PORTFOLIO AND CAPSTONE GUIDEBOOK

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FOREWORD

Colorado is dedicated to preparing students to enter the workforce with the knowledge and skills to be successful in a rapidly changing economy. Between 2010 and 2020, new jobs in Colorado that require a postsecondary education or training will grow by 716,000, while jobs for high school graduates will grow by 268,000. By 2020, 74% of all jobs in Colorado (3 million jobs) will require education beyond high school: 32% will require some college, an associate's degree or certificate; 29% will require a bachelor's degree; and 12% will require a master's degree or better.[1]

To ensure that the state's graduates are postsecondary and workforce ready, the State Board of Education adopted the *Colorado High School Graduation Guidelines ("the Guidelines")* in May, 2013. The *Guidelines* outline the minimum components, expectations and responsibilities of local districts and the state to support students in attaining their high school diploma while also including:

- Alignment with the description of postsecondary and workforce readiness (http://www.coloradostateplan.com/Counseling/PWRdescription.pdf);
- Alignment with the postsecondary academic admission standards for public four-year institutions (http://highered.colorado.gov/Publications/Policies/current/i-partf2019.pdf);
- Recognition of multiple and diverse pathways to a diploma;
- Articulation through a standards-based education system;
- Attainment of skills necessary to succeed in the 21st century (http://www.coloradoedinitiative.org/our-work/next-generation-learning/vision/; and
- Importance of academic and career planning.

Each local school district's Board of Education retains the authority to develop its own high school graduation requirements, so long as those local high school graduation requirements meet or exceed any minimum standards or basic core competencies or skills identified by the Colorado State Board of Education.

The *Guidelines* allow schools and districts the **option** to use portfolios and capstone projects to determine students' college and career readiness by demonstrating academic competencies in English, math, science and social studies. Further, the *Guidelines* expect local district high school graduation requirements to include student demonstrations of 21st Century skills: critical thinking and reasoning, information literacy, collaboration, self-direction, and invention (http://www.cde.state.co.us/sites/default/files/documents/cdelib/librarydevelopment/schoollibraries/downloads/pdf/21stcenturyskillsbrochure.pdf). Because portfolios capture the milestones for content learning and support the development of 21st century skills, they are recommended to complement student capstone experiences.

The first Colorado high school class to graduate under the *Guidelines* will be the class of 2021. In order to to reach this target, local boards of education are encouraged to adopt local graduation requirements that meet or exceed the Colorado High School Graduation Guidelines during the 2015-16 academic year. The local graduation requirements indicate the minimum academic competencies needed for students to demonstrate postsecondary workforce readiness and the types of measures the district will use to determine attainment.

To assist district and school practitioners that choose to include capstones and portfolios in their local graduation guidelines, the Colorado Department of Education partnered with the Asia Society's

[1] Georgetown University, Job Growth and Education Requirements, 2013

International Studies Schools Network (ISSN) to convene a statewide working and advisory group, charged with writing this *Portfolio and Capstone Guidebook*. The ISSN is a national network of design-driven public schools that are achieving success in attaining their core mission: to develop college-ready, globally competent high school graduates. ISSN schools have designed a robust approach to performance-based learning and assessment. This *Guidebook* is designed for Colorado's educators to inform the design, implementation, and internal ongoing program evaluation of their district and/or school portfolio and capstone initiatives.

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OVERVIEW

The intent of this guidebook is to offer schools and districts useful resources and tools to support the development of quality portfolio and/or capstone systems as part of their graduation requirements. The guide also includes tools and suggestions to support school and district teams as they design, implement, and eventually monitor and refine their portfolio and/or capstone projects. The guide includes a range of examples of portfolio products and capstone experiences. **By no means are the examples or suggestions the only way for schools or districts to implement the Graduation Guidelines**. Instead, this guidebook is meant to offer illustrative examples and ideas to help teams get started.

ORGANIZATION OF THE GUIDEBOOK

This guidebook begins with an **INTRODUCTION** that defines portfolios and capstone projects, details how these two types of performance assessments align to the *Colorado High School Graduation Guidelines* (http://www.cde.state.co.us/sites/default/files/documents/secondaryinitiatives/downloads/adoptedgraduationguidelines2013.pdf) and describes how schools and/or districts can maximize student learning by initiating the two projects in unison. The **DESIGN** section guides readers through establishing a collaborative design team and conceptualizing key components of a local portfolio and/or capstone initiative. The **PLAN** section makes recommendations about how to plan for a successful implementation. The **IMPLEMENT AND MONITOR** section discusses gathering information and making appropriate adjustments throughout the initial implementation process. Measuring the effectiveness of the initiative is addressed in the **EVALUATE** and **ENHANCE** section. Tools and examples are provided in the final two sections of the *Guidebook*, **APPENDICES** *and* **RESOURCES**.

DEFINITIONS AND ABBREVIATIONS

Terms and abbreviations used in this document are defined in table 1 below.

Term	Definition
21st Century skills	21st Century skills include critical thinking and reasoning, information literacy, collaboration, self-direction, and invention.
Assessment	Process to measure performance against a set of clearly defined outcomes.
Capstone	The culminating exhibition of a project, performance, or structured experiences that demonstrates learning of pre-determined outcomes.
Competency	Demonstrated application and transfer of knowledge and skills across unique settings according to established desired outcomes.
Formative Assessment	Continuous review and feedback regarding progress towards achieving a set of clearly defined outcomes.
Evaluation	Review of the effectiveness of a program.
Individual **C**areer and **A**cademic **P**lan (**ICAP)**	The **I**ndividual **C**areer and **A**cademic **P**lan assists a student and his or her parent or legal guardian in exploring the postsecondary career and educational opportunities available to the student, by aligning course work and curriculum, applying to postsecondary education institutions, securing financial aid, and ultimately entering the workforce.
Portfolio	A purposeful collection of student's individual work that exhibit his or her efforts, progress and/or achievements over time, and against a set of clearly defined outcomes.
Postsecondary and Workforce Readiness	The knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and compete in the global economy including content knowledge, learning and behavior skills.
Service-learning	Service-learning is an evidence-based teaching and learning strategy that integrates meaningful service with youth leadership, academic instruction, and guided reflection to

	enrich the learning experience, teach civic and personal responsibility, and strengthen communities.
Summative Assessment	Final measure of performance against a set of clearly defined outcomes.

Table 1. Frequently used terms and abbreviations

INTRODUCTION

Colorado's Graduation Guidelines provide a unique opportunity for local districts to determine how they will measure student achievement beyond formal test scores. The use of portfolio and capstone projects allows flexibility to identify the competencies students will demonstrate (what we want students to know and be able to show) and the means by which those competencies will be assessed. Districts decide if these approaches meet the needs of their students, and if they have the capacity to implement such systems.

It is helpful to start by articulating how portfolios and capstones are defined and classified in this *Portfolio and Capstone Guidebook* while detailing their alignment to the *Colorado High School Graduation Guidelines*.

PORTFOLIOS

A portfolio is a purposeful collection of students' individual work that exhibit their efforts, progress and achievements over time against a set of clearly defined outcomes. Charlotte Danielson and Leslye Abrutyn identify different types of portfolios. These classifications illustrate how various portfolios can address unique purposes. These include but are not limited to: Working, Assessment, Employment, and College Admission.[2] Each type of portfolio can be used to fulfill different requirements of the *Colorado's High School Graduation Guidelines.* Table 2 below details how different types of portfolio align to the guidelines.

