

Lesson 13

Portfolio Presentations and Course Closure

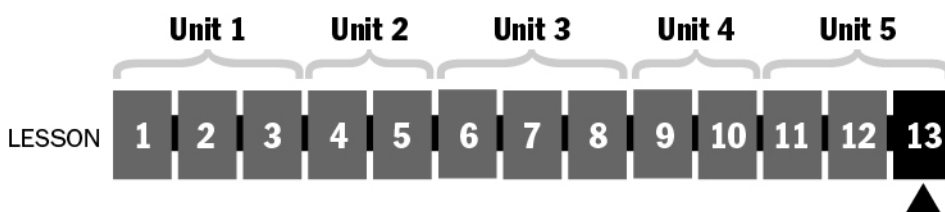
In this lesson, students reflect on everything they have learned in this course. They put together the final pieces of their portfolio and write an introduction that summarizes what they have learned about themselves and what their future plans are. They also create a cover or “visual introduction” for their portfolio. Students offer feedback on the course by completing an online survey and answering reflection questions during class. The last class period includes a sharing of student portfolios with their classmates so that everyone can celebrate how much they have learned about themselves and each other.

Make It Local | The original version of this course incorporated a student survey to provide feedback to teachers, administrators, and course developers. Use this time for additional student self-reflection or develop your own student survey and administer it during Class Period 5.

Advance Preparation

- Before beginning this lesson, read Teacher Resource 13.1, Guide: Completing the Portfolio Project. The timing of this lesson and the need to access computers will vary greatly depending on how your students have been completing their portfolio assignments. Teacher Resource 13.1 will help you identify the specific steps you need to take to help your students complete their portfolios successfully.
- During Class Period 3, students need access to computers with word processing software.

This lesson is expected to take 6 class periods.



Lesson Framework

Learning Objectives

Each student will:

- Develop a written portfolio introduction that summarizes learning throughout the course
- Create a visual component to enrich and augment the audience's understanding of the portfolio presentation
- Evaluate overall personal experience and performance in the course

Academic Standards

- Establish challenging academic goals in elementary, middle/jr. high and high school (ASCA National Standards, A:B2.1)
- Identify long- and short-term goals (ASCA National Standards, PS:B1.9)
- Develop an action plan to set and achieve realistic goals (ASCA National Standards, PS:B1.12)
- Attain educational achievement and performance levels needed to reach your personal and career goals (NCDG Goals, ED1)
- Maintain a career-planning portfolio (ASCA National Standards, C:B2.5)
- Identify values, attitudes and beliefs (ASCA National Standards, PS:A1.2)

21st Century Skills

This lesson focuses on the following 21st century skills:

- Academic competence: Students demonstrate academic skills and knowledge that allows them to graduate from high school (and meet a-g requirements) and be prepared for college or a career
- Communication skills: Students demonstrate listening, speaking, reading, writing, presenting, and non-verbal communication that clearly demonstrates their skills and knowledge
- Aesthetic sensibility: Students demonstrate opinions backed by evidence and reasoning related to beauty, creativity, and the visual and performing arts
- Critical and creative thinking, reasoning, and solution seeking: Students demonstrate skills that help them acquire knowledge, comprehend, apply, analyze, synthesize, evaluate, think dialectically and about their thinking (meta-cognition)

Assessment

ASSESSMENT PRODUCT	MEANS OF ASSESSMENT
Portfolio introduction	Rubric: Portfolio Introduction (Teacher Resource 13.2)

Prerequisites

- Solid understanding of personal values, attributes, and talents
- Grasp of the steps necessary to make the journey from high school to college to career
- Ability to articulate personal goals and plans for the future

Instructional Materials

Teacher Resources

- Teacher Resource 13.1, Guide: Completing the Portfolio Project
- Teacher Resource 13.2, Rubric: Portfolio Introduction
- Teacher Resource 13.3, Bibliography: Project Presentations and Course Closure

