

## Standards-Based Portfolios

### Overview

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With the support of stakeholders and field experts, PED has developed the requirements and grading protocols for standards-based portfolios to be used uniformly across the state. Portfolio outlines for writing, science, and social studies follow in pages 25 – 51 and include the following key components:

- Requirements
- Sample portfolios
- Checklists
- Score summary
- Rubrics

It is the responsibility of schools, districts, and local review team participants to ensure that all requirements for standards-based portfolios **and** any additional requirements adopted by the local school district or state-chartered charter school are met.

### Schools and Districts

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Each district or state-charter school choosing to allow standards-based portfolios as a demonstration of competency will have **primary ownership over key procedural and implementation decisions**. These decisions include, but are not limited to, the following:

- How to provide support for students when determining their options for demonstrating competency and what is best for them
- Whether to provide teacher or counselor advisement and/or create an elective to support students with compiling and finalizing portfolios
- Whether to require more than what is required by the portfolio outlines and rubrics (schools and districts may add to, but not take away from the minimum requirements established in this manual)
- How to recruit and select local review team members
- Whether to compensate local review team members
- All scheduling decisions, including the selection of a final submittal date that is at least 30 days prior to the graduation date
- How to store and collect student artifacts over time, so long as the requirement to store student portfolios and scoring documents for five years is met

### Local Review Teams

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Review team members shall independently grade the portfolio using the PED checklists and rubrics. The score given by each reviewer should be added to score summary and averaged to calculate the student's final score. **No partial points may be given.**

## Standards-Based Writing Portfolio

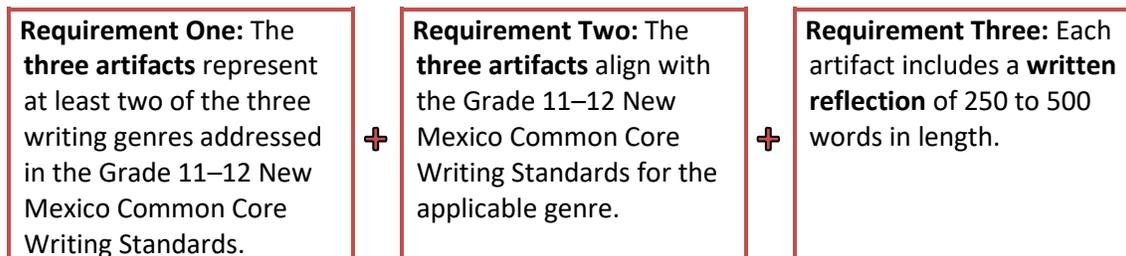
## Portfolio Requirements

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A portfolio in writing must include a minimum of **three** artifacts and a written reflection for each artifact. Any work completed in English language arts from grades 10–12 may be included in the portfolio.

Permitted Artifacts	
<ul style="list-style-type: none"> <li>• Argumentative essay</li> <li>• Blogs or Wiki page</li> <li>• Cause/effect analysis</li> <li>• Compare/contrast analysis</li> <li>• Editorial</li> <li>• Fictional writing (including short stories, scripts, storyboards, novel excerpts, etc.)</li> <li>• Lab report</li> </ul>	<ul style="list-style-type: none"> <li>• Literary analysis essay</li> <li>• Memoir</li> <li>• News article</li> <li>• Position paper</li> <li>• Procedural writing</li> <li>• Pro-con analysis</li> <li>• Proposal</li> <li>• Research paper</li> </ul>

The portfolio must meet the following requirements:



Requirement One: The three artifacts represent at least two of the three writing genres addressed in the Grade 11–12 New Mexico Common Core Writing Standards.		
Artifact One	Artifact Two	Artifact Three
Independently completed sample of narrative writing	Independently completed sample of informational/explanatory writing	Independently completed sample of argumentative writing

**Requirement Two:** The three artifacts align with the Grade 11–12 New Mexico Common Core Writing Standards for the applicable genre.

Genre	New Mexico Common Core Writing Standard
<b>All genres</b>	<ul style="list-style-type: none"><li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li><li>• Develop and strengthen writing—as needed—by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li></ul>
<b>Narrative</b>	<ul style="list-style-type: none"><li>• Write a narrative to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li></ul>
<b>Informational/ Explanatory</b>	<ul style="list-style-type: none"><li>• Write an informative/explanatory text, including the narration of historical events, scientific procedures/experiments, or technical processes.</li><li>• Conduct a research project to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</li><li>• Gather relevant information from multiple, authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and overreliance on any one source; and follow a standard format for citation.</li></ul>
<b>Argumentative</b>	<ul style="list-style-type: none"><li>• Write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li><li>• Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source; and follow a standard format for citation.</li></ul>

**Requirement Three:** Each artifact includes a written reflection of 250 to 500 words in length. Students must consider the following questions.

### Reflection Questions

**Part One:** All three reflections must answer questions 1–4.

1. What is the artifact?
2. What was the assignment?
3. How does the artifact align to the writing standard(s)? When possible, annotate the artifact.
4. What changes in your thought process occurred as a result of working on this artifact? (i.e., Did your opinion or perspectives change?)

**Part Two:** Each reflection must also address at least **two** of the following questions.

- What academic strengths does the artifact highlight?
- What areas for improvement does the artifact highlight?
- How does the artifact demonstrate your ability to think critically?
- How could your work on the artifact be applied to the real world? / What makes the artifact relevant to the real world?

## Sample Portfolios

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The sample artifacts below are intended to guide students, teachers, and counselors when brainstorming the types of work students might choose to submit as artifacts. The list of sample artifacts below is not exclusive, nor is it nearly extensive enough to represent all possibilities.

### Portfolio Sample: Two Writing Genres

- **Argumentative Writing:** Editorial arguing for the replacement of fossil fuels with solar and wind power as energy sources
- **Informational/Explanatory Writing:** Compare/contrast essay detailing and explaining the differences between North and South Korea
- **Informational/Explanatory Writing:** Blog post describing how to set up your own blog, including detailed descriptions of copyright considerations, coding, marketing, and available interfaces

### Portfolio Sample: Three Writing Genres

- **Argumentative Writing:** Literary analysis essay on the poem, "Out, Out—" by Robert Frost
- **Informational/Explanatory Writing:** Research paper (with citations) on a topic of student interest
- **Narrative Writing:** Fictional short story

## Combination Portfolios

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Writing artifacts may simultaneously be used as an artifact in a social studies or science portfolio, so long as two separate reflections are completed. Below are samples of combination portfolios.

