Part 1: Introduction

For the first time, during the 2011-2012 school year, online portfolios were used across all English and Social Studies classes as an assessment tool. Intended to help students learn about themselves as learners, portfolios provide students with the opportunity to demonstrate skills and understandings that are not measured on standardized tests. Portfolios are also designed to help students reflect on their own academic growth and achievement over time, and then to set personal learning goals from semester to semester.

In building their portfolios, students choose artifacts from each course that demonstrate progress toward mastering the six learning expectations. They must then reflect in writing on each artifact, explaining why it was chosen for a particular learning expectation and what they learned about themselves in the process. Developing this habit of reflection helps students think critically about their work, and also requires them to consider the next steps they need to take in order to improve. Because the portfolios are online, students can share them not only with their teachers, but also with their parents, and potentially with their classmates and future college admissions officers. Although in this first year our students only shared their portfolios with their classroom teachers, the opportunity to share with others in the future creates the opportunity for an ongoing exchange, and an authentic learning experience.

Students were asked to address the following six learning expectation:

1. Collaboration. In considering collaboration, students should ask themselves questions such as, How well do I work with others? What role did I play in the group? How did I help my group achieve my goal? How do I respond to feedback from my peers, and/or how did I give feedback to them? How have I grown as a collaborator?

2. Critical thinking. Students should ask themselves: How did I gather my evidence? How did I demonstrate my analytical skills? How did I solve problems and what steps did I take to solve problems? How have I grown in my ability to think critically?

3. Creativity. Students should consider the following types of questions: How did I express my ideas in a creative way? How did I implement my own original ideas? How did I use my imagination to create this work? How have I grown as a creative learner?

4. Making connections. Students should ask themselves: What connections can I make from this piece to other areas of my learning? How does this relate to life outside the classroom? What connections can I make about myself? How have I grown in my ability to make connections?

5. Communication. Students should wonder: How effectively did I communicate through this piece? Through which ways did I express my ideas? How did I communicate any problems throughout the process? How have I grown in my ability to communicate?

6. Initiative. Students should: Describe a situation related to this project when you persevered, despite personal obstacles. They should also ask: How did I initiate setting my own goals for completion of this project, and achieving them? How did I take the initiative to go above and beyond the basic expectations of this project? How have I grown in my ability to take initiative?

Each teacher was given a basic rubric that they could modify slightly for assessing the portfolio, and each grade-level course could determine the percentage of the overall grade for which the portfolio would count.
Some of the benefits of using the assessment system this year have included the fact that students take more responsibility for their own learning by showing how they meet the different criteria. Since self-analysis is one of the best ways to learn, reflection is a key component of the system. Many students did not know how to perform certain technology skills, such as scanning, uploading, and using a cloud-based site such as Google Docs, so they have learned many useful skills in the process of developing their portfolios. Finally, students have been able to make connections from what they are learning in class to issues in their own lives and in the wider world.

*The following is a copy of the generic assignment sheet developed by the Portfolio Committee and distributed to teachers across the department:*

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**English Language Arts and Social Studies Student Portfolios**

**at Hudson High School**

**Purpose**

Portfolios will provide a forum for students to reflect upon their own academic growth and achievement over time. They will be required components for all English Language Arts and Social Studies classes. Each student chooses work samples, or artifacts, in relation to each of the six English Language Arts and Social Studies Learning Expectations. The portfolio serves as a summative assessment and is therefore calculated as a portion of each course’s final assessment. Its reflective nature also provides students the opportunity to examine their own areas of growth as a learner. Thus, students will use the portfolios as a means to set personal learning goals for the next semester.

**Vision and Beliefs**

Student portfolios provide:

- a way to document student learning over time.
- the opportunity to convey to students the features of quality work, and to instill pride in achieving improvement over time.
- the opportunity for students to engage in conversations about their learning with their teachers, and with others who may view their portfolios.
- a way for students to determine their own academic goals based on evidence and criteria, and to make plans to achieve those goals.
- the opportunity for students to take ownership for their learning and to reflect on their learning process.

**Audience**

Teachers, students, and parents will view portfolios. Because it showcases proficiency and growth, a student may choose to submit a portfolio as part of a college admissions application.

**Process**

- Each portfolio will be designed to document progress toward the department’s *Learning Expectations*, in addition to any course-specific goals.
Each student will create a Google Site at the outset of his or her English or Social Studies course. This will act as an electronic portfolio (see prototype: https://sites.google.com/site/hhsportfolio).

