



HUDSON HIGH SCHOOL

Portfolio Handbook

English Language Arts and Social Studies

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1. **Statement of Purpose:** Portfolios will provide a forum for students to reflect on their own academic growth and achievement over time and set specific personal learning goals for the future. Each student will choose samples of their work (“artifacts”) and explain how they demonstrate progress toward the five English and Social Studies Learning Expectations. The portfolio serves as an overall skill assessment and is therefore calculated as a portion of each course’s final grade.

2. **Vision and Beliefs** - Student portfolios provide:
 - a. a way to document student learning over time.
 - b. an opportunity to examine the features of quality work and instill pride in achieving improvement over time.
 - c. an opportunity for students to engage in conversations about their learning with their teachers, and with others who may view their portfolios.
 - d. a way for students to determine their own academic goals based on evidence and criteria, and to make plans to achieve those goals.
 - e. an opportunity for students to take ownership of their learning and reflect on their learning process.

3. **Setting up/accessing an HHS Student Google Account**
 - a. Using Google Chrome as your web browser, go to www.google.com.
 - b. In the top right-hand corner, click “Sign In”
 - If you have already created your HHS Student Google Account, simply sign in using your username (JQSchmoe2016@student.hudson.k12.ma.us) and password.
 - If you cannot remember your password, you will need to seek assistance through the technology department to reset.
 - If you have not already created your HHS Student Google Account, use the following instructions:
 - Enter your username (JQSchmoe2016@student.hudson.k12.ma.us)
 - Enter the following password: Hudson1234
 - Follow the program’s instructions to complete setup.

4. How to Create a Google Site Portfolio (from school)

*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> and then click “HPS Google Docs for Education”

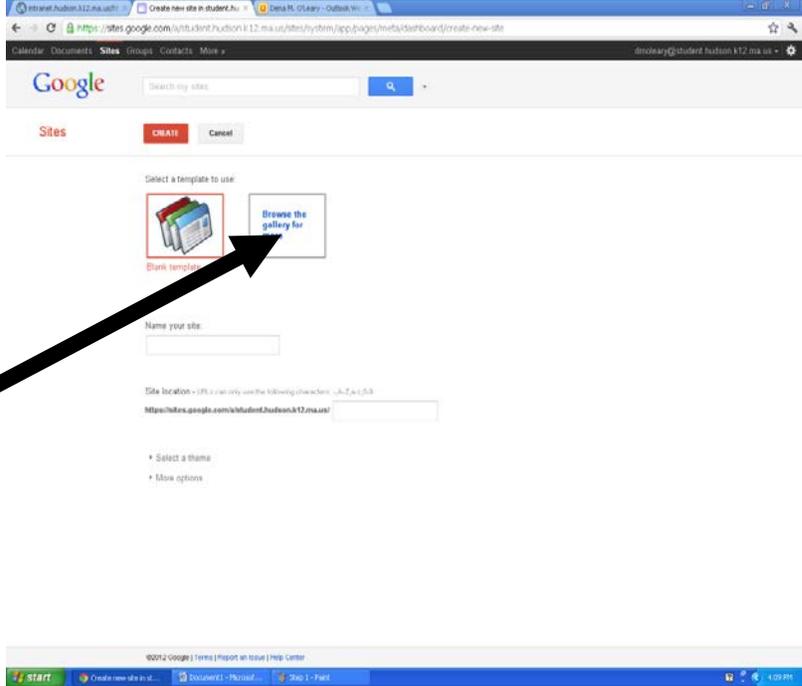
Log-in using **only the beginning part** of your HHS Google account email address:

JQShmoe2016

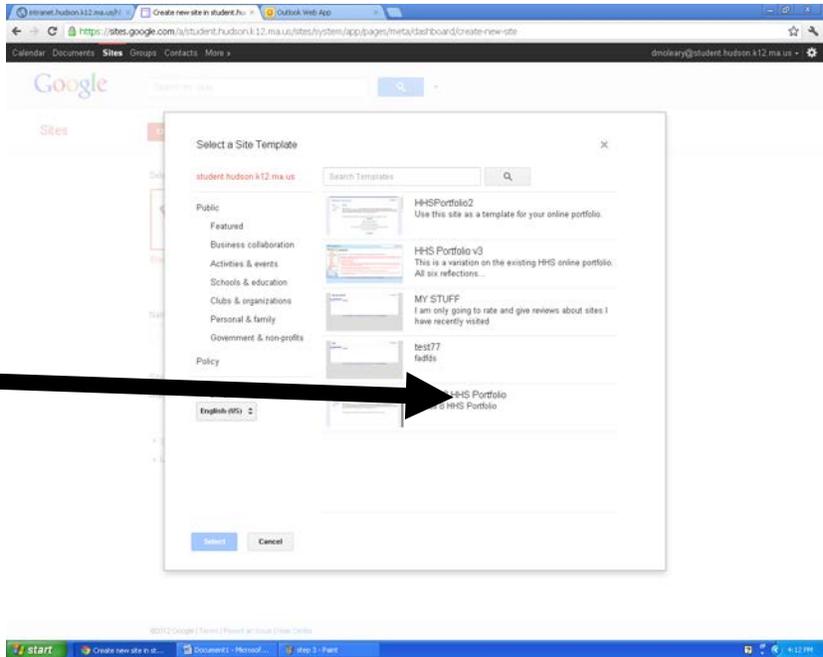
*When logging in from the HPS District Resources page, you **DO NOT** need to type in @student.hudson.k12.ma.us

