Pocatello/Chubbuck School District #25

High School Portfolio & Senior Project Handbook

Revised December 2010

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High School Portfolio and Senior Project Handbook

Purpose Statement
Students in the Pocatello/Chubbuck School District will learn and apply a variety of knowledge and skills required for post-secondary success. A completed High School Portfolio, required for each student, will serve as record of these skills. The senior project allows students to demonstrate their ability to apply their skills and educational experiences.

High School Portfolio Philosophy
Throughout high school, designated assignments will be created and/or scanned into e-CIS, an electronic portfolio. The High School Portfolio Self Assessment Checklist will be completed and submitted by the student at the time of the oral presentation and prior to graduation to serve as documentation of skills acquired in high school. Students will then be able to use their High School Portfolio as verification of skills when applying for colleges, jobs, etc.

Senior Project Philosophy
This culminating high school learning experience will give each student the opportunity to apply and showcase the 21st Century Skills needed to excel in post-secondary education and the workplace. Students will utilize a range of intellectual, social, and life skills in their pursuit of developing lifetime learning habits and interests.

Goals
The purpose of the High School Portfolio is to provide a tangible representation of the skills and knowledge that students have acquired in high school that will be useful in their post-secondary experiences. The overall goal of the senior project is to assure that each student creates a high-quality project that combines real-world experience with focused research, resulting in a research paper and oral presentation that applies the rigor, relevancy, and relationship attributes that were the focus of high school.

The activities outlined as part of the High School Portfolio and senior project address the following Idaho Achievement Standards:
- Standard 1: Reading Process
  - Goal 1.8: Vocabulary and Concept Development
- Standard 2: Comprehension/Interpretation
  - Goal 2.2: Acquire Skills to Comprehend Expository Text
- Standard 3: Writing Process
  - Goal 3.1: Acquire Prewriting Skills
  - Goal 3.2: Acquire Skills for Writing a Draft
  - Goal 3.3: Acquire Skills for Revising a Draft
  - Goal 3.4: Acquire Skills for Editing a Draft
  - Goal 3.5: Acquire Skills to Publish Writing

- o Standard 4: Writing Applications
  - Goal 4.2: Acquire Expository (Informational/Research) Writing Skills
- o Standard 5: Writing Components
- o Standard 6: Communication
  - Goal 6.1: Acquire Listening Skills
  - Goal 6.2: Acquire Speaking Skills
  - Goal 6.3: Acquire Viewing Skills

Who does it?
Students who graduate in 2013, who receive a diploma from the Pocatello/Chubbuck School District, must complete all components of the senior project and High School Portfolio.

Why is it required?
Effective for all students that enter the ninth grade in the fall of 2009 or later, the Idaho State Board of Education requires completion of a senior project for graduation.

What are the requirements?
To fulfill the goal of graduating well-prepared students, the Pocatello/Chubbuck School District is requiring students to complete a High School Portfolio. Students will take a series of inventories to help them relate their personality, skills, and strengths to future careers. They will complete job shadows. They will strengthen their writing skills and learn how to do research. Verification of these activities will be kept in their High School Portfolio. Finally, during their senior year, they will write a research paper and deliver an oral presentation.

How will the student benefit?
Students need more than academic skills to excel in college and the workplace. Skills such as being able to communicate effectively, take initiative, show self direction, demonstrate original thinking skills, and creatively solve problems will not only increase self-confidence, but enhance one's employability. Partnership for 21st Century Skills describes these as the life and career skills necessary for today's work environment. Students' high school experiences will give them the opportunity to refine and showcase these skills before graduation.

What are 21st Century Skills? http://www.21stcenturyskills.org
- Critical Thinking and Problem Solving
- Communication
- Creativity and Innovation
- Collaboration
- Information and Media Literacy
- Contextual Learning

Commonly Asked Questions and Answers

Question: When will students complete the requirements of the senior project?

Answer: Students will begin building their High School Portfolio in the Freshmen Seminar class. The research report and oral presentation will be included as part of English 12B, English 101, or AP Lit/Comp.

Question: **What is a High School Portfolio?**

Answer: A High School Portfolio is a collection of specific assignments that a student has completed each year in high school. The assignments, which include resumes, applications, various forms of writing, etc., reflect the skills that a student will need and use after graduation from high school. A list of requirements for the High School Portfolio can be found on page 8.

Question: **Students are already stressed with all of the work that is required. Why make them do additional work for their High School Portfolio?**

Answer: The assignments included in the High School Portfolio are not in addition to regular course work. They are a required part of the Freshmen Seminar and English curriculums. The only difference is that specific assignments will be saved electronically and recorded in e-CIS. This allows the student to keep a record of important skills that have been learned or applied.