Students should collect all coursework on the Google Site to be used as artifacts/evidence of learning. This can be done easily by routinely loading work samples onto the site through one’s personal or school computer. Each ELA and SS classroom will have a scanner for the purpose of uploading documents to a student’s portfolio.

- Students should regularly reflect upon assignments as they relate to the Learning Expectations. These reflections, or portions thereof, will be used in the final portfolio. This can be done electronically or in a paper journal.

At the end of each course, students will construct the final portfolio. This will include:

- Introduction Page: This is the home page of the Google Site. This is the student’s opportunity to introduce him/herself to the reader, both personally and academically. The student should also demonstrate, meta-cognitively, what he/she knows about him/herself as a learner. In addition to this narrative, the student may use creative freedom to express who s/he is (including artwork, poetry, etc.).
- Course Pages: There will be a separate page created for each course. Each course page will have at least six sub-pages - one for each Learning Expectation.
- Formal Reflections: Each Learning Expectation sub-page should contain the student’s personal reflections on how s/he met his or her academic goals as they relate to the associated Learning Expectation. Reflections should identify and explain how each artifact demonstrates growth. Students should also examine how s/he can continue to improve. Each reflection should be a thorough, honest examination of the student’s own learning.
  - Example: “The expository essay that I wrote for our study of The Great Gatsby demonstrates critical thinking by...”
  - Artifacts/Evidence: Artifacts/evidence (eg, artwork, papers, videos, etc.) should be attached to the associated Learning Expectation page. Each Learning Expectation should be demonstrated with at least one artifact, although providing two artifacts is preferable so that students can demonstrate growth over time.
  - At least two of the artifacts in the portfolio should exemplify the student’s writing skills using any of the following modes: expository, creative, narrative, research, persuasive.
- Conclusion: The final page should be a “letter to next year’s teachers” describing the student’s learning journey. This should focus on both personal and academic characteristics, describing the things that the student loves and is passionate about and also what makes him/her stumble. The student should describe his/her strengths and weaknesses, and where s/he grew the most, giving examples from the year’s work. The letter should conclude by identifying an academic action plan for the following year.

The portfolio will serve as a certain percentage of the final grade for the course. For the sake of continuity, this percentage will be determined by each course/grade level.
Learning Expectations and Guiding Questions to Consider
(Students can use these questions when writing each reflection)

**Collaboration**
How well do I work with others?
What role did I play in the group?
How did I help my group achieve my goal?
How do I respond to feedback from my peers and/or how did I give feedback to them?
How have I grown as a collaborator?

**Critical Thinking**
How did I gather my evidence?
How did I demonstrate my analytical skills?
How did I solve problems and what steps did I take to solve problems?
How have I grown in my ability to think critically?

**Creativity**
How did I express my ideas in a creative way?
How did I implement my own original ideas?
How did I use my imagination to create this work?
How have I grown as a creative learner?

**Making Connections**
What connections can I make from this piece to other areas of my learning?
How does this relate to life outside the classroom?
What connections can I make about myself?
How have I grown in my ability to make connections?

**Communication**
How effectively did I communicate through this piece?
Through which ways did I express my ideas?
How did I communicate any problems throughout the process?
How have I grown in my ability to communicate?

**Initiative**
Describe a situation related to this project when you persevered, despite personal obstacles.
How did I initiate setting my own goals for completion of this project, and achieving them?
How did I take the initiative to go above and beyond the basic expectations of this project?
How have I grown in my ability to take initiative?
Assessment  *(The following rubric can be tailored to serve a particular course’s/grade level’s unique needs)*