1. Click on “Sites” (If it isn’t there, click on “More” and then possibly “Even more”.)
2. Click on “Create”

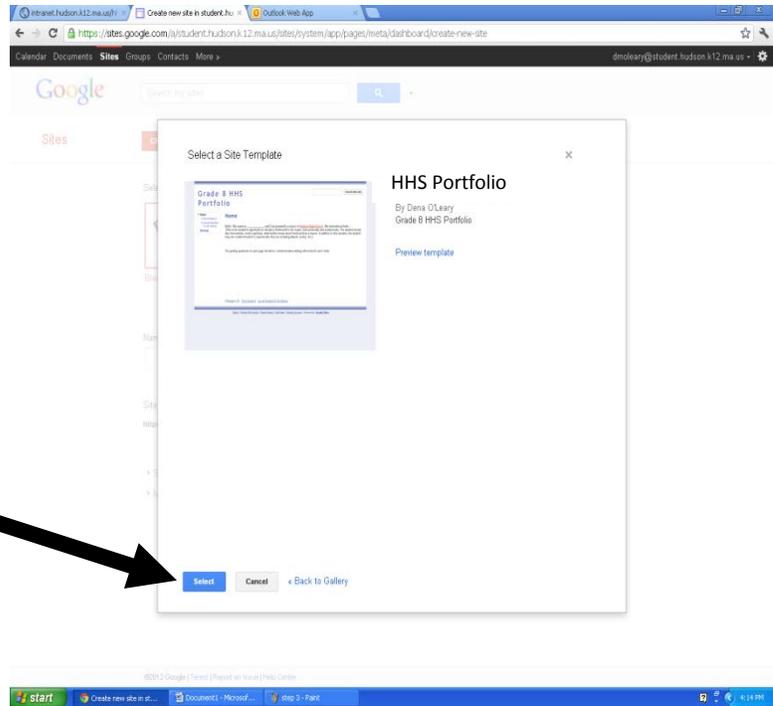
Click on "Browse the gallery for sites"



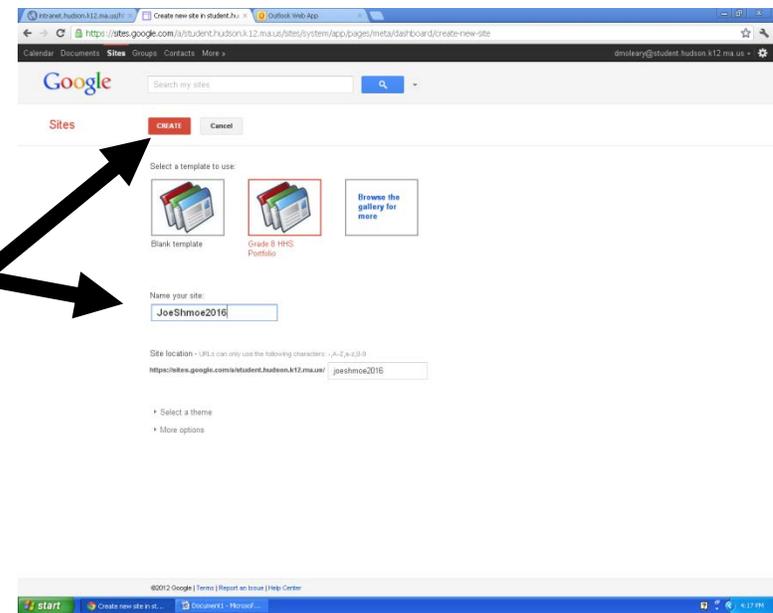
Under "Select a Site Template" choose "HHS Portfolio"