Type	Description	*Guideline* Alignment
Working	An intentional collection of student "work-in progress" guided by learning objectives. The working portfolio complements the assessment portfolio.	A working portfolio is a *tool* for students to collect work that demonstrates 21st Century skills, and/or competency in English, mathematics, science and/or social studies. Further, because students can receive formative feedback on their work and have the opportunity to reflect and revise, the working portfolio aligns with the guidelines by allowing students multiple, equally rigorous, and valued ways to demonstrate competency of the knowledge and skills necessary for postsecondary education and meaningful careers. A working portfolio may also be used as a foundational resource for a capstone presentation.
Assessment	Documents **evidence** of disciplinary content knowledge and/or students' skills.	An assessment portfolio is evaluated as a collection of evidence that demonstrates 21st Century skills and/or competency in English, mathematics, science and/or social studies. An assessment portfolio may be used as a resource for a capstone presentation.
Employment	Contains a purposeful collection of evidence that demonstrates workforce readiness, including evidence of problem solving, adaptability and collaborative work skills.	Local district high school graduation requirements include successful completion of the Individual Career and Academic Plan, known as the ICAP, which include elements of both employment and college admission portfolios. Required by state statute for every ninth through twelfth grade student (or in the years required for a student to graduate), the ICAP is designed to assist a student and his or her parent or legal guardian in exploring the postsecondary career and educational opportunities available to the student, aligning course work and curriculum, applying to postsecondary education institutions, securing financial aid, and ultimately entering the workforce.
College Admission	Contains purposeful samples of student work for college admission. Contents are customized to meet the	

[2] Danielson, C. & Abrutyn, L. (1997). An Introduction to Using Portfolios in the Classroom. Association for Supervision & Curriculum Development, Alexandria, VA.

	requests of universities, and should include best work.	

Table 2: Alignment between the *Colorado High School Graduation Guidelines* and different portfolio types.

The type of portfolio that is employed is dependent on school and/or district priorities and objectives. For example, if student demonstration of 21st Century skills and/or competency in English, mathematics, science and/or social studies were the desired outcome, then a combination working/assessment portfolio would be most appropriate. If exploring the postsecondary career and educational opportunities were a local priority, then a modified, combination employment/college portfolio would work well.

CAPSTONE

Capstones are culminating exhibitions of a project, performance, or structured experience that demonstrates learning of pre-determined outcomes. Patricia J. Kannapel, a Research Consultant at the Appalachia Regional Comprehensive Center at Edvantia, lists a variety of capstone experiences: portfolio of best work; curriculum-based, research project; set of experiments organized around a central problem; community service project or service learning activity;[3]. Table 3 defines and details how these different capstone experiences align with *Colorado's High School Graduation Guidelines.*

Type	Description	*Guideline* Alignment
Portfolio Defense	Portfolio of best work that displays skills and proficiency in identified content area(s).	Students may demonstrate 21st Century skills and/or competency in English, math, science and/or social studies, as well as 21st Century skills through Capstones.
Research Exhibition	Findings of a curriculum-based, research-project.	
Experiment	Findings of a mathematical or scientific experiment.	Students may demonstrate competency in math or science through Capstones.
Service Learning	Demonstration of learning experienced through service to the community.	Local district high school graduation requirements include student demonstrations of 21st Century skills in addition to the attainment of the minimum academic competencies. The skills include critical thinking and reasoning, information literacy, collaboration, self-direction, and invention.
Event Coordination	Display of learning experienced through community event coordination.	

Table 3: Alignment between the *Colorado's High School Graduation Guidelines* and different capstone experiences. Note, these are examples only. Districts are not limited to only these capstone options.

Again, selecting the appropriate capstone type depends on your school and/or district's desired outcomes. For example, at the *Denver Center for International Studies* (DCIS), 21st Century skills and global competence are priorities, and the capstone presentation affords students the opportunity to demonstrate their abilities

[3] Kannapel, Patricia (2012). High School Capstone Courses: A Review of the Literature. Appalachia Regional Comprehensive Center at Edvantia. Charleston, WV.

in these two domains. Student presentations are evaluated against a set of clearly defined performance outcomes that are communicated through the *Capstone Presentation Rubric* (see ***Appendix A***). Find our more about Passages on the DCIS website: https://dcis.dpsk12.org/academics/high-school/ ~~A snapshot of the DCIS process, called Passages, and part of an actual DCIS student presentation can be viewed on the Teaching Channel at https://www.teachingchannel.org/videos/deeper-learning-senior-presentations-asis.~~

Additional tools can be found in the **RESOURCES** section of the *Guidebook.*

Capstones, especially the portfolio defense, can serve as tools for students to show that they have met the **Endorsed Postsecondary and Workforce Readiness High School Diploma*** criteria. To earn the endorsement, students must:

1. demonstrate math and English language arts readiness as evidenced by satisfying Higher Education's Admissions Requirements and demonstrate no need for remediation on college placement or comparable exams;
2. complete the Individual Career and Academic Plan (ICAP) as evidenced by the creation and update of an ICAP;
3. exhibit 21st Century skills as evidenced by completion of coursework and extracurricular experiences that demonstrate competency in: information literacy, invention, collaboration, critical thinking, and self-direction; and
4. master academic content in three content areas as evidenced by completion of coursework and maintenance of specified grade point average and other mastery demonstrations in three of the following areas: 1) reading, writing, and communicating; 2) mathematics; 3) social and behavioral sciences; 4) natural and physical sciences; 5) world languages; 6) arts and humanities; and 7) career and technical education.

* Endorsed diplomas are voluntary for schools and districts. For more information about the Endorsed Diploma, visit http://www.cde.state.co.us/secondaryinitiatives/pwr_endorsed

Although portfolios and capstones can be used independently of each other, student learning is maximized when they are employed in unison. Take for example the assessment portfolio and defense. A student's exemplar work is displayed in the assessment portfolio and then presented for evaluation during the portfolio defense. The defense usually occurs in a student's senior year and serves as a summative assessment of postsecondary and workforce readiness. However, the contents of the portfolio are created and collected throughout the students' high school experience and benchmark exhibitions are common in the sophomore or junior year. Discipline-specific portfolios and capstones lend themselves to capstone courses. See ***Appendix B*** for an example of the content and performance expectations for an English capstone course.

Starting off as a freshman or a sophomore whenever you come to this school, you know that this is something you have to do in order graduate.

-2014 DCIS Graduate

Students at Envision School's *Metropolitan Arts and Technical High School* campus in San Francisco, California develop and defend a *Benchmark Portfolio* during their sophomore year and a *College Success Portfolio* during their senior year. ***Appendix C*** summarizes the goals, portfolio organization, and portfolio defense agenda for Envision Schools. A short video, which introduces the portfolio development and the defense process at the *Metropolitan Arts and Technical High School*, can be accessed at https://learn.teachingchannel.com/video/college-success-portfolio-defense-structure-eed ~~https://www.teachingchannel.org/videos/success-portfolio-defense-eed.~~

DESIGN, PLANNING, IMPLEMENTATION & EVALUATION FRAMEWORK

The following framework is offered to help guide the design, implementation, and evaluation of the initiative. This framework is meant to provide several specific steps that are flexible enough to be customized to your local community.