**STUDENT PORTFOLIO RUBRIC**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>One</th>
<th>Two</th>
<th>Three</th>
<th>Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met Requirements</td>
<td>Missing significant pieces.</td>
<td>Nearly all parts included.</td>
<td>Contains all required content.</td>
<td>Contains all required content and then some.</td>
</tr>
<tr>
<td>Organization</td>
<td>Portfolio organization needs work. Viewer has significant difficulty finding required elements. Appearance is lacking and technology is not understood.</td>
<td>Portfolio organization is satisfactory. Some aspects confuse viewer. Appearance could use some improvement. There is obvious discomfort with the technology.</td>
<td>Portfolio organization is strong ensuring ease of use for the most part. Appearance is professional and technology is mostly mastered.</td>
<td>Portfolio organization is exceptional ensuring ease of use. Appearance is professional and technology is mastered.</td>
</tr>
<tr>
<td>Creativity</td>
<td>No attempt at presenting work in interesting manner.</td>
<td>Basic creative effort throughout.</td>
<td>Strong creative effort throughout.</td>
<td>Demonstrates outstanding creative approach and design throughout.</td>
</tr>
<tr>
<td>Introduction</td>
<td>Introduction is neither informative nor reflective providing the viewer with little insight on the learner.</td>
<td>Introduction is informative, but lacks reflection providing the viewer with limited insight on the learner.</td>
<td>Introduction is informative and somewhat reflective providing the viewer with some insight on the learner.</td>
<td>Introduction is informative and reflective providing the viewer tremendous insight on the learner.</td>
</tr>
<tr>
<td>Reflections</td>
<td>Reflections are basic assessments of academic progress and rarely examine how to improve moving forward.</td>
<td>Reflections are mostly topical assessments of academic progress that somewhat examine how to improve moving forward.</td>
<td>Reflections are honest assessments of academic progress and somewhat examine how to improve moving forward.</td>
<td>Reflections are truly honest assessments of academic progress and thoroughly examine how to improve moving forward.</td>
</tr>
<tr>
<td>Artifacts</td>
<td>Artifacts are not relevant and fail to demonstrate academic performance.</td>
<td>Artifacts are somewhat relevant and vaguely demonstrate academic performance.</td>
<td>Artifacts are relevant and usually demonstrate academic performance.</td>
<td>Artifacts are completely relevant and accurately demonstrate academic performance.</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Letter provides little critical analysis of academic progress and fails to establish an action plan for the following year.</td>
<td>Letter provides some analysis of academic progress and establishes a basic action plan for the following year.</td>
<td>Letter provides analysis of academic progress and establishes a decent action plan for the following year.</td>
<td>Letter provides critical analysis of academic progress and establishes a comprehensive yet appropriate action plan for following year.</td>
</tr>
<tr>
<td>Grammar</td>
<td>Many spelling and grammatical errors</td>
<td>Some grammar mistakes</td>
<td>Few, if any grammar problems</td>
<td>Few, if any grammar problems</td>
</tr>
</tbody>
</table>
Part 2: System/Course Level Evidence

A. Content and cognitive complexity alignment – Sample syllabi explaining how portfolios are integrated into courses

10th Grade World History Course

Honors World History
Course Syllabus

Ms. Vivirito

Description: In this class, we will explore the rise of the nation state in Europe and the economic, political and philosophical roots of the modern world. We will study the origins and consequences of the Industrial Revolution, 19th century political reform in Western Europe, and imperialism in Africa, Asia and South America. We will investigate the causes and consequences of the great military and economic events of the past century. Finally, we will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world.

Contact Info: Ms. Vivirito: lvivirito@hudson.k12.ma.us or 978-567-6250 x 0189

Course Website: https://sites.google.com/site/hhsvivirito

Class Weblog: http://hudsonworldhistory.blogspot.com/

Course Goals:
Students will demonstrate skill progression in the following areas:

- Collaboration
- Creativity
- Communication
- Critical Thinking
- Making Connections
- Initiative

This skill progression will be thoroughly documented using an online portfolio that requires students to reflect upon their learning and academic growth.

Units of Study:
Introduction: Primary Source Analysis and Current Event Presentation
Unit One: Geography, Politics, Economics, and Culture
Unit Two: Renaissance Leads to Enlightenment
Unit Three: The Rise of European Nationalism
Unit Four: Imperialism
Unit Five: The Era of World War
Unit Six: The Cold War World and Beyond
**Grading System** – Course grades are awarded through a total point system.

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Typical Point Worth</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tests</td>
<td>There will be tests periodically throughout this course. Quizzes will be totaled to equal one test grade per grading period.</td>
<td>50-100</td>
</tr>
<tr>
<td>2. Projects/Presentations/Papers</td>
<td>Over the course of the semester, at least one group/individual project will be assigned per unit to be worked on during and outside of class in lieu of homework.</td>
<td>50-100</td>
</tr>
<tr>
<td>3. Classwork</td>
<td>This portion of your grade will reflect classroom discussions and in-class assignments.</td>
<td>0-50</td>
</tr>
<tr>
<td>4. Homework</td>
<td>Multiple assignments will be given throughout the semester.</td>
<td>0-50</td>
</tr>
<tr>
<td>5. Summer Reading</td>
<td>Journal and text-based discussion</td>
<td>75-100</td>
</tr>
<tr>
<td>6. Research Paper</td>
<td>Multi-part assignment that demonstrates students ability to use critical thinking and historical analysis.</td>
<td>150-200</td>
</tr>
<tr>
<td>7. Final Assessment</td>
<td>At the end of the semester, student learning will be cumulatively assessed using an online portfolio. This is designed to help students reflect upon their learning as a whole. More information to follow.</td>
<td>20% of Final Grade</td>
</tr>
</tbody>
</table>
**Course Syllabus: Honors American Studies**