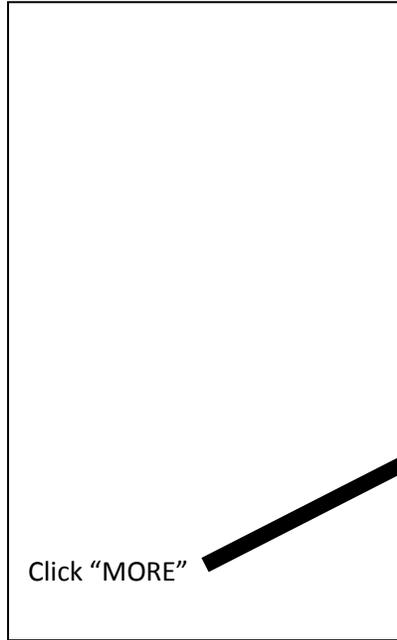


Click "Select"

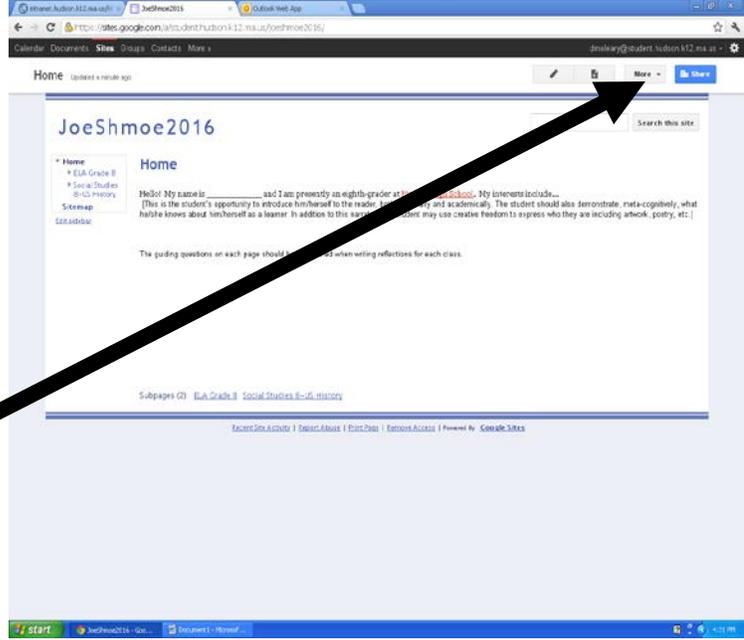


1. In the space below "Name your site" type "HHS-portfolio-" and then your first initial, middle initial, last name, and year of graduation. Do not use any spaces.
For example:
HHS-portfolio-kghigh2015
2. Click "Create"