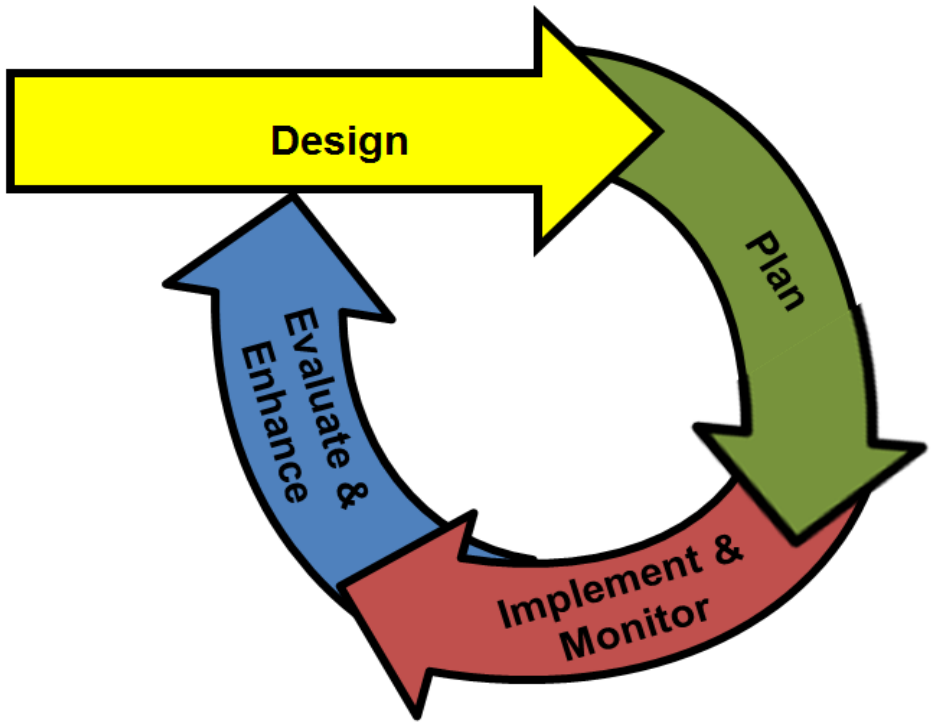


Diagram 1: The *Design, Planning, Implementation, and Evaluation Framework*.

The framework begins with a ***design phase*** that is both collaborative and iterative. The goal of this phase is to engage a variety of constituents in the conceptualization of how portfolios and capstones might meet the needs of students. In the design phase, the reader will be able to: identify key competencies for students to demonstrate; develop an assessment process (including a way to ensure rigor and validity); and review other successful models to inform the design. The ***plan phase*** is intended to help identify the needs of students and teachers to ensure they are properly prepared and supported throughout implementation. It is also a time to develop a concrete action plan with a timeline. The third phase is the time to ***implement and monitor*** the portfolio and/or capstone approach. It is during this phase that the action plan is operationalized and data is collected on what is working with the design and what can be improved. The planning and implementation phases both inform the design. As elements need to be changed or modified, the data collected informs improvement of the overall process and the original design. The ***evaluate and enhance phase*** provides an opportunity to take stock of the successes or areas for growth. While data analysis and overall reflection is ongoing, it is in this phase that the design team should make a formal summative

assessment of the students and of the process for that year. There is always another opportunity to refine the design, make adjustments to the implementation plan, or update resources and materials necessary for student success. Elements of each phase are detailed in Diagram 2 below.

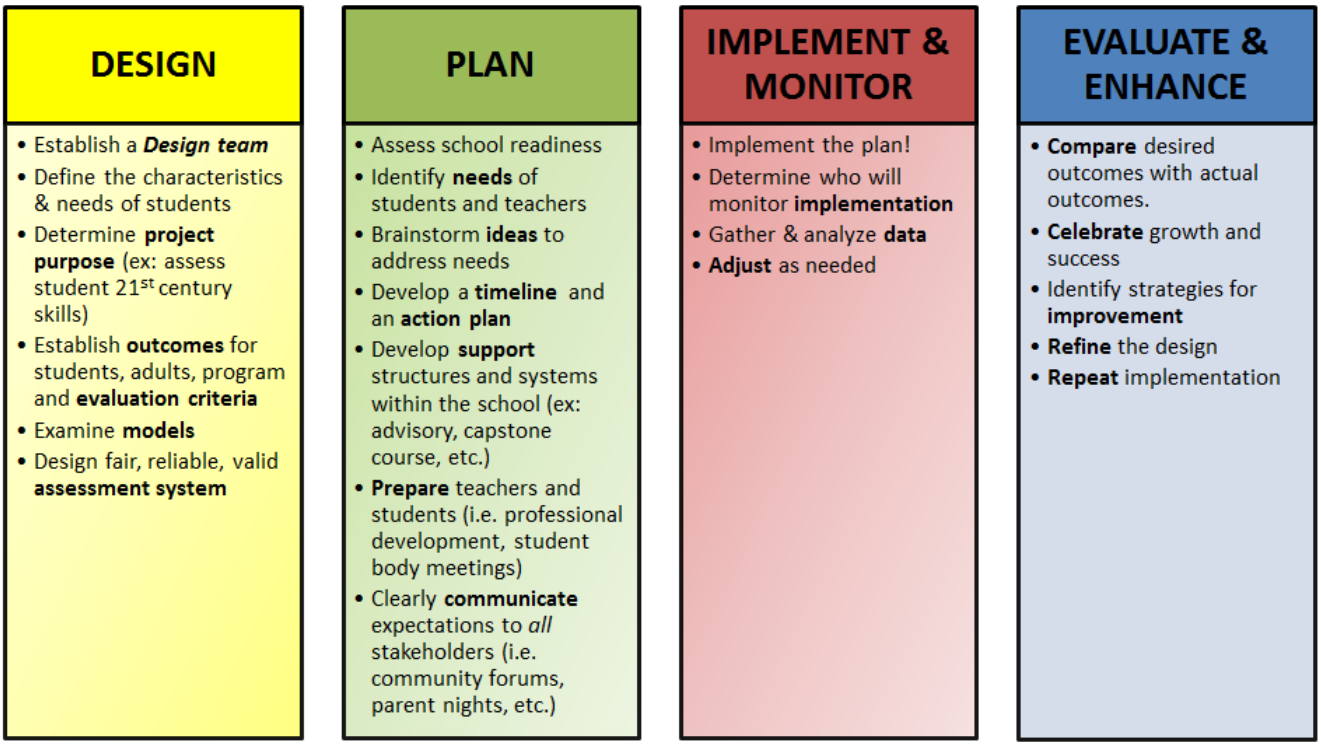


Diagram 2: Elements of Design, Planning, Implementation and Evaluation

DESIGN

ESTABLISHING A DESIGN TEAM

Engage Stakeholders

- Identify the problem you are trying to solve or opportunity for learning you will create
- Identify ***who*** needs to be involved and why (expertise, implementers, supporters, resisters)
- Identify ***what*** role they will each play
- Identify ***when*** they will be involved

Identifying individuals to become involved in the design process. is a critical first step. By creating a broad based working committee that represents a variety of viewpoints, it's possible to take into account every constituency impacted by the initiative. This group might represent the perspectives of students, teachers, administrators, parents, higher-education representatives, and potential community partners, including local businesses, industry, and agencies. Provide this group with background materials and rationale in order to to ensure that all parties have an equal understanding of their purpose and the intended outcomes. Involve teachers so they can provide unique insight into the reality of the classroom, as well as expertise about how such an approach might be implemented. Teachers also offer a critical voice in determining how to operationalize the portfolio or capstone experience. Students, who will be the main users of the system, offer practical insights about how they will respond and interact with whatever is designed. If either teachers or students say that the process is not clear or too cumbersome, it is unlikely that the school or district will fully realize the intended outcomes. Parents also serve as a valuable voice in the process, especially since this new approach may be a departure from what they expect of the high school experience. When informed and involved, parents can serve as powerful advocates for the initiative, and could help educate other parents about the importance of portfolios or capstones for students. Local community members or business partners often make the case for why demonstrating skills and competence in these ways better prepares students for college and career.