Gearty/McMaster/McMurray/Murphy/Ramshaw/Vivirito 2011/12

<table>
<thead>
<tr>
<th>PURPOSE AND GOALS</th>
<th>COURSE OVERVIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors American Studies introduces students to the interdisciplinary study of American History, Literature and Culture. Examining history and literature together allows us to understand both the events that shape our country and the culture surrounding and influencing those events. We will focus on topics and themes that continue to be relevant today, allowing students to examine their place in this culture and in the ongoing process of change. We will emphasize our development of knowledge and communication skills over the memorization of facts, with the goal of empowering ourselves to be active participants in society rather than passive observers.</td>
<td>The course will be taught thematically, rather than chronologically, to highlight the recurring themes that exist in our culture and the interconnection of our present day experience with these themes. In general, the scope of the course will span from Reconstruction to the present day; however, important connections will also be made to our early revolutionary history, the Civil War, and the experience of Native Americans prior to the founding of the United States. Themes and topics will include (but are not limited to):</td>
</tr>
<tr>
<td>• Foundations of American Studies</td>
<td>• Foundations of American Studies</td>
</tr>
<tr>
<td>• American Dream &amp; the Place of the Individual</td>
<td>• American Dream &amp; the Place of the Individual</td>
</tr>
<tr>
<td>• Race in America</td>
<td>• Race in America</td>
</tr>
<tr>
<td>• Economics and Politics in America</td>
<td>• Economics and Politics in America</td>
</tr>
<tr>
<td>• The American Character During Wartime</td>
<td>• The American Character During Wartime</td>
</tr>
</tbody>
</table>

Through a primarily project-based model, we will focus on six learning objectives. **Students will demonstrate their learning in a comprehensive online final portfolio.** The objectives are:

- Collaboration
- Communication
- Creativity
- Critical Thinking
- Initiative
- Making Connections

We will approach these objectives using varied instructional strategies, such as: Composing and revising persuasive, analytical, & expository essays; Lessons on grammar, mechanics, and usage; Work with vocabulary in context; Debate Simulations; Student presentations; Journal writing; Research of issues, people & events; Class discussions; Online blog; Current events; Document analysis; Independent & group projects; Independent reading & writing.

<table>
<thead>
<tr>
<th>EXPECTATIONS AND REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>As teachers, we have very high expectations for our students and for ourselves. We expect students to strive for their personal best instead of settling for “good enough.” We expect students to be reflective about their work and the work of others in the class. Finally, we expect a consistently high level of respect, support, and cooperation among students in the class. Writing, presenting, and sharing ideas and opinions are very difficult and risky things to do; mutual respect, trust, and support will help each group member grow as a reader, writer, thinker, &amp; communicator.</td>
</tr>
</tbody>
</table>

In addition, it is our expectation that students behave as ethical learners, passing in only original ideas and work. Plagiarism on any level is unacceptable in this class and will be considered an act of academic dishonesty. Copying the words or ideas of others without giving them credit is a serious offense. In this class, you will receive a zero on any homework that was not prepared individually (this policy applies to both/all parties involved), and the principal and your parent(s)/guardian(s) will be contacted. Any student caught plagiarizing the words or ideas of another (a peer, the internet, or another source) **risks automatically receiving a failing grade for the assignment, which may result in a failing grade for the course.** All major assignments will be submitted digitally via TurnItIn.com. If you have any questions at any point regarding use or citation of sources, please don’t hesitate to ask.

A significant amount of reading, writing and online work will be required in this course. It is essential that all work be completed on time so that students are prepared for activities and follow-up discussions. You are responsible for arranging online computer access on a regular basis outside of class time (at home, school, or the library).