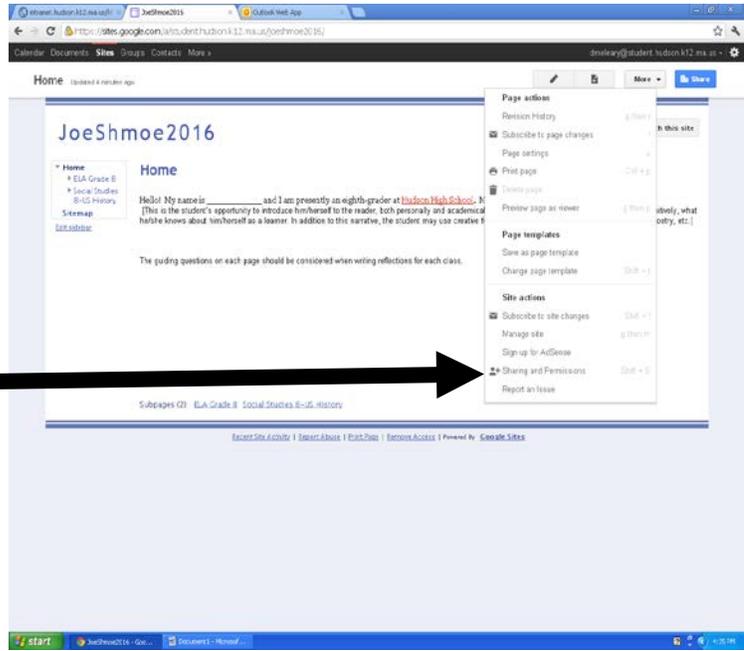




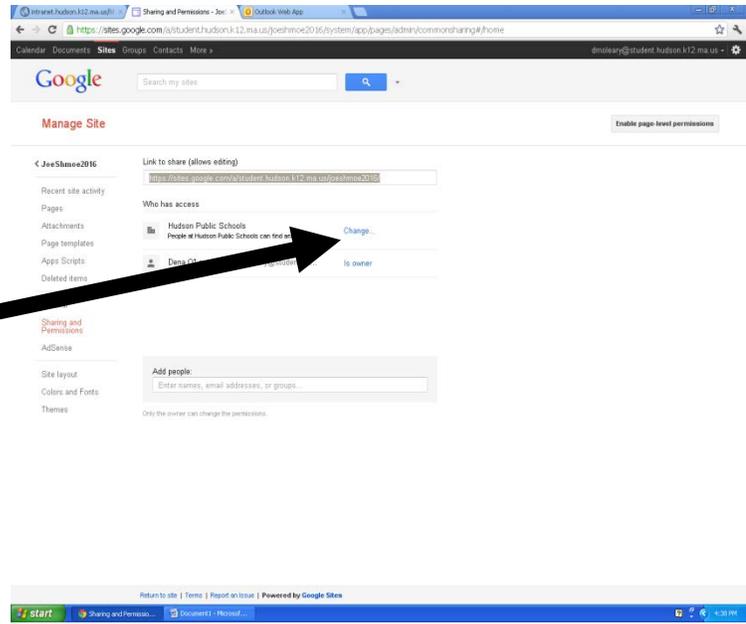
Click "MORE"



Choose "Sharing and Permissions"

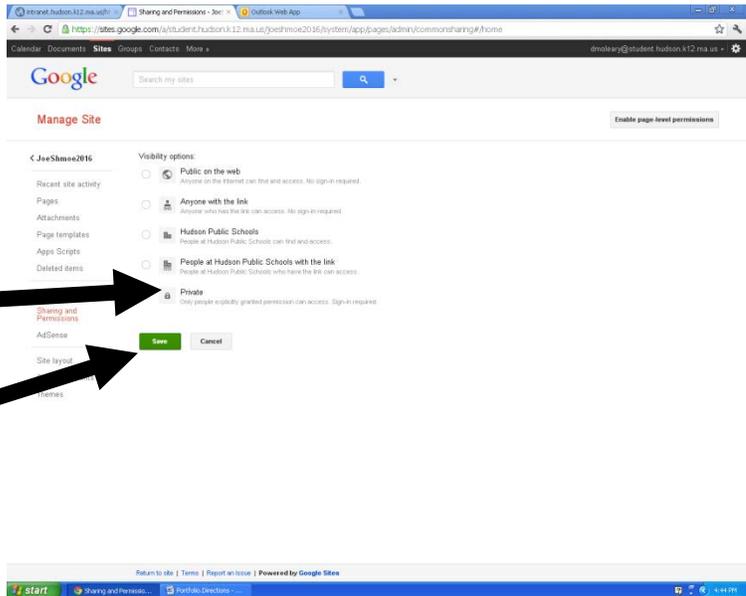


Under “Who has access” you will see Hudson Public Schools. Click the word “Change”



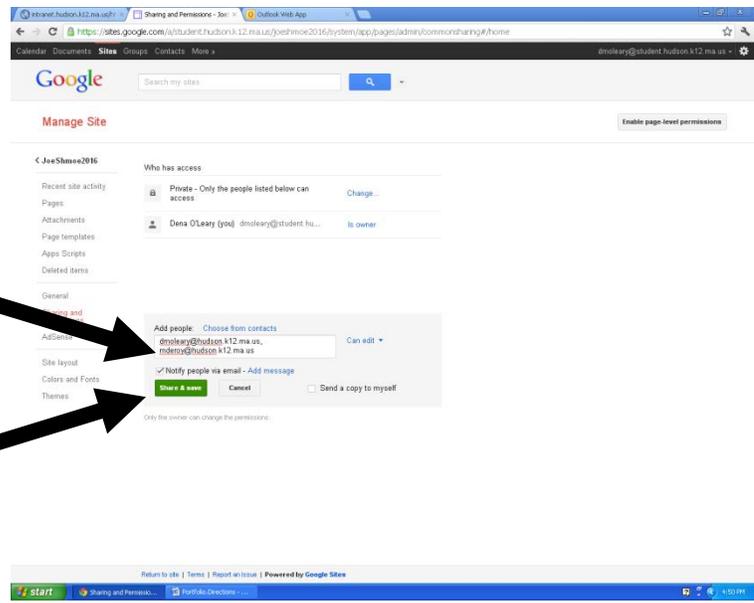
Change “Visibility Options” to “Private”

Now click “Save”