### Portfolio Sample: Writing + Science

- **Informational/Explanatory Writing:** Research paper (with citations) analyzing three different species, explaining their evolutionary progress, and detailing potential threats to their continued survival.
- **Argumentative Writing:** Argumentative essay proposing a possible solution(s) to climate change, supported by scientific reasoning for the success of the proposal
- **Argumentative Writing:** Literary analysis essay on the poem, "Out, Out—" by Robert Frost

### Portfolio Sample: Writing + Social Studies

- **Argumentative Writing:** Argumentative essay utilizing research that supports/opposes the implementation of protectionist tariffs on the US economy
- **Informational/Explanatory Writing:** Compare/contrast essay on the effectiveness of checks and balances between local, state, tribal, and/or national governments, or between two administrations, Congress/legislatures, or courts
- **Argumentative Writing:** Literary analysis essay on the poem, "Out, Out—" by Robert Frost

# Writing Portfolio Checklist

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Student Name: \_\_\_\_\_

## Cumulative Requirements

- Portfolio contains three independently created student artifacts
- Combined, the three artifacts represent at least **two** different writing genres
- Each artifact includes a written reflection of 250 to 500 words in length

## Artifact One

Title: \_\_\_\_\_

Writing genre:    Narrative    Informational/Explanatory    Argumentative

### Artifact type:

- |                                                                                                                  |                                                  |
|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| <input type="checkbox"/> Argumentative essay                                                                     | <input type="checkbox"/> Literary analysis essay |
| <input type="checkbox"/> Blogs or Wiki page                                                                      | <input type="checkbox"/> Memoir                  |
| <input type="checkbox"/> Cause/effect analysis                                                                   | <input type="checkbox"/> News article            |
| <input type="checkbox"/> Compare/contrast analysis                                                               | <input type="checkbox"/> Position paper          |
| <input type="checkbox"/> Editorial                                                                               | <input type="checkbox"/> Procedural writing      |
| <input type="checkbox"/> Fictional writing (including short stories, scripts, storyboards, novel excerpts, etc.) | <input type="checkbox"/> Pro-con analysis        |
| <input type="checkbox"/> Lab report                                                                              | <input type="checkbox"/> Proposal                |
|                                                                                                                  | <input type="checkbox"/> Research paper          |

## Artifact Two

Title: \_\_\_\_\_

Writing genre:    Narrative    Informational/Explanatory    Argumentative

### Artifact type:

- |                                                                                                                  |                                                  |
|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| <input type="checkbox"/> Argumentative essay                                                                     | <input type="checkbox"/> Literary analysis essay |
| <input type="checkbox"/> Blogs or Wiki page                                                                      | <input type="checkbox"/> Memoir                  |
| <input type="checkbox"/> Cause/effect analysis                                                                   | <input type="checkbox"/> News article            |
| <input type="checkbox"/> Compare/contrast analysis                                                               | <input type="checkbox"/> Position paper          |
| <input type="checkbox"/> Editorial                                                                               | <input type="checkbox"/> Procedural writing      |
| <input type="checkbox"/> Fictional writing (including short stories, scripts, storyboards, novel excerpts, etc.) | <input type="checkbox"/> Pro-con analysis        |
| <input type="checkbox"/> Lab report                                                                              | <input type="checkbox"/> Proposal                |
|                                                                                                                  | <input type="checkbox"/> Research paper          |

### Artifact Three

Title: \_\_\_\_\_

Writing genre:  Narrative  Informational/Explanatory  Argumentative

**Artifact type:**

- |                                                                                                                  |                                                  |
|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| <input type="checkbox"/> Argumentative essay                                                                     | <input type="checkbox"/> Literary analysis essay |
| <input type="checkbox"/> Blogs or Wiki page                                                                      | <input type="checkbox"/> Memoir                  |
| <input type="checkbox"/> Cause/effect analysis                                                                   | <input type="checkbox"/> News article            |
| <input type="checkbox"/> Compare/contrast analysis                                                               | <input type="checkbox"/> Position paper          |
| <input type="checkbox"/> Editorial                                                                               | <input type="checkbox"/> Procedural writing      |
| <input type="checkbox"/> Fictional writing (including short stories, scripts, storyboards, novel excerpts, etc.) | <input type="checkbox"/> Pro-con analysis        |
| <input type="checkbox"/> Lab report                                                                              | <input type="checkbox"/> Proposal                |
|                                                                                                                  | <input type="checkbox"/> Research paper          |

# Writing Portfolio Score Summary

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**Student Name:** \_\_\_\_\_

The signatures below indicate that each reviewer has independently reviewed each artifact using the PED rubric and can verify that each artifact is authentic and independently-created by the student.

Score Summary		
Name of Reviewer _____	Title/Position _____	Score: ____/20
Signature _____		
Name of Reviewer _____	Title/Position _____	Score: ____/20
Signature _____		
Name of Reviewer _____	Title/Position _____	Score: ____/20
Signature _____		
Name of Reviewer _____	Title/Position _____	Score: ____/20
Signature _____		
Name of Reviewer _____	Title/Position _____	Score: ____/20
Signature _____		
<b>Student Average</b> Passing Score: 15/20 (75%)		____/20
<b>Competency Demonstrated?</b>		<input type="checkbox"/> yes <input type="checkbox"/> no

## Writing Portfolio Rubric

**Directions:** All rows of the rubric must be scored. No partial scores (e.g., 2.5 points, 3.75 points) may be given. Students must meet all of the criteria in each box in order to receive the correlating score.

Criterion	Below Expectations (1 point)	Approaching Expectations (2 points)	Meets Expectations (3 points)	Exceeds Expectations (4 points)	Score
<b>Development of Ideas</b>	Presents inappropriate, irrelevant, or undeveloped ideas or claims to task, purpose, and audience.	Presents inconsistent ideas or claims that are less appropriate or partially developed to the task, purpose, and audience.	Mostly presents consistent ideas or claims that are appropriate to the task, purpose, and audience.	Clearly and consistently presents meaningful and relevant ideas or claims in a logical way that is appropriate to the task, purpose, and audience.	<u>  </u> /4
<b>Organization</b>	Presents an undeveloped central idea or claim that is irrelevant or inappropriate to the audience, purpose, and task. Lacks introduction and/or conclusion. Unclear progression of ideas.	Partially establishes and inconsistently develops a central idea or claim that is loosely appropriate to the audience, purpose, and task, with an introduction and conclusion that minimally connects ideas for the reader with very few transitions.	Mostly establishes and consistently maintains a central idea or claim that is appropriate to the audience, purpose, and task, with an introduction and conclusion that leads the reader through a mostly clear progression of ideas with appropriate transitions.	Clearly establishes and consistently maintains a central idea or claim that is appropriate to the audience, purpose, and task, with a strong introduction and conclusion that leads the reader through a logical progression of ideas with varied and appropriate transitions.	<u>  </u> /4
<b>Tone and Style</b>	Tone or style is inappropriate, irrelevant, or undeveloped, with little to no sentence variety and word choice that is inappropriate to the audience, purpose, and task.	Partially establishes and inconsistently develops an appropriate tone, with limited word choice and minimal sentence variety that is appropriate to the audience, purpose, and task.	Mostly establishes and maintains a tone, with accurate word choice and a variety of sentences that are appropriate to the audience, purpose, and task.	Clearly establishes and consistently maintains a tone, with precise word choice and varied sentences that are appropriate to the audience and purpose and clearly convey the writer's meaning.	<u>  </u> /4
<b>Writing Conventions</b>	Lacks command of grammar, conventions, fluency, and spelling. Frequent errors interfere with understanding.	Demonstrates partial command of grammar, conventions, fluency, and spelling. Errors partially impede understanding.	Mostly demonstrates command of grammar, conventions, fluency, and spelling. Errors are limited and do not impede understanding.	Clearly and consistently demonstrates strong command of grammar, conventions, fluency, and spelling. Few to no errors are present and meaning is clear.	<u>  </u> /4
<b>Reflection</b>	Reflections do not relate to the artifact and include little to no supporting details. Student lacks annotations and/or does not connect the artifact to the appropriate grade-level standards.	Reflections attempt to relate to the artifact but include limited examples and supporting details. Student partially annotates and/or connects the artifact to the appropriate grade-level standards.	Reflections are related to the artifact and include some examples and supporting details. Student annotates and/or connects the artifact to the appropriate grade-level standards.	Reflections relate to the artifact, are thorough, and include examples and supporting details. Student clearly and consistently annotates and/or connects the artifact to the appropriate grade-level standards.	<u>  </u> /4
<b>TOTAL</b>					<b>/20</b>