In order to ensure success in the course, students must be present. We follow the school’s attendance policy as explained in the Student Handbook. In addition, we will not approve field trips in the following circumstances: poor attendance record, low course average, missing assignments, exam, or major group project.
**TEXTS AND RESOURCES INCLUDE** (but are not limited to):

- Primary source documents accessed via the web
- Fiction & nonfiction from our collections
- *Twilight, L.A.* by Anna Deveare Smith
- *Smoke Signals* by Sherman Alexie
- *Iron Jawed Angels*

**TYPES OF ASSESSMENTS**

Students will be graded based on their demonstrated understanding through:

- written homework assignments, class participation, quizzes & tests, larger writing assignments, projects (individual & group), presentations, working portfolio, speeches, debates, online/blog participation & hands-on activities. **The final assessment will be an electronic portfolio, which is worth 20% of the overall course grade.**

**HOMEWORK AND GRADING POLICY**

Students earn **separate grades** for their work in English and history, but many assignments are designed for and credited toward both components. Grades will be calculated on a point system with a varying degree of points assigned to activities depending on the amount of time required and difficulty level. Students will be made aware of the point value of each activity when it is assigned, as well as for which class the assignment will be counted. Rubrics will be provided for each graded activity so that students are aware of the expectations and grading process.

Homework is an essential aspect of the learning process and is assigned by teachers for the following purposes:

- To help students improve their understanding of concepts and skills
- To prepare students for the next class session
- To ensure that students read independently and reflect on their reading
- To offer students an opportunity for alternative types of assessment
- To build a work ethic for the future

Homework is an important part of this class, and it will be essential that students complete homework on time. Late homework will be penalized, or may not be accepted at all. Homework will either be used directly in the lesson on the day that it is due or will be placed in a bin to be evaluated and returned. Online assignments will be time-stamped. Homework should be prepared before entering the classroom, and should show signs of individual time and effort. To allow for emergencies and special circumstances, each student will have the opportunity to drop the lowest score from his or her homework grade at the end of each term. We expect that students complete their own work—copied assignments are unacceptable, and both parties will receive a zero.

As with homework, we expect all larger assignments to be turned in at the beginning of class on the day they are due. Please consider deadlines when planning your work schedule. We expect that all work completed electronically will be saved to your Google site, eliminating accessibility issues. We won’t accept excuses of “my printer broke” or “oh, you didn’t get my e-mail?” on the day a paper or assignment is due. Papers or projects that are late will be penalized for each day that they are overdue. If you foresee extenuating circumstances, be sure to check in with us in advance of due dates.

If you are absent from class, you are responsible for checking in with us about any work you missed. We cannot review for you during class time—after school will be the best time to talk about your make up work. If you do not make up your work within a week of your absence, you will receive zeroes for all missing work, including tests & quizzes.

* Please remember: If you are on a field trip, you are still responsible for class content and activities. Assignments are due as scheduled...don’t forget to drop them off before you leave!

**EXTRA HELP...WHERE TO FIND US**

We’d love to make time to check in with you if you have any questions, ideas or issues you’d like to discuss with us. We are available many afternoons; just let us know when you’d like to come by, or stop by room F202 or F203. You can also e-mail us at livirito@hudson.k12.ma.us or hgearty@hudson.k12.ma.us. Parents and caretakers, feel free to contact us by e-mail about any questions or concerns. We will return your e-mail as soon as possible.
B. Opportunity to Learn – Portfolio Instructions

8th Grade U.S. History

Setting up your Hudson High School Portfolio

*For best results use Google Chrome

To log-in from SCHOOL, go to the HPS District Resources page located at: http://intranet.hudson.k12.ma.us/hhsfaculty.html and then click “HPS Google Docs for Education”
Log-in using only the beginning part of your HHS Google account email address: JQShmoe2016
*When logging in from the HPS District Resources page, you DO NOT need to type in @student.hudson.k12.ma.us
1. Click on “Sites”

2. Click on “Create”

Click on “Browse the gallery for sites”
Under “Select a Site Template” choose “Grade 8 HHS Portfolio”

Click “Select”
1. In the space below “Name your site” type your first name, last name, and year of graduation (2016). Do not use any spaces. See correct format in picture.

2. Click “Create”
Choose “Sharing and Permissions”

Under “Who has access” you will see Hudson Public Schools. Click the word “Change”
Change “Visibility Options” to “Private”

Now click “Save”

1. Under “Add people” add the following email addresses:
   dmoleary@hudson.k12.ma.us,
   mderoy@hudson.k12.ma.us

2. Click “Share & Save”

If this screen appears asking if you are sure you would like to share with these addresses, click “Yes”
You will see “Manage Site” to the left of the screen. Under that should be the name of your site. Click on your site name (Yourname2016).