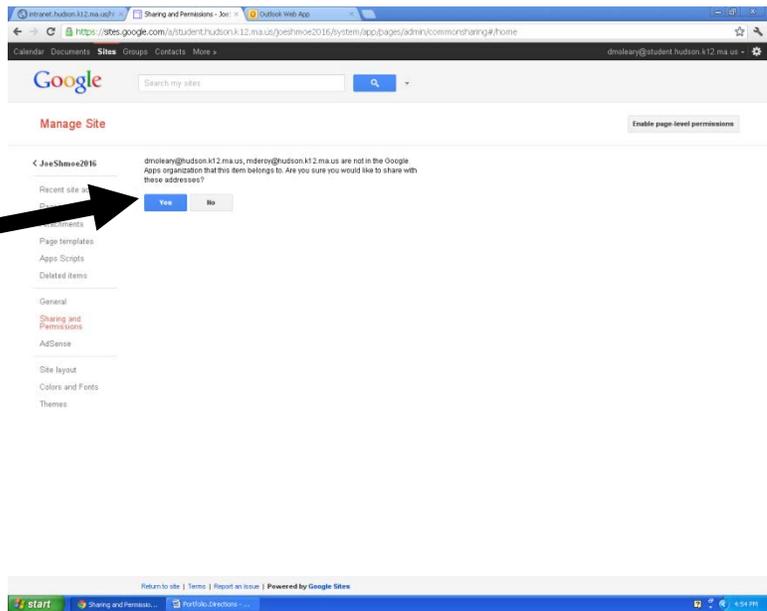


1. Under “Add people” add your teachers Google Apps for Education account.
Ex.
mderoy@student.hudson.k12.ma.us

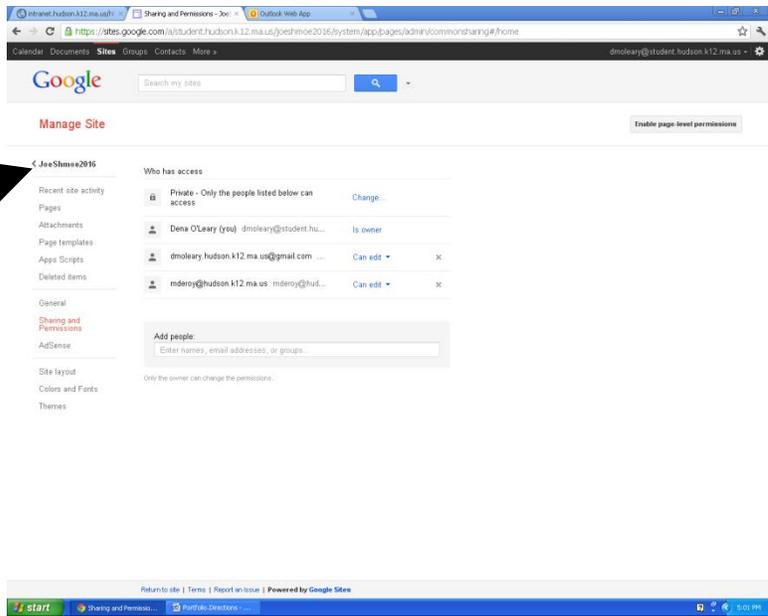
2. Click “Share & Save”



If a prompt asks if you are sure you want to share with these people, click “yes”.

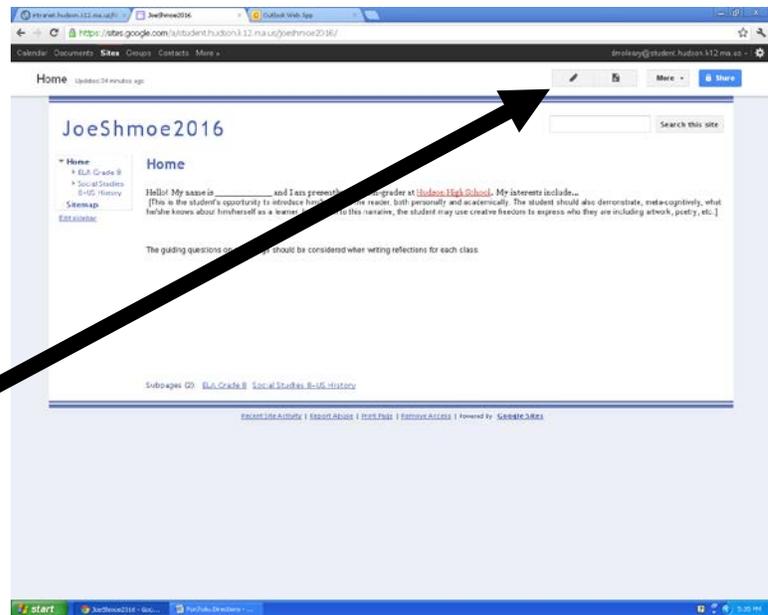


You will see “Manage Site” to the left of the screen. Under that should be the name of your site. Click on your site name



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.