It is recommended that a team of no more than 15 members participates in the design process. Since many schools already have created some sort of shared decision-making or curriculum committee, it may be wise to start with an existing structure in the school instead of creating an additional group. For this effort, you will want to consider criteria such as representation from each content area, grade level, and/or those who service specific populations of students.

The insert to the right demonstrates an example of the composition of a design team.. While this committee structure does not formally include local industry or higher education members, these constituents have been involved in the implementation and evaluation phase of the process. Consider creating smaller focus groups with members from both of these groups.

School A has successfully utilized a design team that consists of 15 members. The team is composed as follows:

- **Building Principal: (1)**
- **School Counselor: (1)**
- **Teachers: (6)**
  1 from math, science, ELA, social studies, arts & world language; representing grades 9 – 12
- **Students: (4)**
  1 from each grade level
- **Parents: (2)**
  Parent of a rising 9th grade student & a rising 10th grade student
- **Board of Education Member: (1)**
  Serves as a BOE member, but also is a parent and local business owner

DETERMINING THE PROJECT PURPOSE

In the next phase, project leaders must identify 1)which approach (portfolio, capstone, or both)is best for students and 2) what will be measured. . For example, whichever approach is implemented may measure 21st century skills, local priorities, disciplinary content knowledge, ICAP, or a combination of all of these things.

Approach	**Purpose and Measure(?)**
ICAP	Assist students in exploring available postsecondary career and educational opportunities.
21st century skills only	Determine students' proficiency on a set of defined "21st century skills" (as defined in the Graduation Guidelines) such as critical thinking, communication, problem solving.
21st century skills and local priorities only	Determine students' proficiency on a set of defined "21st century skills," as well as knowledge or skills deemed important by the local authority. This could include knowledge of the local community or community service component.
21st century skills, local priorities and core disciplines	Determine students' proficiency on a broader set of competencies that includes deep content knowledge in one or more content area. Students demonstrate deep content knowledge and their ability to apply it across different contexts.
21st century skills, local priorities, all disciplines	Determine students' proficiency on a broader set of competencies that includes deep content knowledge in all key content area (as defined by the school).

Table 4: Sample Portfolio and Capstone Approaches

During the design process, schools determine which students will participate in the assessment system. For example, schools may opt to ask students to complete a portfolio or capstone experience only during their senior year to demonstrate their proficiency for graduation. In other schools, students collect of work and demonstrations of their learning throughout high school, then make a final presentation in the senior year.

Schools may also decide to implement this new approach in a variety of ways, including a small pilot at a certain grade level, a "roll up" starting in grade 9 and progressing one grade level a year until all students 9 – 12 participate, or they may decide to implement across multiple schools in a district to allow for greater leverage of resources, expertise, and collaboration. Each approach still follows the phases in the framework offered earlier, but the scope of the implementation will meet the needs of the school/district based on readiness and other competing initiatives.

EXAMINE MODELS

While the team is designing the first iteration of the portfolio and/or capstone system, it will be important to evaluate the capstone and/or portfolio projects that already exist in your district. Are there examples from CTE classes? Have individual or teams of teachers experimented with either process in one class, one grade, or one content area?

It will also be useful to examine systems from other schools and districts. Consider each model's intended audience, purpose, and approach to implementation. Some examples that may inform your own design include:

Asia Society's Graduation Performance System	http://sites.asiasociety.org/pglonline/about/our-initiatives/graduation-performance-system/
Envision School's Graduate Portfolio	http://www.envisionlearning.org/tools-and-resources/
Expeditionary Learning's Passages Approach	www.vimeo.com/68481107http://www.vimeo.com/68481107 http://www.vimeo.com/68481107
Virginia's Capstone Course	http://www.doe.virginia.gov/instruction/english/capstone_course/index.shtml
West Windsor-Plainsboro Regional School District	http://www.west-windsor-plainsboro.k12.nj.us/departments/Curriculum/21st_century_competencies

DEVELOPING COMPETENCIES AND RUBRICS

Once the design team has decided which approach to take, they can articulate the competencies that students will be responsible for demonstrating. For example, the creation of a Graduate Profile (see ***Appendix D***) may be one first step to articulate what you will expect students to know and be able to showupon graduation. More specifically, a set of performance outcomes or competencies should be developed based on the structure of the portfolio and/or capstone. In other words, if the portfolio is grade level or discipline specific, each discipline should have a set of outcomes for which students must demonstrate proficiency. If the experience is based on 21st century skills, outlining what those skills are, and what students must demonstrate to express proficiency, is necessary.

The competencies should align to the Colorado Academic Standards and require a similar level of rigor (especially for discipline specific competencies such as science, social studies, math, and ELA). Identifying the competencies that students will need to demonstrate, in the language that is easily accessible to students and their families, helps communicate the targeted outcomes and levels of desired performance. The use of rubrics also helps communicate to students, teachers, and parents what college-ready, proficient, and advanced work looks like.

Rubrics communicate to all constituents what success looks like, while taking into account the various levels of performance a student may achieve. A collaborative process to design rubrics is helpful in creating a common understanding of what success will look like, fosters the use of common language, and

ensures a more consistent use of the rubric. Developing rubrics for portfolios and capstone projects usually begins with a small team and eventually expands to everyone in the school who will be part of the assessment process. This ensures multiple points of view to inform decisions about priorities for assessment and to develop a more broadly understood definition of what proficiency/competency looks like in student work. An inclusive process leads to an instrument that is embraced by the whole school community. Ideally, students are involved in the development and use of the rubrics. Keep in mind that students will use the rubrics to self-assess, to plan and guide their work, and to assess peers. For students and teachers, rubrics are not only an end point instrument for summative assessment; the rubric should also help guide their work from the beginning, culminating in a clear demonstration of learning and competency.

First, the team needs to research rubrics, literature, and examples from the field to establish a collective body of knowledge. At a minimum, the small design team should make time for text-based discussion(s) around select literature about performance assessment and rubrics (see ***Resources***) from research and from the field. The team could then choose one piece from the literature they have gathered for the whole faculty to read and discuss. Even for a faculty who has been using rubrics, reading and discussing current best practice will be informative. One quality source of information about quality design and use of rubrics is Stanford University's Center for Assessment, Learning, and Equity (SCALE).

SCALE defines the following criteria for quality rubric design:

- Rubric language is transparent and easy to interpret.
- Rubric language provides concrete images of proficient and advanced levels of performance, using descriptive, not quantitative or judgment-laden, language.
- Rubrics represent a developmental continuum based on observed patterns in student performance.
- Indicators are observable traits in student work products, and not processes that cannot be observed in the work itself.
- A scoring dimension reflects one major idea and is not overladen with too many indicators or ideas.
- Each dimension reflects relatively independent traits (minimal overlap with other dimensions)

If you are working with portfolios, decide which kind of portfolio (p. 7) serves your purpose. Begin by brainstorming categories and indicators (i.e. "look-fors") of proficiency in each category: Consider what is not covered by other current assessment measures that are important to your school's vision of college and career readiness. Consider both process and content competencies. Your students have already worked hard to meet expectations of their teachers. Use those works to mine information about what students do related to the competencies you will assess. For example, you may choose a piece of student work that requires students to demonstrate their ability to use primary sources to back up an argument, or present information in a non-textual way (e.g. an infographic). Teachers may examine work showing various levels of proficiency to help calibrate their use of the rubric and anticipate potential weaknesses in the tool. In this process, reviewing rubrics developed in other schools can also inform your design. You might find a version that will work for you with only slight or no revision (see ***Resources***). For your discussion either in small or large groups, an affinity mapping process (see ***Appendix E***) can provide structure to narrow your list. **If you find an already prepared rubric that will work for you, you could**

skip the steps of crafting language and go to the trial run.