Congratulations! You have created your own online Portfolio Site!!! Now you are ready to begin editing the pages and uploading your work samples! Click the “pencil” icon to begin editing.
11th Grade American Studies

Honors American Studies – 2011-12
Gearty/McMaster/McMurray/Murphy/Ramshaw/Vivirito
Setup for Student Portfolios

Student Google Sites
http://www.google.com

Purpose
- Students will access these personal sites to compile their electronic portfolios by
  - uploading their work as evidence of their learning as it relates to the six Learning Expectations for the course (Collaboration, Communication, Creativity, Critical Thinking, Initiative, and Making Connections).
  - reflecting on how their work demonstrates progress on the Learning Expectations.
  - reflect on all their learning in the course, including successes, challenges, and discoveries.

Setting up your site if you do not already have one
2. You will need to sign in.
   a. If you use a Gmail account, you may sign in with your Gmail username and password.
      OR
      If you use a Gmail account but prefer to sign in with a different email address, go to “b.”
   b. If you do not have a Gmail account or wish to use a different email address, click “Create an account now” using whatever email address you wish.
3. On the menu at the top of the page, click “more.”
4. On the drop-down menu, choose “sites.”
5. Click “Create new site.”
6. Under “Choose a template to use,” click “Browse the gallery for more.”
7. In the Search bar, type “HHS Portfolio.” Click search.
8. When the template appears, click “Select.”
9. At this point you should have been re-routed automatically to the previous page. Make sure “HHS Portfolio” is highlighted
10. Name your site, following this model:
    (first name) (last name) HHS Portfolio
    Example: Mary Smith HHS Portfolio
11. Under “Share with” select “Only people I specify can view this site.”
12. Type the visual key into the box.
13. Click “Create site.”
14. When you come to your new site, in the top right menu, click “more actions.”
15. Choose “Sharing and Permissions.”
16. In the “Add people” box, enter your teacher’s email addresses. (For now, add your two American Studies teachers. You later may add other teachers who ask you to use your site to maintain work for their classes.)
17. Click “Share and save.”
18. Click “Return to site.”

17
19. In the “Introduction” box, edit the text so that at least your name is there. You can edit the personal information section now if you have time, or you can go back and edit it later at home. You may choose to refine it over the course of the year as you discover more about yourself, your interests, and your learning.

20. Browse the rest of the site to learn what we are expecting you to do with this site over the course of the year.

Updating an existing site to include American Studies

1. Go to https://sites.google.com/site/hhsportfolio to see what we are expecting to be part of your site.

2. Add whatever elements that are not already part of your existing site, such as the tabs for American Studies and its six Learning Expectations (Collaboration, Communication, Creativity, Critical Thinking, Initiative, and Making Connections), as well as a Learning Journal and a Letter to Next Year’s Teacher.

3. Browse the descriptions and examples to get a sense of what your site will end up looking like.

Things to remember:

✓ Once you make a site, you will use that site for each ELA or Social Studies course that requires an electronic portfolio. Each course will have its own heading on your site.
Part 3: Task level technical quality sections

A. Appropriate Levels – Task description given to students

8th Grade U.S. History

8th Grade ELA/Social Studies Portfolio Reflection Questions

1. Collaboration: The act of two or more people working together to achieve or produce something.
   Name of Assignment where I collaborated: ____________________________
   Name of Assignment where I collaborated: ____________________________
   *Looking over your work and remembering your process, respond to the following questions:
   How well did I work with others?
   What role did I play in the group?
   How did I help my group achieve my goal?
   How do I respond to feedback from my peers and/or how did I give feedback to them?
   How have I grown as a collaborator?

2. Critical Thinking: Making careful judgment on an idea or topic; considering all the possible problems and results to improve or develop the quality of your opinion.
   Name of Assignment where I used critical thinking: ____________________________
   Name of Assignment where I used critical thinking: ____________________________
   *Looking over your work and remembering your process, respond to the following questions:
   How did I gather my evidence?
   How did I demonstrate my analytical skills?
   How did I solve problems and what steps did I take to solve problems?
   How have I grown in my ability to think critically?

3. Creativity: Involving the use of imagination to produce new ideas.
   Name of Assignment where I used creativity: ____________________________
   Name of Assignment where I used creativity: ____________________________
   *Looking over your work and remembering your process, respond to the following questions:
   How did I express my ideas in a creative way?
   How did I implement my own original ideas?
   How did I use my imagination to create this work?
   How have I grown as a creative learner?
4. Making Connections: Using something that you already know, in order to help you understand something new.

Name of Assignment where I made connections: ______________________________
Name of Assignment where I made connections: ______________________________

Looking over your work and remembering your process, respond to the following questions:
What connections can I make from this piece to other areas of my learning?
How does this relate to life outside the classroom?
What connections can I make to myself?
How have I grown in my ability to make connections?