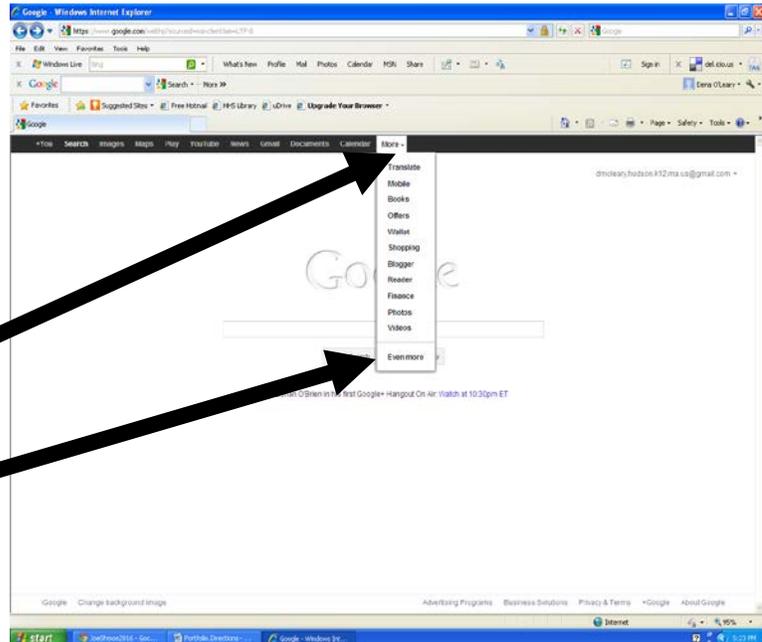
How to log-in to your site from HOME

To log-in from HOME, log-in to your Google account using your complete **HHS Google account** email address:

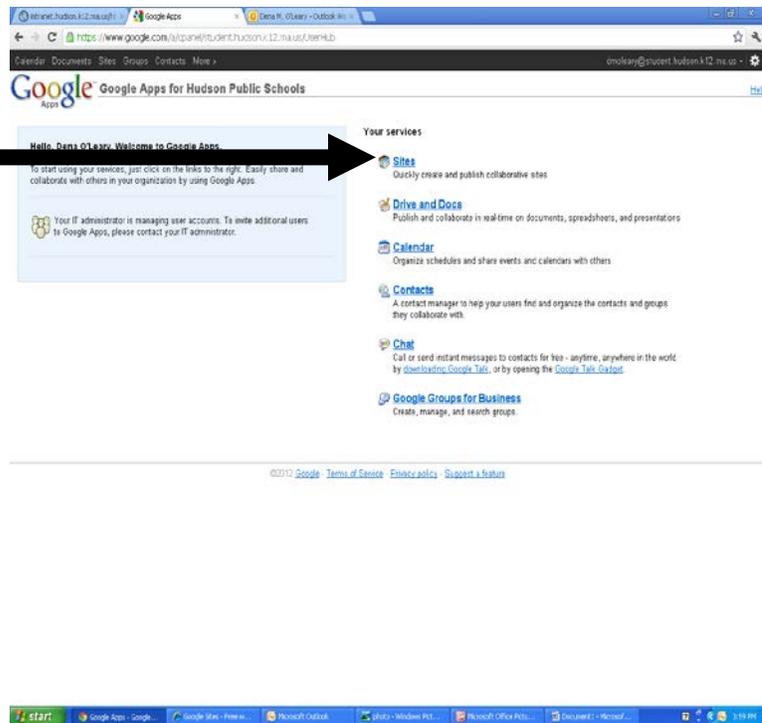
JQShmoe2016@student.hudson.k12.ma.us

From the menu bar, if you don't see "sites" choose "More."

If you still don't see "sites," then click "Even More."