Student Resources

- Student Resource 13.1, Assignment: Final Portfolio Checklist
- Student Resource 13.2, Assignment: Portfolio Introduction

Equipment and Supplies

- Whiteboard or blackboard
- Art supplies
- Tables or other supports for displaying visual components of projects (depending on classroom layout)
- Sticky notes (five to six per student)
- Computers with word processing software and Internet access

Lesson Steps

CLASS PERIOD 1

STEP 1, ASSIGNMENT

FINAL PROJECT CHECKLIST

25 minutes

SET-UP

Prepare copies of Student Resource 13.1, Assignment: Final Portfolio Checklist.

PURPOSE AND CONTEXT

Students begin to pull together the pieces of their final portfolio. In this activity, students make sure they have the pieces they are supposed to include and they evaluate the quality of the pieces they have already completed.

INSTRUCTION

- At the start of the period, return students' portfolios to them or give students time to access their digital portfolios. Distribute copies of Student Resource 13.1, Assignment: Final Portfolio Checklist. Explain that in this final lesson of the course, students are going to take some time to look back at everything they have learned. One way to do that is to put together a final version of their portfolios, which they have been adding pieces to throughout the course.
- Review Student Resource 13.1 with students. Ask students to use the checklist to go through their portfolios and mark off each item they currently have. Make sure to return any assignments you may still have (for example, the personal mission statements from Lesson 11 or the resumes from Lesson 12). Even though students may have added digital versions of these assignments to their portfolios already, providing them with the copies that you commented on will help students identify whether those assignments need to be revised.
- Encourage students to make notes about any of their assignments as they review them. For example, they may wish to comment on which assignments they are proudest of, any assignments that are missing, or any assignments that might need to be completed or rewritten in order to be representative of the student's best work.
- Once students have checked off their assignments, they should consider which assignment they might want to leave out of their final portfolio. Explain that with the number of pieces they have completed in this course, it's natural that some pieces will be better than others. Maybe one assignment wasn't a really good fit for the student's skills and interests, or maybe the student was sick or had a lot of work to do and didn't do her best work on one specific assignment. This is the students' opportunity to make sure their portfolio displays their best work.
- Give students a few minutes to determine which item they will leave out of their portfolio and to respond to the question on Student Resource 13.1. Then invite volunteers to share which piece they are leaving out and why.

- If students completed a digital portfolio, give them instructions on how to set up their files at this time. Instruct students to move any files they do not wish to include in their final portfolio to another folder. Also take time to discuss how you want students to name their files. For example, you may want a student's name, the assignment name, and the date on each file (Ishibashi_resume_050712). Give students specific instructions about how to identify revised or replacement assignments. You may want students to label a revised assignment (Ishibashi_resume_050712_REVISED) or you may simply want students to add a new date (Ishibashi_resume_051512). In any case, make sure you will be able to identify which assignments were turned in on time and which assignments made a late appearance or were revised after their due date.

STEP 2, ASSIGNMENT

WRITING THE PORTFOLIO INTRODUCTION

25 minutes

SET-UP

Prepare copies of Student Resource 13.2, Assignment: Portfolio Introduction, and copies of Teacher Resource 13.2, Rubric: Portfolio Introduction.

PURPOSE AND CONTEXT

The purpose of this activity is to prepare students to write their portfolio introductions. Students use a writing frame to help them organize their thoughts and review the rubric that will be used to evaluate their introductions.

