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EDUCATION**

*Transforming Learning,
Transforming Lives*

Envision Schools College Success Portfolio Defense 2015 -2016



**ENVISION
SCHOOLS** *Teaching Success*

SCALE

Stanford Center for Assessment, Learning, & Equity

A Performance Model for Envision Schools

City Arts and Technology, San Francisco. Envision Academy, Oakland. Impact Academy, Hayward.

Collaboratively Designed with Teachers and Leaders at Envision Schools, and in partnership with
Stanford Center for Assessment, Learning and Equity (SCALE) Faculty and Consultants

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Dear Envisioners,

I am pleased to announce that we now have a revised version of **The College Success Portfolio Handbook!**

Over the past several months, the CSP Handbook has undergone some ‘soft revisions,’ resulting from a successful collaboration between teachers, family leads, and principals from Envision Schools, Ed Leadership and ELP. Some of the key changes and improvements:

- Portfolio requirements for both Senior and Benchmark Defenses
- Color coded rubrics to indicate 12th grade (green) and 10th grade (purple)
- Removal of the middle columns between the proficiency levels of rubrics
- Uniform design of rubrics (same font, size and layout)
- Redesign of some defense documentation
- New ‘Portfolio Artifact Reflection’ prompts
- ‘Core Competencies’ in poster format
- Addition of a contents page and page numbers
- Photographs of students
- It’s in color
- It’s smaller!

A PDF digital version will be available on the Google Drive.

Over the next 12 months, we plan to work closely with principals and family leads from our three schools, the Support Office, and ELP to streamline our approach to implementing our College Success Portfolio, so we are anticipating a more substantial revision of the Handbook for next year. We’ll look forward to your good thinking and suggestions as we undertake that process.

We hope that this new handbook -- as well as subsequent revisions to come -- will give you the tools you need to continually support your students. Thank you for your hard work this past year: at no time is that hard work more evident -- or more intense -- than during our Defense season. Your commitment to Envision students is a daily inspiration to me.

Best,



Gia

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College Success Portfolio Overview

Our Big Goal

At Envision Schools we are focused on rigor. By rigor we mean complexity: the ability to conduct research, perform inquiry, express oneself creatively, and engage in analysis. Our ambitious mission is embodied by the Envision mantra *Know, Do, Reflect*. We look to the Envision Core Competencies and the Envision Leadership Skills to help students develop their core academic competencies (what students DO) and become aware of their growth as learners (how students REFLECT).

The **College Success Portfolio Defense** is our capstone activity. It is the final inquiry, the final essential question, and the final exhibition - a culmination of a four-year *process*. It provides an opportunity for senior students to demonstrate what they **know**, what they can **do**, and how well they **reflect**.

The **Benchmark Defense** provides an opportunity for our sophomores to demonstrate what they know, what they can do, and how well they reflect. Students reflect on their first two years and demonstrate why they should move to the upper division of 11th grade.

*I have been prepared for the past
four years to defend my ideas.*
- Envision Graduate

Our Core

Throughout the four years of high school, Envision students demonstrate what they know, what they can do, and how well they can reflect by completing a series of quality projects and performance assessments. These are used to compile a portfolio of proficient work that demonstrates that the student has met the requirements of a Graduate Profile.



Envision Schools Graduate Profile

Envision School graduates are ready for success in college, future careers, (and life) because they **know**, **do** and **reflect**.

Envision graduates KNOW. They:

- Master academic subjects which makes it possible to:
 - meet the University of California's A-G Requirements
 - pass the California High School Exit Exam
 - show proficiency on the California Standards Tests
 - perform successfully on college entrance exams

Being put in a position to articulate a concept to an audience takes a greater comprehension than just learning the idea for yourself. By talking about the project, I deepened my own knowledge of the math we were learning.
– Envision Graduate

Envision graduates DO. They:

- Use **Core Competencies** in core content areas required to perform the role of a college student:
 - inquiry
 - analysis
 - research
 - creative expression
- Use **21st Century Leadership Skills**:
 - Communicate Powerfully
 - Think Critically
 - Collaborate Productively
 - Complete Projects Effectively
- Participate in at least one **Workplace Learning Experience (WLE)** in which they do real work and complete a project that not only benefits their workplace, but demonstrates their ability to use leadership skills as well as inquire, analyze, research, or express themselves creatively in the workplace

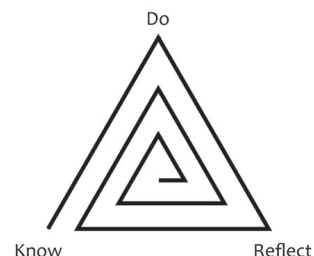
As I began to draft this paper, it was clear I needed more information on specific areas, so as I wrote I also had to research more.
– Envision Graduate

Envision graduates REFLECT. They:

- Recognize and acknowledge growth, accomplishments and successes as well as areas of future growth and development
- Revise work to proficiency based on feedback from teachers and peers

Before I was not so fond of revisions, but now I can't get enough of them. The reason behind this is because it's constantly showing that I grow continually everyday and that's something that I don't acknowledge too often.
– Envision Graduate

A cycle of knowing, doing, and reflecting exists at each level of the portfolio experience. Ultimately, students build towards becoming a balanced graduate, who *knows* their academic subjects, shows what they can *do* through their competencies and leadership skills, and *reflects* on their learning in order to deepen their knowledge and skills. Within each of the competencies, students also cycle through *knowing* (learning content), *doing* (applying), and *reflecting* as they bring their artifact to proficiency.



Designing Projects and Performance Assessments

Teachers map backwards from the content standards and the College Success Portfolio rubrics, which are aligned to the Common Core State. To be successful, students need multiple chances to practice elements of the competencies of the College Success Portfolio rubrics. Through project based learning, students show what they *know* and can *do*, and continually *reflect* on their growth in the leadership skills they use. Ultimately, our goal is that this practice and reflection lead to proficiency in the competencies assessed in the College Success Portfolio.



They have dispensed with apathy and consistent procrastination for the skill of completing projects effectively. They have transformed themselves from their own individual standpoints to understanding the perspectives of others and thinking critically about it.

- Envision Schools Teacher

Some Important Terms Defined

A **project** is a carefully designed and planned sequence of learning experiences that provides students opportunities to demonstrate learning aligned to pre-determined outcomes that measure selected Common Core standards, core competencies, and leadership skills.

A **performance assessment** requires students to demonstrate what they can do; that they can apply the pre-determined skills of the discipline (i.e., enact the work of historians, scientists, writers, mathematicians, artists, etc.), not just show what they know. A performance assessment has:

- 1) Pre-determined outcomes
- 2) A task through which students can demonstrate what they know and can do
- 3) The criteria that describe what meeting the outcomes looks like

A **task** is the prompt that informs students what they need to create to demonstrate the outcomes.

An **artifact** is the product that students are required to produce that demonstrates what they know and are able to do in relation to a performance assessment.

A **portfolio worthy artifact** is a product from a performance assessment that meets the requirements as measured by the Benchmark (10th Grade) or CSP (12th grade) rubrics.

Envision Schools' 4 Core Competencies

By **RESEARCH**, we mean students will present an argument about an historical, social science, scientific, or other issue. To demonstrate their mastery of research they must select a writing sample that embodies the following expectations, which are aligned to the Common Core Reading and Writing Standards for Literacy:

- Respond to a research question
- Develop an argument
- Support the argument with evidence
- Analyze the evidence
- Know and use accurate content knowledge
- Structure the argument in a coherent way
- Use discipline-specific writing conventions to communicate ideas

By **INQUIRY**, we mean students will formulate a question that can be explored by scientific or historical investigation. To demonstrate mastery of inquiry, they must select a writing sample or lab that embodies the following expectations:

- Formulate a question that can be investigated
- Design and perform the investigation
- Collect data/evidence, and analyze and interpret it
- Draw conclusions and assess validity of the conclusions
- Know and use accurate content knowledge
- Structure information in a coherent way
- Use discipline-specific writing conventions to communicate ideas

By **CREATIVE EXPRESSION**, we mean students will think critically and creatively and communicate their ideas powerfully, persuasively, and artistically. We expect students to demonstrate an understanding of *artistic thinking* and *artistic practice*. Students shall use the arts as a tool to investigate and discuss topics and concerns that are relevant to artistic traditions and their lives. To demonstrate mastery of creative expression, they must select a piece of work that embodies the following expectations:

- Show command of the technique of the artistic discipline
- Construct and make a work of art with personal meaning and intent
- Explains the connection of the work of art to artistic and cultural traditions
- Envisions, explores, and persists with an aesthetic idea
- Questions, discusses, and judges own work

By **ANALYSIS**, we mean students will demonstrate the ability to read and think critically, communicate powerfully, and that embodies the following expectations, which are aligned to the Common Core State Standards for English Language Arts:

- Develop an argument
- Support the argument with evidence
- Analyze the evidence
- Organize and structure ideas for effective communication

Envision Schools' 4 Core Competencies

Students will present an argument about an historical, social science, scientific, or other issue. To demonstrate their mastery of research they must select a writing sample that embodies the following expectations, which are aligned to the Common Core Reading and Writing Standards for Literacy:

- *Respond to a research question*
- *Develop an argument*
- *Support the argument with evidence*
- *Analyze the evidence*
- *Know and use accurate content knowledge*
- *Structure the argument in a coherent way*
- *Use discipline-specific writing conventions to communicate ideas*

Research

Students will formulate a question that can be explored by scientific or historical investigation. To demonstrate mastery of inquiry, they must select a writing sample or lab that embodies the following expectations:

- *Formulate a question that can be investigated*
- *Design and perform the investigation*
- *Collect data/evidence, and analyze and interpret it*
- *Draw conclusions and assess validity of the conclusions*
- *Know and use accurate content knowledge*
- *Structure information in a coherent way*
- *Use discipline-specific writing conventions to communicate ideas*

Inquiry

Creative Expression

Students will think critically and creatively and communicate their ideas powerfully, persuasively, and artistically. We expect students to demonstrate an understanding of *artistic thinking* and *artistic practice*. Students shall use the arts as a tool to investigate and discuss topics and concerns that are relevant to artistic traditions and their lives. To demonstrate mastery of creative expression, they must select a piece of work that embodies the following expectations:

- *Show command of the technique of the artistic discipline*
- *Construct and make a work of art with personal meaning and intent*
- *Explains the connection of the work of art to artistic and cultural traditions*
- *Envisions, explores, and persists with an aesthetic idea*
- *Questions, discusses, and judges own work*

Analysis

Students will demonstrate the ability to read and think critically, communicate powerfully, and that embodies the following expectations, which are aligned to the Common Core State Standards for English Language Arts: Develop an argument

- *Support the argument with evidence*
- *Analyze the evidence*
- *Organize and structure ideas for effective communication*
- *Use language to skillfully communicate ideas*

21st Century Leadership Skills

- **We plan together** (actively contribute, participate)
- **We encourage** (support all members)
- **We lead** (take action when needed)
- **We follow** (take direction when needed)
- **We use expertise** (use our strengths)
- **We share responsibility** (distribute work)
- **We do our part** (our individual responsibility)
- **We network** (seek additional expertise, go beyond what's in front of us)

- **We identify** (name it, explain it)
- **We analyze** (break it down)
- **We evaluate** (judge it)
- **We justify** (argue with evidence)
- **We compare** (make connections)
- **We synthesize** (put it together)
- **We develop** (use knowledge in a new way)

Collaborating Productively

Working together toward a common goal



Collaborating Productively



Thinking Critically

Thinking Critically

Thinking deeply in order to create new understanding

Communicating Powerfully

Expressing yourself so that others understand



Communicating Powerfully



Completing Projects Effectively

Completing Projects Effectively

Finishing what you start, with your best effort

- **We organize** (structure logically)
- **We listen** (seek to clarify)
- **We code-switch** (know the audience)
- **We present** (deliver/illustrate info/ideas)
- **We use strategies** (plan our medium, format, information, tone, language)
- **We engage** (use strategies to deliver, motivate, engage)

- **We set goals** (what is end product?)
- **We create a plan** (identify needs, make a map)
- **We benchmark** (set deadlines)
- **We draft** (make best attempt)
- **We revise** (get feedback, improve)
- **We use resources** (access support)

Core Competencies Demonstrated in Subject Area Content and WLE Projects

College readiness and success are increasingly measured, not by student GPAs and course completion, but by a set of key cognitive strategies, content knowledge, and academic behaviors (Conley, 2011). Envision graduates *know, do, and reflect* on academic subjects. In addition, they focus on four core competencies and four leadership skills required for college. For their Workplace Learning Experience (WLE), students complete a project that demonstrates their ability to use leadership skills as well as one of the four core competencies:

- Inquiry
- Analysis
- Research
- Creative Expression

Envision Schools has developed a portfolio assessment program that explicitly assesses students' college readiness. In the Envision portfolio assessment model, students must demonstrate proficiency of the Envision Core Competencies and leadership skills. The teacher's ability to deliver instruction that prepares students to demonstrate proficiency within the Envision Core Competencies lies at the heart of their purpose as an Envision teacher. To realize that goal, they must understand what it means for a student to demonstrate proficiency within the competencies, and then focus relentlessly on helping students progress towards proficiency and beyond. To that end, teachers have to become deeply familiar with the assessment rubrics developed by Envision, and then backwards map curriculum units and daily instruction to lead students to the desired outcomes.

What the teacher is doing

- Designs a task based on the performance assessment criteria.

What the students are doing

- Creates an artifact based on the task.
- Uses the artifact as evidence for mastery of knowledge and skills.

The Proficient Portfolio

The **College Success Portfolio** and **Benchmark Portfolio** are organized by type of performance assessments, not subject area: *Research, Inquiry, Analysis, and Creative Expression*. **(See Figure 1)**

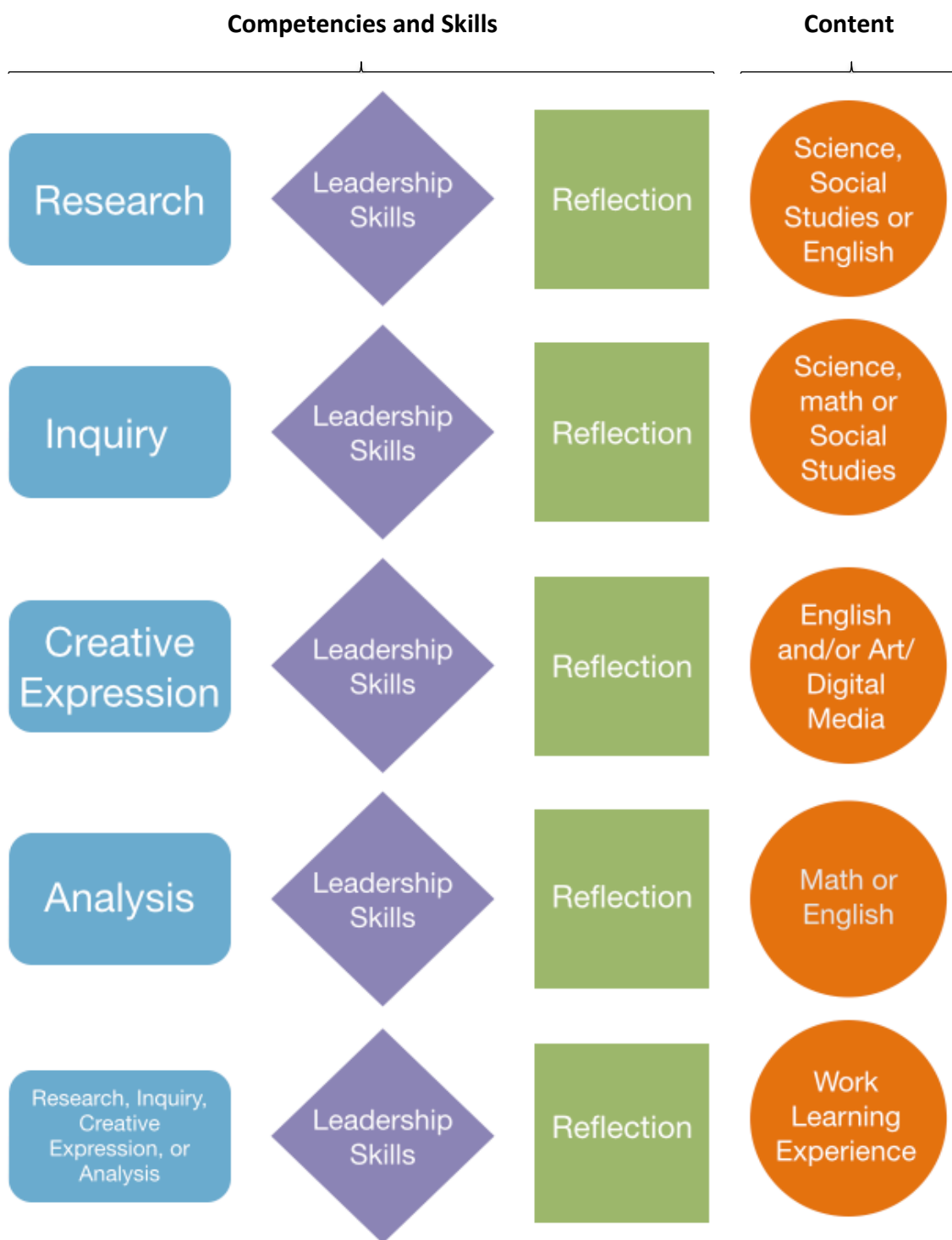
- Each artifact must come from a *different* subject area. For example, if a science artifact is used for Research, then a social studies artifact must be used for Inquiry.
- Each artifact is tied to at least one leadership skill and all leadership skills must be represented

A completed **College Success Portfolio** has five proficient pieces of work (artifacts), one for each competency, plus Work Learning Experience, a reflection for each artifact and a cover letter. Students choose 3 of these to defend. (WLE cannot be the sole artifact for a competency; it's in addition to the subject-specific artifact (although WLE will *not* be assessed using a research, inquiry, creative expression, or analysis rubric.)