5. Communication: Expressing your thoughts and feelings through writing, speech or images in a clear way that other people can understand.

Name of Assignment where I used communication: ______________________________
Name of Assignment where I used communication: ______________________________

Looking over your work and remembering your process, respond to the following questions:
How effectively did I communicate through this piece?
Through which ways did I express my ideas?
How did I communicate any problems throughout the process?
How have I grown in my ability to communicate?

6. Initiative: The ability to make decisions and take action without waiting for someone to tell you what to do.

Name of Assignment where I took initiative ______________________________
Name of Assignment where I used initiative: ______________________________

Looking over your work and remembering your process, respond to the following questions:
How did I initiate setting my own goals for completion of this project, and achieving them?
How did I take initiative to go above and beyond the basic expectations of this project?
Can I describe a situation related to this project when I persevered, despite personal obstacles?
How have I grown in my ability to take initiative?
Your Honors American Studies portfolio is meant to highlight your growth as a student. To prepare your portfolio, you will need to select SIX pieces of your work that best demonstrate the skills that you have developed over the course of the year. For each skill, you will include a work sample, as well as a thoughtful reflection which analyzes your growth and considers the questions below.

PART I:
1. Collaboration
   - How well do I work with others?
   - What role did I play in the group?
   - How did I help my group achieve my goal?
   - How do I respond to feedback from my peers and/or how did I give feedback to them?

2. Critical Thinking
   - How did I gather my evidence?
   - How did I demonstrate my analytical skills?
   - How did I solve problems and what steps did I take to solve problems?

3. Creativity
   - How did I express my ideas in a creative way?
   - How did I implement my own original ideas?
   - How did I use my imagination to create this work?

4. Making Connections
   - What connections did I make from this piece to other areas of my learning?
   - How does this relate to life outside the classroom?
   - What connections can I make about myself?

5. Communication
   - How effectively did I communicate through this piece?
   - Through which ways did I express my ideas?
   - How did I communicate any problems throughout the process?

6. Initiative
   - Describe a situation related to this project when I persevered, despite personal obstacles.
   - How did I set my own goals for completion of this project, and then achieve them?
   - How did I take initiative to go above and beyond the basic expectations of this project?

PART II:
Letter to Next Year's Teacher: Next, you will write a letter to the English teacher you will have next year. This should describe your learning journey thus far. Focus on both personal and academic characteristics, describing the things that you love and are passionate about and also what makes you stumble. Describe your strengths and weaknesses, and where you grew the most, giving examples from the year’s work. The letter should conclude by identifying an academic action plan for the following year.

PART III:
Final Reflection: Finally, you will write a final reflection in class during your final exam block. Be prepared to reflect on your overall progress and experience in HAS.
B. Assessment Criteria and Formats - Sample Portfolios and Assessment Rubrics:

11th Grade Honors American Studies: [https://sites.google.com/site/hhsportfoliopaigekane/](https://sites.google.com/site/hhsportfoliopaigekane/)

| Name: Paige Kane | Score: 28/30 |

<table>
<thead>
<tr>
<th>Criteria</th>
<th>One</th>
<th>Two</th>
<th>Three</th>
<th>Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met Requirements</td>
<td>Missing significant pieces.</td>
<td>Nearly all parts included.</td>
<td>Contains all required content.</td>
<td>Contains all required content and then some.</td>
</tr>
<tr>
<td>Organization</td>
<td>Portfolio organization needs work. Viewer has significant difficulty finding required elements. Appearance is lacking and technology is not understood.</td>
<td>Portfolio organization is satisfactory. Some aspects confuse viewer. Appearance could use some improvement. There is obvious discomfort with the technology.</td>
<td>Portfolio organization is strong ensuring ease of use for the most part. Appearance is professional and technology is mostly mastered.</td>
<td>Portfolio organization is exceptional ensuring ease of use. Appearance is professional and technology is mastered.</td>
</tr>
<tr>
<td>Creativity</td>
<td>No attempt at presenting work in interesting manner.</td>
<td>Basic creative effort throughout.</td>
<td>Strong creative effort throughout.</td>
<td>Demonstrates outstanding creative approach and design throughout.</td>
</tr>
<tr>
<td>Introduction</td>
<td>Introduction is neither informative nor reflective providing the viewer with little insight on the learner.</td>
<td>Introduction is informative, but lacks reflection providing the viewer with limited insight on the learner.</td>
<td>Introduction is informative and somewhat reflective providing the viewer with some insight on the learner.</td>
<td>Introduction is informative and reflective providing the viewer tremendous insight on the learner.</td>
</tr>
<tr>
<td>Reflections</td>
<td>Reflections are basic assessments of academic progress and rarely examine how to improve moving forward.</td>
<td>Reflections are mostly topical assessments of academic progress that somewhat examine how to improve moving forward.</td>
<td>Reflections are honest assessments of academic progress and somewhat examine how to improve moving forward.</td>
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<td>Artifacts</td>
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<td>Artifacts are somewhat relevant and vaguely demonstrate academic performance.</td>
<td>Artifacts are relevant and usually demonstrate academic performance.</td>
<td>Artifacts are completely relevant and accurately demonstrate academic performance.</td>
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<td>Conclusion</td>
<td>Letter provides little critical analysis of academic progress and fails to establish an action plan for the following year.</td>
<td>Letter provides some analysis of academic progress and establishes a basic action plan for the following year.</td>
<td>Letter provides analysis of academic progress and establishes a decent action plan for the following year.</td>
<td>Letter provides critical analysis of academic progress and establishes a comprehensive yet appropriate action plan for following year.</td>
</tr>
<tr>
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<td>Spelling and grammatical errors are insignificant and do not impede the reader.</td>
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11th Grade Academic American Studies: https://sites.google.com/site/hhsportfolioalex/