Deciding the process for crafting the language of the rubric should depend on your local context and culture. While one person could craft the language for the entire rubric, there is also a value and, arguably, efficiency in splitting up the indicators between pairs on the team. They can then present their work for edits and revisions and, most importantly, questions from the larger team or the whole faculty to ensure that everyone grasps the meaning of each "look-for" within the indicators. This is essential as it is a chance for users to study the language and understand what they are assessing. It is also crucial for users to have a voice n the development in order to build ownership and buy-in.

If possible, using the rubrics in a pilot program will allow you to further vet them for quality. Use the rubric to rate samples of student work before trying it out with the students in the classroom. If there are issues remaining with the descriptors or indicators, they will be revealed. If community members or other partners are part of the team- that is assessing portfolios and capstone projects, it is worthwhile to include one or two of them in a trial run to ensure the rubrics do not contain too much jargon or unobservable elements. When staff and students are involved in the development of the rubric, scoring is generally more consistent. For external accountability purposes, however, you may need to calibrate or norm scorers.

You may find it necessary to revise language and content based on user feedback. Provide a format for written feedback from the trial runs. You might also want to provide a format for discussions about successes, challenges, and suggestions for improvement. The original design team, or another small work team, can then use the feedback to improve the rubric that will be used going forward. After the initial experience with the competencies and scoring of student work, it may be necessary to adjust the competencies to provide even greater rigor, especially as schools are able to scaffold the learning and expectations for students over the years. There is often a tendency to continue revising. Try to stick with the original version for at least two cycles.

The ***Resources*** section contains additional resources for rubric development.

DESIGN THE ASSESSMENT PROCESS

After the competencies and program goal have been articulated and assessment tools developed, a fair, rigorous, and reliable assessment system should be developed. In designing an assessment process, the team should consider:

- How and when will the assessment criteria be communicated to the student?
- When and where will formative assessments occur?
- Who will provide formative feedback?
- Where and when will summative assessments occur?
- Who will assess the summative tasks?

An example of an assessment process is presented in ***Diagram 3***. This sample high school model is dependent on having a grades 9-12 advisory program that meets weekly and is small enough to all for individualized teacher-to-student support. Advisory provides the student with time for personalized learning, career and college exploration, socio-emotional development, and study skills. The ***Resources*** section contains additional tools to support an Advisory program. In addition, the school provides a senior seminar class to help support the final development of the portfolio. (Note: Though this model relies on an advisory program, a school can design and implement capstone and portfolio projects that are embedded in some or all content areas. It is not imperative to also implement an advisory program.)

The advisor is responsible for clearly communicating the performance outcomes, the criteria for assessment, assessing student work, and for providing on-going formative feedback. With appropriate professional development, any member of the school staff, including administrators and counselors, could be responsible for facilitating an advisory. This fosters strong adult-student relationships and support and reduces the size of each advisory. During the development of a working portfolio, students use feedback to revise products in the portfolio. In grade 12, the student selects final products, which demonstrate attainment of the communicated outcomes, for the summative assessment portfolio. Students submit their final portfolios to an assessment committee for evaluation.

In their senior year, as students prepare for the portfolio defense, the advisor provides on-going feedback. Students use the advisor's feedback to reflect upon and revise their portfolio defense. Who will be on the assessment committees and how their scores will be calibrated for reliability is an essential decision. Some schools cast a wide net for community members and educators in the broader community. At DCIS, students choose their committees using a set of criteria that includes a diverse range of perspectives. Members of the assessment committees provide as unbiased a review of student work as is possible. Most importantly, they understand evidence based assessment and provide examples to support their scores. Developing reliability and consistency is a critical component to ensure the portfolio assessment is equitable, rigorous, and reliable. In the rubric development process, build in time to practice scoring smaller performances and student work with discussion among participants about scores and evidence; that way, you can discuss Misconceptions or questions about the rubric and performance assessment Eventually, the development of "anchor papers" or student work that represents certain levels of achievement can be collected to help teachers calibrate their scores. Time and facilitation to take this step will establish a foundation for years to come.

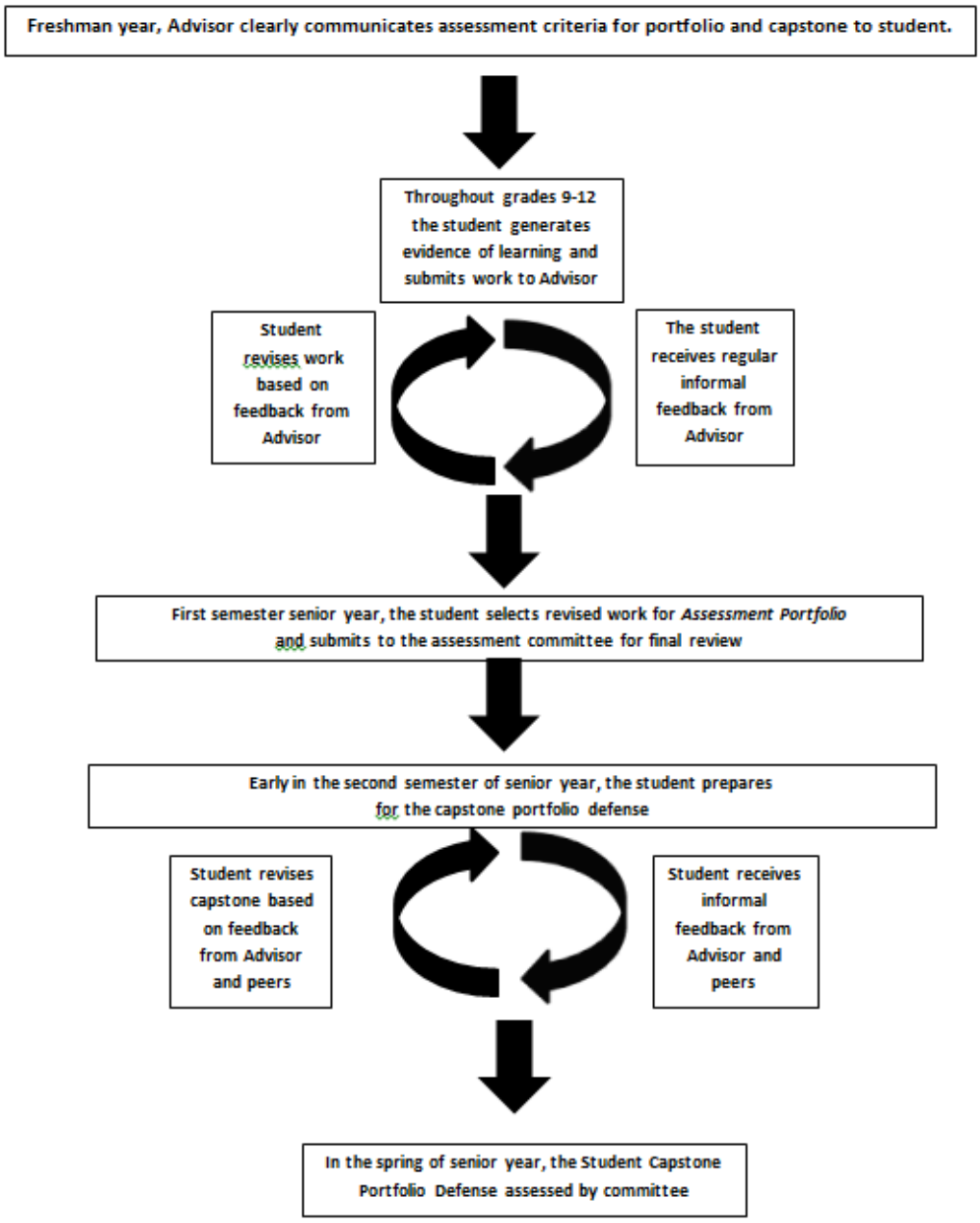


Diagram 3: Sample Portfolio and Capstone Assessment Process

ONGOING LOCAL PROGRAM EVALUATION

Creating a plan for evaluation prior to implementation helps you focus your efforts, informs your implementation plan, and serves as a foundation for continuous improvement. Diagram 4 below details the essential components of the evaluation cycle.