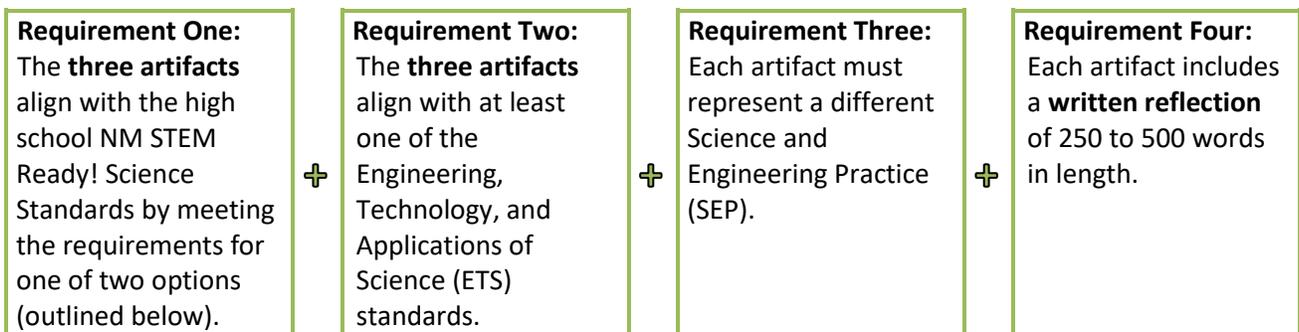
# Standards-Based Science Portfolio

## Portfolio Requirements

A portfolio in science must include a minimum of **three** artifacts and a written reflection for each artifact. Any work completed in science courses from grades 10–12 may be included in the portfolio.

Permitted Artifacts	
<ul style="list-style-type: none"> <li>• Data models, including graphs, charts, diagrams, computer graphics, etc.</li> <li>• Lab reports</li> </ul>	<ul style="list-style-type: none"> <li>• Research projects and/or presentations (including citations)</li> </ul>

The portfolio must meet the following requirements:



Requirement One: The <b>three artifacts</b> align with the high school NM STEM Ready! Science standards by representing student knowledge of the science domains and the topics falling under each domain.			
Domain	Earth and Space Science	Life Science	Physical Science
<b>Topics</b>	<ul style="list-style-type: none"> <li>• Space Systems</li> <li>• History of Earth</li> <li>• Earth’s Systems</li> <li>• Weather and Climate</li> <li>• Human Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• Structure and Function</li> <li>• Matter and Energy in Organisms and Ecosystems</li> <li>• Interdependent Relationships in Ecosystems</li> <li>• Inheritance and Variation of Traits</li> <li>• Natural Selection and Evolution</li> </ul>	<ul style="list-style-type: none"> <li>• Structure and Properties of Matter</li> <li>• Chemical Reactions</li> <li>• Forces and Interactions</li> <li>• Energy</li> <li>• Waves and Electromagnetic Radiation</li> </ul>

**Requirement One**, continued:

**Option 1**            One domain

Students may choose to focus on **one domain**, but the portfolio must include artifacts that represent at least **three different topics**.

**OR**

**Option 2**            Different domains

Students may choose to focus on **different domains** (either two or three). Each artifact should represent a **different topic**.

**Requirement Two:** The three artifacts align with at least one of the Engineering, Technology, and Applications of Science (ETS) standards seen below. It is equally as acceptable for a student to submit only one artifact in alignment with an ETS standard as it is for a student to submit two or three artifacts that align with an ETS standard.

**ETS Standards**

1. **HS-ETS1-1:** Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
2. **HS-ETS1-2:** Design a solution to a complex, real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
3. **HS-ETS1-3:** Evaluate a solution to a complex, real-world problem based on prioritized criteria and tradeoffs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
4. **HS-ETS1-4:** Use a computer simulation to model the impact of proposed solutions to a complex, real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

**Requirement Three:** Each artifact must represent a different Science and Engineering Practice (SEP). Artifacts may reflect more than one SEP.

**Science and Engineering Practices**

- Asking questions and defining problems
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations and designing solutions
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

**Requirement Four:** Each artifact includes a written reflection of 250 to 500 words in length. Students must consider the following questions.

### Reflection Questions

**Part One:** All three reflections must answer questions 1–4.

1. What is the artifact?
2. What was the assignment?
3. How does the artifact align to the standard(s) in science? When possible, annotate the artifact.
4. What changes in your thought process occurred as a result of working on this artifact? (i.e., Did your opinion or perspectives change?)

**Part Two:** Each reflection must also address at least **two** of the following questions.

- What academic strengths does the artifact highlight?
- What areas for improvement does the artifact highlight?
- How does the artifact demonstrate your ability to think critically?
- How could your work on the artifact be applied to the real world? / What makes the artifact relevant to the real world?

## Sample Portfolios

The sample portfolios below are intended to guide students, teachers, and counselors when brainstorming the types of work students *might* choose to submit as artifacts and how the artifacts *might* be combined to meet the science portfolio requirements. The list of artifacts in the sample portfolios below is not exclusive, nor is it nearly extensive enough to represent all possibilities.

### Option 1 One domain

	Topic	Artifact	SEP	ETS Standard
<b>Sample:</b> Earth & Space Science	<b>Artifact One:</b> History of Earth	Gather evidence and support the claim that life on Earth co-evolved with Earth's systems. <b>(HS-ESS2-7)</b>	Obtaining, evaluating, and communicating information	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants
	<b>Artifact Two:</b> Weather and Climate	Compile real-time and historical data to predict future weather patterns citing evidence. <b>(HS-ESS3-5)</b>	Analyzing and interpreting data	
	<b>Artifact Three:</b> Human Sustainability	Research why a global phenomenon impacting the Earth's systems has occurred and propose possible correctives in a research paper or presentation. <b>(HS-ESS3-4)</b>	Engaging in argument from evidence	

	Topic	Artifact	SEP	ETS Standard
<b>Sample:</b> Life Science	<b>Artifact One:</b> Structure and Function	Use data to create visual representations to support findings that plants have feedback mechanisms to maintain homeostasis related to the amount of water in their cells. <b>(HS-LS1-3)</b>	Using mathematics and computational thinking	Evaluate a solution to a complex real-world problem based on prioritized criteria and tradeoffs that account for a range of constraints—including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts
	<b>Artifact Two:</b> Interdependent Relationships in Ecosystems	Design two interacting ecosystems, each with their own limiting factors, and determine the implications of each on the other. <b>(HS-LS2-6)</b>	Developing and using models	
	<b>Artifact Three:</b> Natural Selection and Evolution	Research how three different species have evolved and develop an argument for why one will either evolve or go extinct and the reasons why. <b>(HS-LS4-5)</b>	Constructing explanations and designing solutions	

	Topic	Artifact	SEP	ETS Standard
<b>Sample: Physical Science</b>	<b>Artifact One:</b> Structure and Properties of Matter	Use molecular models and the periodic table to develop models of the atoms involved in the energy production at a coal-fired power plant and nuclear plant. Analyze the differences in the type and amount of energy released. <b>(HS-PS1-1)</b>	Asking questions and defining problems	Design a solution to a complex, real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering
	<b>Artifact Two:</b> Forces and Interactions	Design a device to land cargo on a planetary surface. Include design modifications needed, charts, and graphs. <b>(HS-PS2-3)</b>	Constructing explanations and designing solutions	
	<b>Artifact Three:</b> Energy	Research and predict which of the various energy production methods conserves the most energy when considering the entire energy production cycle. <b>(HS-PS3-3)</b>	Obtaining, evaluating, and communicating information	