Name: Alex Boule  
Score: 26/30

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C. Consistency of Scoring

N/A

Part 4: Conclusions and Next Steps

At the conclusion of the 2011-12 school year, the portfolio committee reconvened to analyze and discuss teacher feedback regarding the implementation of the portfolio program throughout the English Language Arts and Social Studies department. We concluded that the program met its stated goal which was to provide a forum for students to reflect upon their own academic growth and achievement over time. This process served as an excellent exercise that required all students to evaluate their performance thus far and set goals for the coming years. In a series of student focus groups conducted with random selections of students across grade levels at the end of the year, these conclusions were echoed. Student responses pointed toward a number of ways to improve the system in its year-two iteration. Focus group questions and their most common responses follow:

1. What do you understand to be the goals of the portfolio process?
   - To show how I develop and progress as a learner over the year
   - To create a plan for my own growth for next year
   - To reflect upon what worked and did not work with my learning
   - To show my own strengths and weaknesses

2. What has been one positive goal or outcome of your work with these portfolios?
   - Recognizing my own faults and communicating them to my teachers
   - Seeing how my writing has improved
   - Realizing how and where I lack effort in my work over the year
   - Providing me with the opportunity to reflect on my learning

3. What has been the biggest challenge with portfolios?
   - Procrastinating and holding on to my work
   - Scanning my work
   - Some reflection questions seemed repetitive
   - Finding artifacts that truly reflected the learning expectation
   - Some teachers didn’t understand the technology very well
   - The lack of exemplars

4. Has this process shown revealed to you anything about your strength or areas for growth as a learner vis-à-vis the learning expectations?
   - I need to take more initiative and shouldn’t procrastinate
   - I realized what my strengths and weaknesses are
   - I began to see connections between subjects and between school and life
   - I need to work on my analytic skills

In addition, this program has had a significant impact on the way the ELA/SS department delivers its curriculum. Teachers have become more reflective regarding their instruction as they move toward this unified approach. The department understands it is imperative that students are provided with ample opportunity to develop the academic skills identified in the learning expectations. Therefore, teachers have begun to regularly review their methodologies to ensure that those opportunities exist in their classroom.
Although the program was successful in reaching its intended goal, there were several obstacles that need to be addressed. First and foremost, teachers expressed a need for greater technical training. Some were very uncomfortable with the web-based application, Google Sites, and reported significant confusion and frustration with the electronic platform. There were also other minor technical glitches that must be remedied in partnership with the Technology Director.

As the program enters year two, there are several elements, beyond the technological improvements, that will become the focus of improved implementation. The department will receive specific training regarding the definitions of learning expectations to create greater consistency across classrooms. Teachers will also develop grade-specific benchmarks for each learning expectations so that students can appropriately demonstrate proficiency at each grade level. In addition, the department will discuss the importance of holding students accountable for the goals established in their academic action plan as described in their “Letter to Next Year’s Teacher”. Students must understand the importance of setting goals that are real and actionable for the following school year and taking steps to accomplish those goals. Another aspect of improving implementation will be a more calculated program assessment. It is essential that all parties provide regular feedback in order to create an empirical mechanism for reform.