A completed **Benchmark Portfolio** has four proficient pieces of work (**artifacts**); a proficient piece of work from each competency with a reflection on each and a cover letter. Students choose 3 of these to defend.

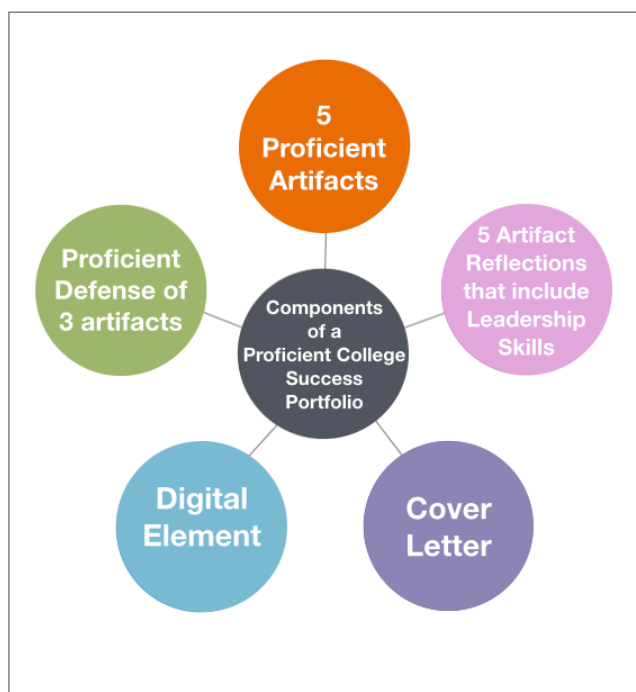
Relationship Between Core Competencies and Subject Area Content

Envision graduates *know*, *do*, and *reflect* on academic subjects. In addition, they focus on four core competencies and leadership skills required for college. For their Workplace Learning Experience (WLE), students complete a project that demonstrates their ability to use leadership skills as well as inquire, analyze, research or express themselves creatively in the workplace.

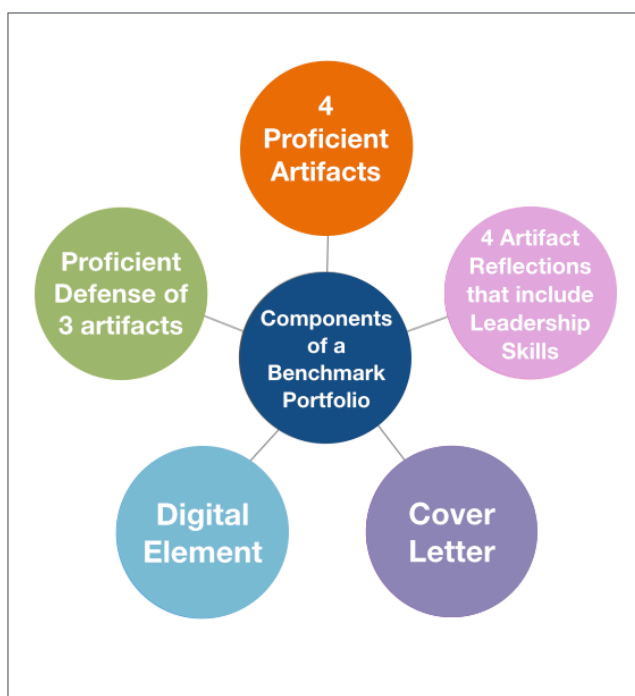


College Success Portfolio

Figure. 1



Benchmark Portfolio



The Cover Letter and Defense

The Cover Letter and Defense show what students know, what they can do, and how well they reflect. Together, they are a final assessment of student learning and both are measured using the **College Success Portfolio Defense Rubric**.

The purpose of the cover letter is to provide students with an opportunity to build their defense. Done well, the cover letter also creates a sense of closure and accomplishment—a chance to share what they know and can do with people who are important to them. At the core, a cover letter introduces the portfolio and sets the stage for defense.

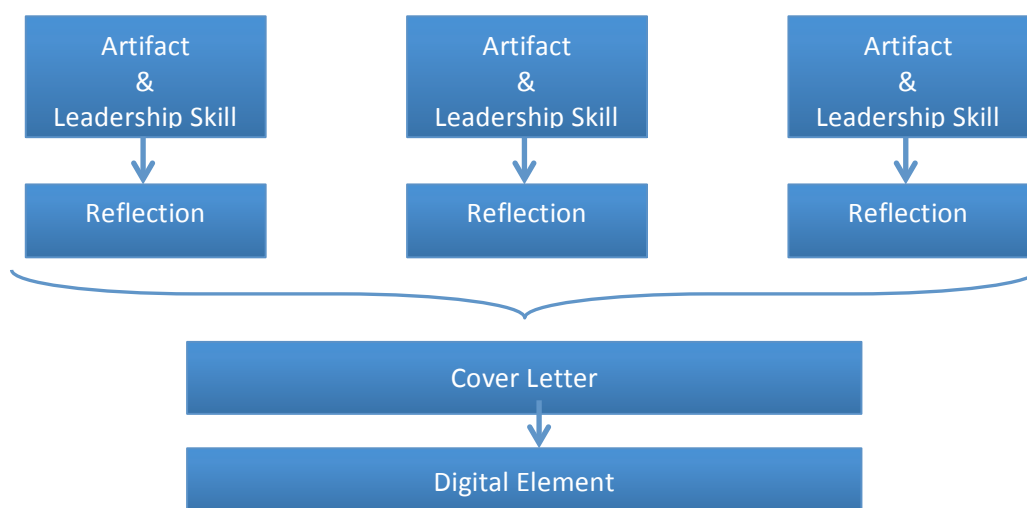
If you had asked me to write an essay my freshman year, I would have had a hard time getting past two pages. Now I am writing 6-8 page papers and reflections.
- Envision Graduate

Certification and Defense

Once students have reached proficiency on 5 performance assessments and the cover letter, they upload their certified artifacts (including reflections for each artifact) onto the Digital Archive. Artifacts only have to be certified for 10th and 12th grades. Certified artifacts are then available to all of Envision staff so we can share student work with each other as well as measure how we are doing. Finally, students prepare a digital presentation driven by their cover letter to organize and highlight the 3 artifacts that are part of their portfolio defense. Requirements for the College Success Portfolio defense:

- One artifact must come from the humanities (English or social studies)
- One artifact must come from science or math
- The third artifact is the student's choice
- Each artifact is tied to a *different* leadership skill

The defense includes:



Frequently Asked Questions:

- 1) **How many CSP-eligible performance assessments should students complete each year?** In addition to the chart below, all teachers can pull out specific domains or indicators from the rubric to delve into within smaller projects. Your site administrator will have more detailed expectations about task requirements specific to your site, course, grade level, and/or teaching team.

Below is a suggested sequence of performance assessments from 9th-12th grade

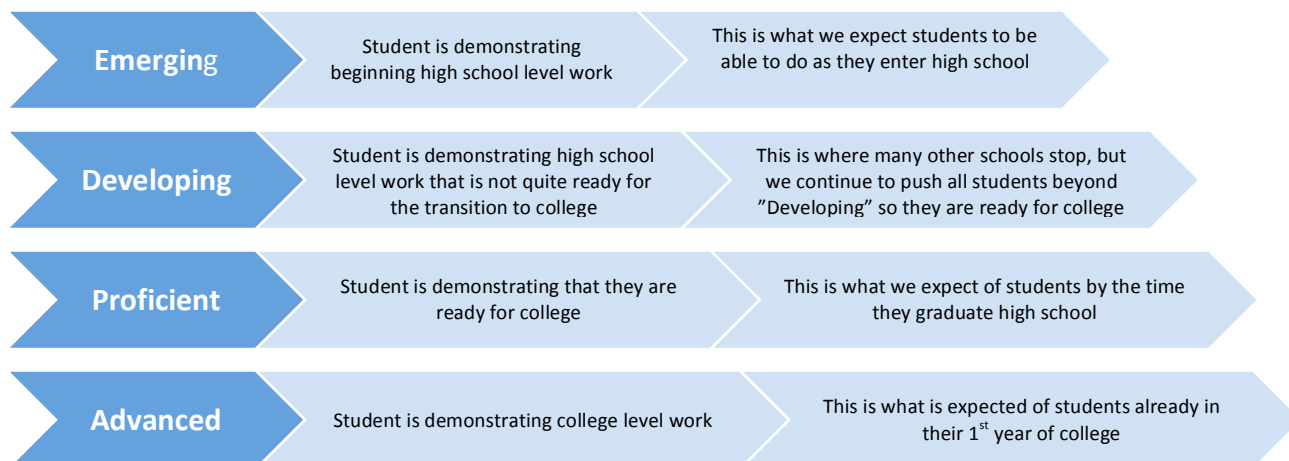
Grade	Suggested Sequence	Possible Additions	Why?
9 th	<ul style="list-style-type: none"> 2 performance assessments using targeted domains of the rubric 	<ul style="list-style-type: none"> fully-aligned performance assessment additional performance assessments targeting specific domains 	In 9 th grade, more scaffolding may be needed to give practice in certain domains and indicators of the rubric.
10 th	<ul style="list-style-type: none"> 1 performance assessment targeting specific domains of the rubric 1 performance assessment that's fully aligned to the rubric 	<ul style="list-style-type: none"> a 2nd fully-aligned performance assessment additional performance assessments targeting specific domains 	Students will need at least one fully aligned performance assessment for their Benchmark Portfolio. Students will still benefit from more practice in targeted domains within smaller projects.
11 th	<ul style="list-style-type: none"> 2 performance assessments that are fully aligned to the rubric 	<ul style="list-style-type: none"> additional performance assessments targeting specific domains 	By now students will have had lots of practice with the elements of the rubric and can consistently practice the more complex fully aligned performance assessments.
12 th	<ul style="list-style-type: none"> 1 performance assessment targeting specific domains of the rubric 1 performance assessment that's fully aligned to the rubric 	<ul style="list-style-type: none"> a 2nd fully-aligned performance assessment additional performance assessments targeting specific domains 	During senior year, a teacher may want to target specific skills in which students need more growth. At the same time, students are ready to demonstrate mastery of the competencies. Teaching two fully aligned performance assessments sometimes leads to a time crunch at the end of the school year, so a fully aligned performance assessment mid year, preceded by targeted practice is recommended here.

- 2) **Out of the performance assessments in the chart above, which are “portfolio worthy”?** Only the tasks that are fully aligned to the rubric are portfolio worthy.
- 3) **Could an 11th or 12th grade teacher focus on most indicators from the rubric but not all of them when creating a portfolio-worthy performance assessment?** No. In order for a performance assessment to be considered for the portfolio, it must address each indicator within each domain.

- 4) **Can a teacher mix and match domains from different rubrics to create a CSP/BP performance assessment?** No. To be considered for the portfolio, performance assessments must address all of the dimensions of one rubric only.
- 5) **What artifacts can students choose from for their CSP portfolio?** Students should have completed performance assessments at each grade level so that they can choose from those artifacts for their portfolio. The chart below gives an example of the opportunities a student has in 11th and 12th grade to complete artifacts in each subject area.

Grade Level	Subject	Performance Assessment (CSP)	
11 th	Science	Inquiry Performance Assessment #1	Research Performance Assessment #1
	Social Studies	Inquiry Performance Assessment #1	Research Performance Assessment #1
	English	Textual Analysis Performance Assessment #1	Creative Expression or Research Performance Assessment #1
	Math	Math Analysis or Inquiry Performance Assessment #1	Math Analysis or Inquiry Performance Assessment #2
	WLE	Any Competency	
12 th	Science	Inquiry Task #2 or Research Performance Assessment #2	
	Social Studies	Inquiry Task #2 or Research Performance Assessment #2	
	English	Textual Analysis Performance Assessment #2	
	Math	Math Analysis or Inquiry Performance Assessment #3	
	Art/Digital Media	Creative Expression Performance Assessment #1	

- 6) **Do the Emerging, Developing, Proficient, and Advanced categories correspond with scores of 1, 2, 3 and 4?** No. The scores of 1, 2, 3 and 4 (or NC, C, B and A) do not correspond with the Emerging, Developing, Proficient, and Advanced categories. Students can earn an A on a performance assessment by demonstrating proficient (or “college ready”) work.



- 7) **Where can I find support to create a high-quality performance assessment?** Performance Assessment alignment supports are in the third section: Supporting Materials and Documents.

- 8) **What's the major difference between the 10th grade Benchmark and the 12th grade College Success Portfolios and defenses, other than the CSP having one more artifact?** The Benchmark and College Success Portfolios are essentially the same with the exception of more rigorous academic expectations and sophistication required for the 12th grade College Success Portfolio.
- 9) **Some of the rubrics have changed! Can we “grandfather in” students’ artifacts that were created last year using the old rubrics?** Yes! It's fine for students to include in their portfolio a proficient artifact from last year that was assessed using last year's rubrics
- 10) **Does the inquiry artifact for History/Social Science have to be written?** Yes, it must be written if it is going to be used for a portfolio. If a teacher creates a performance assessment that just part of the inquiry rubric in order to give practice with specific domains/skills, then it does not have to be written, but it also cannot be used for a portfolio. If a student creates a non-written artifact, for example a documentary or keynote, then in order for it to be used for a portfolio, it must be accompanied by a written paper.
- 11) **Is math an analysis or an inquiry performance assessment?** Math teachers have the choice of creating either an analysis or an inquiry performance assessment for students.

Anatomy of a Rubric

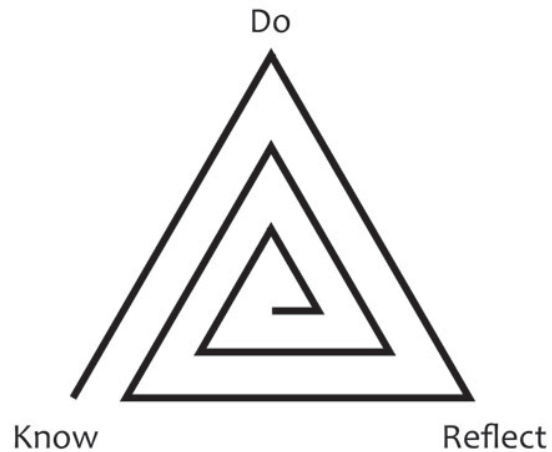
Envision Schools College Success Portfolio Performance Assessment: *ENGLISH LANGUAGE ARTS TEXTUAL ANALYSIS*

	SCORING DOMAIN	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
'Scoring Domain'	ARGUMENT <i>What is the evidence that the student can develop an argument?</i>	<ul style="list-style-type: none">Argument is unclear or underdevelopedMakes unclear or irrelevant claimsOne claim dominates the argument and alternative or counter-claims are absentDraws superficial connections or conclusions	<ul style="list-style-type: none">Makes a somewhat clear, but general argument that reflects passive reading or thinkingMakes relevant claimsBriefly alludes to questions, counter-claims, or alternative interpretations when appropriateDraws general or broad connections or conclusions	<ul style="list-style-type: none">Makes a clear and well developed argument that demonstrates engaged reading and critical thinkingMakes relevant claims that support the argumentAcknowledges questions, counter-claims, or alternative interpretations when appropriateMakes specific connections and draws meaningful conclusions	<ul style="list-style-type: none">Makes a clear, well developed, and convincing argument that demonstrates engaged reading and original critical thinkingMakes relevant and significant claims that support the argumentAcknowledges and responds to questions, counter-claims, or alternative interpretations to sharpen the argument when appropriateMakes insightful connections, draws meaningful conclusions, and raises important implications
'Scoring Domain'	EVIDENCE <i>What is the evidence that the student can support the argument?</i>	<ul style="list-style-type: none">Relies on one or two reasons, examples, or quotations relevant to argumentMakes no reference to the author's point of view or purpose in a text	<ul style="list-style-type: none">Refers to limited textual evidence (reasons, examples, or quotations) relevant to argumentBriefly notes the author's point of view or purpose in a text	<ul style="list-style-type: none">Refers to sufficient and detailed textual evidence (reasons, examples, and quotations) relevant to argumentDetermines the author's point of view or purpose in a text and its impact on overall meaning	<ul style="list-style-type: none">Refers to most important textual evidence (reasons, examples, quotations) relevant to argumentEvaluates the author's point of view or purpose in a text and its impact on overall meaning and credibility of ideas
				'Indicator'	

Rubrics measure both 12th grade (green) and 10th grade artifacts (purple)

Envision Schools College Success Portfolio Defense 2015 -2016

Section 2 Rubrics



Benchmark and College Success Portfolio Rubrics

This section contains rubrics for each of the competencies: Research, Inquiry, Creative Expression, and Analysis. The rubrics are aligned to the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects and include recommendations for showing proficiency in 10th grade for the Benchmark Portfolio.