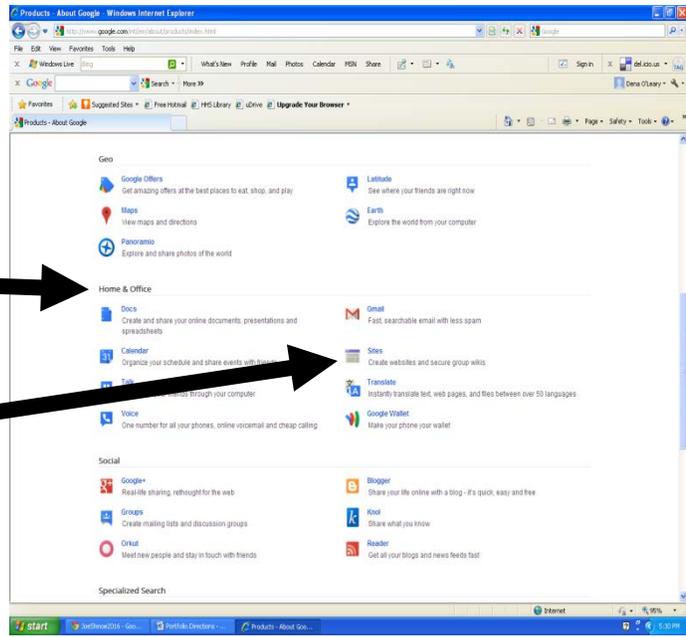


Under "Your services" click "Sites"



Scroll down until you see
"Home & Office"

Choose "Sites" under "Home
& Office"



Click on your site and get working!

- 5. Personalizing Your Site** – Once you have created your site, feel free to be creative. You can alter the design to better demonstrate who you are as a student and person.
- Go to the main page of your portfolio. Click the “More” button on the top right portion of the webpage. Then click on “Manage Site”. On the left hand side of the page, scroll down until you see “Site Layout”, “Colors and Fonts”, and “Themes”. These options will allow you to do several things that personalize your site. It is up to you!
 - You can also embed a variety of media that personalizes your site. Keep in mind this site is for academic purposes and designed to demonstrate your academic and personal growth. In order to do this, click the pen icon on the top right to enter edit mode. Then use the insert function to embed object. Do not forget to save your changes!
- 6. Creating Course-specific Pages** – These pages will be added at the discretion of your teacher and will be unique to the class you are presently taking. For example, English teachers may choose to add a page that documents independent reading while Social Studies teachers may add a page that documents current event presentations. These expectations will be communicated to you by your classroom teacher.
- In order to add a new page, click the page icon on the top right portion of the webpage. Next, name your new page according to the teacher’s instructions. Then identify what type of page it will be (webpage, announcement, file cabinet, or list). After that, select a location for your new page. This new page should be placed *under* the course page. Finally, click “Create”.
- 7. Portfolio Expectations** – Understanding what is required for each section
- Introduction**
 - This is the home page of the Google Site. Students will use this page 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.).
 - Template structure:

Hello! My name is _____ and I am presently a/an _____ grader at [Hudson High School](#).

Write a paragraph here that explains the following:

- Your interests
- Your favorite subject(s) and why
- The way you learn best (i.e. what did you or the teacher do in the class you learned/enjoyed the most?)
- What you hope to do the same and what you hope to do differently in school this year

- b. Course-level Learning Expectation Pages** – These “mini-blog” pages provide students with an electronic journaling space to document academic growth as it relates to a particular Learning Expectation. Students should regularly reflect upon specific assignments highlighting progress related to each Learning Expectation.

Here is a list of the Five Learning Expectations with guiding questions to prompt thinking regarding reflections.:

- ✓ **Collaboration:** Working together with two or more people to achieve or produce something.

Guiding questions to consider when reflecting on your learning:

1. How well do I work with others?
2. What role did I play in the group?
3. How did I help my group achieve our goal? Or how could I have been more helpful?
4. How did I respond to feedback from my peers and/or how did I give feedback to them?
5. How have I grown as a collaborator? Or how do I plan to use this experience to help me become a better collaborator in the future?

- ✓ **Communication** Expressing your thoughts and opinions through writing, speech or images in a clear way that other people can understand.

Guiding questions to consider when reflecting on your learning:

1. How effectively did I communicate my ideas or thoughts in this activity/assignment?
2. Through which ways did I express my ideas (was this an oral presentation, written report, poster, etc.)?
3. How did I communicate any problems I had throughout the process of completing this activity/assignment?
4. How have I shown growth as a communicator through this activity/assignment? Or how could I have communicated better?

- ✓ **Creativity:** Involving the use of imagination to produce new ideas.

Guiding questions to consider when reflecting on your learning:

1. How did I express my ideas in a creative way in this activity/assignment?
2. How did I implement use my imagination to implement my own original ideas?
3. How have I grown as a creative learner? Or how can I use this experience to become more creative in the future?

- ✓ **Critical Thinking:** Making careful judgment on an idea or topic, using multiple pieces of evidence and perspectives, including those from your own personal experiences.