## Option 2 Different domains

	Topic	Artifact	SEP	ETS Standard
<b>Combo</b>	<b>Physical Science Artifact:</b> Structure and Properties of Matter	Use molecular models and the periodic table to develop models of the atoms involved in the energy production at a coal-fired power plant and nuclear plant. Analyze the differences in the type and amount of energy released. <b>(HS-PS1-1)</b>	Asking questions and defining problems	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering
	<b>Life Science Artifact:</b> Interdependent Relationships in Ecosystems	Design two interacting ecosystems, each with their own limiting factors, and determine the implications of each on the other. <b>(HS-LS2-6)</b>	Developing and using models	
	<b>Earth Science Artifact:</b> Weather and Climate	Compile real-time and historical data to predict future weather patterns citing evidence. <b>(HS-ESS3-5)</b>	Analyzing and interpreting data	

# Science Portfolio Checklist

Student Name: \_\_\_\_\_

## Cumulative Requirements

- Portfolio contains three independently created student artifacts
  - Each artifact aligns with the NM STEM Ready! Science Standards and represents a different science topic
  - At least one of the artifacts represents a high school ETS standard
    1. Analyze a major global challenge
    2. Design a solution to a complex, real-world problem
    3. Evaluate a solution to a complex, real-world problem
    4. Use a computer simulation to model the impact of proposed solutions to a complex, real-world problem
- Standard # \_\_\_\_\_ represented by:  Artifact One    Artifact Two    Artifact Three
- Each artifact represents a different SEP
  - Each artifact includes a written reflection of 250 to 500 words in length

## Artifact One

Title: \_\_\_\_\_

- |                |                                                  |                                                                        |                                                        |
|----------------|--------------------------------------------------|------------------------------------------------------------------------|--------------------------------------------------------|
| <b>Domain:</b> | <input type="checkbox"/> Earth and Space Science | <input type="checkbox"/> Life Science                                  | <input type="checkbox"/> Physical Science              |
| <b>Topic:</b>  | <input type="checkbox"/> Space Systems           | <input type="checkbox"/> Structure and Function                        | <input type="checkbox"/> Structure and Prop. of Matter |
|                | <input type="checkbox"/> History of Earth        | <input type="checkbox"/> Matter and Energy in Organisms and Ecosystems | <input type="checkbox"/> Chemical Reactions            |
|                | <input type="checkbox"/> Earth's Systems         | <input type="checkbox"/> Inter. Relat. in Ecosystems                   | <input type="checkbox"/> Forces and Interactions       |
|                | <input type="checkbox"/> Weather and Climate     | <input type="checkbox"/> Inher. and Variation of Traits                | <input type="checkbox"/> Energy                        |
|                | <input type="checkbox"/> Human Sustainability    | <input type="checkbox"/> Nat. Selection and Evolution                  | <input type="checkbox"/> Waves and Elec. Radiation     |

**Science and Engineering Practice (at least one must be represented):**

- |                                                                       |                                                                               |
|-----------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <input type="checkbox"/> Asking questions and defining problems       | <input type="checkbox"/> Constructing explanations and designing solutions    |
| <input type="checkbox"/> Developing and using models                  | <input type="checkbox"/> Engaging in argument from evidence                   |
| <input type="checkbox"/> Planning and carrying out investigations     | <input type="checkbox"/> Obtaining, evaluating, and communicating information |
| <input type="checkbox"/> Analyzing and interpreting data              |                                                                               |
| <input type="checkbox"/> Using mathematics and computational thinking |                                                                               |

Artifact type:    Lab report    Data modeling    Research project

## Artifact Two

Title: \_\_\_\_\_

<b>Domain:</b>	<input type="checkbox"/> Earth and Space Science	<input type="checkbox"/> Life Science	<input type="checkbox"/> Physical Science
<b>Topic:</b>	<input type="checkbox"/> Space Systems <input type="checkbox"/> History of Earth <input type="checkbox"/> Earth's Systems <input type="checkbox"/> Weather and Climate <input type="checkbox"/> Human Sustainability	<input type="checkbox"/> Structure and Function <input type="checkbox"/> Matter and Energy in Organisms and Ecosystems <input type="checkbox"/> Inter. Relat. in Ecosystems <input type="checkbox"/> Inher. and Variation of Traits <input type="checkbox"/> Nat. Selection and Evolution	<input type="checkbox"/> Structure and Prop. of Matter <input type="checkbox"/> Chemical Reactions <input type="checkbox"/> Forces and Interactions <input type="checkbox"/> Energy <input type="checkbox"/> Waves and Elec. Radiation

### Science and Engineering Practice (at least one must be represented):

- |                                                                       |                                                                               |
|-----------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <input type="checkbox"/> Asking questions and defining problems       | <input type="checkbox"/> Constructing explanations and designing solutions    |
| <input type="checkbox"/> Developing and using models                  | <input type="checkbox"/> Engaging in argument from evidence                   |
| <input type="checkbox"/> Planning and carrying out investigations     | <input type="checkbox"/> Obtaining, evaluating, and communicating information |
| <input type="checkbox"/> Analyzing and interpreting data              |                                                                               |
| <input type="checkbox"/> Using mathematics and computational thinking |                                                                               |

**Artifact type:**     Lab report     Data modeling     Research project

## Artifact Three

Title: \_\_\_\_\_

<b>Domain:</b>	<input type="checkbox"/> Earth and Space Science	<input type="checkbox"/> Life Science	<input type="checkbox"/> Physical Science
<b>Topic:</b>	<input type="checkbox"/> Space Systems <input type="checkbox"/> History of Earth <input type="checkbox"/> Earth's Systems <input type="checkbox"/> Weather and Climate <input type="checkbox"/> Human Sustainability	<input type="checkbox"/> Structure and Function <input type="checkbox"/> Matter and Energy in Organisms and Ecosystems <input type="checkbox"/> Inter. Relat. in Ecosystems <input type="checkbox"/> Inher. and Variation of Traits <input type="checkbox"/> Nat. Selection and Evolution	<input type="checkbox"/> Structure and Prop. of Matter <input type="checkbox"/> Chemical Reactions <input type="checkbox"/> Forces and Interactions <input type="checkbox"/> Energy <input type="checkbox"/> Waves and Elec. Radiation

### Science and Engineering Practice (at least one must be represented):

- |                                                                       |                                                                               |
|-----------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <input type="checkbox"/> Asking questions and defining problems       | <input type="checkbox"/> Constructing explanations and designing solutions    |
| <input type="checkbox"/> Developing and using models                  | <input type="checkbox"/> Engaging in argument from evidence                   |
| <input type="checkbox"/> Planning and carrying out investigations     | <input type="checkbox"/> Obtaining, evaluating, and communicating information |
| <input type="checkbox"/> Analyzing and interpreting data              |                                                                               |
| <input type="checkbox"/> Using mathematics and computational thinking |                                                                               |

**Artifact type:**     Lab report     Data modeling     Research project

# Science Portfolio Score Summary

---

**Student Name:** \_\_\_\_\_

The signatures below indicate that each reviewer has independently reviewed each artifact using the PED rubric and can verify that each artifact is authentic and independently-created by the student.