INSTRUCTION

- Distribute copies of Student Resource 13.2. Explain that this frame will help students as they write their portfolio introduction. Review the worksheet with students and answer any questions. Explain that the writing prompts in each section are sentence starters that they can use to get their own ideas going. After they complete a prompt, they should write at least three sentences that explain, clarify, or illustrate the completed prompt.
- Students may benefit from an example of how to expand on a prompt. You can give them an example that makes no sense, as well as one that does, to help them understand. Have students suggest sentences that flow logically from a prompt as well, until you think they are getting the hang of it.
- Then distribute copies of Teacher Resource 13.2, Rubric: Portfolio Introduction. Ask students to read over the criteria and identify anything they don't understand or have questions about. Give students a few minutes; then read aloud the exemplary criterion for reflection. Call on a volunteer to explain what the criterion means in his own words or to provide an example, as the class was just doing to understand expanding on a prompt. Invite students to ask any questions about the reflection criterion.
- Repeat this process with the rest of the criteria on the rubric, asking students to put the exemplary criteria into their own words and encouraging students to ask questions.
- If time allows, students can begin working on Student Resource 13.2. Let them know that they will need to finish the frame during the next class period. If necessary, collect student portfolios and keep them in the classroom.

DIFFERENTIATION

Consider providing English learners with a dual writing frame that is written in their primary language as well as in English. This can help students better understand the prompts in the frame.

CLASS PERIOD 2

STEP 3, ASSIGNMENT

PORTFOLIO INTRODUCTION

50 minutes

SET-UP

You may wish to have additional copies of Student Resource 13.2, Assignment: Portfolio Introduction, available.

PURPOSE AND CONTEXT

Students use a writing frame to help them write the introduction to their portfolios.

INSTRUCTION

- Begin class by briefly reviewing the rubric that students saw in the last class period. Remind students that their goal is to create “a thoughtful and comprehensive review and reflection” of the work they include in their portfolio and that they have completed in this course.
- Redistribute student portfolios and give students time to work on the writing frame (Student Resource 13.2). Circulate through the classroom periodically, answering questions and keeping students on task.
- If students are unable to finish during the class period, ask them to complete the writing frame for homework. Explain that in the next class period they will get peer feedback on their writing frames before they write their final drafts. If necessary, collect the portfolios and keep them in the classroom.

DIFFERENTIATION

If you have a large number of students with limited English, consider adding more class time so they can write a first rough draft in their primary language and then a translated rough draft in English.

CLASS PERIOD 3

STEP 4, PEER FEEDBACK AND REVISIONS PORTFOLIO INTRODUCTIONS

40 minutes

SET-UP

Make additional copies of Teacher Resource 13.2, Rubric: Portfolio Introduction (one per student).

PURPOSE AND CONTEXT

The purpose of this activity is to give students an opportunity to get peer feedback on their in-progress work. Another student's perspective can help them to recognize strengths and weaknesses in their own work, giving them time to improve the assignment before turning it in.

INSTRUCTION

- Redistribute student portfolios. Divide the class into pairs. Ask students to get out their writing frames (Student Resource 13.2) and distribute copies of Teacher Resource 13.2, Rubric: Portfolio Introduction.
- Explain that students are going to have a chance to get some feedback from a classmate before they start working on the final draft of their introduction. Remind students that the purpose of feedback is both to help the writer understand what he or she is doing well, and to point out aspects of the work that could be improved. For feedback to be helpful, it has to be specific and clear. Write these two examples on the board and ask students to explain which one is specific and clear, and therefore useful, and which one is vague and unhelpful:
 - You're a good writer! I totally get it.
 - I like how you explained why the interviews we did with each other were important to you. Your explanation was clear and made me think more about that activity.
- Next, encourage class discussion around examples of helpful versus unhelpful constructive criticism. This process may be especially useful for students in the class whose vocabulary is limited. Invite students to write down ideas for things to say when they offer feedback.
- Ask students to trade writing frames with their partner and use the rubric to evaluate their partner's work so far. Tell students to circle what rating they would give their partner's work on each of the criteria listed (reflection, use of thinking strategies, etc.). Next to each criterion, instruct students to write down any questions or comments they have that might help their partner improve the introduction.
- Remind students that this is still a rough draft, so everyone will probably have room for improvement. The goal of this exercise is to help them be aware of what is already good in their draft and what might need a little more work, so they can make changes as necessary before turning in a final draft.
- Give students approximately 10 minutes to review and comment on their partner's work. Then ask them to return the writing frame and the completed rubric to their partner.