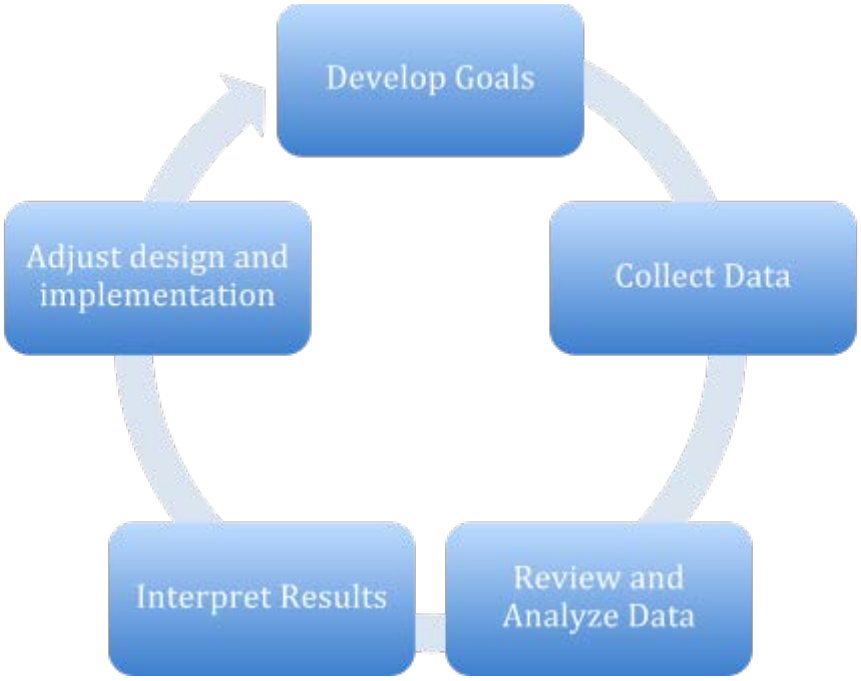


Diagram 4: Evaluation Cycle.

An important first step in evaluation is to develop program goals. Consider using the well-tested SMART goals[4] template: **S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**ime-bound to create goals that can be reliably monitored and evaluated. For example, if the school's priority is to improve students' communication skills during public presentations, a SMART goal could be:

> *By May 2015, 80% of seniors will have scored proficient or beyond in the communication domain of the portfolio defense.*

The SMART format helps to develop general benchmarks to track the data in a way that is informative for implementation. Advisors could set up practice portfolio defense presentations and systematically collect student performance data. With a rubric in hand, they can:
1) look for patterns of proficiency with specific skills within the identified domain;
2) make midcourse adjustments and provide interventions for individual students or for everyone if data suggests that is needed; anc
3) create a calendar or schedule of multiple benchmarking points and multiple means of assessment along the way to monitor progress.

Formats for assessment (with the rubric as your guide) might include practice presentations for an audience, one-on-one teacher student conferences, and peer feedback. Student self-assessment is also crucial.

At schools where portfolios and capstones are an integral and robust part of students' educations, these assessments of learning are not merely another means for adult evaluation of students. Rather they are a complementary approach to develop student ownership of their learning and their demonstration of that learning. By providing time and guidance for students to reflect on their evidence of proficiency with the rubric and monitor progress with an organizational checklist, they take responsibility for their own success. Students can then identify gaps and challenges to seek help when needed.

[4] Doran, G. T. (1981). There's a S.M.A.R.T. way to write management's goals and objectives. Management Review, Volume 70, Issue 11(AMA FORUM), pp. 35-36.

With data from ongoing evaluation collections to monitor individual student progress toward demonstrating proficiency, advisors and teachers can look for patterns across their classroom/advisory, either informally or using a protocol, on their own or with other colleagues. They may meet together as faculty teams and confer with students to see patterns and then brainstorm and plan for interventions or continuing support.

Once final data regarding program goals has been collected, stakeholders can determine whether or not the goal was achieved. This is addressed further in the **EVALUATE AND ENHANCE** section of the guidebook.

PLAN FOR SUCCESS

ASSESS SCHOOL READINESS

Before implementing a portfolio and/or capstone assessment system, the administration and faculty should undertake an assessment of their readiness. This is not meant to be a process schools and districts use to determine whether or not they can build out quality portfolios or capstone projects, rather it is intended to help them identify the assets and capacity they already bring to the effort and where they need to build additional capacity. Some questions the school may consider include:

- Do we have a clearly defined curriculum or set of outcomes for students currently? If not, what would it take for us to define those graduation outcomes (competencies)?
- Do we have mechanisms in place to assist with implementation of a portfolio or capstone experience in our school (e.g. an advisory program, senior seminar course, CTE curriculum design that already incorporates capstones or portfolios, and/orcommon planning time for teachers to collaborate)?
- Can we communicate the need for such an approach to our local constituents (students, teachers, parents, community members)?
- Do we have an existing committee or entity that can help guide the implementation of such an approach (e.g. shared decision making team, curriculum committee, etc.)?
- What expertise does your staff currently have and what new expertise might they need to develop? (e.g. assessment literacy, collaborative assessment of student work, providing students' targeted feedback, etc.)
- Do we have a clear purpose for how this will benefit our students?
- Do we have high, and realistic, expectations in place for students that will help prepare them to succeed at a portfolio or capstone experience?

To assist schools in determining their readiness, a ***Readiness Checklist*** (see ***Appendix F)*** has been created to highlight some of the major factors to consider prior to the design phase.

The initial work conducted by a school or district helps make the case for why implementing portfolio and/or capstone projects makes sense in your local community. The strongest approaches will attend to the academic, professional, and entrepreneurial competencies for students, as well as encouraging students to develop expertise in an area of deep interest. All approaches encourage and require a high degree of collaboration and coordination among faculty and staff.

ADDRESS THE NEEDS OF STUDENTS AND STAFF

To ensure success, it is important to consider the needs of *all* your learners and the adults who will guide this new approach. It is important to consider what additional supports will be needed for students with special needs, English language learners, or students who are substantially ahead or behind grade level. In the implementation of a portfolio or capstone, plan for interventions and/oor enrichment in order to account for diverse learners.

Support staff and teachers bring an essential knowledge base that should be represented in the initial design phase and later feedback process. Ask them specifically to articulate accommodations and modifications that may be necessary for students to demonstrate their proficiency/competency or to create their presentations. When several students share similar needs, build in specific accommodations or modifications into the overall process. Teachers in Special Education, English Language Development, or

Gifted and talented education can offer ideas for supporting a particular student or population as well as direct collaboration in the classroom. More generally, allowing students to personalize their demonstration of learning will help accommodate different ability levels and needs.

In addition to determining the developmental needs of students, it is important to think about the diverse needs of the instructional staff. In schools where teachers are accustomed to collaborative learning and decision making, you can draw on ways of working that are already established. There may be some additional agreements or steps. Agreeing on priorities for student learning can bring up differences as well as commonalities that might otherwise not have been surfaced. Acknowledging the significance for the school in making this decision is important as you provide necessary time and support.