Question: **What is Freshmen Seminar? Is it required for all students?**

Answer: Freshmen Seminar is a class **required for all freshmen students**. This course provides an overview of the life skills needed to succeed in high school, college, and the workplace. The course includes career and interest inventories, knowledge of resources available to them within their school and community, learning effective communication and self advocacy skills, as well as time management and effective study techniques. In addition, students will complete resumes and learn what skills are prerequisite for higher education and jobs. The curriculum is designed to help students learn how their choices today impact their future.

Question: **My GPA is high and I've met proficiency on my ISATs. Do I still have to do the senior project to graduate?**

Answer: Yes. All students in the Pocatello/Chubbuck School District must meet "standard" according to the grading criteria on all components of the senior project and High School Portfolio to graduate. The senior project is required by the Idaho State Board of Education.

Question: **Do I have to complete all of the components, and meet every standard, including the presentation, to pass the senior project requirement?**

Answer: Yes. Every standard must be met to fulfill the graduation requirement.

Question: **What happens if I don't meet the requirements of the senior project?**

Answer: Students who have not fulfilled the requirements of the senior project will not graduate. Administration and/or counselors will meet with the student and parent/guardian to decide what extra help and guidance is needed for the student to complete the project. Every effort will be made to help the student fulfill this requirement. However, if standards are not met on all components before graduation, the student will not earn a diploma nor participate in graduation ceremonies.

Accommodations required for students on an Individual Education Plan (IEP), 504, or Educational Learning Plan (ELP) for limited English proficient students will be discussed by the applicable team and put in the student's official plan. All staff will be notified of any required accommodations.

Senior Project Parameters

Senior Project
All students will be required to complete the senior project in English 12B, English 101 or AP Lit/Comp. The senior project includes:

- High School Portfolio
- Oral presentation of the project
- 4-5 page research paper

Provisions will be made for Special Education students. They will have the option to complete their senior project in either their Basic English class or English 12B, whichever is determined to be most appropriate for the student.

Administrative Role
Although all seniors are required to fulfill the same senior project requirements, the process of administering and fulfilling the parameters may differ slightly from school to school. High school principals will have the discretion to assign administrative responsibility of the senior project within their school.

Students Receiving Special Services
Students receiving Special Services may require accommodations and/or adaptations to complete their work. Accommodations required for students on an IEP, 504, or ELP plan will be discussed by the applicable team and put in the student's official plan. All staff will be notified of any required accommodations.

Limited English Proficient Students
Students who have an Educational Learning Plan and/or are receiving services at the high school may require accommodations and/or adaptations to complete their work. The teacher will consult with the student's case manager about any necessary accommodations and/or adaptations.

Transfer Students
Students who transfer into Pocatello/Chubbuck School District and are given junior, sophomore, or freshman standing will be required to complete all relevant components of the High School Portfolio and senior project. Seniors who transfer after the second week of the second trimester may be exempted from some of the requirements provided they are within one trimester of graduation.

High School Portfolio Self-Assessment Checklist

To assist in completing the High School Portfolio in a timely manner, please record the completion date of each component below. Submit this checklist to your teacher at the time of your oral presentation.

Freshman Year	Sophomore Year
The following components will be completed in the Freshmen Seminar class. _____Reflective paper _____Job shadow _____Copy of thank you note _____Resume' (skills and aptitude) checklist _____Job application _____Inventories _____Five-year plan	_____Expository essay (English class) _____Cover letter (English class) _____Resume' (English class) _____Update five-year plan (Counselor)
Junior Year	**Senior Year**
_____Persuasive/Argumentative research paper (English class) _____Update resume' (English class) _____Update cover letter (English class) _____College Entrance Test _____Update five-year plan (Counselor)	The following components will be under the direction of English 12B, English 101 or AP Lit/Comp. _____Research paper that meets specified guidelines/rubric (See Research Paper checklist page 9) _____Senior project oral presentation that meets specified guidelines/rubric _____Update resume' and cover letter _____Complete High School Portfolio Self-Assessment Checklist and submit at the time of your oral presentation

Signatures verify completion of the High School Portfolio:

Student Signature_____

I have verified that my student has successfully completed his/her High School Portfolio as evidenced by the High School Portfolio Self-Assessment Checklist.

Parent Signature_____

Research Paper Checklist

When you can answer "Yes" to all checklist items, attach this to your research paper and submit to your teacher by the published due date.