Rubrics for the Competencies:

- Creative Expression
- English Research or Argumentation
- English Textual Analysis
- History/Social Science Research or Inquiry
- Math Analysis or Inquiry (Problem Solving Application)
- Scientific Inquiry
- Scientific Research

Other Rubrics:

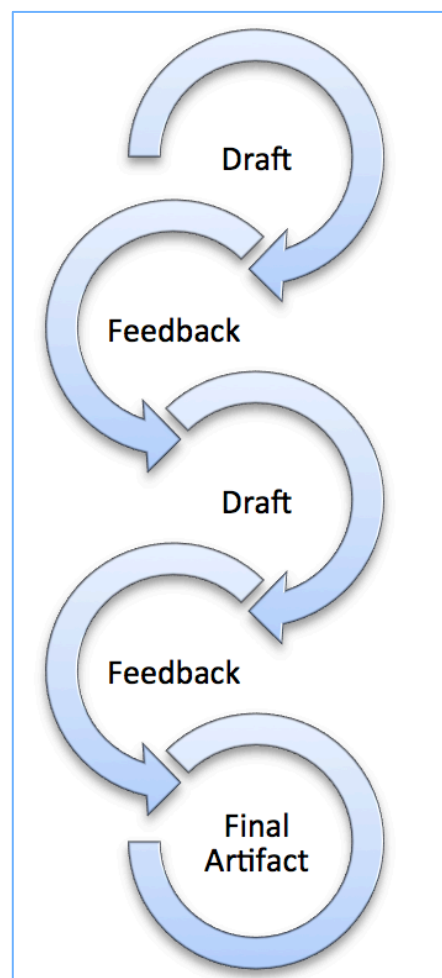
- Oral Presentation
- Leadership Skills
- Defense

Artifacts must show proficiency in each domain of each rubric in order to be certified for the portfolio. Proficiency in the domain is determined by preponderance of evidence. This usually means several revisions of their work.



There were more revisions than I ever remember, and guess what, that's what it takes. A whole bunch of revisions for you to earn your seat on this stage.

- Envision Graduate



Envision Schools Graduation Portfolio Performance Assessment: 12th Grade CREATIVE EXPRESSION

ARTWORK: The Conventions scoring domain is used to assess the art piece itself

SCORING DOMAIN	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
<p>CONVENTIONS <i>(Technique) What is the evidence that the student has command of the <u>technique</u> of the artistic discipline?</i></p> <p>“Tools”: e.g., brushes, cameras, choreography, dialogue, improv techniques;</p> <p>“Materials”: e.g., charcoal, the body, sound</p> <p>“Artistic conventions”: e.g., perspective, color mixing, musical scales, rhythm</p> <p>“Artistic medium”: e.g., acrylic painting, modern dance, documentary theater</p>	<ul style="list-style-type: none"> The work of art is characterized by an incomplete and limited application of the tools, material and artistic convention^s of its particular artistic medium The student has not experimented with tools, materials or artistic conventions. 	<ul style="list-style-type: none"> The work of art is characterized by a basic application of the tool, materials and artistic conventions of its particular artistic medium The student has experimented in limited ways with tools, materials or artistic conventions in order to better express a point of view, an idea or a personal meaning. 	<ul style="list-style-type: none"> Customize this column using words such as: The work of art has a <u>skilled application of the tools, media, materials, techniques, skills, and conventions.</u> The work of art shows a general experimentation with tools, media, materials, techniques, skills, conventions, etc. 	<ul style="list-style-type: none"> The work of art is characterized by a masterful application of the tools, materials and artistic conventions of its particular artistic medium The student has experimented in specific ways with tools, materials and artistic conventions in order to better express a point of view, an idea or a personal meaning.

Envision Schools Graduation Portfolio Performance Assessment: 12th Grade CREATIVE EXPRESSION

ARTIST STATEMENT: The rest of these scoring domains (Argument, Evidence, Organization and Reflection) are used to assess the artist statement

SCORING DOMAIN	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
ARGUMENT (Point of View) <i>What is the evidence that the student is constructing and making a work of art with personal meaning and intent?</i>	<ul style="list-style-type: none"> The work of art is a representation of already existing information or works of art. The student's articulation of point of view is unclear or vague. The work of art's intent is unclear. The student's explanation of point of view, meaning and intent in the artistic statement is vaguely reflected in the work of art. 	<ul style="list-style-type: none"> The work of art presents a generalized point of view. The student articulates the intent of the work (orally or in written form) in a basic way. The work of art expresses an idea or emotion at a schematic level. The student's explanation of point of view, meaning and intent in the artistic statement is generally reflected in the work of art. 	<ul style="list-style-type: none"> The work of art presents a specific point of view. The student can clearly articulate the intent of the work orally or in written form. The work of art reflects some consideration of non- literal (e.g. moods, metaphors, etc.) properties. The student's explanation of point of view, meaning and intent in the artistic statement is reflected in the work of art. The work of art in relies somewhat on the artist statement to communicate point of view. 	<ul style="list-style-type: none"> The work of art presents a clear and nuanced point of view, conveying an idea, a feeling or a personal meaning. The student articulates a clear and specific intent of the work orally or in written form and gives evidence that supports the intent. The work of art clearly expresses moods, metaphors and/or other properties that aren't literally present. The student's explanation of point of view, meaning and intent in the artistic statement is clearly reflected in the work of art. The work of art in itself is able to communicate point of view.
EVIDENCE (Context and Connections) <i>What is the evidence that the student understands the connections of the work of art to artistic and cultural traditions (contemporary and/or historical)?</i>	<ul style="list-style-type: none"> The student describes a personal connection to the work without connecting the work of art to aesthetic or cultural traditions. The student refers to aesthetic movements that are irrelevant to the work of art. 	<ul style="list-style-type: none"> The student briefly notes the aesthetic or cultural traditions that inspired the work of art. The work relies primarily on personal interests. The student demonstrates a cursory understanding of aesthetic movements and/or issues to which the work relates. 	<ul style="list-style-type: none"> The student generally describes the aesthetic, personal and cultural inspirations for the work of art. The student describes how the work relates to aesthetic movements and/or issues. 	<ul style="list-style-type: none"> The student specifically describes and demonstrates the aesthetic, personal and cultural inspirations for the work of art. The student clearly addresses relevant issues within the art world. The student demonstrates a complex, nuanced understanding of how the work relates to contemporary and/or historical aesthetic movements or issues.

Envision Schools Graduation Portfolio Performance Assessment: 12th Grade CREATIVE EXPRESSION

SCORING DOMAIN	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
ORGANIZATION (Process) <i>What is the evidence that the student is envisioning, exploring and persisting with an aesthetic idea?</i>	<ul style="list-style-type: none"> The student relies on others to set goals and provide direction in developing and creating the work. The student is overwhelmed or discouraged by difficulties in the creative process. The student is not open to feedback from teachers and peers. 	<ul style="list-style-type: none"> The student has difficulty articulating the trajectory of the process of developing or creating the work The student makes efforts to overcome difficulties in the creative process but is not entirely successful. Choices appear haphazard. The student is open to feedback and critique from teachers and peers but there is little evidence that s/he has incorporated it into developing and creating the work. 	<ul style="list-style-type: none"> The student articulates a general trajectory of the process of developing and creating the work The student has some strategies and uses some effort to move through difficult moments in the creative process. The student is open to feedback and critique from teachers and peers and there is evidence that s/he has incorporated it into developing and creating the work. 	<ul style="list-style-type: none"> The student articulates a specific trajectory and sets his/her own clear goals in the process of developing and creating the work. The student demonstrates focus, perseverance and commitment in the development and creation of the work. S/he is able to learn from mistakes and accidents. The student welcomes and incorporates feedback and critique from teachers and peers, as well as research to propel the work.
REFLECTION <i>What is the evidence that the student understands how to question, discuss and judge his/her own work?</i>	<ul style="list-style-type: none"> The student describes her/his technique and method in a basic way. The student evaluates the work using personal emotional responses. 	<ul style="list-style-type: none"> The student uses everyday vocabulary to describe the work of art and the process of developing and creating the work. The student draws briefly on external conventions, but relies mostly on personal emotional response to evaluate the work 	<ul style="list-style-type: none"> The student uses simple art-specific vocabulary and principles to describe the work of art and the process of developing and creating the work. The student evaluates the work using emotional response as well as cultural information, art practice conventions and/or arts standards. 	<ul style="list-style-type: none"> The student skillfully uses vocabulary associated with the work's particular arts discipline in reflecting on the process of developing the work and in evaluating the work. The student evaluates the work using emotional response, cultural information, art practice conventions and arts standards.

Envision Schools Benchmark Portfolio Performance Assessment: 10th GRADE CREATIVE EXPRESSION

ARTWORK: The CONVENTIONS scoring domain is used to assess *the art piece itself*; **BOLD indicates 10th grade focus areas**

SCORING DOMAIN	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
CONVENTIONS (Technique) <i>What is the evidence that the student has command of the technique of the artistic discipline?</i> “Tools”: e.g., brushes, cameras, choreography, dialogue, improv’ techniques; “Materials” e.g. charcoal, the body, sound “Artistic conventions”: e.g., perspective, color mixing, musical scales, rhythm “Artistic medium”: e.g., acrylic painting, modern dance, documentary theater	<ul style="list-style-type: none"> The work of art is characterized by an incomplete and limited application of the tools, materials and artistic conventions of its particular artistic medium The student has not experimented with tools, materials or artistic conventions 	<ul style="list-style-type: none"> The work of art is characterized by a basic application of the tools, materials and artistic conventions of its particular artistic medium The student has experimented in limited ways with tools, materials or artistic conventions in order to better express a point of view, an idea or a personal meaning. 	<i>Customize these indicators using words such as:</i> <ul style="list-style-type: none"> The work of art has a skilled application of the tools, media, materials, techniques, skills, and conventions. The work of art shows a general experimentation with tools, media, materials, techniques, skills, conventions, etc. 	<ul style="list-style-type: none"> The work of art is characterized by a masterful application of the tools, materials and artistic conventions of its particular artistic medium The student has experimented in specific ways with tools, materials and artistic conventions in order to better express a point of view, an idea or a personal meaning.
ARGUMENT (Point of View) <i>What is the evidence that the student is constructing and making a work of art with personal meaning and intent?</i>	<ul style="list-style-type: none"> The work of art is a representation of already existing information or works of art The student’s articulation of point of view is unclear or vague. The intent of the work of art is unclear. The student’s explanation of point of view, meaning and intent in the artistic statement is vaguely reflected in the work of art. 	<ul style="list-style-type: none"> The work of art presents a generalized point of view. The student articulates the intent of the work (orally or in written form) in a basic way The work of art expresses an idea or emotion at a schematic level. The student’s explanation of point of view, meaning and intent in the artistic statement is generally reflected in the work of art. 	<ul style="list-style-type: none"> The work of art presents a specific point of view. The student can clearly articulate the intent of the work orally or in written form. The work of art reflects some consideration of non-literal (e.g. moods, metaphors, etc.) properties. The student’s explanation of point of view, meaning and intent in the artistic statement is reflected in the work of art. The work of art relies somewhat on the artist statement to communicate point of view. 	<ul style="list-style-type: none"> The work of art presents a clear and nuanced point of view, conveying an idea, a feeling or a personal meaning. The student articulates clear and specific intent of the work orally or in written form and gives evidence that supports the intent. The work of art clearly expresses moods, metaphors and/or other properties that aren’t literally present. The student’s explanation of point of view, meaning and intent in the artistic statement is clearly reflected in the work of art. The work of art in itself is able to communicate point of view.

EVIDENCE (Context and Connections) <i>What is the evidence that the student understands the connections of the work of art to artistic and cultural traditions (contemporary and historical)?</i>	<ul style="list-style-type: none"> The student describes a personal connection to the work without connecting the work of art to aesthetic or cultural traditions. The student refers to aesthetic movements that are irrelevant to the work of art. 	<ul style="list-style-type: none"> The student briefly notes the aesthetic or cultural traditions that inspired the work of art. The work relies primarily on personal interests. The student demonstrates a cursory understanding of aesthetic movements and/or issues to which the work relates. 	<ul style="list-style-type: none"> The student generally describes the aesthetic, personal and cultural inspirations for the work of art. The student describes how the work relates to aesthetic movements and/or issues. 	<ul style="list-style-type: none"> The student specifically describes and demonstrates the aesthetic, personal and cultural inspirations for the work of art. The student clearly addresses relevant issues within the art world. The student demonstrates a complex, nuanced understanding of how the work relates to contemporary and/or historical movements or issues.
ORGANIZATION (Process) <i>What is the evidence that the student is envisioning, exploring and persisting with an aesthetic idea?</i>	<ul style="list-style-type: none"> The student relies on others to set goals and provide direction in developing and creating the work. The student is overwhelmed or discouraged by difficulties in the creative process. The student is not open to feedback from teachers and peers. 	<ul style="list-style-type: none"> The student has difficulty articulating the trajectory of the process of developing or creating the work. The student makes efforts to overcome difficulties in the creative process but is not entirely successful. Choices appear haphazard. The student is open to feedback and critique from teachers and peers but there is little evidence that s/he has incorporated it into developing and creating the work. 	<ul style="list-style-type: none"> The student articulates a general trajectory of the process of developing and creating the work. The student has some strategies and uses some effort to move through difficult moments in the creative process. The student is open to feedback and critique from teachers and peers and there is evidence that s/he has incorporated it into developing and creating the work. 	<ul style="list-style-type: none"> The student articulates a specific trajectory and sets his/her own clear goals in the process of developing and creating the work. The student demonstrates focus, perseverance and commitment in the development and creation of the work. S/he is able to learn from mistakes and accidents. The student welcomes and incorporates feedback and critique from teachers and peers, as well as research to propel the work.
REFLECTION <i>What is the evidence that the student understands how to question, discuss and judge his/her own work?</i>	<ul style="list-style-type: none"> The student describes her/his technique and method in a basic way The student evaluates the work using personal emotional responses. 	<ul style="list-style-type: none"> The student uses everyday vocabulary to describe the work of art and the process of developing and creating the work. The student draws briefly on external conventions, but relies mostly on personal emotional response to the work. 	<ul style="list-style-type: none"> The student uses simple art-specific vocabulary and principles to describe the work of art and the process of developing and creating the work. The student evaluates the work using emotional response as well as cultural information, art practice conventions and/or arts standards. 	<ul style="list-style-type: none"> The student skillfully uses vocabulary associate with the work's particular arts discipline in reflecting on the process of developing the work and in evaluating the work. The student evaluates the work using emotional response, cultural information, art practice conventions and art standards.

Envision Schools College Success Portfolio Performance Assessment: 12th Grade ENGLISH LANGUAGE ARTS - TEXTUAL ANALYSIS

SCORING DOMAIN	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
ARGUMENT <i>What is the evidence that the student can develop an argument?</i>	<ul style="list-style-type: none"> Argument is unclear or underdeveloped Makes unclear or irrelevant claims One claim dominates the argument and alternative or counter-claims are absent Draws superficial connections or conclusions 	<ul style="list-style-type: none"> Makes a somewhat clear, but general argument that reflects passive reading or thinking Makes relevant claims Briefly alludes to questions, counter-claims, or alternative interpretations when appropriate Draws general or broad connections or conclusions 	<ul style="list-style-type: none"> Makes a clear and well developed argument that demonstrates engaged reading and critical thinking Makes relevant claims that support the argument Acknowledges questions, counter-claims, or alternative interpretations when appropriate Makes specific connections and draws meaningful conclusions 	<ul style="list-style-type: none"> Makes a clear, well developed, and convincing argument that demonstrates engaged reading and original critical thinking Makes relevant and significant claims that support the argument Acknowledges and responds to questions, counter-claims, or alternative interpretations to sharpen the argument when appropriate Makes insightful connections, draws meaningful conclusions, and raises important implications
EVIDENCE <i>What is the evidence that the student can support the argument?</i>	<ul style="list-style-type: none"> Relies on one or two reasons, examples, or quotations relevant to argument Makes no reference to the author's point of view or purpose in a text 	<ul style="list-style-type: none"> Refers to limited textual evidence (reasons, examples, or quotations) relevant to argument Briefly notes the author's point of view or purpose in a text 	<ul style="list-style-type: none"> Refers to sufficient and detailed textual evidence (reasons, examples, and quotations) relevant to argument Determines the author's point of view or purpose in a text and its impact on overall meaning 	<ul style="list-style-type: none"> Refers to most important textual evidence (reasons, examples, quotations) relevant to argument Evaluates the author's point of view or purpose in a text and its impact on overall meaning and credibility of ideas

ANALYSIS <i>What is the evidence that the student can analyze evidence?</i>	<ul style="list-style-type: none"> • Demonstrates minimal understanding of text(s) • Summarizes but does not analyze or evaluate ideas or claims • Makes no reference to author's choices to support central ideas or claims 	<ul style="list-style-type: none"> • Demonstrates basic understanding of text(s) • Summarizes and attempts to analyze the central ideas or claims • Briefly refers to author's choices (e.g., language use, literary/rhetorical devices, organization) that support central ideas or claims 	<ul style="list-style-type: none"> • Demonstrates comprehensive understanding of text(s), including both explicit and inferred meanings • Analyzes the central ideas or sequence of events and their development over the course of the text(s) • Analyzes how author's choices (e.g. language use, literary/rhetorical devices, organization) support central ideas or claims 	<ul style="list-style-type: none"> • Demonstrates comprehensive and critical understanding of text(s) including both explicit and inferred meanings • Analyzes and evaluates complex ideas or sequence of events and explains how individuals, ideas, or events interact and develop over the course of the text(s) • Analyzes how author's choices (e.g., language use, literary/rhetorical devices, organization) support central ideas or claims and the effectiveness of the text
ORGANIZATION <i>What is the evidence that the student can organize and structure ideas for effective communication?</i>	<ul style="list-style-type: none"> • Argument is unclear or not evident throughout the text • Ideas are disorganized, underdeveloped, or loosely sequenced • No transitions are used 	<ul style="list-style-type: none"> • Argument is evident but not consistently present throughout text • Ideas are organized but not sufficiently developed or logically sequenced • Transitions connect ideas with minor lapses 	<ul style="list-style-type: none"> • Argument is presented clearly and consistently throughout text • Ideas are developed and logically sequenced • Transitions connect ideas 	<ul style="list-style-type: none"> • Argument is presented clearly and consistently throughout text, and drives the organization of the text • Ideas are fully developed and logically sequenced to present a coherent whole • Transitions guide the reader through the development and reasoning of the claim
CONVENTIONS <i>What is the evidence that the student can use language skillfully to communicate ideas?</i>	<ul style="list-style-type: none"> • Has limited control of syntax and vocabulary • Has an accumulation of errors in grammar, usage, and mechanics that distracts or interferes with meaning • When appropriate for the task, textual citation is missing or incorrect 	<ul style="list-style-type: none"> • Has control of syntax and vocabulary • Has some minor errors in grammar, usage, and mechanics that partially distract or interfere with meaning • When appropriate for the task, cites textual evidence with some minor errors 	<ul style="list-style-type: none"> • Demonstrates varied syntax and effective word choice; uses rhetorical techniques • Is generally free of distracting errors in grammar, usage, and mechanics • When appropriate for the task, cites textual evidence consistently and accurately 	<ul style="list-style-type: none"> • Has an effective fluent style with varied syntax, precise word choice, and skillful use of rhetorical techniques • Is free from errors in grammar, usage, and mechanics • When appropriate for the task, cites textual evidence consistently and accurately