Score Summary		
Name of Reviewer _____	Title/Position _____	Score: ____/20
Signature _____		
Name of Reviewer _____	Title/Position _____	Score: ____/20
Signature _____		
Name of Reviewer _____	Title/Position _____	Score: ____/20
Signature _____		
Name of Reviewer _____	Title/Position _____	Score: ____/20
Signature _____		
Name of Reviewer _____	Title/Position _____	Score: ____/20
Signature _____		
<b>Student Average</b>		<b>____/20</b>
Passing Score: 15/20 (75%)		
<b>Competency Demonstrated?</b>		<input type="checkbox"/> yes <input type="checkbox"/> no

## Science Portfolio Rubric

**Directions:** Not all rows of the rubric will be utilized. Please indicate the three Science and Engineering Practices you are evaluating (one per artifact) by selecting the boxes below. Four boxes should remain unselected and not factor into the student's score. No partial scores (i.e. 2.5 points, 3.75 points, etc.) may be given. Students must meet all of the criterion in each box in order to receive the correlating score.

Criterion	Below Expectations (1 point)	Approaching Expectations (2 points)	Meets Expectations (3 points)	Exceeds Expectations (4 points)	Score
<input type="checkbox"/> Asking Questions and Defining Problems	<ul style="list-style-type: none"> <li>●Asks general, imprecise questions that require greater specificity to be testable.</li> <li>●Identifies variables with unclear predicted relationships.</li> <li>●Identifies inappropriate control(s) (if applicable) and/or inappropriate model(s).</li> <li>●Defines a problem or design statement that partially matches the intent of the problem or the constraints.</li> </ul>	<ul style="list-style-type: none"> <li>●Asks testable questions that require sufficient and relevant evidence to answer.</li> <li>●Identifies predicted relationships between variables with minor errors.</li> <li>●Identifies control(s) (if applicable) OR relationships in the relevant model(s) with minor errors or omissions.</li> <li>●Defines a problem or design statement that matches the intent of the problem and identifies the constraints.</li> </ul>	<ul style="list-style-type: none"> <li>●Asks precise, testable questions that require sufficient and relevant evidence to answer.</li> <li>●Discusses predicted relationships between variables.</li> <li>●Identifies appropriate control(s) (if applicable) OR relationships in the relevant model(s).</li> <li>●Defines a problem and explains specific design elements necessary for a suitable design (e.g., fit to the problem, addresses the constraints).</li> </ul>	<ul style="list-style-type: none"> <li>●Asks precise, testable questions that require sufficient and relevant evidence to answer and evaluates the ability to test the questions.</li> <li>●Discusses predicted relationships, including quantitative relationships, between variables and appropriate controls (if applicable).</li> <li>●Thoroughly explains the predicted relationships in the relevant model(s).</li> <li>●Defines a problem precisely and thoroughly explains why specific design elements are necessary for a suitable design (e.g., fit to the problem, addresses the constraints).</li> </ul>	<u>    </u> /4
<input type="checkbox"/> Developing and Using Models	<ul style="list-style-type: none"> <li>●Designs and explains a model that generates data to support explanations, predict phenomena, analyze systems, and/or solve problems. Design or explanation of the model includes major errors or omissions.</li> <li>●Uses or tests the model and identifies the limitations OR accuracy of the model (with minor errors or omissions) to support explanations, predict phenomena, analyze systems, or solve problems.</li> <li>●Explanation or evaluation of the model includes major errors or omissions.</li> </ul>	<ul style="list-style-type: none"> <li>●Designs and explains a model that generates data to support explanations, predict phenomena, analyze systems, and/or solve problems. Design or explanation of the model includes minor errors or omissions.</li> <li>●Uses or tests the model and evaluates the accuracy and limitations of the model to support explanations, predict phenomena, analyze systems, or solve problems.</li> <li>●Explanation or evaluation of model includes minor errors or omissions.</li> </ul>	<ul style="list-style-type: none"> <li>●Designs and explains a model that generates data to support explanations, predict phenomena, analyze systems, and/or solve problems.</li> <li>●Uses or tests the model and evaluates the accuracy and limitations of the model to support explanations, predict phenomena, analyze systems, or solve problems.</li> <li>●Makes recommendations to revise the model.</li> </ul>	<ul style="list-style-type: none"> <li>●Designs, explains, and evaluates a model to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems.</li> <li>●Uses or tests two different models of the same proposed tool, process, mechanism, or system.</li> <li>●Evaluates the accuracy and limitations of the two different models in order to select a model that best fits the evidence or design criteria.</li> </ul>	<u>    </u> /4

## Science Portfolio Rubric

<p>□ Planning and Carrying out Investigations</p>	<ul style="list-style-type: none"> <li>● Designs an investigation that will produce relevant data.</li> <li>● Includes incomplete description of data collection procedures that impede replication.</li> <li>● Describes general evidence to be used to answer the question(s) with minimal detail.</li> <li>● Uses appropriate methods and collects multiple trials (if appropriate) of relevant data, but the data is not consistent within a reasonable range.</li> </ul>	<ul style="list-style-type: none"> <li>● Designs an investigation that will produce relevant data, but with minimal detail of the variables.</li> <li>● Includes data collection procedures that are mostly replicable.</li> <li>● Identifies tools/instruments and type of measurements that will produce relevant data and/or evidence to answer the question(s).</li> <li>● Uses appropriate methods and collects multiple trials (if appropriate) of relevant data consistent within a reasonable range.</li> </ul>	<ul style="list-style-type: none"> <li>● Designs an investigation identifying and explaining the variables, including which variables are controlled.</li> <li>● Includes sufficiently detailed description of replicable data collection procedures.</li> <li>● Describes tools/instrument and type of measurements that will produce relevant data and/or evidence to answer the question(s).</li> <li>● Uses appropriate methods and systematically collects multiple trials (if appropriate) of relevant data consistent within a reasonable range.</li> <li>● Evaluates the consistency (precision) of the data.</li> </ul>	<ul style="list-style-type: none"> <li>● Designs and evaluates an investigation identifying and explaining the data that will be collected as evidence. Identifies possible confounding variables.</li> <li>● Includes, thorough description of replicable data, collection procedures.</li> <li>● Justifies the selection of the tools/instruments and type of measurements that will produce relevant data and/or evidence to answer the question(s).</li> <li>● Uses appropriate methods and systematically collects multiple trials (if appropriate) of relevant data consistent within a narrow range.</li> <li>● Evaluates the consistency (precision) of the data as well as the appropriateness of the data collection procedures.</li> </ul>	<p>___/4</p>
<p>□ Analyzing and Interpreting Data</p>	<ul style="list-style-type: none"> <li>● Attempts to analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to identify patterns, to make scientific claims, or to determine an optimal design solution. Analysis or explanation includes major errors or omissions.</li> <li>● Identifies the limitations of the data analysis (e.g., measurement error, sample selection) with incomplete or inaccurate elements.</li> </ul>	<ul style="list-style-type: none"> <li>● Analyzes and explains data using tools, technologies, and/or models (e.g., computational, mathematical) in order to identify patterns, to make reasonable scientific claims, or to determine an optimal design solution. Analysis or explanation includes minor errors or omissions.</li> <li>● Identifies the limitations of the data analysis (e.g., measurement error, sample selection).</li> </ul>	<ul style="list-style-type: none"> <li>● Analyzes and explains data using tools, technologies, and/or models (e.g., computational, mathematical) in order to identify patterns, to make reasonable and supported scientific claims, or to determine an optimal design solution.</li> <li>● Evaluates the limitations of the data analysis (e.g., measurement error, sample selection) and identifies some implications for the findings.</li> </ul>	<ul style="list-style-type: none"> <li>● Analyzes and evaluates data using tools, technologies, and/or models (e.g., computational, mathematical) in order to identify patterns, to make reasonable and well-supported scientific claims, or to determine an optimal design solution.</li> <li>● Distinguishes between correlation and causation.</li> <li>● Thoroughly evaluates the limitations of data analysis (e.g., measurement error, sample selection) and provides a detailed explanation of the implications for the findings.</li> </ul>	<p>___/4</p>

