

Student Work Portfolio System





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What Is Inside, and Where

20 pages: three sections, a worked example, and this map. Every page records what a piece of student work shows and how much support it took; no page scores it, grades it, or sets a passing rule.

Before you begin

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A Filled Portfolio: Inventory, Bridge
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START HERE

Start Here — Three Steps

Two minutes of reading. Set up the binder once; the inventory rows are faster with a pen.



1

Set up the binder

Print the binder cover and spine labels (page 8) and the divider tab set (page 9); cut and slide the tabs in behind the matching section.

Type the caseload student names once per portfolio, or print at

Actual size and use a pen. **Save**

As once per student; the original stays blank.



2

Collect all quarter

Log every work sample the day it is collected on the artifact inventory (page 6), marking whether it was done independently, with a cue, or with direct help.

Add the student's own reflection (page 11) and, where a general education class contributed the piece, that teacher's input page (page 13).



3

Report and Share

Roll the quarter up on the summary page (page 16) and choose what to bring on the selector (page 17) before the meeting.

Send the family update (page 18) once a quarter, or whenever a piece is worth sharing right away.

WHAT THIS FILE IS

A fillable PDF: type into the tables and prompts, or print and use a pen. The binder cover, spine labels and divider tabs print like any other page and are meant to be cut out.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it does not grade, score or set a mastery rule for any artifact. You can type in it and print it; you cannot drag the boxes around or restyle the page.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

A support-level mark describes what was seen on ONE artifact — independent, with a cue, or with direct help — and nothing else. No page here sets a threshold, a passing score, or a rule for when a student is ready for something; those calls belong to the team, using its own wording, in the blanks this file leaves for it.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. It was opened in something that fills fields but does not save them.

Open it in Acrobat Reader and use Save As.

I need more rows than a table holds. Print the sheet again and keep the pages together in the artifact tab; the tracker (page 7) only needs the dates and locations.

A tab won't label right. The divider tab set (page 9) has two blank tabs for exactly this.

Anything else — the **Ask a Question** tab on the product page. Every question is read, and a fix to the file is a free update.

Every page here works fully typed, fully printed, or a mix of both — nothing on this file requires a subscription, an account, or an internet connection to fill in.

01

Collect and Organize

Log every artifact once, track where it lives in the binder, and print the cover, spine labels and divider tabs that turn a stack of paper into a system anyone on the team can open and find something in.

IN THIS SECTION

Artifact Inventory Sheet	6
Portfolio Contents Tracker	7
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INVENTORY

Artifact Inventory Sheet

One row per artifact, logged the day it is collected. Support level marks what was seen on THIS piece, not a rule about the student.

STUDENT

SCHOOL YEAR

LOG KEPT BY

#	DATE	ARTIFACT / WORK SAMPLE	SKILL OR STANDARD DEMONSTRATED	SUPPORT LEVEL	FILED UNDER (TAB)	LINKED GOAL #
1				☐ IND ☐ CUE ☐ DH		
2				☐ IND ☐ CUE ☐ DH		
3				☐ IND ☐ CUE ☐ DH		
4				☐ IND ☐ CUE ☐ DH		
5				☐ IND ☐ CUE ☐ DH		
6				☐ IND ☐ CUE ☐ DH		
7				☐ IND ☐ CUE ☐ DH		
8				☐ IND ☐ CUE ☐ DH		
9				☐ IND ☐ CUE ☐ DH		
10				☐ IND ☐ CUE ☐ DH		
11				☐ IND ☐ CUE ☐ DH		
12				☐ IND ☐ CUE ☐ DH		

WHAT THE SUPPORT-LEVEL MARK MEANS

IND — completed with no prompt or model. **CUE** — needed a verbal or visual reminder. **DH** — needed hand-over-hand or step-by-step help from an adult. Mark what was seen on this one artifact; a later piece can show a different mark for the same skill.



Goal-to-Artifact Bridge

The goal wording is the district's own; this page only links it to the artifacts that show movement on it.