Yes	No	
Yes ☐	No ☐	Plagiarism (not giving credit to sources used) is grounds for failure
Yes ☐	No ☐	Paper maintains a strong voice which reflects your style of writing, not that of your sources
Yes ☐	No ☐	Length: 4-5 pages of text (not including cover page and Works Cited page)
Yes ☐	No ☐	Typed, double-spaced, 12 font, one inch margins (MLA formatted)
Yes ☐	No ☐	Works Cited page lists a variety and a minimum of four (4) sources. Works Cited page follows MLA formatting guidelines (see Writing Handbook). You can answer "Yes" to all of the questions on the Works Cited Checklist (See page 10)
Yes ☐	No ☐	Smooth integration of research (quotes, paraphrasing) with your own writing; accurate use of parenthetical (in-text) citations
Yes ☐	No ☐	Ran spell and grammar check and manually read through carefully; had other students (peers) and adults help with proofreading your paper

Student Signature_____ Date_____

Works Cited Checklist

Student_____Teacher_____

Project Title_____

Here is a list of the criteria on which your "Works Cited" page will be evaluated. Use this checklist as a guide to complete the "Works Cited" page successfully.

Yes	No	Works Cited Requirements
		Document is word processed using 12 font.
		Document is on a separate piece of paper; the last page of your paper (not included in the 4-5 page requirement).
		The words Works Cited are centered on the first line and capitalized correctly. This is in the same font as the rest of the document; it is not underlined, bolded, or italicized.
		The entire page is double-spaced (no single, triple, or quad spacing).
		Sources are listed alphabetically by author's last name (if no last name, use title first).
		Source information for each item is complete, with the necessary information for the type of resource you are citing (see Writing Handbook).
		Dates are printed correctly (i.e. 8 Aug. 2010). Remember the period after the month abbreviation.
		Each entry ends with a period.
		All punctuation is correct, including commas and periods.
		For internet articles/websites, type the name of the web page/homepage in italics. Type the name of the publisher in normal print.
		At the end of each entry, type the source format (i.e., Web, Print, DVD). If it is a Web source, include the access date (the date you found the page) at the very end.
		If an individual citation runs onto more than one line of text, indent the second or third lines on the left margin (one tab).

Senior Project Oral Presentation General Requirements

The following are the general requirements for the senior project oral presentation:

1. The oral presentation should be 5–10 minutes in length, concluded with additional time for questions.

2. One professional quality visual aid is required.

3. Guidelines for the oral presentation, including set-up and take-down, will be provided by the senior English teacher. Students must carefully follow all guidelines.

4. Oral presentations by students receiving Special Services will be handled in the same manner, so as to ensure they receive the same experience and opportunity as all other students. Appropriate adaptations of expectations and requirements may be determined by the individual student's IEP, ELP or 504 plan.

5. The oral presentation will be assessed using the Presentation Assessment Tool. In order to meet standard, students will need to receive an average score of 20 points.

6. Students may be allowed one additional opportunity to present in order to improve their score.

Presentation Assessment Tool

	BELOW STANDARD (1 point)	AT STANDARD (2 points)	ABOVE STANDARD (3 points)
Preparation	☐ Appears disorganized and seems unfamiliar with content**.**	☐ Ideas are organized. Appears practiced and prepared to present**.**	☐ Ideas are clearly organized, developed, and supported to achieve a purpose; the purpose is clear.
Delivery	☐ Dependence on notes or visuals is excessive: reads rather than presents.	☐ Delivers and does not "read" presentation.	☐ Presents in a natural, relaxed manner.
Appearance	☐ Clothing choices and appearance seem out-of-place or disrespectful to audience.	☐ Clothing choices and appearance are appropriate and respectful to the audience.	☐ Clothing choices and appearance are professional and suggest an awareness of expectations.
Non-Verbal Communication	☐ Variation in expression and eye contact are minimal.	☐ Uses facial expressions and eye contact to engage audience.	☐ Consistently uses meaningful facial expressions and eye contact.
	☐ Gestures are distracting and/or inappropriate.	☐ Uses gestures to enhance presentation.	☐ Gestures enliven presentation.
Verbal Communication	☐ Mumbles, speaks too fast to understand words, and/or is inaudible.	☐ Generally articulates well, with comfortable pace and appropriate volume.	☐ Consistently has good articulation, well-paced and easy to hear.
Language	☐ Language is limited; peppered with slang, jargon, or filler words; too complex or dull.	☐ Language is appropriate, though not particularly vivid or precise.	☐ Language is vivid, precise and sophisticated.
Visual Aids	☐ Use of technology/visual is distracting and/or does not support presentation.	☐ Integrates technology and/or audio-visuals into presentation. Use of technology/visual supports presentation.	☐ Creatively integrates technology/visual into the presentation.
Responsiveness to Questions	☐ Responses to audience questions may be undeveloped or unclear.	☐ Responses to audience questions are generally relevant but little elaboration is offered.	☐ Responses to audience questions are focused and relevant. Uses paraphrasing and restating when needed.
Content	☐ Did not cover his/her topic sufficiently.	☐ Covered his/her topic sufficiently.	☐ Covered his/her topic with elaboration.

Comments: