Videotapes/Audiotapes</b>	<input type="checkbox"/> Ensure that the videotape/audiotape clearly shows the student participating in the task(s) as described on the Task Sheet.	
	<input type="checkbox"/> Ensure that the tape is of adequate length to show the student participating in various stages of the task (on average, no more than 5 minutes).	
	<input type="checkbox"/> Identify the entry (Standard and SLE) before the activity is recorded (either verbally or with a written sign).	
	<input type="checkbox"/> Include a transcript of the information on the videotape/audiotape, focusing on the dialogue between the teacher, student, and/or others in the task.	
	<input type="checkbox"/> Document important information (teacher name, student name, date) on the videotape/audiotape label.	
	<input type="checkbox"/> Place the tape and script in the media pouch.	
	<input type="checkbox"/> Before submitting the portfolio, ensure that the tape can be played on equipment other than that on which it was created to ensure that it is not defective.	

Type of Evidence	Include with evidence:		
<p>The following types of evidence are <b>not</b> acceptable as the <b>only</b> types of evidence included in an entry. These types of evidence <b>report</b> the student's performance; therefore, they can be included to support evidence that <b>shows</b> what the student knows (work samples, videotapes, etc.).</p>			
<p><b>Data Sheets</b></p>	<input type="checkbox"/> Ensure that the data sheet included matches the task and information presented on the Task Sheet.		
	<input type="checkbox"/> Ensure multiple data points are documented to show student work and performance as indicated on the Task Sheet.		
	<input type="checkbox"/> Ensure that the data sheet identifies the task and any information that would indicate what the student was asked to do.		
	<p>Indicate on the data sheet(s):</p>	<input type="checkbox"/> the dates on which the data was collected.	
		<input type="checkbox"/> the level of prompting required by the student.	
<input type="checkbox"/> the setting in which the data was collected.			
<input type="checkbox"/> the key for performance (correct, incorrect, level of prompting, etc.).			
<p><b>Observations</b></p>	<input type="checkbox"/> Ensure that the information presented in the observation matches the task and information described on the Task Sheet.		
	<input type="checkbox"/> Ensure that the observation documents a different, but related, task than other evidence presented in the entry.		
	<input type="checkbox"/> Make sure that all necessary information is included in the observation (description of the task, student performance, level of prompting required, setting).		
<p><b>Interviews</b></p>	<input type="checkbox"/> Ensure that the information presented in the interview matches the task and information described on the Task Sheet.		
	<input type="checkbox"/> Ensure that the interview documents a different, but related, task than other evidence presented in the entry.		
	<input type="checkbox"/> Make sure that all necessary information is included in the observation (description of the task, student performance, level of prompting required, setting).		