One criteria you might evaluate is the tolerance level for ambiguity within your school. There will be a certain degree of uncertainty? doubt? to start this process. Often when there are many initiatives within a school, there can be a high degree of frustration on the part of teachers. It is important to understand how this initiative fits with the goals and outcomes for the school. Start small. Instead of developing a comprehensive set of competencies and rubrics in the first year, you may need to pilot a small program, getting some experience for a year before taking the leap to the full blown process. This might include piloting the new approach with a small cohort of students or building in a formal presentation or defense component into an existing course. This may also come in the form of implementing "passion projects," where students get to select a topic of their choice around a topic in which they have great interest or "passion" and conduct research with a formal display of learning.

Implementation of portfolios and/or capstones may also require the development of new skills and understanding within the faculty and staff. First, all staff will need to understand and embrace the rationale and role for competency-based assessment in an evaluation system. Then they need to understand their role as mentors or advisors in the process. They provide the necessary support system students will need to plan, curate, and present their body of work to demonstrate competence. Additionally, teachers need to understand the competencies and outcomes of the process to be able to guide students to that final demonstration. To be sufficiently prepared in terms of mindset, practicalities and skills, teachers need time and structures to collaborate to accomplish a variety of tasks including (but not limited to):

- Writing/revising the competencies/outcomes for students
- Writing/revising the rubrics that will be used to assess student work
- Examining student work collaboratively to ensure inter-rater reliability
- Creating the learning experiences for students (e.g., performance assessments, projects, etc.) for students to produce work for the portfolio
- Planning the structure/format of the final student defense
- Recruiting and training people to sit on review panels
- Sharing best practice strategies regarding mentoring students, monitoring student progress, providing students' feedback, and ensuring rigor throughout the process

Underlying everything is the power of agreed upon clear and consistent expectations for demonstrating learning and competencies.

DEVELOP AN ACTION PLAN AND TIMELINE

The action plan and timeline provide a transparent way to communicate with all constituents about the goals, expected outcomes, and pacing of implementation. Various templates can be used to provide all the relevant information. The action plan includes several basic elements:

- **Long term goal(s)** (What do you hope to achieve in 3 – 5 years?)
- **End of year SMART goals** (What do you hope to achieve by the end of this year, directionally towards the long-term goals?)
- **Quantitative and qualitative measures** (How will we know if success was achieved by the end of the year?)
- **Action steps** (What will we do to help us achieve the goal(s)?)
- **Inputs** (What resources are necessary?)
- **Responsible parties and timelines** (Who is responsible to ensure the task is completed and by what date?)

CREATING THE CONDITIONS FOR SUCCESS

Build in time for consistent faculty collaboration, as well as time in the master schedule for students to interact with staff (either as a planned course or frequent advisory time).. Dedicated time is also necessary to allow for students to defend their portfolio or capstone project. Neither teachers nor students must be expected to do all the work of the portfolio or capstone on their own time or completely outside of the school day.

Engage Community in Identifying Vision and Purpose

Developing a common vision and purpose for the portfolio or capstone is critical for long-term success and sustainability. Ensuring that all teachers, students, and parents understand the purpose and potential for these approaches is built over time. Evans (1996) [5] explains the importance of having focus and clarity, stating:

> An innovation, particularly one that requires radical change on the part of those who implement it, is unlikely to succeed without its being focused and clear, that is, without all key participants' knowing its "why, what and how" – why the reform is being pursued, what it actually consists of, and how it ranks relative to other projects in which they may be involved.

Through the use of public meetings, student or parent forums, and the collaborative design process, schools can engage their constituents in the design and purpose setting of the portfolio and/or capstone. If your community has not historically been transparent about the design of courses or defining student outcomes, this serves as a perfect opportunity to do so. The design of the portfolio or capstone can serve as a concrete way for communities to express their values and emphasize the type of skills and dispositions they want their students to demonstrate. The more transparent the purpose of portfolios and capstones is, the easier it will be to communicate to everyone about what it means for students and adults alike. When the vision for what teaching and learning should look like in these structures is commonly held among faculty, it leads to certainty, effective communication, and consistent expectations for implementation.

[5] Evans, R. (1996). The human side of school change: Reform, resistance, and the real-life problems of innovation. San Francisco, CA: Jossey Bass.

Schools that engage their local constituents in the design and implementation of portfolios and/or capstones tend to experience greater success than those that do not. By involving the community, schools are able to cultivate strong advocates in the community such as parents, business and civic groups. These external supporters can provide the school leverage to move further into implementation and occasionally leads to new resources and opportunities for students and teachers.

Upfront, schools need to develop a clear set of expectations and a rationale, which should be shared with students, teachers, parents, and the community in a timely and clear manner through the process. Each faculty and staff member needs to be able to communicate internally and externally about the significance of the portfolios and capstones, including the benefit for students. One tool that a school may opt to create is a stakeholder map or communication plan. This plan would segment the different stakeholders into affinity groups and outline, "Who needs to know," "what they need to know", and "when they need to know." A simple plan of this kind will help ensure all parties are kept in the loop and in a timely fashion.

Develop a Distributed Leadership Approach

As with any school program change, the role of school leadership is a critical factor in the implementation of portfolios and capstones. The School administrator or administration team should take a formal leadership role in order to ensure that policies and school operations, such as schedules, planning time, human capital commitment, and overall support of the work are in place. The main function school leaders play in this process is to establish clear expectations and outcomes for the work, by providing a clear rationale for, and expected outcomes from, the implementation of portfolios and/or capstones. In doing so, the school leaders serve as the lead advocate and supporter for the work. Leaders that nurture individual agency and build collective capacity will see greater success in school change, in general. School leaders should continually communicate the importance of the portfolio or capstone throughout the implementation process, both in words and actions. Beyond the school and district administration, it is also important to enlist the involvement of your Board of Education in the process. Board members may be involved in the design, implementation (serving on defense committees or mentoring students), and external communication about the new approach.

While the school leader serves as the lead advocate, he or she must also foster a distributed leadership stance to ensure sustainability. Much of the work of implementing a portfolio or capstone experience rests on teachers' shoulders. Supporting teachers as leaders to make informed decisions about the design and implementation of the portfolio or capstone is critical to their ownership and buy-in to the process. Teachers must be empowered to make decisions at the classroom and school level regarding the process and have a formal role in evaluating the implementation process. Likewise, local stakeholders such as parents and other community members can be engaged to help determine the content of the system and have a designated role in the process (e.g. serve on defense committees or help advise students on a project).

The more involved students are in the design and implementation, the more likely they are to understand the intent and components of the process. They should: be involved in the design of the approach; help inform incoming students about the process; and serve on defense committees.

School Level Autonomies

Providing schools with site-based autonomies for decisions around staffing (who, when, and how many people to hire), finances (how allocations are spent across the program), curriculum and instruction (what is taught and how), and scheduling (daily and yearly schedules) allows them to design and implement a portfolio and capstone process that is flexible and comprehensive. For example, if the school can flex its schedule to allow for a late starting time once a month, teachers could collaborate or review student work together. When there is flexibility in content and curriculum, school communities have the ability to create a capstone course or embed project-based learning that is specifically designed for students to develop products as solid evidence for their portfolios.

Competing Initiatives

Competing initiatives - which may range from district and state mandates to internal priorities set at the school level - may impede the successful implementation of portfolios and/or capstones. When possible, align the implementation of portfolio and capstone to an existing district priority or goal.. There are meaningful connections to be made between the state's Postsecondary Workforce Readiness definition, Colorado Model Content Standards, the ICAP, and even the state's model system for teacher evaluation. Finding commonalities between the various initiatives will be an important step in ensuring that this is not just "one more thing," but perhaps the thing that ties everything else together.