<p>REFLECTION</p> <p><i>What is the evidence that the student can deeply reflect on performance, growth as a learner and ability to apply this in the future?</i></p>	<ul style="list-style-type: none"> • Know: Explains the topic of class when artifact was assigned • Do: Explanation of process, decision-making and leadership skills is incomplete or unclear • Reflect: States what was done well and what could be improved upon 	<ul style="list-style-type: none"> • Know: Describes some context of class (learning goals, purpose of artifact or necessary skills) • Do: Briefly explains process, decision-making and leadership skills used during the task • Reflect: Explains how artifact impacted self as a learner 	<ul style="list-style-type: none"> • Know: Clearly states general learning goals and purpose of artifact, including academic skills needed to be successful • Do: Thoroughly explains process and decision-making, including Leadership Skills used during the task • Reflect: Describes how artifact impacted self & own future, including growth as a writer 	<ul style="list-style-type: none"> • Know: Explicitly ties context of class to content and skill goals as well as purpose of artifact • Do: Explains process, decision-making and Leadership Skills with detail and through lens of thinking like expert in field • Reflect: Describes and analyzes how artifact impacted self & own future, including growth as a writer
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Envision Schools Benchmark Portfolio Defense: 10th Grade ENGLISH LANGUAGE ARTS - TEXTUAL ANALYSIS

SCORING DOMAIN	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
ARGUMENT <i>What is the evidence that the student can develop an argument?</i>	<ul style="list-style-type: none"> Argument is unclear, underdeveloped, or implied. Claims are summaries or come directly from a source text. Discussion of questions, or counter-claims (when appropriate) is unclear or absent. Connections and conclusions are unclear or absent. 	<ul style="list-style-type: none"> Makes a somewhat clear, but general argument that reflects passive reading or thinking. Makes unclear or irrelevant claims. Briefly alludes to a question or counter-claim Draws superficial connections or conclusions. 	<ul style="list-style-type: none"> Makes a clear and well-developed argument that demonstrates engaged reading and critical thinking. Makes relevant claims Acknowledges relevant questions or counter-claim when appropriate. Draws general or broad connections or conclusions. 	<ul style="list-style-type: none"> Makes a clear, well-developed, and convincing argument that demonstrates engaged reading and original critical thinking. Makes relevant claims that support the argument. Discusses relevant questions or counter-claims when appropriate. Makes specific connections and draws meaningful conclusions
EVIDENCE <i>What is the evidence that the student can support the argument?</i>	<ul style="list-style-type: none"> Evidence presented does not connect to argument. Makes no reference to the author, main character or narrator's point of view or purpose in a text. 	<ul style="list-style-type: none"> Relies on one or two reasons, examples, or quotations relevant to argument. Briefly notes the author, main character or narrator's point of view or purpose in a text. 	<ul style="list-style-type: none"> Refers to sufficient textual evidence (reasons, examples, and quotations) relevant to argument. Determines the author, main character or narrator's point of view or purpose in a text and its impact on overall meaning. 	<ul style="list-style-type: none"> Refers to detailed textual evidence (reasons, examples, quotations) relevant to argument. Evaluates the author, main character, or narrator's point of view or purpose in a text and its impact on overall meaning.
ANALYSIS <i>What is the evidence that the student can analyze evidence?</i>	<ul style="list-style-type: none"> Demonstrates minimal understanding of text(s). Ideas and/or claims are missing, presented haphazardly, or do not connect to the main argument. Makes no reference to author's choices to support central ideas or claims. 	<ul style="list-style-type: none"> Demonstrates a basic, surface-level understanding of text(s). Summarizes but does not analyze or evaluate ideas or claims. Refers to at least one author's choice, but connection to central ideas or claims is unclear. 	<ul style="list-style-type: none"> Demonstrates in-depth understanding of at least one aspect of the text(s), including both explicit and inferred meanings. Summarizes and attempts to analyze the central ideas or claims. Discusses at least one author's choice (e.g., language use, literary/rhetorical devices, organization) that supports central ideas or claims. 	<ul style="list-style-type: none"> Demonstrates in-depth and comprehensive understanding of text(s) including both explicit and inferred meanings. Analyzes the central ideas or sequence of events and their development over the course of the text(s). Analyzes key choices made by the author (e.g. language use, literary/rhetorical devices, organization) to support central ideas or claims

SCORING DOMAIN	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
ORGANIZATION <i>What is the evidence that the student can organize and structure ideas for effective communication?</i>	<ul style="list-style-type: none"> Argument is unclear or absent Ideas are disorganized, underdeveloped, or loosely sequenced Transitions are missing, unclear or confusing. 	<ul style="list-style-type: none"> Argument is evident but not consistently present throughout text. Ideas are organized but not sufficiently developed or logically sequenced. Transitions are used sporadically, awkwardly or in a formulaic manner. 	<ul style="list-style-type: none"> Argument is presented clearly throughout the text Ideas are sufficiently developed and organized Transitions connect ideas with minor lapses, but without impeding understanding. 	<ul style="list-style-type: none"> Argument is presented clearly throughout the text Ideas are fully developed and logically sequenced Transitions connect ideas so that the argument is easily followed
CONVENTIONS <i>What is the evidence that the student can use language skillfully to communicate ideas?</i>	<ul style="list-style-type: none"> Writes as s/he speaks, lacks academic style/tone and vocabulary. Has an accumulation of errors in grammar, usage, and mechanics that distracts or seriously interferes with meaning. Citation of textual evidence (when appropriate).is missing 	<ul style="list-style-type: none"> Has limited control of academic style/tone and vocabulary. Has some minor errors in grammar, usage, and mechanics that partially distract or interfere with meaning Citation of textual evidence (when appropriate).is inconsistent or incorrect 	<ul style="list-style-type: none"> Has control of academic style/tone and vocabulary. Minor errors in grammar, usage, and mechanics do not interfere with the reader's ability to understand the writing. When appropriate for the task, cites textual evidence with some minor errors. 	<ul style="list-style-type: none"> Demonstrates control of academic style/tone and varied/effective word choice Is free from errors in grammar, usage, and mechanics When appropriate for the task, cites textual evidence consistently and accurately.
REFLECTION <i>What is the evidence that the student can deeply reflect on performance, growth as a learner and ability to apply this in the future?</i>	<ul style="list-style-type: none"> Know: Explains the topic of class when artifact was assigned Do: Explanation of process, decision-making and leadership skills is incomplete or unclear Reflect: States what was done well and what could be improved upon 	<ul style="list-style-type: none"> Know: Describes some context of class (learning goals, purpose of artifact or necessary skills) Do: Briefly explains process, decision-making and leadership skills used during the task Reflect: Explains how artifact impacted self as a learner 	<ul style="list-style-type: none"> Know: Clearly states general learning goals and purpose of artifact, including academic skills needed to be successful Do: Thoroughly explains process and decision-making, including Leadership Skills used during the task Reflect: Describes how artifact impacted self & own future, including growth as a writer 	<ul style="list-style-type: none"> Know: Explicitly ties context of class to content and skill goals as well as purpose of artifact Do: Explains process, decision- making and Leadership Skills with detail and through lens of thinking like expert in field Reflect: Describes and analyzes how artifact impacted self & own future, including growth as a writer

Envision Schools College Success Portfolio Performance Assessment: 12th Grade ENGLISH LANGUAGE ARTS - RESEARCH OR ARGUMENTATION

SCORING DOMAIN	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
ARGUMENT <i>What is the evidence that the student can develop an argument?</i>	<ul style="list-style-type: none"> Argument is unclear or underdeveloped Makes unclear or irrelevant claims Discussion of questions, or counter-claims (when appropriate) is unclear or absent Does not explain background and context of topic/issue Draws superficial connections or conclusions 	<ul style="list-style-type: none"> Makes a somewhat clear, but general argument that reflects passive reading or thinking Makes relevant claims Briefly alludes to questions or counter-claims when appropriate Somewhat explains background and context of topic/issue Draws general or broad connections or conclusions 	<ul style="list-style-type: none"> Makes a clear and well developed argument that demonstrates engaged reading and critical thinking Makes relevant claims that support the argument Acknowledges questions or counter-claims when appropriate Explains background and context of topic/issue Makes specific connections and draws meaningful conclusions 	<ul style="list-style-type: none"> Makes a clear, well developed, and convincing argument that demonstrates engaged reading and original critical thinking Makes relevant and significant claims that support the argument Acknowledges and responds to questions or counter-claims to sharpen the argument when appropriate Thoroughly explains background and context of topic/issue Makes insightful connections, draws meaningful conclusions, and raises important implications
EVIDENCE <i>What is the evidence that the student can support the argument?</i>	<ul style="list-style-type: none"> Refers to evidence from few sources; some sources may not be relevant Limited use of information and/or examples Makes note of a general difference in perspectives on a topic without specific details (when appropriate) 	<ul style="list-style-type: none"> Refers to limited evidence (print/digital) relevant to argument Information and/or examples are used to illustrate one point of view Briefly notes and dismisses inconsistent information or a difference among authors on the same topic (when appropriate) 	<ul style="list-style-type: none"> Refers to sufficient and detailed evidence (print/digital) relevant to argument Information and/or examples are used to illustrate varying points of view Discusses inconsistent information and differences among authors on the same topic (when appropriate) 	<ul style="list-style-type: none"> Refers to extensive and comprehensive evidence (print/digital) relevant to argument Information and/or examples are used to illustrate different points of view and justify the argument Weights and evaluates inconsistent information and differences among authors on the same topic (when appropriate)
ANALYSIS <i>What is the evidence that the student can analyze evidence?</i>	<ul style="list-style-type: none"> Restates information from multiple sources Expresses broad agreement with a source's perspective without assessing the strength or limitation of the source. 	<ul style="list-style-type: none"> Summarizes evidence from multiple sources related to the argument Minimally addresses the strength or limitation of one important source (when appropriate) 	<ul style="list-style-type: none"> Synthesizes evidence from multiple sources related to the argument Assesses the strengths or limitations of most important sources to support the argument or claims (when appropriate) 	<ul style="list-style-type: none"> Synthesizes and critiques evidence from multiple sources related to the argument Assesses the strengths and limitations of most important sources to support or refute the argument or claims (when appropriate)

SCORING DOMAIN	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
ORGANIZATION <i>What is the evidence that the student can organize and structure ideas for effective communication?</i>	<ul style="list-style-type: none"> Argument is unclear or not evident throughout the text Ideas are disorganized, underdeveloped, or loosely sequenced No transitions are used 	<ul style="list-style-type: none"> Argument is evident but not consistently present throughout text Ideas are organized but not sufficiently developed or logically sequenced Transitions connect ideas with minor lapses 	<ul style="list-style-type: none"> Argument is presented clearly and consistently throughout text Ideas are developed and logically sequenced Transitions connect ideas 	<ul style="list-style-type: none"> Argument is presented clearly and consistently throughout text, and dives the organization of the text Ideas are fully developed and logically sequenced to present a coherent whole Transitions guide the reader through the development and reasoning of the claim
CONVENTIONS <i>What is the evidence that the student can use language skillfully to communicate ideas?</i>	<ul style="list-style-type: none"> Has limited control of syntax and vocabulary Has an accumulation of errors in grammar, usage, and mechanics that distracts or interferes with meaning When appropriate for the task, textual citation is missing or incorrect 	<ul style="list-style-type: none"> Has control of syntax and vocabulary Has some minor errors in grammar, usage, and mechanics that partially distract or interfere with meaning When appropriate for the task, cites textual evidence with some minor errors 	<ul style="list-style-type: none"> Demonstrates variety in syntax and effective word choice; uses rhetorical techniques Is generally free of distracting errors in grammar, usage, and mechanics When appropriate for the task, cites textual evidence consistently and accurately 	<ul style="list-style-type: none"> Has an effective fluent style with variety in syntax, precise word choice, and skillful use of rhetorical techniques Is free from errors in grammar, usage, and mechanics When appropriate for the task, cites textual evidence consistently and accurately
REFLECTION <i>What is the evidence that the student can deeply reflect on performance, growth as a learner and ability to apply this in the future?</i>	<ul style="list-style-type: none"> Know: Explains the topic of class when artifact was assigned Do: Explanation of process, decision-making and leadership skills is incomplete or unclear Reflect: States what was done well and what could be improved upon 	<ul style="list-style-type: none"> Know: Describes some context of class (learning goals, purpose of artifact or necessary skills) Do: Briefly explains process, decision-making and leadership skills used during the task Reflect: Explains how artifact impacted self as a learner 	<ul style="list-style-type: none"> Know: Clearly states general learning goals and purpose of artifact, including academic skills needed to be successful Do: Thoroughly explains process and decision-making, including Leadership Skills used during the task Reflect: Describes how artifact impacted self & own future, including growth as a writer 	<ul style="list-style-type: none"> Know: Explicitly ties context of class to content and skill goals as well as purpose of artifact Do: Explains process, decision-making and Leadership Skills with detail and through lens of thinking like expert in field Reflect: Describes and analyzes how artifact impacted self & own future, including growth as a writer

Envision Schools Benchmark Portfolio Performance Assessment: 10TH Grade ENGLISH LANGUAGE ARTS - RESEARCH OR ARGUMENTATION

SCORING DOMAIN	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
ARGUMENT <i>What is the evidence that the student can develop an argument?</i>	<ul style="list-style-type: none"> Argument is unclear, underdeveloped, or implied. Claims are summaries or come directly from a source text. Discussion of questions, or counter-claims (when appropriate) is unclear or absent. Does not explain background and context of topic/issue. Connections and conclusions are unclear or absent. 	<ul style="list-style-type: none"> Makes a somewhat clear, but general argument that reflects passive reading or thinking. Makes unclear or irrelevant claims. Briefly alludes to a question or counter-claim Refers to background and context of topic/issue. Draws superficial connections or conclusions. 	<ul style="list-style-type: none"> Makes a clear and well developed argument that demonstrates engaged reading and critical thinking. Makes relevant claims Acknowledges relevant questions or counter-- claim when appropriate. Briefly explains background and context of topic/issue. Draws general or broad connections or conclusions. 	<ul style="list-style-type: none"> Makes a clear, well developed, and convincing argument that demonstrates engaged reading and original critical thinking. Makes relevant claims that support the argument. Discusses relevant questions or counter-claims when appropriate. Explains in some depth background and context of topic/issue Makes specific connections and draws meaningful conclusions
EVIDENCE <i>What is the evidence that the student can support the argument?</i>	<ul style="list-style-type: none"> Refers to evidence from few sources; some sources may not be relevant. States, but does not connect or explain evidence. Presents details from one source as fact 	<ul style="list-style-type: none"> Refers to limited evidence (reasons, examples, and quotations from print and/or multimedia sources) relevant to argument Information and/or examples are used to illustrate one point of view. Makes note of a general difference in perspectives on a topic without specific details (when appropriate) 	<ul style="list-style-type: none"> Refers to sufficient evidence (reasons, examples, and quotations from print and/or multimedia sources) relevant to argument Information and/or examples are used to illustrate at least two points of view Makes note of different information or a difference among authors on the same topic (when appropriate) 	<ul style="list-style-type: none"> Refers to detailed evidence (reasons, examples, and quotations from print and/or multimedia sources) relevant to argument Information and/or examples are used to illustrate varying points of view Discusses inconsistent information or a difference among authors on the same topic (when appropriate)

ANALYSIS <i>What is the evidence that the student can analyze evidence?</i>	<ul style="list-style-type: none"> Restates information from a single source. Demonstrates minimal understanding of sources 	<ul style="list-style-type: none"> Restates information from multiple sources Expresses broad agreement with one source's perspective 	<ul style="list-style-type: none"> Summarizes evidence from multiple sources related to the argument Begins to question one source for perspective or its strengths/limitations 	<ul style="list-style-type: none"> Synthesizes evidence from multiple sources related to the argument Identifies perspective of one source and minimally addresses the strength or limitation of one important source (when appropriate)
ORGANIZATION <i>What is the evidence that the student can organize and structure ideas for effective communication?</i>	<ul style="list-style-type: none"> Argument is unclear or absent Ideas are disorganized, underdeveloped, or loosely sequenced <ul style="list-style-type: none"> Transitions are missing, unclear or confusing. 	<ul style="list-style-type: none"> Argument is evident but not consistently present throughout text. Ideas are organized but not sufficiently developed or logically sequenced. Transitions are used sporadically, awkwardly or in a formulaic manner. 	<ul style="list-style-type: none"> Argument is presented clearly throughout the text Ideas are sufficiently developed and organized Transitions connect ideas with minor lapses, but without impeding understanding. 	<ul style="list-style-type: none"> Argument is presented clearly throughout the text Ideas are fully developed and logically sequenced Transitions connect ideas so that the argument is easily followed
CONVENTIONS <i>What is the evidence that the student can use language skillfully to communicate ideas?</i>	<ul style="list-style-type: none"> Writes as s/he speaks, lacks academic style/tone and vocabulary. Has an accumulation of errors in grammar, usage, and mechanics that distracts or seriously interferes with meaning. <ul style="list-style-type: none"> Citation of textual evidence (when appropriate).is missing 	<ul style="list-style-type: none"> Has limited control of academic style/tone and vocabulary. Has some minor errors in grammar, usage, and mechanics that partially distract or interfere with meaning Citation of textual evidence (when appropriate).is inconsistent or incorrect 	<ul style="list-style-type: none"> Has control of academic style/tone and vocabulary. Minor errors in grammar, usage, and mechanics do not interfere with the reader's ability to understand the writing. When appropriate for the task, cites textual evidence with some minor errors. 	<ul style="list-style-type: none"> Demonstrates control of academic style/tone and varied/effective word choice Is free from errors in grammar, usage, and mechanics When appropriate for the task, cites textual evidence consistently and accurately.