Guiding questions to consider as you write your reflections:

1. How did I gather my evidence?
2. How did I demonstrate my analytic skills? (How did prove my argument)?
3. What issues did you encounter when analyzing your evidence (proofs)?
4. How have I grown in my ability to think critically (analyze evidence)? Or how can I use this activity/assignment to think critically in the future?
5. What connections can I make from this piece to other areas of my learning (i.e. science, math, art, etc.)?

- ✓ **Independence:** Setting goals, taking action toward those goals, and overcoming obstacles without waiting for someone to tell me what to do.

Guiding questions to consider when reflecting on your learning:

1. How did I set goals and monitor my progress in order to complete this project?
2. How did I take initiative to overcome challenges and solve problems I faced?
3. How did I manage my time well in order to meet deadlines?
4. How did my attitude contribute to my results?

- c. **Course-level Final Reflection Page** – Students will use this page to complete a final and cumulative course reflection that analyzes academic growth toward meeting the Learning Expectations. Each reflection should contain the student’s personal thoughts on how s/he met his or her academic goals as they relate to the associated *Learning Expectation*. Reflections should identify and explain how the related artifact(s) demonstrates that growth. Each reflection should be a thorough and honest examination of the student’s own learning.
- d. **Choosing Appropriate Artifacts** – How to choose appropriate evidence that demonstrates academic growth.
- Progress toward meeting each Learning Expectation should be demonstrated with at least one artifact, although providing multiple artifacts is preferable so that students can demonstrate growth over time.
 - Artifacts should be a demonstration of student work (i.e. papers, videos, artwork). Rubrics are welcomed, but are incomplete demonstrations of academic progress.
 - Artifacts should be embedded into the final reflection page under each reflection. It is vital that all embedded evidence is properly shared with viewers to receive credit. Evidence can also be attached to the bottom of the page.

Letter to Next Year’s Teacher – Students will use this page to critically analyze overall academic progress and establish a comprehensive yet appropriate action plan for the following school year. The action plan should identify specific and progressive academic goals related to each of the five learning expectations. It should also explain **how** the student plans on accomplishing each goal.

8. Grading Criteria

- a. Portfolios will be worth 10-20% of final course grade. The specific percentage will be set at each course/grade level.
- b. Teachers will use the following rubric as a general guide for assessing student work:

Criteria	Exemplary	Proficient	Satisfactory	Needs Improvement
Met Requirements <i>(weight) %</i>	Contains all required content and then some.	Contains all required content.	Nearly all parts included.	Missing significant pieces.
Organization <i>(weight) %</i>	Portfolio organization is exceptional ensuring ease of use. Appearance is professional and technology is mastered.	Portfolio organization is strong ensuring ease of use for the most part. Appearance is professional and technology is mostly mastered.	Portfolio organization is satisfactory. Some aspects confuse viewer. Appearance could use some improvement. There is obvious discomfort with the technology.	Portfolio organization needs work. Viewer has significant difficulty finding required elements. Appearance is lacking and technology is not understood.
Creativity <i>(weight) %</i>	Demonstrates outstanding creative approach and design throughout.	Strong creative effort throughout.	Basic creative effort throughout.	No attempt at presenting work in interesting manner.
Introduction <i>(weight) %</i>	Introduction is informative and reflective providing the viewer tremendous insight on the learner.	Introduction is informative and somewhat reflective providing the viewer with some insight on the learner.	Introduction is informative, but lacks reflection providing the viewer with limited insight on the learner.	Introduction is neither informative nor reflective providing the viewer with little insight on the learner.
Reflections <i>(weight) %</i>	Reflections are completely honest and thoughtful assessments of academic progress.	Reflections are mostly honest and thoughtful assessments of academic progress.	Reflections are mostly topical assessments of academic progress and show little thought.	Reflections are basic assessments of academic progress and show no thoughtful reflection.
Artifacts <i>(weight) %</i>	Artifacts are completely relevant and accurately demonstrate academic performance as stated in reflection.	Artifacts are relevant and usually demonstrate academic performance as stated in reflection.	Artifacts are somewhat relevant and vaguely demonstrate academic performance as stated in reflection.	Artifacts are not relevant and fail to demonstrate academic performance as stated in reflection.
Letter to Next Year's Teacher <i>(weight) %</i>	Letter provides critical analysis of academic progress and establishes a comprehensive yet appropriate action plan for following year.	Letter provides analysis of academic progress and establishes a decent action plan for the following year.	Letter provides some analysis of academic progress and establishes a basic action plan for the following year.	Letter provides little critical analysis of academic progress and fails to establish an action plan for the following year.
Grammar <i>(weight) %</i>	-----	-----	Spelling and grammatical errors are insignificant and do not impede the reader.	Spelling and grammatical errors make the product difficult to read.