## Science Portfolio Rubric

<input type="checkbox"/> Using Mathematics and Computational Thinking	<ul style="list-style-type: none"> <li>●Identifies mathematical concepts or methods (e.g., ratio, rate, percent, basic operations, algebra, functions) relevant to scientific questions or engineering problems but applies them with major errors or omissions.</li> </ul>	<ul style="list-style-type: none"> <li>●Applies appropriate mathematical concepts or methods (e.g. ratio, rate, percent, basic operations, algebra, functions) relevant to scientific questions or engineering problems but applies them with minor errors or omissions.</li> </ul>	<ul style="list-style-type: none"> <li>●Accurately applies appropriate mathematical concepts and methods (e.g., ratio, rate, percent, basic operations, algebra, functions) to answer scientific questions or engineering problems.</li> </ul>	<ul style="list-style-type: none"> <li>●Accurately applies appropriate mathematical concepts and methods (e.g., ratio, rate, percent, basic operations, algebra, functions) to represent and solve scientific questions or engineering problems and explains whether the answer “makes sense”.</li> </ul>	<p style="text-align: right;">_ /4</p>
<input type="checkbox"/> Constructing Explanations and Designing Solutions	<ul style="list-style-type: none"> <li>●Proposes a design plan and description that misses one or more important aspects of the criteria, constraints, OR intent of the problem.</li> <li>●Uses inaccurate or irrelevant evidence (data or scientific knowledge) to explain how the design addresses the problem/constraints OR identifies an impractical redesign without explanation or supporting evidence.</li> </ul>	<ul style="list-style-type: none"> <li>●Proposes a design plan and provides a general description that addresses the criteria, constraints, or intent of the problem.</li> <li>●Uses minimal relevant evidence (data or scientific knowledge) to explain how the design addresses the problem/constraints OR identifies a potential redesign with limited explanation and supporting evidence.</li> </ul>	<ul style="list-style-type: none"> <li>●Proposes a design plan with detailed explanation that completely addresses the criteria and constraints.</li> <li>●Uses relevant and adequate amounts of evidence (data or scientific knowledge) to explain how the design addresses the problem/constraints AND uses the evidence to explain an appropriate redesign of the original model or prototype.</li> </ul>	<ul style="list-style-type: none"> <li>●Proposes a design plan and evaluates the suitability of the design to address the criteria, constraints, AND intent of the problem.</li> <li>●Uses detailed and multiple sources of evidence (data or scientific knowledge) to evaluate how well the design addresses the problem as well as constraints AND provides a detailed rationale with supporting data for the appropriate redesign of the original model or prototype.</li> </ul>	<p style="text-align: right;">_ /4</p>
<input type="checkbox"/> Engaging in Argument from Evidence	<ul style="list-style-type: none"> <li>●The student is able to present arguments on disciplinary content that are unfocused or unsupported with evidence.</li> <li>●The student is able to communicate some procedures but lacks details needed for others to replicate.</li> </ul>	<ul style="list-style-type: none"> <li>●The student is able to present arguments on disciplinary content, which are logical and focused, but lack evidence that supports the argument.</li> <li>●The student is able to provide step-by-step procedures that lack the detail needed for others to replicate.</li> </ul>	<ul style="list-style-type: none"> <li>●When conducting independent research, selects multiple, relevant scientific sources and evaluates the evidence and credibility of each source.</li> <li>●The student communicates in a way that is clear and coherent and in which the development, organization and style are appropriate to task, purpose, and audience.</li> </ul>	<ul style="list-style-type: none"> <li>●When conducting independent research, selects multiple, relevant, high-quality, scientific sources representing a variety of viewpoints and thoroughly evaluates the evidence and credibility of each source.</li> <li>●The student communicates in a way that is clear and coherent and in which the development, organization, and style are appropriate to the task, purpose, and audience.</li> </ul>	<p style="text-align: right;">_ /4</p>

## Science Portfolio Rubric

<input type="checkbox"/> Obtaining, Evaluating, and Communicating Information	<ul style="list-style-type: none"> <li>●When conducting independent research, relies on one or two relevant sources without evaluating their credibility.</li> <li>●The student is able to communicate with some clarity but concepts may be inaccurate or inappropriate as related to the task, purpose or audience.</li> </ul>	<ul style="list-style-type: none"> <li>●When conducting independent research, selects a limited number of relevant scientific sources and evaluates their credibility minimally.</li> <li>●The student is able to communicate in a way that is clear and coherent, but the organization and style may not be appropriate to the task, purpose or audience</li> </ul>	<ul style="list-style-type: none"> <li>●When conducting independent research, selects multiple relevant scientific sources, and evaluates the evidence and credibility of each source.</li> <li>●The student communicates in a way that is clear and coherent, and in which the development, organization and style are appropriate to task, purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>●When conducting independent research, selects multiple relevant, high-quality scientific sources representing a variety of viewpoints, and thoroughly evaluates the evidence and credibility of each source.</li> <li>●The student communicates in a way that is clear and coherent, and in which the development, organization and style are appropriate to the task, purpose and audience.</li> </ul>	
<input type="checkbox"/> Reflection	<ul style="list-style-type: none"> <li>●Reflections do not relate to the artifact and include little to no supporting details. Student lacks annotations and/or does not connect the artifact to the appropriate grade-level standards.</li> </ul>	<ul style="list-style-type: none"> <li>●Reflections attempt to relate to the artifacts but include limited examples and supporting details. Student partially annotates and/or connects the artifact to the appropriate grade-level standards.</li> </ul>	<ul style="list-style-type: none"> <li>●Reflections are related to the artifacts and include some examples and supporting details. Student annotates and/or connects the artifact to the appropriate grade-level standards.</li> </ul>	<ul style="list-style-type: none"> <li>●Reflections relate to the artifact, are thorough, and include examples and supporting details. Student clearly and consistently annotates and/or connects the artifact to the appropriate grade-level standards.</li> </ul>	<p style="text-align: right;">_ /4</p>
<b>TOTAL</b> The total will be the sum of the three selected rows and the reflection score.					<b>/16</b>

Rubric content adapted from *Student Work Rubric Optional Dimensions for NGSS Science Integration – Grades 9-12* by the [Literacy Design Collaborative](https://ldc.org/sites/default/files/LDC-SCI-TTRubric-Dimensions-9-12-March2016.pdf). Original source material can be found at: <https://ldc.org/sites/default/files/LDC-SCI-TTRubric-Dimensions-9-12-March2016.pdf>.