<p>REFLECTION</p> <p><i>What is the evidence that the student can deeply reflect on performance, growth as a learner and ability to apply this in the future?</i></p>	<ul style="list-style-type: none"> • Know: Explains the topic of class when artifact was assigned • Do: Explanation of process, decision- making and leadership skills is incomplete or unclear • Reflect: States what was done well and what could be improved upon 	<ul style="list-style-type: none"> • Know: Describes some context of class (learning goals, purpose of artifact or necessary skills) • Do: Briefly explains process, decision-making and leadership skills used during the task • Reflect: Explains how artifact impacted self as a learner 	<ul style="list-style-type: none"> • Know: Clearly states general learning goals and purpose of artifact, including academic skills needed to be successful • Do: Thoroughly explains process and decision-making, including Leadership Skills used during the task • Reflect: Describes how artifact impacted self & own future, including growth as a writer 	<ul style="list-style-type: none"> • Know: Explicitly ties context of class to content and skill goals as well as purpose of artifact • Do: Explains process, decision-making and Leadership Skills with detail and through lens of thinking like expert in field • Reflect: Describes and analyzes how artifact impacted self & own future, including growth as a writer
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Envision Schools Graduation Portfolio Performance Assessment: 12th Grade HISTORY/SOCIAL SCIENCE- RESEARCH or ARGUMENTATION

Grey rows are discretionary, depending on the grade level and/or the skills targeted by the task. The teacher decides in advance which of the grey rows do or do not apply.

SCORING DOMAIN	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
THESIS <i>Have I answered the prompt and put that in a place where my reader expects to find it? How clear and thoughtful is this answer?</i> <i>If I am making an argument, does my thesis make it clear where I stand compared to alternative positions?</i>	<ul style="list-style-type: none"> Thesis can't be identified, is unclear, or doesn't address the prompt. 	<ul style="list-style-type: none"> Thesis addresses prompt, though incompletely or vaguely. Some general background information is provided. 	<ul style="list-style-type: none"> Thesis is clearly stated and fully answers the prompt. Specific background information is provided. Thesis suggests a structure for what follows. 	<ul style="list-style-type: none"> Thesis fully answers the prompt with precision, nuance, and fresh thinking. Specific background information is provided that is precise to the thesis. Thesis offers a clear structure for what follows.
	<ul style="list-style-type: none"> Thesis does not take a position distinct from alternative positions. 	<ul style="list-style-type: none"> Thesis takes a position somewhat distinct from alternative positions. 	<ul style="list-style-type: none"> Thesis makes it clear how its position is distinct from alternative positions. 	<ul style="list-style-type: none"> Thesis is carefully drawn in a way that acknowledges the limits of what it can assert.
EVIDENCE <i>How thoroughly am I supporting my claims with evidence?</i> <i>When needed, am I sourcing the origins of my evidence (date, author, purpose)?</i>	<ul style="list-style-type: none"> Evidence is not always accurate, or there is not enough evidence. Evidence rarely supports claims. 	<ul style="list-style-type: none"> Evidence is accurate and adequate but not always varied. Evidence sometimes supports claims. 	<ul style="list-style-type: none"> Evidence is accurate, substantial, and varied. Evidence consistently supports claims. 	<ul style="list-style-type: none"> Evidence is accurate, substantial, and from multiple views. Claims are consistently strengthened by carefully selected evidence.
	<ul style="list-style-type: none"> Origins of evidence are never or rarely identified. 	<ul style="list-style-type: none"> Sources are introduced by referring to their origins. 	<ul style="list-style-type: none"> Important information about the origins of evidence is used to explain its perspective and purpose. 	<ul style="list-style-type: none"> Important information about the origins of evidence is used to strengthen or weaken claims.
ANALYSIS <i>How well am I explaining my evidence and how my evidence supports my thesis?</i> <i>When appropriate, am I comparing pieces of evidence for cross-checking and corroborating?</i> <i>Have I sufficiently analyzed alternative positions in addition to my own position?</i>	<ul style="list-style-type: none"> Rarely explains how evidence supports claims. Rarely explains how claims support the thesis. 	<ul style="list-style-type: none"> Inconsistently explains how evidence supports claims. Inconsistently explains how claims support the thesis. 	<ul style="list-style-type: none"> Consistently explains how evidence supports claims. Consistently explains how claims support the thesis. 	<ul style="list-style-type: none"> Thoroughly and convincingly explains how evidence supports claims. Thoroughly and convincingly explains how claims support the thesis.
	<ul style="list-style-type: none"> One document dominates or several documents are ignored. 	<ul style="list-style-type: none"> Documents are described and discussed independently and rarely compared. 	<ul style="list-style-type: none"> Connections between documents are made by grouping similar positions or identifying differences between documents. 	<ul style="list-style-type: none"> Comparisons of documents are used to strengthen or weaken claims.
	<ul style="list-style-type: none"> Does not address alternative positions. 	<ul style="list-style-type: none"> Shows awareness and attempts to address alternative positions, but may not be effective. 	<ul style="list-style-type: none"> Explains and responds to alternative positions with developed counterclaims. 	<ul style="list-style-type: none"> Explains and rebuts alternative positions with developed counterclaims and/or concessions.
ORGANIZATION <i>How completely and logically am I delivering the thinking that my thesis promises to my audience?</i>	<ul style="list-style-type: none"> Thesis and structure do not connect. Paragraphing is absent or unclear. Conclusion is absent or unrelated to the thesis. 	<ul style="list-style-type: none"> Structure follows through with some parts of the thesis. Paragraphs sometimes sequence claims, evidence, and analysis. Conclusion restates the thesis. 	<ul style="list-style-type: none"> Structure follows through on all parts of the thesis. Paragraphs logically sequence claims, evidence, and analysis. Conclusion restates the thesis and offers general implications. 	<ul style="list-style-type: none"> The structure leads the reader never to lose contact with the thesis. Paragraphs logically and convincingly sequence claims, evidence & analysis. Conclusion goes beyond the thesis and offers specific implications.
CONVENTIONS <i>How carefully have I said what I want to say, so that my audience understands and takes my thinking seriously?</i>	<ul style="list-style-type: none"> Language is sometimes unclear. Has an accumulation of errors in grammar, usage, and mechanics that distracts from meaning. 	<ul style="list-style-type: none"> Language is clear but sometimes general and non-academic. Has errors in grammar, usage, and mechanics that partly distract from meaning. 	<ul style="list-style-type: none"> Language is clear and academic but sometimes general. Very few errors in grammar, usage, and mechanics do not distract from meaning. 	<ul style="list-style-type: none"> Language is clear, academic, and precise. Is entirely free from errors in grammar, usage, and mechanics.

Envision Schools College Success Portfolio Performance Assessment: 12th Grade MATH - PROBLEM SOLVING APPLICATION (ANALYSIS or INQUIRY)

SCORING DOMAIN	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
PROBLEM SOLVING <i>What is the evidence that the student understands the problem and the mathematical strategies that can be used to arrive at a solution?</i>	<ul style="list-style-type: none"> • Ignores given constraints • Does not provide a model • Uses few, if any, problem solving strategies 	<ul style="list-style-type: none"> • Attends to some of the given constraints. • Creates a limited model to simplify a complicated situation • Selects problem-solving strategies but inconsistently monitors for reasonableness. 	<ul style="list-style-type: none"> • Analyzes all given constraints, goals and definitions. • Creates a comprehensive model to simplify a complicated situation • Selects appropriate problem-solving strategies and consistently monitors for reasonableness 	<ul style="list-style-type: none"> • Analyzes all given constraints, goals and definitions and implied assumptions • Creates a comprehensive model to simplify a complicated situation • Selects, monitors, and adapts problem-solving strategies throughout their work
REASONING AND PROOF <i>What is the evidence that the student can apply mathematical reasoning/procedures in an accurate and complete manner?</i>	<ul style="list-style-type: none"> • Does not make conjectures • Provides incorrect solutions without justifications • Does not move between real-world contexts and mathematical abstractions 	<ul style="list-style-type: none"> • Makes conjectures or determines feasible solutions without sufficient basis • Provides partially correct solutions or correct solution without logic or justification • Occasionally moves between real-world contexts and mathematical abstractions 	<ul style="list-style-type: none"> • Makes informed conjectures or determines feasible solutions • Constructs logical, correct, complete solution with justifications • Moves consistently between real-world contexts and mathematical abstractions 	<ul style="list-style-type: none"> • Makes informed conjectures or determines feasible solutions, with extended rationale • Constructs logical, correct, complete solution with justifications AND determines domains to which a solution applies • Moves consistently and fluidly between real-world contexts and mathematical abstractions
CONNECTIONS <i>What is the evidence that the student understands the relationships between the concepts, procedures, and/or real-world applications inherent in the problem?</i>	<ul style="list-style-type: none"> • Makes minimal or no connections to similar problems or other/distinct real world applications • Connects new knowledge to previous knowledge incorrectly 	<ul style="list-style-type: none"> • Explains superficial connections to similar problems or other/distinct real world applications • Connects new knowledge to previous knowledge in cursory manner. 	<ul style="list-style-type: none"> • Explains relevant connections to similar problems or other/distinct real world applications • Connects new knowledge to previous knowledge in meaningful ways. 	<ul style="list-style-type: none"> • Explains insightful connections to similar problems or other/distinct real world applications • Connects new knowledge to previous knowledge and to other disciplines.

SCORING DOMAIN	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
COMMUNICATION AND REPRESENTATION <i>What is the evidence that the student can communicate mathematical ideas to others?</i>	<ul style="list-style-type: none"> Uses single representation that are confusing to the audience Uses incorrect definitions or inaccurate representations 	<ul style="list-style-type: none"> Uses representations (diagrams, tables, graphs, formula) that do not enhance the audience's understanding of the solution Uses imprecise definitions or incomplete representations with missing units of measure or labeled axes 	<ul style="list-style-type: none"> Uses multiple representations (diagrams, tables, graphs, formula) to enhance the audience's understanding of the solution Uses essentially precise definitions and accurate representations including units of measure and labeled axes 	<ul style="list-style-type: none"> Uses multiple representations (diagrams, tables, graphs, formula) in a convincing manner to enhance the audience's understanding of the solution Uses precise definitions and accurate representations including units of measure and labeled axes Analyzes accuracy of solution, based on limitations of tools, estimations, or simplifications
REFLECTION <i>What is the evidence that the student can deeply reflect on performance, growth as a learner and ability to apply this in the future?</i>	<ul style="list-style-type: none"> Know: Explains the topic of class when artifact was assigned Do: Explanation of process, decision-making and leadership skills is incomplete or unclear Reflect: States what was done well and what could be improved upon 	<ul style="list-style-type: none"> Know: Describes some context of class (learning goals, purpose of artifact or necessary skills) Do: Briefly explains process, decision-making and leadership skills used during the task Reflect: Explains how artifact impacted self as a learner 	<ul style="list-style-type: none"> Know: Clearly states general learning goals and purpose of artifact, including academic skills needed to be successful Do: Thoroughly explains process and decision-making, including Leadership Skills used during the task Reflect: Describes how artifact impacted self & own future, including growth as a mathematician 	<ul style="list-style-type: none"> Know: Explicitly ties context of class to content and skill goals as well as purpose of artifact Do: Explains process, decision-making and Leadership Skills with detail and through lens of thinking like expert in field Reflect: Describes and analyzes how artifact impacted self & own future, including growth as a mathematician

Initial draft developed by SCALE and Envision Learning Partners (July 9 2012). Validation and refinement in process *Problem Solving Application (Analysis or Inquiry)*

Envision Schools College Success Portfolio Performance Assessment: 12th Grade SCIENTIFIC INQUIRY

SCORING DOMAIN	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
INITIATING THE INQUIRY <i>What is the evidence that the student can formulate questions and models that can be explored by scientific investigations as well as articulate a testable hypothesis?</i>				
ASKING QUESTIONS	<ul style="list-style-type: none"> Formulates a general scientific question Provides limited or irrelevant content information 	<ul style="list-style-type: none"> Formulates a specific scientific question Provides general content information that is related to the question 	<ul style="list-style-type: none"> Formulates a specific and empirically testable scientific question Provides specific and relevant content information to support the question 	<ul style="list-style-type: none"> Formulates a specific, testable, and challenging scientific question Provides specific and relevant content information to provide insight into the inquiry
STATING A HYPOTHESIS	<ul style="list-style-type: none"> Articulates a prediction that has limited relationship to the question under investigation 	<ul style="list-style-type: none"> Articulates a relevant prediction of the expected results, but variables are unclearly stated 	<ul style="list-style-type: none"> Articulates a hypothesis about the investigated question, with a basic and accurate description of the relationship between independent and dependent variables (“if.. then...”) 	<ul style="list-style-type: none"> Articulates a hypothesis about the investigated question, with accurate and specific explanation of the relationship between variables (“if.. then...because”)
PLANNING AND CARRYING OUT INVESTIGATIONS <i>What is the evidence that the student can design and perform investigations to explore natural phenomena?</i>				
IDENTIFYING VARIABLES	<ul style="list-style-type: none"> Identifies variables of investigation but confuses dependent and independent variables 	<ul style="list-style-type: none"> Accurately identifies the relevant independent and dependent variables 	<ul style="list-style-type: none"> Accurately identifies and explains why dependent and independent are in the investigation, and describes how to control those variables. 	<ul style="list-style-type: none"> Accurately identifies and explains why the variables are dependent and independent in the investigation and identifies possible confounding variables and their potential effects
DEVELOPING PROCEDURES	<ul style="list-style-type: none"> Includes vague or incomplete lab procedures; or uses inappropriate tools, instruments, or types of measurement Experimental design is not aligned to the testable question 	<ul style="list-style-type: none"> Describes lab procedures including tools/ instruments used, but is not clear or detailed enough to be replicated Experimental design is related but not explicitly aligned to testable question 	<ul style="list-style-type: none"> Describes detailed, clear, and replicable lab procedures including tools /instruments, and types of measurements gathered Aligns experimental design with testable question 	<ul style="list-style-type: none"> Describes detailed, clear, and replicable lab procedures including rationale for using the tools /instruments and types of measurements gathered Explains the alignment between the experimental design and the testable question
COLLECTING DATA	<ul style="list-style-type: none"> Gathers data from a single trial of the experiment 	<ul style="list-style-type: none"> Gathers data from multiple trials of the experiment that are clearly outside the reasonable range 	<ul style="list-style-type: none"> Gathers data from multiple trials of the experiment that are not consistent within a reasonable range 	<ul style="list-style-type: none"> Gathers data from multiple trials of the experiment that are consistent within a reasonable range
REPRESENTING ANALYZING, AND INTERPRETING THE DATA <i>What is the evidence that the student can organize, analyze, and interpret the data?</i>				
REPRESENTING THE DATA	<ul style="list-style-type: none"> Generates spreadsheets, data tables, charts, or graphs but does not accurately summarize and/or display data 	<ul style="list-style-type: none"> Generates spreadsheets, data tables, charts, or graphs to accurately summarize and display data; format does not allow for examining the relationships between variables 	<ul style="list-style-type: none"> Generates spreadsheets, data tables, charts, or graphs to accurately summarize and display data to examine relationships between variables 	<ul style="list-style-type: none"> Generates multiple methods (spreadsheets, data tables, charts, graphs) to accurately summarize and display data to examine relationships between variables