- Encourage students to ask questions of their partner if they don't understand a comment or why they got the score they did on a specific criterion. But remind them that the point of this exercise is not to get into arguments with their partner. The feedback is just meant to give them someone else's perspective on their work before they write their final drafts.
- Once students have finished reviewing their feedback, instruct them to start working on their final drafts. Ideally, assign each student to a computer so they can type their drafts in a word processing program.
- When approximately 15 minutes remain in class, point out that students need to finish up their drafts for homework. If students have been working on school computers, give them suggestions about how to transfer their work (using a flash drive, emailing it to themselves, etc.), so they can still access it from home or another computer. If students will have limited access to computers outside of class, consider allowing additional class time so they can finish their final drafts in class.

DIFFERENTIATION

Providing helpful peer feedback may be difficult for students with limited English fluency. Consider the following alternatives:

- Pair students homogeneously so that they can discuss their work in their primary language(s).
- Provide students with a checklist or list of example comments so that they can provide more detailed feedback along with the rubric. By modeling how to give good feedback, you can limit the number of communication difficulties English learners may have in this situation. They can focus on actually trying to read the assignment without worrying that their comments will not be understood.

STEP 5, HOMEWORK PORTFOLIO FINAL TOUCHES

10 minutes

SET-UP

None.

PURPOSE AND CONTEXT

Students learn about specific steps they need to take in order to have their portfolios ready for sharing in this lesson.

INSTRUCTION

- Inform students that they have two primary tasks for homework: #1—to finish writing the final draft of their portfolio introductions, which needs to be completed by Class Period 6, and #2—to think about what they might do to design a cover or “visual introduction” to their portfolio. If students are creating a paper portfolio, instruct them to bring in any art tools or supplies they might want to use when making an artistic cover for their portfolio. Possibilities include: markers or colored pencils; photographs, magazines, or images off the Internet that they might want to cut up and use to create a collage; other

details like stickers, glitter, dried flowers, ribbons, personal mementoes, etc., that they might want to attach to their portfolio.

- Let students know what art supplies, if any, you will provide for them. Instruct them to bring their supplies in for the next class, since that is when they will be creating the cover of their portfolio. If necessary, collect portfolios and keep them in the classroom.
- If students have created digital portfolios, inform students of how you plan to have them create a “visual introduction” to their portfolios (see Teacher Resource 13.1 for options).

CLASS PERIOD 4

STEP 6, ASSIGNMENT

DESIGNING A PORTFOLIO COVER

50 minutes

SET-UP

Set up any art supplies (blank paper, scissors, glue, tape, markers, colored pencils, magazines to cut up, etc.) or make arrangements for students to use computers with the appropriate software.

PURPOSE AND CONTEXT

This activity gives students another way to introduce and present their portfolios, using visuals as well as words. Creating a cover or “visual introduction” for the portfolio helps identify it as a major accomplishment for the student, as well as giving students an opportunity to explore some of their other intelligence types beyond those traditionally used in the classroom.

INSTRUCTION

- Ask students to get out any art supplies they brought. Identify any supplies that are available for class use and review any guidelines (for example, how you expect students to share limited supplies, how to use supplies that might be very messy, etc.). If students are working digitally, review how to use the program(s) that are available.
- Give students time to create their portfolio covers. Encourage students to work on their covers first and then attach the cover to the portfolio once it is complete and/or dry. If students are working digitally, remind them to save the file to their portfolio folders.
- When approximately 5–10 minutes remain in class, ask students to begin cleaning up. If they still wish to work on their portfolio covers, instruct them to do so outside of class time. Also remind students that they need to work on their portfolio introductions, which should be completed by Class Period 6.

DIFFERENTIATION

Keep in mind that this can be an excellent opportunity for English learners to express themselves visually, which may be easier for some of them than expressing themselves through written English. If you have a large number of students with limited English, you may wish to make the cover an assessable part of the overall portfolio, evaluating it on criteria such as “how well it represents the student’s goals and interests.”

