

Lesson 13

Portfolio Presentations and Course Closure

Teacher Resources

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Teacher Resource 13.1	Guide: Completing the Portfolio Project
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Teacher Resource 13.1

Guide: Completing the Portfolio Project

In this lesson, students complete the portfolios they have been building throughout this course. The lesson plan document includes lesson steps for both paper and digital portfolio creation. However, the culmination of the portfolio project requires some specific arrangements based on whether your students have created digital or paper portfolios.

Option 1: Paper-Only Portfolios

If students have created paper portfolios, determine the best way to ensure the survival of these portfolios long-term. You may wish to provide (or encourage students to obtain) plastic binders or expanding file folders that can hold their various documents. You may even wish to offer students a safe location on campus to store their portfolios until they begin their sophomore year.

Option 2: Paper-Digital Hybrid Portfolios

If you had students complete their work on paper, but stored copies of their work digitally, you need to make sure students can update the digital version of their portfolios with any recent assignments. You may need to allow additional class time so that students can replace parts of their portfolio with revised versions as necessary. You will also need to allow class time to photograph, scan, or otherwise capture the portfolio covers and include them in the portfolio.

Option 3: Digital Portfolios

If students completed their portfolios digitally, make sure they follow the appropriate file naming conventions. Rather than having students create a paper cover, make arrangements for students to create a “visual introduction” to their portfolio on the computer. This could include using free programs like Glogster, Prezi, or Paint.net. Students can also create a visual cover in Word or PowerPoint, if those programs are available. In this case, students do not need to bring in art supplies, but you may wish to allow them to bring in photographs or other images they wish to scan and include in their visual introductions (if you have the equipment available).

DIGITAL PORTFOLIO INSTRUCTIONS

For Options 2 and 3, students will need additional guidance in how to set up, share, and store their digital portfolios.

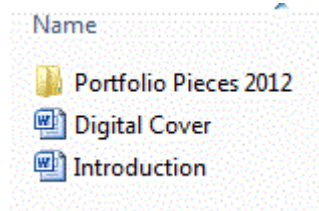
Set-Up

Work with students to set up their digital portfolios appropriately. Minimally, students will need to create a new folder on their computers and label it with their name and the word “portfolio.”



Within that folder, have students put their portfolio introduction and their digital version of their cover. Then have students create another folder labeled “Portfolio Pieces 2012” (insert the appropriate year).

Inside the “Portfolio Pieces” folder, have students include a digital copy of the files they wish to have in their portfolio.



Instruct them to transfer any other files out of their portfolio folder or to delete the files.

Share

Make arrangements to hold class in the computer lab (or bring enough laptops/netbooks into the classroom) during Class Period 6 so that all students can display their work simultaneously. Instruct students to have their portfolio folder open on the desktop and open either their written introduction or their cover/visual introduction, whichever they feel is the best representation of their work.

Store

Consider how you will transfer the digital files to students when the course is completed. If student files can remain on the school network, make arrangements to send a reminder to students about where/how to access their files at the start of sophomore year.

Teacher Resource 13.2

Rubric: Portfolio Introduction

Student Name: _____ Date: _____

	Exemplary	Commendable	Developing	Needs Attention
Reflection	The portfolio introduction clearly explains what the student learned and gained from the assignments. The writer presents a thoughtful and comprehensive reflection on his/her experiences over the semester.	The portfolio introduction explains what the student learned and gained from the assignments and presents some reflection on the writer's experiences over the semester.	The portfolio introduction explains what the student learned from the assignments, but presents little reflection on the writer's experiences over the semester.	The portfolio introduction does not explain what the student learned from the assignments and does not exhibit any reflection on his/her experiences.
Use of Thinking Strategies	The portfolio introduction uses a wide variety of thinking strategies to enhance communication, including but not limited to: <ul style="list-style-type: none"> - Comparing - Evaluating - Analyzing - Appraising - Interpreting 	The portfolio introduction uses some thinking strategies to communicate ideas, including but not limited to: <ul style="list-style-type: none"> - Comparing - Evaluating - Analyzing - Appraising - Interpreting 	The portfolio introduction uses one or two thinking strategies to communicate ideas, including but not limited to: <ul style="list-style-type: none"> - Comparing - Evaluating - Analyzing - Appraising - Interpreting 	The portfolio introduction does not use thinking strategies to communicate ideas.

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	Exemplary	Commendable	Developing	Needs Attention
Focus & Organization	The introduction maintains complete focus on each topic the writer presents. The writing is well organized and uses the writing prompts to develop an effective flow of ideas.	The introduction maintains a lot of focus on each topic the writer presents. The writing is well organized and uses the writing prompts in sequence from start to finish.	The introduction has some lapses in topic focus. The writing is confusing in some places or does not use the writing prompts to maintain a logical sequence of ideas.	The introduction lacks topic focus. It is disorganized and confusing.
Vocabulary	Vocabulary learned from the course is effectively integrated throughout the introduction.	The introduction includes some vocabulary learned from the course.	The introduction includes minimal use of course vocabulary.	The portfolio introduction includes almost no course vocabulary or uses it incorrectly.
Mechanics	There are very few, if any, grammatical, spelling, or punctuation errors. Sophisticated sentence structures enable writer to effectively convey ideas.	There are few grammatical or spelling mistakes. Most sentences are well constructed, with some variation in sentence structure.	Grammatical or spelling mistakes diminish effectiveness of writing. Most sentences are well constructed, but there is little variation in sentence structure.	Grammatical, spelling, or punctuation errors interfere with understanding. Most sentences are poorly constructed.

Additional Comments:

Teacher Resource 13.3

Bibliography: Portfolio Presentations and Course Closure

The following source was used in the preparation of this lesson and may be useful for your reference or as a classroom resource.

Print

Lapan, Richard T. *Career Development Across the K-16 Years*. Alexandria, VA: American Counseling Association, 2004.

Online

No online resources were used to develop this lesson.