USING MATHEMATICS AND COMPUTATIONAL THINKING (WHEN APPROPRIATE)	<ul style="list-style-type: none"> Expresses relationships and quantities (units) using mathematical conventions with major errors 	<ul style="list-style-type: none"> Expresses relationships and quantities (units) using mathematical conventions with minor errors 	<ul style="list-style-type: none"> Accurately expresses relationships and quantities (units) using appropriate mathematical conventions 	<ul style="list-style-type: none"> Accurately and consistently expresses relationships and quantities (units) using appropriate mathematical conventions
ANALYZING THE DATA	<ul style="list-style-type: none"> Attempts to analyze data using appropriate tools and techniques with MAJOR errors Does not use data to support claims Does not identify sources of error 	<ul style="list-style-type: none"> Analyzes data using appropriate tools and techniques with minor errors. Attempts to use data to make scientific claims Identifies sources of error in data analysis or collection 	<ul style="list-style-type: none"> Accurately analyzes data using appropriate tools and techniques Makes valid and reliable scientific claims using data. Identifies possible sources of error in data analysis or collection and states how error could have affected the results 	<ul style="list-style-type: none"> Accurately analyzes data using tools and techniques and explains patterns Makes valid and reliable scientific claims using data and connects to prevailing scientific theory Identifies possible sources of error in data analysis or collection, states how the error affects results, and suggests methods to minimize errors in future trials
GENERATING INTERPRETATIONS	<ul style="list-style-type: none"> Consistency of outcome with initial hypothesis is not compared Inferences drawn from data are absent 	<ul style="list-style-type: none"> Compares consistency of outcome with initial hypothesis but relationship between outcome and hypothesis is unclear Draws inferences from data without discussing strengths or weaknesses 	<ul style="list-style-type: none"> Compares consistency of outcome with initial hypothesis Explains the strengths OR weaknesses of the inferences drawn from data using grade appropriate techniques 	<ul style="list-style-type: none"> Compares and evaluates consistency of outcome with initial hypothesis Explains the strengths AND weaknesses of the inferences drawn from data using grade appropriate techniques
CONSTRUCTING AND COMMUNICATING CONCLUSIONS <i>What is the evidence that the student articulates their conclusion and effectively communicate conclusions?</i>				
CONSTRUCTING EVIDENCE BASED ARGUMENTS	<ul style="list-style-type: none"> Argument is missing or unclear; supporting data or scientific theory are missing 	<ul style="list-style-type: none"> Constructs a scientific argument and mentions data OR acceptable scientific content or theory but does not explain how it supports the claim 	<ul style="list-style-type: none"> Constructs a scientific argument, explaining how data and acceptable scientific content or theory support the claim 	<ul style="list-style-type: none"> Constructs and evaluates a scientific argument explaining how data and acceptable scientific content or theory support the claim
COMMUNICATING FINDINGS	<ul style="list-style-type: none"> Attempts to use multiple representations to communicate conclusions with inaccuracies or major inconsistencies with the evidence Implies conclusions with no discussion of limitations 	<ul style="list-style-type: none"> Uses multiple representations (words, tables, diagrams, graphs) to communicate conclusions with minor inconsistencies with the evidence States conclusions and general discussion of limitations 	<ul style="list-style-type: none"> References data (tables, diagrams, graphs) to communicate clear conclusions consistent with the evidence Explains conclusions with specific discussion of limitations 	<ul style="list-style-type: none"> Uses multiple representations (words, tables, diagrams, graphs) to communicate clear and specific conclusions consistent with the evidence Explains conclusions and impact of limitations or unanswered questions
FOLLOWING CONVENTIONS	<ul style="list-style-type: none"> Attempts to follow the norms and conventions of scientific writing with major, consistent errors, for example in the use of scientific/technical terms, quantitative data, or visual representations 	<ul style="list-style-type: none"> Follows the norms and conventions of scientific writing with consistent minor errors, for example in the use of scientific or technical terms, quantitative data, or visual representations 	<ul style="list-style-type: none"> Follows the norms and conventions of scientific writing including accurate use of scientific/technical terms, quantitative data, and visual representations 	<ul style="list-style-type: none"> Consistently follows the norms and conventions of scientific writing, including accurate use of scientific/technical terms, quantitative data, and visual representations

Envision Schools College Success Portfolio Performance Assessment: 10th Grade SCIENTIFIC INQUIRY

SCORING DOMAIN	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
INITIATING THE INQUIRY <i>What is the evidence that the student can formulate questions and models that can be explored by scientific investigations as well as articulate a testable hypothesis?</i>				
ASKING QUESTIONS	<ul style="list-style-type: none"> Formulates a general scientific question Provides limited or irrelevant content information 	<ul style="list-style-type: none"> Formulates a specific scientific question Provides general content information that is related to the question 	<ul style="list-style-type: none"> Formulates a specific and empirically testable scientific question Provides specific and relevant content information to support the question 	<ul style="list-style-type: none"> Formulates a specific, testable, and challenging scientific question Provides specific and relevant content information to provide insight into the inquiry
STATING A HYPOTHESIS	<ul style="list-style-type: none"> Articulates a prediction that has limited relationship to the question under investigation 	<ul style="list-style-type: none"> Articulates a relevant prediction of the expected results, but variables are unclearly stated 	<ul style="list-style-type: none"> Articulates a hypothesis about the investigated question, with a basic and accurate description of the relationship between independent and dependent variables (“if.. then...”) 	<ul style="list-style-type: none"> Articulates a hypothesis about the investigated question, with accurate and specific explanation of the relationship between variables (“if.. then...because”)
PLANNING AND CARRYING OUT INVESTIGATIONS <i>What is the evidence that the student can design and perform investigations to explore natural phenomena</i>				
IDENTIFYING VARIABLES	<ul style="list-style-type: none"> Identifies variables of investigation but confuses dependent and independent variables 	<ul style="list-style-type: none"> Accurately identifies the relevant independent and dependent variables 	<ul style="list-style-type: none"> Accurately identifies and explains why dependent and independent are in the investigation, and describes how to control those variables. 	<ul style="list-style-type: none"> Accurately identifies and explains why the variables are dependent and independent in the investigation and identifies possible confounding variables and their potential effects
DEVELOPING PROCEDURES	<ul style="list-style-type: none"> Includes vague or incomplete lab procedures; or uses inappropriate tools, instruments, or types of measurement Experimental design is not aligned to the testable question 	<ul style="list-style-type: none"> Describes lab procedures including tools/ instruments used, but is not clear or detailed enough to be replicated Experimental design is related but not explicitly aligned to testable question 	<ul style="list-style-type: none"> Describes detailed, clear, and replicable lab procedures including tools /instruments, and types of measurements gathered Aligns experimental design with testable question 	<ul style="list-style-type: none"> Describes detailed, clear, and replicable lab procedures including rationale for using the tools /instruments and types of measurements gathered Explains the alignment between the experimental design and the testable question
COLLECTING DATA	<ul style="list-style-type: none"> Gathers data from a single trial of the experiment 	<ul style="list-style-type: none"> Gathers data from multiple trials of the experiment that are clearly outside the reasonable range 	<ul style="list-style-type: none"> Gathers data from multiple trials of the experiment that are not consistent within a reasonable range 	<ul style="list-style-type: none"> Gathers data from multiple trials of the experiment that are consistent within a reasonable range
REPRESENTING ANALYZING, AND INTERPRETING THE DATA <i>What is the evidence that the student can organize, analyze, and interpret the data?</i>				
REPRESENTING THE DATA	<ul style="list-style-type: none"> Generates spreadsheets, data tables, charts, or graphs but does not accurately summarize and/or display data 	<ul style="list-style-type: none"> Generates spreadsheets, data tables, charts, or graphs to accurately summarize and display data; format does not allow for examining the relationships between variables 	<ul style="list-style-type: none"> Generates spreadsheets, data tables, charts, or graphs to accurately summarize and display data to examine relationships between variables 	<ul style="list-style-type: none"> Generates multiple methods (spreadsheets, data tables, charts, graphs) to accurately summarize and display data to examine relationships between variables

USING MATHEMATICS AND COMPUTATIONAL THINKING (WHEN APPROPRIATE)	<ul style="list-style-type: none"> Expresses relationships and quantities (units) using mathematical conventions with major errors 	<ul style="list-style-type: none"> Expresses relationships and quantities (units) using mathematical conventions with minor errors 	<ul style="list-style-type: none"> Accurately expresses relationships and quantities (units) using appropriate mathematical conventions 	<ul style="list-style-type: none"> Accurately and consistently expresses relationships and quantities (units) using appropriate mathematical conventions
ANALYZING THE DATA	<ul style="list-style-type: none"> Attempts to analyze data using appropriate tools and techniques with MAJOR errors Does not use data to support claims Does not identify sources of error 	<ul style="list-style-type: none"> Analyzes data using appropriate tools and techniques with minor errors. Attempts to use data to make scientific claims Identifies sources of error in data analysis or collection 	<ul style="list-style-type: none"> Accurately analyzes data using appropriate tools and techniques Makes valid and reliable scientific claims using data. Identifies possible sources of error in data analysis or collection and states how error could have affected the results 	<ul style="list-style-type: none"> Accurately analyzes data using tools and techniques and explains patterns Makes valid and reliable scientific claims using data and connects to prevailing scientific theory Identifies possible sources of error in data analysis or collection, states how the error affects results, and suggests methods to minimize errors in future trials
GENERATING INTERPRETATIONS	<ul style="list-style-type: none"> Consistency of outcome with initial hypothesis is not compared Inferences drawn from data are absent 	<ul style="list-style-type: none"> Compares consistency of outcome with initial hypothesis but relationship between outcome and hypothesis is unclear Draws inferences from data without discussing strengths or weaknesses 	<ul style="list-style-type: none"> Compares consistency of outcome with initial hypothesis Explains the strengths OR weaknesses of the inferences drawn from data using grade appropriate techniques 	<ul style="list-style-type: none"> Compares and evaluates consistency of outcome with initial hypothesis Explains the strengths AND weaknesses of the inferences drawn from data using grade appropriate techniques
CONSTRUCTING AND COMMUNICATING CONCLUSIONS <i>What is the evidence that the student articulates their conclusion and effectively communicate conclusions?</i>				
CONSTRUCTING EVIDENCE BASED ARGUMENTS	<ul style="list-style-type: none"> Argument is missing or unclear; supporting data or scientific theory are missing 	<ul style="list-style-type: none"> Constructs a scientific argument and mentions data OR acceptable scientific content or theory but does not explain how it supports the claim 	<ul style="list-style-type: none"> Constructs a scientific argument, explaining how data and acceptable scientific content or theory support the claim 	<ul style="list-style-type: none"> Constructs and evaluates a scientific argument explaining how data and acceptable scientific content or theory support the claim
COMMUNICATING FINDINGS	<ul style="list-style-type: none"> Attempts to use multiple representations to communicate conclusions with inaccuracies or major inconsistencies with the evidence Implies conclusions with no discussion of limitations 	<ul style="list-style-type: none"> Uses multiple representations (words, tables, diagrams, graphs) to communicate conclusions with minor inconsistencies with the evidence States conclusions and general discussion of limitations 	<ul style="list-style-type: none"> References data (tables, diagrams, graphs) to communicate clear conclusions consistent with the evidence Explains conclusions with specific discussion of limitations 	<ul style="list-style-type: none"> Uses multiple representations (words, tables, diagrams, graphs) to communicate clear and specific conclusions consistent with the evidence Explains conclusions and impact of limitations or unanswered questions
FOLLOWING CONVENTIONS	<ul style="list-style-type: none"> Attempts to follow the norms and conventions of scientific writing with major, consistent errors, for example in the use of scientific/technical terms, quantitative data, or visual representations 	<ul style="list-style-type: none"> Follows the norms and conventions of scientific writing with consistent minor errors, for example in the use of scientific or technical terms, quantitative data, or visual representations 	<ul style="list-style-type: none"> Follows the norms and conventions of scientific writing including accurate use of scientific/technical terms, quantitative data, and visual representations 	<ul style="list-style-type: none"> Consistently follows the norms and conventions of scientific writing, including accurate use of scientific/technical terms, quantitative data, and visual representations

Envision Schools College Success Portfolio Performance Assessment: 12th Grade **SCIENTIFIC RESEARCH** (Science and Tech in Society)

SCORING DOMAIN	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
ARTICULATING A SCIENCE-RELATED ISSUE <i>What is the evidence that the student can articulate a clear issue and explain its scientific context?</i>	<ul style="list-style-type: none"> The scientific, social or technological significance of the issue is missing, vague, or unclear Scientific content is limited and/or contains inaccuracies Does not situate the issue within any other context 	<ul style="list-style-type: none"> The scientific, social or technological significance of the issue is clear, but lends itself to readily available answers Scientific content is limited but accurate Makes references to another context 	<ul style="list-style-type: none"> The scientific, social, or technological, significance of the issue is thoughtful and lends itself to a challenging research project Scientific content is clear, detailed and relevant Situates issue in a cultural, historical, and/or global context 	<ul style="list-style-type: none"> The scientific, technological or social significance of the issue is thought-provoking and lends itself to a challenging and interesting research project Scientific content is clear, detailed, accurate, and relevant, and conveys depth and breadth of knowledge on the topic Situates the issue within their genres: cultural, historical, global context and elaborates on the significance of the issue in these contexts
ARGUMENT <i>What is the evidence that the student can develop an argument?</i>	<ul style="list-style-type: none"> Argument is unclear or underdeveloped Makes unclear or irrelevant claims One claim dominates the argument and alternative or counter- claims are absent 	<ul style="list-style-type: none"> Makes a somewhat clear, but general argument Makes relevant claims Briefly alludes to questions or counter-claims 	<ul style="list-style-type: none"> Makes a clear and well developed argument Makes relevant claims that support the argument Acknowledges questions or counter-claims 	<ul style="list-style-type: none"> Makes a clear, well developed, precise, and nuanced argument Makes relevant and significant claims that support the argument Acknowledges and responds to questions or counter- claims to sharpen the argument
EVIDENCE <i>What is the evidence that the student can support the argument?</i>	<ul style="list-style-type: none"> Refers to evidence from few sources; some sources may not be relevant Limited use of data and/or examples Makes note of a general difference in perspectives on a topic without specific details 	<ul style="list-style-type: none"> Refers to limited evidence (textual, experimental, or multimedia) relevant to argument Data and/or examples are used to illustrate one point of view Briefly notes and dismisses inconsistent information or a difference among authors on the same topic 	<ul style="list-style-type: none"> Refers to sufficient and detailed evidence (textual, experimental, or multi- media) relevant to argument Data and/or examples are used to illustrate varying points of view Discusses inconsistent information and differences among authors on the same topic 	<ul style="list-style-type: none"> Refers to extensive and comprehensive evidence (textual, experimental, or multimedia) relevant to argument Data and/or examples are used to illustrate different points of view and justify the claim Weights and evaluates inconsistent information and differences among authors on the same topic

SCORING DOMAIN	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
ANALYSIS <i>What is the evidence that the student can analyze evidence?</i>	<ul style="list-style-type: none"> Restates information from multiple sources Expresses broad agreement with a source's perspective without assessing the strength or limitation of the source. 	<ul style="list-style-type: none"> Summarizes evidence from multiple sources related to the argument Minimally addresses the strength or limitation of one important source 	<ul style="list-style-type: none"> Synthesizes evidence from multiple sources related to the argument Assesses the strengths or limitations of most important sources to support the argument or claims 	<ul style="list-style-type: none"> Synthesizes and critiques evidence from multiple sources related to the argument Assesses the strengths and limitations of most important sources to support or refute the argument or claim
CONCLUSION <i>What is the evidence that the student can draw logical and sound conclusions?</i>	<ul style="list-style-type: none"> Conclusions are stated vaguely or generally, or are implausible Conclusions are overstated or overdrawn 	<ul style="list-style-type: none"> Conclusions are logical, and generally plausible; no further implications are raised Briefly notes limitations or unanswered questions 	<ul style="list-style-type: none"> Conclusions are logical and well supported; raises plausible implications Discusses limitations and/or unanswered questions 	<ul style="list-style-type: none"> Conclusions are logical, well supported, and insightful, and raise important implications Discusses limitations, unanswered questions, and/or considers alternative explanations
ORGANIZATION <i>What is the evidence that the student can clearly communicate ideas to others?</i>	<ul style="list-style-type: none"> Argument is not supported throughout text Ideas are disorganized, underdeveloped, or loosely sequenced No transitions are used 	<ul style="list-style-type: none"> Argument is evident but not consistently present throughout text Ideas are organized but not sufficiently developed or logically sequenced Transitions connect ideas with minor lapses 	<ul style="list-style-type: none"> Argument is presented clearly and consistently throughout text Sequence and organization reveal the reasoning and logic of the conclusions Transitions connect ideas 	<ul style="list-style-type: none"> Argument is presented clearly and consistently throughout text and guides the organization Sequence and organization enhance the reasoning and logic of the conclusions Transitions guide the reader through the development and reasoning of the claim
CONVENTIONS <i>What is the evidence that the student can accurately use scientific conventions to communicate ideas to others?</i>	<ul style="list-style-type: none"> Language and tone are inappropriate to the purpose and audience Attempts to follow the norms and conventions of scientific writing with major, consistent errors, for example in the use of scientific/technical terms, quantitative data, visual representations, or citation of sources 	<ul style="list-style-type: none"> Language and tone are appropriate to the purpose and audience with minor lapses Follows the norms and conventions of scientific writing with consistent minor errors, for example in the use of scientific or technical terms, visual representations, quantitative data, or citation of sources 	<ul style="list-style-type: none"> Language and tone are appropriate to the purpose and audience Follows the norms and conventions of scientific writing including accurate use of scientific/technical terms, quantitative data, visual representations, and citation of sources 	<ul style="list-style-type: none"> Language and tone are appropriate to the purpose and audience Consistently follows the norms and conventions of scientific writing, including accurate use of scientific/technical terms, quantitative data, visual representations, and citation of sources

SCORING DOMAIN	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
REFLECTION <i>What is the evidence that the student can deeply reflect on performance, growth as a learner and ability to apply this in the future?</i>	<ul style="list-style-type: none"> • Know: Explains the topic of class when artifact was assigned • Do: Explanation of process, decision-making and leadership skills is incomplete or unclear • Reflect: States what was done well and what could be improved upon 	<ul style="list-style-type: none"> • Know: Describes some context of class (learning goals, purpose of artifact or necessary skills) • Do: Briefly explains process, decision-making and leadership skills used during the task • Reflect: Explains how artifact impacted self as a learner 	<ul style="list-style-type: none"> • Know: Clearly states general learning goals and purpose of artifact, including academic skills needed to be successful • Do: Thoroughly explains process and decision-making, including Leadership Skills used during the task • Reflect: Describes how artifact impacted self & own future, including growth as a researcher or scientist 	<ul style="list-style-type: none"> • Know: Explicitly ties context of class to content and skill goals as well as purpose of artifact • Do: Explains process, decision-making and Leadership Skills with detail and through lens of thinking like expert in field • Reflect: Describes and analyzes how artifact impacted self & own future, including growth as a researcher or scientist

Envision Schools College Success Portfolio Performance Assessment: 10th Grade SCIENTIFIC RESEARCH (Science and Tech in Society)

SCORING DOMAIN	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
ARTICULATING A SCIENCE-RELATED ISSUE <i>What is the evidence that the student can articulate a clear issue and explain its scientific context?</i>	<ul style="list-style-type: none"> The scientific, social or technological significance of the issue is unclear Scientific content contains inaccuracies 	<ul style="list-style-type: none"> The scientific, social or technological significance of the issue is clear leading to readily available answers Scientific content is accurate and makes general connections to the issue 	<ul style="list-style-type: none"> The scientific, social or technological significance of the issue is clear leading to readily available answers Scientific content is accurate and discusses specific connections to the issue 	<ul style="list-style-type: none"> The scientific, social, or technological, significance of the issue is thoughtful and lends itself to a challenging research project Scientific content is accurate and includes a clear, detailed, and relevant discussion of the connection to the issue
ARGUMENT <i>What is the evidence that the student can develop an argument?</i>	<ul style="list-style-type: none"> Makes an unclear argument Makes unclear or irrelevant claims Expresses or implies no alternative or counterclaims 	<ul style="list-style-type: none"> Makes a general argument Makes a general claim that supports the argument Introduces alternative or counterclaims 	<ul style="list-style-type: none"> Makes a clear, specific argument Makes clear and specific claims that support the argument Discusses questions or counterclaims 	<ul style="list-style-type: none"> Makes a clear, specific, and well developed argument Makes clear, specific, and relevant claims that support the argument Addresses and explains questions or counter-claims
EVIDENCE <i>What is the evidence that the student can support the argument?</i>	<ul style="list-style-type: none"> Refers to evidence from few sources; some sources may be irrelevant Limited use of data and/or examples Expresses or implies no differences in perspective on a topic 	<ul style="list-style-type: none"> Refers to limited or general evidence (textual, experimental, or multimedia) relevant to argument Data and/or examples are used to illustrate one point of view Introduces a general difference in perspectives on a topic without specific details 	<ul style="list-style-type: none"> Refers to sufficient and specific evidence (textual, experimental, or multi-media) relevant to argument Data and/or examples with varying points of view are included Discusses inconsistent information or a difference among authors on the same topic 	<ul style="list-style-type: none"> Refers to sufficient and detailed evidence (textual, experimental, or multi-media) relevant to argument Data and/or examples are used to illustrate varying points of view Addresses inconsistent information and differences among authors on the same topic

SCORING DOMAIN	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
ANALYSIS <i>What is the evidence that the student can analyze evidence?</i>	<ul style="list-style-type: none"> Restates information from single source Expresses or implies broad agreement with sources. 	<ul style="list-style-type: none"> Restates information from multiple sources Minimally describes the strength or limitation of one important source 	<ul style="list-style-type: none"> Summarizes evidence from multiple sources related to the argument Discusses the strength or limitation of major sources of evidence 	<ul style="list-style-type: none"> Synthesizes evidence from multiple sources related to the argument Assesses the strengths or limitations of sources of evidence to support the argument or claims
CONCLUSION <i>What is the evidence that the student can draw logical and sound conclusions?</i>	<ul style="list-style-type: none"> Conclusions are unclear or are implausible Expresses or implies conclusions with no limitations or unanswered questions 	<ul style="list-style-type: none"> Conclusions are generally plausible; no further implications are raised Describes general limitations or unanswered questions 	<ul style="list-style-type: none"> Conclusions are logical and specific; raises plausible implications Describes specific limitations or unanswered questions 	<ul style="list-style-type: none"> Conclusions are logical, specific, and well supported; explains plausible implications Discusses limitations and/or unanswered questions
ORGANIZATION <i>What is the evidence that the student can clearly communicate ideas to others?</i>	<ul style="list-style-type: none"> Argument is not supported throughout text Ideas are unclear Ideas are presented without transitions 	<ul style="list-style-type: none"> Argument is presented inconsistently throughout text Ideas are loosely organized and sequenced, or underdeveloped Ideas appear disjointed due to few transitions 	<ul style="list-style-type: none"> Argument is presented consistently throughout text Ideas are organized and most are sufficiently developed or logically sequenced Ideas are connected using transitions with minor lapses 	<ul style="list-style-type: none"> Argument is presented clearly and consistently throughout text Sequence and organization reveal the reasoning and logic of the conclusions Ideas are connected through consistent use of transitions
CONVENTIONS <i>What is the evidence that the student can accurately use scientific conventions to communicate ideas to others?</i>	<ul style="list-style-type: none"> Language and tone are inappropriate to the purpose and audience Norms and conventions of scientific writing are not followed 	<ul style="list-style-type: none"> Language and tone are appropriate to the purpose and audience with major lapses Attempts to follow the norms and conventions of scientific writing with major errors, for example in the use of scientific/technical terms, quantitative data, visual representations, or citation of sources 	<ul style="list-style-type: none"> Language and tone are appropriate to the purpose and audience with minor lapses Follows the norms and conventions of scientific writing with minor errors, for example in the use of scientific or technical terms, visual representations, quantitative data, or citation of sources 	<ul style="list-style-type: none"> Language and tone are appropriate to the purpose and audience Follows the norms and conventions of scientific writing including accurate use of scientific/technical terms, quantitative data, visual representations, and citation of sources

SCORING DOMAIN	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
REFLECTION <i>What is the evidence that the student can deeply reflect on performance, growth as a learner and ability to apply this in the future?</i>	<ul style="list-style-type: none"> • Know: Explains the topic of class when artifact was assigned • Do: Explanation of process, decision-making and leadership skills is incomplete or unclear • Reflect: States what was done well and what could be improved upon 	<ul style="list-style-type: none"> • Know: Describes some context of class (learning goals, purpose of artifact or necessary skills) • Do: Briefly describes process, decision-making and leadership skills used during the task • Reflect: Explains how artifact impacted self as a learner 	<ul style="list-style-type: none"> • Know: Clearly states general learning goals and purpose of artifact, including academic skills needed to be successful • Do: Discusses process and decision-making, including Leadership Skills used during the task • Reflect: Describes how artifact impacted self including growth as a researcher or scientist 	<ul style="list-style-type: none"> • Know: Clearly explains the learning goals and purpose of artifact, including academic skills needed to be successful • Do: Thoroughly explains process and decision-making, including Leadership Skills used during the task • Reflect: Describes how artifact impacted self & own future, including growth as a researcher or scientist

Envision Schools College Success Portfolio Performance Assessment: *ORAL PRESENTATION*

SCORING DOMAIN	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
CONTENT AND PREPARATION	<ul style="list-style-type: none"> A lack of organization makes it difficult to follow the presenter's ideas. Draws on facts, experience, or research in a minimal way and/or it is unclear how they are related to the topic. 	<ul style="list-style-type: none"> Inconsistencies in organization and limited use of transitions may make it difficult to follow the presenter's ideas. Partially draws on facts, experience, and/or research that may be unclear how they are related to the topic. 	<ul style="list-style-type: none"> Presentation is organized with a beginning, middle, and end, and utilizes appropriate transitions. Draws on facts, experiences and research to express an understanding of the topic. 	<ul style="list-style-type: none"> Presentation is clearly and logically organized, with an engaging introduction, a logically sequenced body with effective transitions, and a clear and convincing conclusion. Facts, experience and research are synthesized to demonstrate an understanding of the topic.
PRESENTATION SKILLS	<ul style="list-style-type: none"> Makes minimal use of presentation skills, including body posture, language, eye contact, voice and timing. Uses language that is unsuited to the topic and audience Responses to the questions are vague and demonstrate a minimal command of the facts or understanding of the topic. 	<ul style="list-style-type: none"> Makes partial use of presentation skills, including body posture, language, eye contact, voice and timing. Uses language that is at times unsuited to the topic and audience Responses to the questions are limited and demonstrate a partial command of the facts or understanding of the topic. 	<ul style="list-style-type: none"> Demonstrates a command of presentation skills, including body posture, language, eye contact, voice and timing. Uses appropriate language that is suited to the topic and audience Responses relate to the questions and demonstrate an adequate command of the facts and understanding of the topic. 	<ul style="list-style-type: none"> Demonstrates consistent command of presentation skills, including body posture, language, eye contact, voice and timing that keep the audience engaged. Uses sophisticated and varied language that is suited to the topic and audience Responses to questions are precise and persuasive, demonstrating an in-depth understanding of the facts and topic.
OVERALL EFFECTIVENESS	<ul style="list-style-type: none"> Presenter lacks enthusiasm. Presenter's energy and affect are unsuitable for the audience and purpose of the presentation. 	<ul style="list-style-type: none"> Presenter shows minimal enthusiasm. Presenter's energy and/or affect are partially appropriate for the audience and purpose of the presentation. 	<ul style="list-style-type: none"> Presenter shows some enthusiasm. Presenter's energy and affect are appropriate for the audience and support the presentation. 	<ul style="list-style-type: none"> Presenter is consistently enthusiastic. Presenter maintains a presence and a captivating energy that is appropriate to the audience and purpose of the presentation.

Envision Schools College Success Portfolio Performance Assessment: *LEADERSHIP SKILLS*

SCORING DOMAIN	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
COLLABORATING PRODUCTIVELY. <i>Working together toward a common goal.</i>	<ul style="list-style-type: none"> Participate by <i>sharing</i> information and ideas with others to complete a given task. 	<ul style="list-style-type: none"> Contribute own ideas and appropriately respond to diverse points of view in order to create a shared plan of action to solve a problem or complete a given task. 	<ul style="list-style-type: none"> Assume shared responsibility, by leading and following, for the creation of a unified product or proposed solution through encouraging a range of ideas, establishing a collective plan of action, and completing individual responsibilities. 	<ul style="list-style-type: none"> Network locally and remotely with diverse peers, experts, and others to leverage collective expertise in the design and execution of an effective plan of action to solve a complex problem or complete an interdependent task.
THINKING CRITICALLY. <i>Thinking deeply in order to create new meaning.</i>	<ul style="list-style-type: none"> Respond to information and ideas through prior knowledge, personal experience, or emotional reaction. OR Identify the problem and apply an appropriate procedure to arrive at a solution. 	<ul style="list-style-type: none"> Analyze information and ideas within a source, problem or situation to develop a knowledge base. OR Use prior knowledge to identify the problem, select an appropriate procedure, arrive at a solution, and evaluate its reasonableness given the parameters of the problem or situation 	<ul style="list-style-type: none"> Analyze and evaluate information and ideas across a range of sources, problems, situations, and/or contexts to determine appropriate actions and develop a point of view. OR Use prior knowledge to identify a range of possible problems, root causes or solution paths, then select an appropriate procedure, arrive at a solution, evaluate its reasonableness given the parameters, and compare strategies with others. 	<ul style="list-style-type: none"> Analyze, evaluate, and synthesize information and ideas across a range of sources, problems, situations, and/or contexts to understand diverse points of view, deepen knowledge base, Set benchmarks for self to reach a goal, anticipate and strategize to overcome obstacles, independently revise as well as seek feedback from others to create a polished finished product with minimal errors. personal perspective, and make reasoned judgments. OR Analyze the nature of the problem to determine relevant and irrelevant information, create and implement an appropriate procedure, monitor its effectiveness, and make necessary adjustments to arrive at a viable solution or to deepen knowledge of the problem.
COMMUNICATING POWERFULLY. <i>Expressing yourself so that others understand</i>	<ul style="list-style-type: none"> Use a given medium to express basic information to an audience in an accurate manner. 	<ul style="list-style-type: none"> Use a given medium to present information and ideas clearly so that main points are relevant to the purpose and evident to an audience. 	<ul style="list-style-type: none"> Organize information, select and use an appropriate medium to effectively engage the target audience in a topic, point of view, argument, and/or creative work through the presentation of information and ideas. Listen to audience questions to ensure their understanding 	<ul style="list-style-type: none"> Deliberately use the features of a medium and knowledge of and response to the audience to achieve a desired result through skillful delivery of content: strategic, flexible, and responsible use of format, tone, rhetoric, information, and technical language.
COMPLETE PROJECTS EFFICIENTLY. <i>Finishing what you start with your best effort.</i>	<ul style="list-style-type: none"> Follow benchmarks to reach a goal by a deadline 	<ul style="list-style-type: none"> Follow benchmarks to reach a goal, identify basic needs for project completion, and use feedback from others to revise work by a deadline 	<ul style="list-style-type: none"> Set benchmarks for self to reach a goal, create a plan by identifying needs for project completion, seek feedback from others to revise work by a deadline. 	<ul style="list-style-type: none"> Set benchmarks for self to reach a goal, anticipate and strategize to overcome obstacles, independently revise as well as seek feedback from others to create a polished finished product with minimal errors.

Envision Schools College Success Portfolio Performance Assessment: *COLLEGE SUCCESS PORTFOLIO DEFENSE*

SCORING DOMAIN	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Mastery of Knowledge <i>What does this student know?</i>	<ul style="list-style-type: none"> Demonstrates limited content knowledge through some artifacts AND/OR context of each artifact is missing Provides unreliable evidence to support the thesis and arguments about the contents of the portfolio Knowledge described is limited to the context of school 	<ul style="list-style-type: none"> Demonstrates detailed content knowledge through some artifacts AND/OR explains only some context of each artifact Provides appropriate, but inconsistent evidence to support the thesis and arguments about the contents of the portfolio Somewhat relates knowledge to the explanation of the world around him/her 	<ul style="list-style-type: none"> Demonstrates detailed content knowledge through each artifact, including context of each artifact Provides appropriate and consistent evidence to support the thesis and arguments about the contents of the portfolio Relates knowledge to the explanation of the world around him/her 	<ul style="list-style-type: none"> Demonstrates content knowledge through each artifact that goes beyond what was learned in class, including context of each artifact Appropriate and consistent evidence is seamlessly interwoven into the presentation and defense to support the thesis and arguments about the contents of the portfolio Clearly relates knowledge to the explanation of the world around him/her
Application of Knowledge <i>What can this student do?</i>	<ul style="list-style-type: none"> Does not connect or apply learning from one area of study or point of view to another Thoroughly demonstrates evidence of the use and application of one 21st Century Leadership Skills¹ 	<ul style="list-style-type: none"> Connects learning from one area of study or point of view to another without describing application or significance Thoroughly demonstrates evidence of the use and application of two 21st Century Leadership Skills¹ 	<ul style="list-style-type: none"> Clearly connects and applies learning from one area of study or point of view to another Thoroughly demonstrates evidence of the use and application of three 21st Century Leadership Skills 	<ul style="list-style-type: none"> Clearly connects and applies learning from one area of study to another and one point of view to another Thoroughly demonstrates evidence of the use and application of all four 21st Century Leadership Skills
Meta-cognition <i>How reflective is this student?</i>	<ul style="list-style-type: none"> Does not allude to his/her growth, accomplishments and successes Somewhat acknowledges areas where future growth and/or cognitive growth and development are needed OR does not have a plan/strategy to manage their needs 	<ul style="list-style-type: none"> Briefly mentions his/her growth, accomplishments and successes Honestly acknowledges areas where future growth and/or cognitive growth and development are needed and has a superficial plan/strategy to manage their needs 	<ul style="list-style-type: none"> Recognizes and discusses his/her growth, accomplishments and successes Honestly acknowledges areas where future growth and/or cognitive growth and development are needed and discusses a concrete plan/strategy to manage their needs 	<ul style="list-style-type: none"> Recognition and discussion his/her growth, accomplishments and successes are thoroughly interwoven into presentation and reflection of each artifact Honestly acknowledges areas where future growth and/or cognitive growth and development are needed and has evidence of a concrete plan/strategy to manage their needs

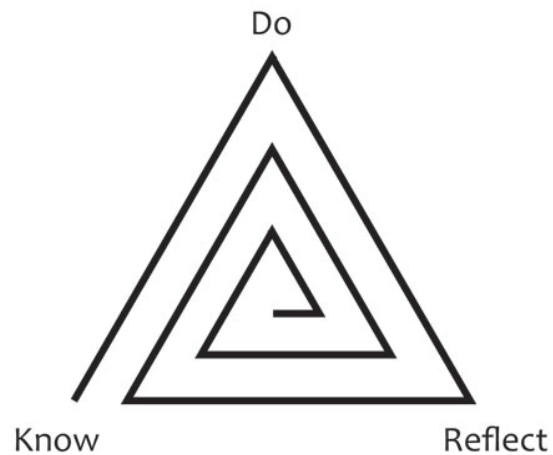
Presentation Skills <i>What is the evidence that the student can give a formal presentation?</i>	<ul style="list-style-type: none"> • A lack of organization makes it difficult to follow the presenter's ideas • Makes minimal use of presentation skills: body, posture, language, eye contact, voice and timing • Does not communicate clearly and uses language that is unsuited to the topic and audience • Digital and/or Visual elements unrelated to or do not help clarify the presentation 	<ul style="list-style-type: none"> • Inconsistencies in organization and limited use of transitions make it difficult to follow presenter's ideas at times • Makes partial use of presentation skills: body, posture, language, eye contact, voice and timing • Uses language that is at times unsuited conveying a thesis, ideas and opinions in defense of his/her learning • Occasionally refers to Digital and/or Visual elements to demonstrate his or her learning 	<ul style="list-style-type: none"> • Has clear and well--- organized presentation (with beginning, middle and end, and utilizes appropriate transitions) • Shows command of all presentation skills: body, posture, language, eye contact, voice and timing • Communicates clearly and uses effective language to convey a thesis, ideas and opinions in defense of his/her learning • Makes effective use of Digital and/or Visual elements to demonstrate his or her learning 	<ul style="list-style-type: none"> • Has clearly and logically organized presentation (with engaging introduction, logically sequenced body with effective transitions, and a clear and convincing conclusion) • Shows consistent command of all presentation skills: body, posture, language, eye contact, voice and timing that keep the audience engaged • Communicates clearly and uses sophisticated and varied language to convey a thesis, ideas and opinions in defense of his/her learning • Consistently makes effective use of Digital and/or Visual elements throughout the defense to demonstrate his or her learning
Questions and Comments <i>What is the evidence that the student can respond to spontaneous questions appropriately?</i>	<ul style="list-style-type: none"> • Responds to questions without actually answering/addressing them • Answers some questions from members of the panel without evidence/ examples 	<ul style="list-style-type: none"> • Responds to questions and comments from members of the panel • Some evidence/ examples given to support answers are unclear 	<ul style="list-style-type: none"> • Responds directly to questions and comments from members of the panel • Uses evidence/examples to convincingly support answers to questions 	<ul style="list-style-type: none"> • Responds directly to questions and comments from members of the panel and shows spontaneous thinking skills by making sophisticated connections • Uses evidence/examples from beyond the scope of the portfolio to convincingly support answers to questions

Additional Leadership Skills may be present, but student does not thoroughly demonstrate evidence of the use and application of those skills.