CLASS PERIOD 5

STEP 7,
COURSE SURVEY

50 minutes

SET-UP

PURPOSE AND CONTEXT

The purpose of this activity is to gather feedback from students about the course. It also reinforces the idea that students’ input and opinions are valid and valuable.

INSTRUCTION

Make It Local | Decide whether you will use a student survey or fill this class time with another appropriate end-of-class activity. If you choose to implement a survey, develop one that is suitable for your students and your particular questions about this course.

CLASS PERIOD 6

STEP 8, PRESENTATION
STUDENT PORTFOLIOS

35 minutes

SET-UP

Determine in advance how students can best display their portfolios in the classroom. This can be accomplished by having students leave their portfolios out on their desk or by providing additional tables, etc., to use for display. If students' portfolios are digital, arrange to hold class in the computer lab or make arrangements for an appropriate number of netbooks or laptops to be available in the classroom.

PURPOSE AND CONTEXT

Students present their finished portfolios to their classmates.

INSTRUCTION

- Distribute portfolios to students, if necessary. Have students insert their portfolio introductions in the front and attach their covers. If students' portfolios are digital, follow the instructions provided in Teacher Resource 13.1 to have students set up their digital portfolio folders.
- Explain that students are going to have an opportunity to look at their classmates' portfolios. Give each student five to six sticky notes. Tell students that they need to look through five of their classmates' portfolios. Explain that students need to make sure at least two to three of the portfolios they look at are from classmates they do not know as well or are not good friends with. For each portfolio, they should make a comment on a sticky note and put it on the desk near the portfolio or attach it to the computer. Emphasize that comments should be positive and encouraging. For example, "I really like your cover," "I think your introduction is a really good summary of what you learned this year," or "I think it's awesome that you want to be a nurse."
- Give students time to look over and comment on the portfolios. You may need to "direct traffic" a bit to ensure that some portfolios do not draw a crowd. If students are really enjoying looking at their classmates' work, consider allowing additional class time or holding a "portfolio fair" so that all students can enjoy each other's achievements.

DIFFERENTIATION

Commenting on classmates' work can be extremely difficult for students with limited English. If you have a large number of these students, consider providing them with a form they can use that helps them get started. For example, the form could say:

- I really like... about your portfolio.
- I think... is an interesting career choice because...
- Your introduction is good because...
- My favorite piece of your portfolio is... because...

If you provide a form like this, English learners can focus on understanding the portfolios without having to worry that their comments may be hard to understand or unintentionally insulting/confusing/funny.

STEP 9, REFLECTION

WHAT I HAVE LEARNED

15 minutes

SET-UP

Write the following prompts on the board:

- What do you think is the most important thing you learned while taking this course?
- What is one thing you might do differently in the future because of what you learned in this course?
- What is one thing you want to learn more about or wish we spent more time on?
- What was the hardest part of this course for you?
- What was your favorite part of this course?

PURPOSE AND CONTEXT

In this activity, students reflect on what they have learned in this course.

INSTRUCTION

- Instruct students to write a short reflection in their notebooks that answers two out of the three prompts.
- As students may wish to keep their reflections private, ask only for volunteers to share their thoughts.

- Share any final thoughts you have with the students. Encourage them to continue to use the tools (like Connect!) they have learned about in this course as they continue to pursue success in high school.

DIFFERENTIATION

You may wish to have the prompts translated into students' primary language(s).

Extensions

Enrichment

- Hold a “portfolio fair” outside of class time (after school or in the evening) and send invitations to parents. The bigger and more diverse the audience, the more important the event will be for students.
- Ask students to organize their thoughts about the course once more, this time, in a letter to next year's class. Without giving away too many course details, have them discuss which parts of the course they liked the most, which they thought were most difficult, which they wished they had more time to complete, and so on, along with any words of advice or encouragement.