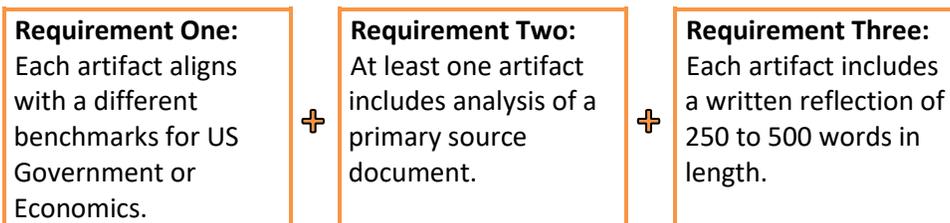
# Standards-Based Social Studies Portfolio

## Portfolio Requirements

A portfolio in social studies must include a minimum of **three** artifacts and a written reflection for each artifact. Any work completed in social studies courses from grades 10–12 may be included in the portfolio.

Permitted Artifacts	
<ul style="list-style-type: none"><li>• Analysis of an event, period, concept, ideology, or phenomenon</li><li>• Blog/wiki page</li><li>• Cause/effect analysis</li><li>• Compare/contrast analysis</li><li>• Document-based question (DBQ) essay</li></ul>	<ul style="list-style-type: none"><li>• Editorial</li><li>• Historical fiction writing</li><li>• Position paper</li><li>• Pro-con analysis</li><li>• Research paper or project</li><li>• Speech (written)</li></ul>

The portfolio must meet the following requirements:



Requirement One: Each artifact aligns with a different New Mexico Social Studies benchmark for US Government or Economics.		
New Mexico Social Studies Benchmarks		
US Government		
<b>Benchmark 3-A:</b> Demonstrates student ability to compare and analyze the structure, power, and purpose of government at the local, state, tribal, and national levels, as set forth in their respective constitutions or governance documents.	<b>Benchmark 3-C:</b> Demonstrates student ability to compare and contrast the philosophical foundations of the United States’ political system in terms of the purpose of government, including its historical sources and ideals, with those of other governments in the world.	<b>Benchmark 3-D:</b> Demonstrates student ability to understand how to exercise rights and responsibilities as citizens by participating in civic life and using skills that include interacting, monitoring, and influencing.

## New Mexico Social Studies Benchmarks

### Economics

**Benchmark 4-A:** Demonstrates student ability to analyze the ways individuals, households, businesses, governments, and societies make decisions, are influenced by incentives (economic and intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating.

**Benchmark 4-B:** Demonstrates student ability to analyze and evaluate how economic systems impact the way individuals, households, businesses, governments, and societies make decisions about resources and the production and distribution of goods and services.

**Benchmark 4-C:** Demonstrates student ability to analyze and evaluate the patterns and results of trade, exchange, and interdependence between the United States and the world since 1900.

**Requirement Two:** At least one artifact includes analysis of a primary source document.

#### Permitted primary source documents include:

- Archives and manuscript material
- Autobiographies and memoirs
- Books, newspapers, and magazine clippings published at the time
- Government publications
- Journals, letters, and diaries
- Photographs, cartoons, posters
- Records of organizations
- Research data, such as public opinion polls and census statistics
- Speeches

**Requirement Three:** Each artifact includes a written reflection of 250 to 500 words in length. Students must consider the following questions.

#### Reflection Questions

**Part One:** All three reflections must answer questions 1–4 .

1. What is the artifact?
2. What was the assignment?
3. How does the artifact align to the benchmark in US Government or Economics? When possible, annotate the artifact.
4. What changes in your thought process occurred as a result of working on this artifact? (i.e., Did your opinion or perspectives change?)

**Part Two:** Each reflection must also address at least **two** of the following questions.

- What academic strengths does the artifact highlight?
- What areas for improvement does the artifact highlight?
- How does the artifact demonstrate your ability to think critically?
- How could your work on the artifact be applied to the real world? / What makes the artifact relevant to the real world?

## Sample Portfolios

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The sample portfolios below are intended to guide students, teachers, and counselors when brainstorming the types of work students *might* choose to submit as artifacts, and how the artifacts *might* be combined to meet the social studies portfolio requirements. The list of artifacts in the sample portfolios below is not exclusive, nor is it nearly extensive enough to represent all possibilities. Students may choose to create a portfolio in whatever way best represents their social studies knowledge, so long as three different benchmarks are represented.

### Portfolio Sample: US Government benchmarks only

- **Artifact One, Benchmark 3-A:** Editorial identifying a policy conflict between levels of government (e.g., state/federal) that analyzes which level of government has legal standing to deal with it and proposes a solution to the conflict. (e.g., gambling, marijuana, water/natural resources, education)
- **Artifact Two, Benchmark 3-C:** Presentation comparing the ideas in a given primary source selection (historical government documents, historical essays, etc.) with the way that the ideas have been implemented in contemporary US government.
- **Artifact Three, Benchmark 3-D:** Policy proposal (from the perspective of media, interest groups, pollsters, lobbyists, grassroots lobbyists, etc.) for an issue of local/state/tribal/national importance that includes development of a strategy to get the policy implemented.

### Portfolio Sample: Economics benchmarks only

- **Artifact One, Benchmark 4-A:** Hypothetical investment portfolio that tracks the performance of the portfolio, analyzes economic ramifications, articulates the strategy used, and evaluates its effectiveness.
- **Artifact Two, Benchmark 4-B:** Analysis of economic data (unemployment, inflation, economic growth, etc.) to inform and develop a business plan that can be presented to potential investors from the perspective of a business owner.
- **Artifact Three, Benchmark 4-C:** Newspaper article utilizing primary source documents to evaluate the causes of the Great Depression and the economic impacts of New Deal programs.

### Portfolio Sample: Combination of US Government and Economics benchmarks

- **Artifact One, Benchmark 3-C:** Speech taking the position of a federalist or anti-federalist arguing for or against a strong federal government system.
- **Artifact Two, Benchmark 4-A:** Editorial addressing the importance of programs that develop employability skills in the schools, such as school-to-work initiatives, service learning, CTE courses, mentorship, internships, as they relate to the needs of the state and local business community.
- **Artifact Three, Benchmark 3-A:** Compare/contrast essay on the effectiveness of checks and balances between local, state, tribal, and/or national governments or between two administrations, Congress/legislatures, or courts.

*The sample artifacts above could include, but not be exclusively limited to, student-created political cartoons, data collection/analysis (polls), maps, brochures/magazines, recorded participation in a discussion/debate, PowerPoint presentations, student-created websites, interactive games/projects, and infographics.*

# Social Studies Portfolio Checklist

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Student Name: \_\_\_\_\_

## Cumulative Requirements

- Portfolio contains three independently created student artifacts
- Each artifact represents a different US Government or Economics benchmark
- At least one artifact includes analysis of a primary source
- Each artifact includes a written reflection of 250 to 500 words in length

## Artifact One

Title: \_\_\_\_\_

Benchmark:  Government 3-A    Government 3-C    Government 3-D  
 Economics 4-A    Economics 4-B    Economics 4-C

### Artifact type:

- |                                                                                         |                                                     |
|-----------------------------------------------------------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> Analysis of an event, period, concept, ideology, or phenomenon | <input type="checkbox"/> Editorial                  |
| <input type="checkbox"/> Blog/wiki page                                                 | <input type="checkbox"/> Historical fiction writing |
| <input type="checkbox"/> Cause/effect analysis                                          | <input type="checkbox"/> Position paper             |
| <input type="checkbox"/> Compare/contrast analysis                                      | <input type="checkbox"/> Pro-con analysis           |
| <input type="checkbox"/> Document-based question (DBQ) essay                            | <input type="checkbox"/> Research paper or project  |
|                                                                                         | <input type="checkbox"/> Speech (written)           |