College Success Portfolio Defense

Envision Schools College Success Portfolio Defense 2015 -2016

Section 3 Defense Documents



Portfolio Artifact Reflection

Context for Reflection Questions

Because reflection is such an integral component of our model, at Envision Schools we ask students to reflect all the time, in many different ways. We also know that students get really good at complex cognitive skills like deep reflection when they get to practice multiple times without having to interpret new language or sift through some new protocol. The Portfolio Artifact Reflection Questions are designed to support students in practicing and getting really good at reflecting on the work that they will ultimately defend in their portfolios. The questions are now mapped directly to the defense so that once a student writes and revises a reflection for a teacher following their completion of an artifact, they should be able to use that exact document as their speaking points in the defense.

- These questions are used for all Portfolio Artifacts, regardless of discipline or grade level. This means teachers do not have to constantly write new reflection prompts and students get good at what the questions are asking of them.
- Reflections are written as part of the Artifact process, in the subject area class connected to the Artifact, during that unit.
- Approved reflections then can be used (without necessitating extensive revision) to guide student remarks during the Defense.

Competency: What is the competency associated with the artifact? Define/Explain it and describe the steps you take when doing that competency.

Context: What was the Essential Question or main focus of the unit? What was happening in the class leading up to the artifact? What were you doing? About what did the teacher want you to learn?

Content: What new knowledge did you gain? What do you now know because of the unit/artifact? (This is where you act like a teacher - define terms, explain who/what things are, prove how smart you are...)

Process: List and explain the steps that you took to complete this artifact.

Evidence: What part of the artifact serves as evidence of you doing the competency, learning the content, or demonstrating the leadership skill? How does this evidence prove your application of the skill or content?

Connections: How can you connect and apply learning from the artifact to the explanation of the world around you?

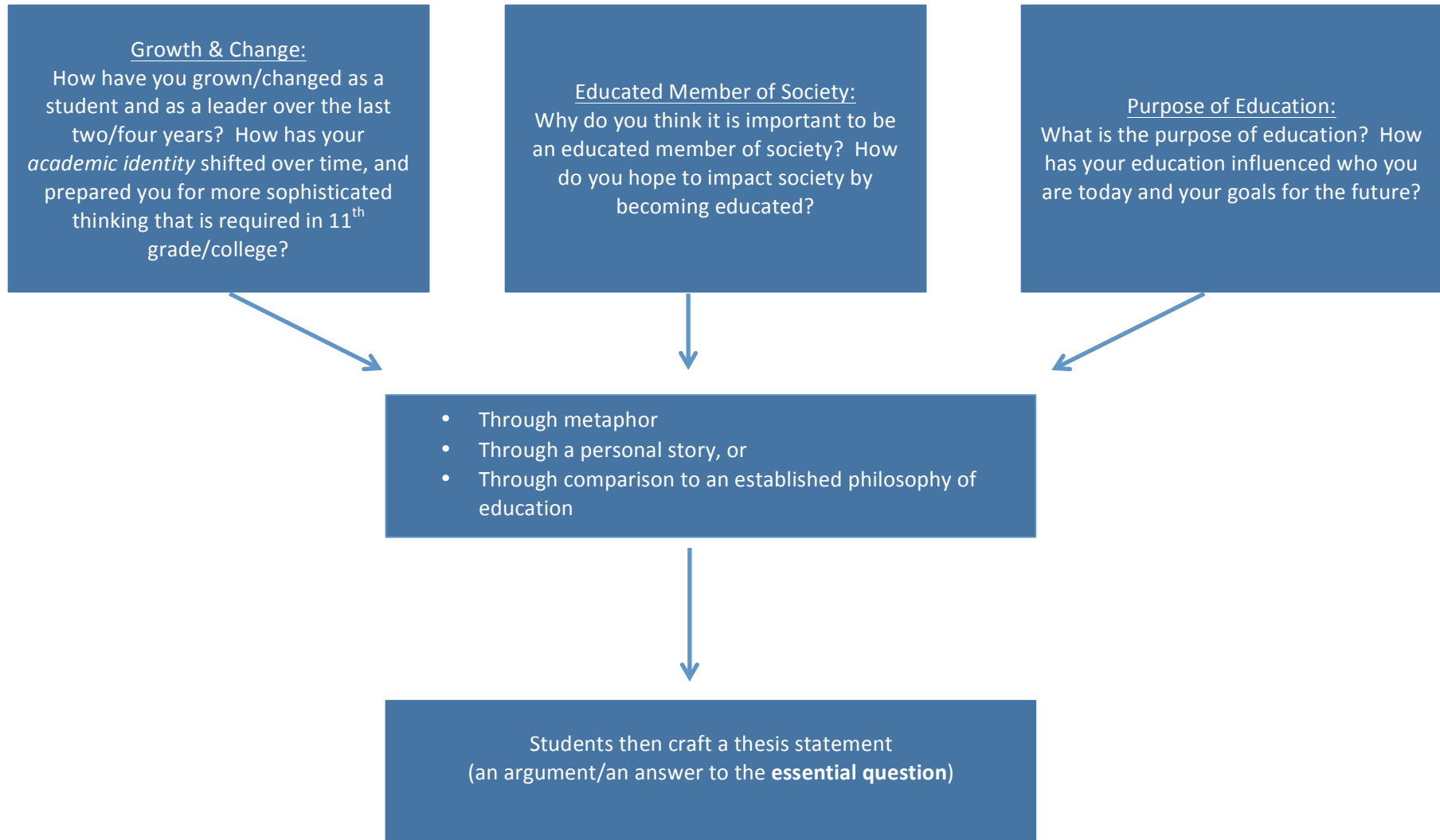
Connections: How can you connect and apply learning from the artifact from one area of study or academic class to another?

Leadership Skills: How did you use one of the 21st Century Leadership Skills in the process of completing this artifact?

Growths and Improvements: How did you grow as a student through this artifact? What are your next steps in order to continue to improve?

Essential Question Possibilities for Cover Letters

All cover letters will address an essential question. Here are three to choose from. You may choose one EQ as a school or grade level OR you may offer all three to students to choose from. Remember that teaching and scaffolding toward an EQ will be easier if your team chooses just one.



A Suggested Outline for your Cover Letter

Section 1: Your Educational Journey

- Name, grade, school, interests, goals and plans for the future beyond high school
- Where are you coming from? (Describe your educational journey through your strengths and challenges in school)
- Describe the purpose of the portfolio and why you think it is mandatory to move to upper division, or to graduate
- What is your answer to the Essential Question? (See previous page)
- What is your thesis/the argument you are making using a metaphor, personal story, or philosophy of education?
- How have your college work habits grown during your time in the upper division/lower division?
- How does this portfolio demonstrate that you are ready to move on to 11th grade/college? (This is your thesis statement).

Sections 2 - 4: Your Evidence In Sections 2 - 4, you *support, analyze, and connect*. (What do you know and what can you do?)

- Here you will insert the reflections from each of your artifacts. You have already written these! *Note you may need to go through and add analysis to have common thread in order to have your reflections prove your overall defense thesis.

Section 5: Your Synthesis (*how reflective are you?*) This is where you show for the last time, your *reflective* skills.

- Did you notice patterns or connections in your reflections? If so, how do these patterns affect your educational journey?
- What can you connect and build on when you get to 11th grade/college? What are your strengths and areas of growth? (Reconnect to thesis/argument)
- What is your strategic plan to continue improvement?
- What is your college plan? What have you learned about yourself as a learner?
- Explain how you will apply the leadership skills in the future. (Defined, usage, and forward planning)
- How will you apply the four core competencies in your future.
- How has your thinking about history, science, ELA, etc., evolved?
- What do you want to major in/study in college? How will this academic thinking help you?
- Restate and wrap up your thesis argument.

Once you've written your cover letter:

Now you will need to check for coherence, making sure that your cover letter flows well after inserting entire reflections from each of your artifacts.

- Read your cover letter from start to finish
- Make sure you carry your thesis/argument all the way through
- Check for transitions between and within each paragraph
- Take out unnecessary words or sentences that seem repetitive
- Add in words or sentences where ideas seem unclear

Benchmark and College Success Portfolio Defense Agenda (example)

As the culminating opportunity for students to demonstrate their learning and college readiness, students will identify and defend THREE of their **certified work artifacts** from completed artifacts in each course. Using this work as the body of evidence, the student will defend his or her mastery of the Envision Schools 21st Century Leadership Skills, and demonstrate how the presented work both meets the school's criteria for graduation and supports his or her personal and professional goals.

The Agenda

- | | |
|---|------------|
| • Welcome and Introductions | 2 minutes |
| • Overview of the Agenda, Norms and Role | 3 minutes |
| • Student's Introduction and Presentation of 1 st Artifact | 15 minutes |
| ○ Student's Defense of 1 st Artifact (Q and A) | 5 minutes |
| • Student's Presentation of 2 nd Artifact | 10 minutes |
| ○ Student Defense of 2 nd Artifact (Q and A) | 5 minutes |
| • Student's Presentation of 3 rd Artifact | 10 minutes |
| ○ Student Defense of 3 rd Artifact (Q and A) | 5 minutes |
| • Student's Conclusion | 5 minutes |
| • Final Overall Defense (Q and A) | 5 minutes |
| • Panel Deliberation and Assessment | 10 minutes |
| • Closing Discussion and Reflection | 5 minutes |

* These times are based on the increased rigor of the 12th grade College Success Portfolio. 10th grade Benchmark Portfolio defenses will most likely be shorter.

Benchmark and College Success Portfolio Oral Defense Checklist (example)

Name of Student: _____

Committee members: _____

Date/Time/School: _____

Oral Defense Assessment Criteria

The members of the Oral Defense Committee assess a student's performance on the following criteria:

What does this student know? (Mastery of Knowledge)

- ☐ Student demonstrates detailed content knowledge through each artifact, including the context of each artifact.
- ☐ Student provides appropriate and consistent evidence to support the thesis and arguments about the contents of the portfolio.
- ☐ Student relates knowledge to the explanation of the world around him or her.

What can this student do? (Application of Knowledge)

- ☐ Student connects and applies learning from one area of study **or** point of view to another.
- ☐ Student demonstrates evidence of the use and application of the 21st Century Leadership Skills:

Collaborate Productively

Think Critically

Communicate Powerfully

Complete Projects Effectively

How reflective is this student? (Metacognition)

- ☐ Student recognizes his or her growth, accomplishments and successes.
- ☐ Student honestly acknowledges areas where further personal and/or cognitive growth and development are needed, and has a plan or strategy to manage their needs.

Presentation Skills

- ☐ Student has clear and well-organized presentation.
- ☐ Student shows a command of presentation skills: body posture, language, eye contact, voice and timing.
- ☐ Student communicates clearly and uses effective language to convey a thesis, ideas and opinions in defense of his or her learning.
- ☐ Student makes effective use of Digital and/or Visual elements to demonstrate his or her learning.

Student's Response to Questions and Comments

- ☐ Student directly responds to questions and comments from members of the panel.
- ☐ Student uses evidence/examples to convincingly support answers to questions.

Portfolio Defense Checklist & Scoring Sheet

Student Name: _____ Panel Member Name: _____

☐ Resubmit ☐ Pass ☐ Distinction

Introduction and Argument		
<input type="checkbox"/>	Student presents a clear and well-developed argument for readiness that orients and organizes presentation.	

Artifact #1:		Competency:	
		Indicator from Defense Rubric	Evidence from Defense
What does the student KNOW? <i>Mastery</i>	<input type="checkbox"/>	Student defines and explains the competency associated with the artifact.	
	<input type="checkbox"/>	Student demonstrates comprehensive understanding of the context in which the artifact was assigned.	
	<input type="checkbox"/>	Student demonstrates detailed content knowledge through the artifact – academic content.	
	<input type="checkbox"/>	Student presents evidence from the artifact and process appropriately and consistently to support the argument for readiness, and claims about the contents of the portfolio.	
	<input type="checkbox"/>	Student relates knowledge to the explanation of the world around him / her. (<i>e.g. answering the essential question of the artifact</i>)	
What can the student DO? <i>Application</i>	<input type="checkbox"/>	Student connects and applies learning from one area of study, discipline, or class to another.	
	<input type="checkbox"/>	Student demonstrates evidence of the use and application of the 21st Century Leadership Skills.	<input type="checkbox"/> <i>Think Critically</i> <input type="checkbox"/> <i>Collaborate Productively</i> <input type="checkbox"/> <i>Communicate Powerfully</i> <input type="checkbox"/> <i>Complete Projects Effectively</i>
How REFLECTIVE is the student? <i>Metacognition</i>	<input type="checkbox"/>	Student recognizes his or her challenges/growth areas, accomplishments or successes.	

Notes/Questions

Artifact #2:		Competency:	
		Indicator from Defense Rubric	Evidence from Defense
What does the student KNOW? <i>Mastery</i>	<input type="checkbox"/>	Student defines and explains the competency associated with the artifact.	
	<input type="checkbox"/>	Student demonstrates comprehensive understanding of the context in which the artifact was assigned.	
	<input type="checkbox"/>	Student demonstrates detailed content knowledge through the artifact – academic content.	
	<input type="checkbox"/>	Student presents evidence from the artifact and process appropriately and consistently to support the argument for readiness, and claims about the contents of the portfolio.	
	<input type="checkbox"/>	Student relates knowledge to the explanation of the world around him / her. <i>(e.g. answering the essential question of the artifact)</i>	
What can the student DO? <i>Application</i>	<input type="checkbox"/>	Student connects and applies learning from one area of study, discipline, or class to another.	
	<input type="checkbox"/>	Student demonstrates evidence of the use and application of the 21st Century Leadership Skills.	<input type="checkbox"/> <i>Think Critically</i> <input type="checkbox"/> <i>Collaborate Productively</i> <input type="checkbox"/> <i>Communicate Powerfully</i> <input type="checkbox"/> <i>Complete Projects Effectively</i>
How REFLECTIVE is the student? <i>Metacognition</i>	<input type="checkbox"/>	Student recognizes his or her challenges/growth areas, accomplishments or successes.	

Notes/Questions

Artifact #3:		Competency:	
		Indicator from Defense Rubric	Evidence from Defense
What does the student KNOW? <i>Mastery</i>	<input type="checkbox"/>	Student defines and explains the competency associated with the artifact.	
	<input type="checkbox"/>	Student demonstrates comprehensive understanding of the context in which the artifact was assigned.	
	<input type="checkbox"/>	Student demonstrates detailed content knowledge through the artifact – academic content.	
	<input type="checkbox"/>	Student presents evidence from the artifact and process appropriately and consistently to support the argument for readiness, and claims about the contents of the portfolio.	
	<input type="checkbox"/>	Student relates knowledge to the explanation of the world around him / her. <i>(e.g. answering the essential question of the artifact)</i>	
What can the student DO? <i>Application</i>	<input type="checkbox"/>	Student connects and applies learning from one area of study, discipline, or class to another.	
	<input type="checkbox"/>	Student demonstrates evidence of the use and application of the 21st Century Leadership Skills.	<input type="checkbox"/> <i>Think Critically</i> <input type="checkbox"/> <i>Collaborate Productively</i> <input type="checkbox"/> <i>Communicate Powerfully</i> <input type="checkbox"/> <i>Complete Projects Effectively</i>
How REFLECTIVE is the student? <i>Metacognition</i>	<input type="checkbox"/>	Student recognizes his or her challenges/growth areas, accomplishments or successes.	

Notes/Questions

Overall Reflection and presentation Skills		
<input type="checkbox"/>	Student honestly acknowledges areas where further personal and/or cognitive growth and development are needed, and has a plan or strategy to manage their needs.	
<input type="checkbox"/>	The presentation is well organized and the supporting materials contribute to its clarity.	
<input type="checkbox"/>	Student shows a command of presentation skills: body posture, language, eye contact, voice and timing.	
<input type="checkbox"/>	Student shows enthusiasm, and energy and affect are appropriate for the audience, as well as supports the presentation.	
<input type="checkbox"/>	Makes effective use of Digital and/or Visual elements to demonstrate his or her learning evidenced in the portfolio.	

Notes/Questions

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