STUDENT

CASE MANAGER

SCHOOL YEAR

#	IEP GOAL (DISTRICT'S OWN WORDING)	ARTIFACT(S) THAT SHOW PROGRESS	DATE(S) COLLECTED	WHAT GROWTH LOOKS LIKE HERE	NEXT ARTIFACT NEEDED
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

THIS PAGE LINKS, IT DOES NOT JUDGE

Growth here means what changed between two dated artifacts — a support-level mark that moved from CUE to IND, a longer piece, fewer errors on the inventory row beside it. This page does not decide whether the goal is met; that stays with the team, using its own criteria, in a meeting this page can only help prepare for.

SUMMARY

Quarterly Work-Sample Summary

Count the artifacts already logged on the inventory (page 6) by skill area. A skill area with few or no artifacts is the one to collect toward next.

STUDENT

QUARTER / DATE RANGE

COMPLETED BY

#	SKILL AREA	ARTIFACTS COLLECTED THIS QUARTER	MOST RECENT SUPPORT LEVEL	GROWTH NOTED? (Y / N)	NEEDS MORE EVIDENCE?
1	Reading				
2	Writing				
3	Math				
4	Communication				
5	Daily Living				
6	Social / Emotional				
7	Other				

READING THE PAGE

Count rows on the inventory (page 6) by skill area to fill the second column. The skill area with the fewest artifacts is the one to plan for next quarter — this page only counts; it does not decide what the count means. A blank in “most recent support level” simply means no artifact was collected yet.

SKILL AREA WITH THE MOST ARTIFACTS THIS QUARTER

SKILL AREA NEEDING MORE EVIDENCE NEXT QUARTER

REVIEWED WITH FAMILY / TEAM ON

NEXT REVIEW SCHEDULED

EXAMPLE

A Filled Portfolio: Inventory, Bridge and Summary

SAMPLE · INVENTED STUDENT

Malik is invented, and so is every mark on this page. Every count in the summary can be re-counted from the rows above it.

MALIK — INVENTED STUDENT, QUARTER 2 (FIVE ARTIFACTS LOGGED)

#	DATE	ARTIFACT / WORK SAMPLE	SUPPORT	FILED UNDER	GOAL #
1	10/2	Math worksheet: two-digit subtraction with regrouping	CUE	Tab 1 Math	Goal #2
2	10/9	Writing sample: three-sentence paragraph about the pumpkin patch	DH	Tab 2 Writing	Goal #4
3	10/16	Reading fluency passage, cold read (audio note filed with it)	IND	Tab 3 Reading	Goal #1
4	10/23	Daily living checklist: packed backpack independently, 5 days	IND	Tab 4 Daily Living	Goal #5
5	10/30	Math worksheet: two-digit subtraction with regrouping	IND	Tab 1 Math	Goal #2

QUARTERLY SUMMARY, COUNTED FROM THE ROWS ABOVE

SKILL AREA	ARTIFACTS THIS QUARTER	MOST RECENT SUPPORT	GROWTH NOTED?	NEEDS MORE EVIDENCE?
Reading	1	IND	–	–
Writing	1	DH	–	–
Math	2	IND	Y	–
Communication	0	–	–	Yes
Daily Living	1	IND	–	–
Social / Emotional	0	–	–	Yes
Other	0	–	–	Yes

GOAL-TO-ARTIFACT BRIDGE FOR GOAL #2

GOAL	ARTIFACTS (DATES)	WHAT GROWTH LOOKS LIKE HERE	PROGRESSION
Goal #2 — two-digit subtraction with regrouping	10/2 and 10/30	Cued on 10/2, independent on 10/30 — same skill, one quarter apart	10/2 → 10/30 (CUE → IND)

READING MALIK’S EXAMPLE

Five artifacts above sum to five in the summary table (1 Reading + 1 Writing + 2 Math + 0 Communication + 1 Daily Living + 0 Social/Emotional + 0 Other = 5). Communication, Social / Emotional and Other show zero artifacts this quarter, so all three are flagged “needs more evidence” and nothing else is — that flag comes straight from the count (zero artifacts logged), not a separate judgment. The two math worksheets (10/2 and 10/30) are the pair the selector on page 17 would pick: same skill, cue to independent, one quarter apart.

MALIK’S REFLECTION ON THE 10/30 MATH SAMPLE (PAGE 11, PROMPTS 2 AND 3)

“It was hard because I had to remember to borrow from the tens. It is getting easier because I checked my work by adding back up.”