Primary Source analyzed:  yes    no

If yes, name of primary source: \_\_\_\_\_

## Artifact Two

Title: \_\_\_\_\_

Benchmark:  Government 3-A    Government 3-C    Government 3-D  
 Economics 4-A    Economics 4-B    Economics 4-C

### Artifact type:

- |                                                                                         |                                                     |
|-----------------------------------------------------------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> Analysis of an event, period, concept, ideology, or phenomenon | <input type="checkbox"/> Editorial                  |
| <input type="checkbox"/> Blog/wiki page                                                 | <input type="checkbox"/> Historical fiction writing |
| <input type="checkbox"/> Cause/effect analysis                                          | <input type="checkbox"/> Position paper             |
| <input type="checkbox"/> Compare/contrast analysis                                      | <input type="checkbox"/> Pro-con analysis           |
| <input type="checkbox"/> Document-based question (DBQ) essay                            | <input type="checkbox"/> Research paper or project  |
|                                                                                         | <input type="checkbox"/> Speech (written)           |

### Artifact Two (continued)

**Primary Source analyzed:**  yes  no

If yes, name of primary source: \_\_\_\_\_

### Artifact Three

**Title:** \_\_\_\_\_

**Benchmark:**  Government 3-A  Government 3-C  Government 3-D  
 Economics 4-A  Economics 4-B  Economics 4-C

**Artifact type:**

- |                                                                                         |                                                     |
|-----------------------------------------------------------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> Analysis of an event, period, concept, ideology, or phenomenon | <input type="checkbox"/> Editorial                  |
| <input type="checkbox"/> Blog/wiki page                                                 | <input type="checkbox"/> Historical fiction writing |
| <input type="checkbox"/> Cause/effect analysis                                          | <input type="checkbox"/> Position paper             |
| <input type="checkbox"/> Compare/contrast analysis                                      | <input type="checkbox"/> Pro-con analysis           |
| <input type="checkbox"/> Document-based question (DBQ) essay                            | <input type="checkbox"/> Research paper or project  |
|                                                                                         | <input type="checkbox"/> Speech (written)           |

**Primary Source analyzed:**  yes  no

If yes, name of primary source: \_\_\_\_\_

## Social Studies Portfolio Score Summary

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**Student Name:** \_\_\_\_\_

The signatures below indicate that each reviewer has independently reviewed each artifact using the PED rubric and can verify that each artifact is authentic and independently-created by the student.

Score Summary		
Name of Reviewer _____	Title/Position _____	Score: ____/16
Signature _____		
Name of Reviewer _____	Title/Position _____	Score: ____/16
Signature _____		
Name of Reviewer _____	Title/Position _____	Score: ____/16
Signature _____		
Name of Reviewer _____	Title/Position _____	Score: ____/16
Signature _____		
<b>Student Average</b>		____/16
Passing Score: 12/16 (75%)		
<b>Competency Demonstrated?</b>		<input type="checkbox"/> yes <input type="checkbox"/> no

## Social Studies Portfolio Rubric

**Directions:** All rows of the rubric must be scored. No partial scores (e.g., 2.5 points, 3.75 points) may be given. Students must meet all of the criteria in each box in order to receive the correlating score.

Criterion	Below Expectations (1 point)	Approaching Expectations (2 points)	Meets Expectations (3 points)	Exceeds Expectations (4 points)	Score
<b>Benchmark Alignment</b>	<ul style="list-style-type: none"> <li>●Artifacts do not align with the selected benchmarks.</li> <li>●Artifacts demonstrate little to no mastery of the relevant performance standards for each of the selected benchmarks.</li> </ul>	<ul style="list-style-type: none"> <li>●Artifacts attempt to, but do not sufficiently align to, the selected benchmarks.</li> <li>●Artifacts demonstrate developing mastery of the relevant performance standards for each of the selected benchmarks.</li> </ul>	<ul style="list-style-type: none"> <li>●Artifacts mostly align with the selected benchmarks.</li> <li>●Artifacts demonstrate mastery of the relevant performance standards for each of the selected benchmarks.</li> </ul>	<ul style="list-style-type: none"> <li>●Artifacts fully align with the selected benchmarks.</li> <li>●Artifacts demonstrate mastery of the relevant performance standards for each of the selected benchmarks and make purposeful connections to additional content standards.</li> </ul>	<p>___/4</p>
<b>Use of Evidence/ Citations</b>	<ul style="list-style-type: none"> <li>●Lacks evidence or includes evidence that does not contribute to the overall purpose and quality of the artifacts.</li> <li>●Contains gross factual inaccuracies that detract from the product's purpose and effectiveness.</li> <li>●Evidence is not cited or does not come from credible sources.</li> </ul>	<ul style="list-style-type: none"> <li>●Selects evidence that is weak, misinterpreted, or underdeveloped and minimally contributes to the overall purpose and quality of the artifacts.</li> <li>●Contains factual inaccuracies that slightly detract from the overall purpose and effectiveness of the product.</li> <li>●Evidence is referenced but attempts at citation are inaccurate or incomplete. Some evidence may come from questionable sources.</li> </ul>	<ul style="list-style-type: none"> <li>●Selects evidence that appropriately and adequately contributes to the overall purpose and quality of the artifacts.</li> <li>●Contains no factual inaccuracies.</li> <li>●Evidence is accurately cited and pulled from credible sources.</li> </ul>	<ul style="list-style-type: none"> <li>●Precisely selects evidence that appropriately and substantially contributes to the overall purpose and quality of the artifacts.</li> <li>●Contains no factual inaccuracies.</li> <li>●Evidence is accurately cited and pulled from a variety of credible sources.</li> </ul>	<p>___/4</p>

## Social Studies Portfolio Rubric

<p><b>Presentation &amp; Conventions</b></p>	<ul style="list-style-type: none"> <li>● Organization and presentation detracts from the quality of the artifacts.</li> <li>● Language is undeveloped or unclear.</li> </ul>	<ul style="list-style-type: none"> <li>● Organization and presentation somewhat detracts from the quality of the artifacts.</li> <li>● Language is understandable but lacks clarity, specificity, and academic vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>● Organization and presentation adequately supports the quality of the artifacts.</li> <li>● Language is mostly clear, specific, and utilizes academic vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>● Organization and presentation enhances the quality of the artifacts.</li> <li>● Language is consistently clear, specific, and utilizes academic vocabulary precisely and purposefully.</li> </ul>	<p>___/4</p>
<p><b>Reflection</b></p>	<ul style="list-style-type: none"> <li>● Reflections do not relate to the artifacts and include little to no supporting details.</li> <li>● Student lacks annotations and/or does not connect the artifact to the appropriate grade-level standards.</li> </ul>	<ul style="list-style-type: none"> <li>● Reflections attempt to relate to the artifacts but include limited examples and supporting details.</li> <li>● Student partially annotates and/or connects the artifact to the appropriate grade-level standards.</li> </ul>	<ul style="list-style-type: none"> <li>● Reflections are related to the artifacts and include some examples and supporting details.</li> <li>● Student annotates and/or connects the artifact to the appropriate grade-level standards.</li> </ul>	<ul style="list-style-type: none"> <li>● Reflections relate to the artifact, are thorough, and include examples and supporting details.</li> <li>● Student clearly and consistently annotates and/or connects the artifact to the appropriate grade-</li> </ul>	<p>___/4</p>
<p style="text-align: right;"><b>TOTAL</b></p>					<p><b>/16</b></p>