

Grading Continuum for Portfolio

Organization and structure of paper	The paper is well organized with reference to specific tools used. Paper refers to findings in tools including corresponding wordage and using examples of actual scores.	Some reference to tools used including actual scores and some vocabulary.	Little or no reference to tools used. No scores in paper.
Portfolio	Portfolio is organized by categories and is easy to follow. Includes a table of contents with all required components.	Portfolio has a table of contents and all components but is difficult to follow.	Portfolio does not have a table of contents and is missing some components.
Grammar, Mechanics, and Sentence Structure	Little or no errors in grammar, spelling or punctuation.	Some grammar and punctuation errors, but do not interfere with reader understanding.	Several spelling errors. Punctuation and grammar that interfere with reader understanding.
Application of tools used for curriculum planning.	Goals and activities are clearly connected to results of the tools used.	Some goals and activities connected to the results of tools.	Little or no connection to the result of tools.
Screening tools and assessments.	All required tools included.	1 required tool missing.	More than one tool missing.
Temperament Culture Child Web	All three complete and infused into individualized planning.	1 part missing but the rest are infused into individualized planning.	2 or more parts missing and work is not infused into individualized planning.
Observations	All observations complete.	1 observation missing.	More than one observation missing.
Presentation	Student presents portfolio in a clear, organized fashion. Student is able to articulate how the tools connected to the individualized planning of the observed child.	Student is able to articulate the benefit of the process and how it relates to the observed child.	Student is not able to make a connection between the tools and the planning process for the child observed.