IMPLEMENT AND MONITOR

IMPLEMENT THE PLAN

The next phase in the process is the execution of the action plan, and ongoing monitoring. As stated earlier, implementation may look different from one school to another. The implementation may range from a small pilot with a department or subset of students to a whole-school roll-out. Ideally, the plan is understood and transparent for all.

GATHER DATA AND PROGRESS MONITOR

It's important to regularly collect data and information related to the effectiveness of the process and how it could be improved (see insert below for examples) with key benchmarks or progress checks built into the action plan. Progress checks may include meetings on a weekly, monthly or quarterly basi,s depending on the plan and the type of feedback you're collecting. During these meetings, encourage staff encouraged to share honest feedback and to offer suggestions that will improve the implementation process. It is iimportant to stress that the school is exploring a process that is an ongoing, and that it is not yet perfected .

While monitoring progress, you may find gaps or weaknesses in the action plan. When user feedback calls for a change, stay flexible and open. In some cases, change is not warranted, , just persistence.

Examples of Data to Collect:

- Meeting agendas, minutes
- Student work samples
- Informal and formal classroom observations
- Surveys (students, teachers, parents, etc.)
- Newsletters, communication to the community
- Written reflections (students, teachers, etc.)
- Focus group interviews (students, teachers, community members)

When developing the action plan, include a section or strategy for training or updating new staff members, new students, and new families. Orienting new stakeholders with this approach in mind will make the process easier moving forward since it will be a recognized culture shift from the beginning.

Clear articulation of the roles and responsibilities of all parties in the plan helps prevent missteps or misunderstandings. Teachers and advisorrs need to understand their roles in the instruction, assessment, and oversight of the process. External parties such as parents and local community partners need clear guidance for their roles, especially if they will be involved in the review of student work or serve on student defense committees. Providing training and support to understand what quality work looks like will be essential to their success and ongoing involvement.

Throughout the implementation process, expectations across classrooms are calibrated through collaborative scoring of student work to ensure the reliable and consistent use of the rubrics (see p. 14). These sessions can result in productive and critical conversations about what high quality work looks like, common expectations for all students, and approaches to assist students to produce their highest quality work.

COMMON CHALLENGES

Students often struggle with organization and time management toward meeting deadlines. In response to this challenge, teachers continually work to provide scaffolding and structure as well as increased frequency of check-in points along the way so no one falls so far behind that catching up is daunting. While portfolios and capstone projects are ultimately intended as summative demonstrations ***of*** learning for assessment, in practice the process is an ongoing assessment ***for*** learning, providing multiple opportunities for students to learn how to organize and structure completion of a big task—an essential skill for college and career.

Students also fall behind because of they have insufficient language skills, they do not understand the evidence required to demonstrate proficiency, and they lackan intrinsic purpose for engaging. When advisors and teachers are aware that more than one student struggles with a particular aspect of the task, they can develop school and classroom opportunities to teach and support these skills and habits.

If many students don't seem to care about their portfolio or capstone project, it might be time to hear from them about how they experience the process. For students who didn't participate in rubric development, they may not have grasped the purpose for this seemingly more labor intensive assessment process for graduation. They may feel they did not have a voice in the development of the required standards for graduation;,so, the process is just another hoop for them to jump through on their way out of high school, rather than an authentic opportunity to demonstrate their competency.

It is important to make this culminating assessment an integral part of the school experience, and students must be aware of the process throughout their school years. Teachers can help students identify work and experiences they might want to include in their portfolios. Students should be encouraged to attend presentations of learning all throughout high school. They will have a chance to use the rubric to assess their peers, and they will gain practical knowledge about the process.

Look at the process for students with a critical eye. Is it fun or drudgery? Is it tedious or relevant? Usually, the answer lies in giving students more voice and choice, scaffolding to identify what they need to do make this a true demonstration of their readiness for the next stage of their lives.

When your school community sustains clarity of vision and deeper purpose for portfolios and capstones as an assessment for graduation, decisions about evaluation and revision can be systematic and effective along the way.

EVALUATE AND ENHANCE

During evaluation, stakeholders will use collected data to identify program strengths and areas for improvement toward achieving portfolio and capstone goals.. The evaluation process (see Diagram 5 below) will also identify implications for systems, instruction, and resources/tools. By implementintg a robust evaluation process, districts and schools should see an increase in program effectiveness, bringing the portfolio and/or capstone project closer to the school or district's desired vision.

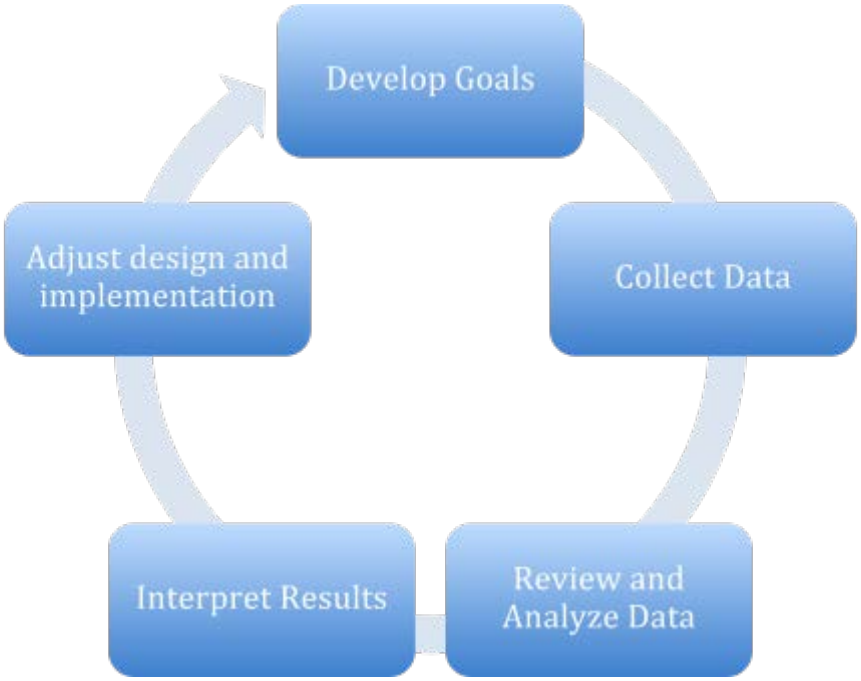


Diagram 5: Evaluation Process.

The evaluation team organizes the collected data in a form that helps gauge progress towards meeting the school or district's portfolio and/or capstone project goals. Recall the sample goal from the **DESIGN** section:

> By May 2015, 80% of seniors will have scored proficient or above in the communication domain of the portfolio defense.

In this example, the evaluation team would determine the percentage of seniors who scored proficient or beyond in the communication domain of the portfolio defense. This team would also prepare disaggregated data for subgroups of students (Gifted and talented, English Language Learners, Special Education) to identify patterns and achievement gaps among different populations,

Multiple perspectives lead to diverse questions, interpretations, and hypotheses. It will be important for the evaluation team to engage stakeholders outside the evaluation team in the review of data. Each point of view will help to make sense of the data and ultimately inform enhancements to the initiative design and implementation. To foster an efficient, collaborative review of data, it may be helpful to use an established

protocol to review and interpret data. The School Reform Initiative's ***ATLAS Looking at Data*** protocol (see ***Appendix G***) provides an effective process for reviewing and interpreting data.

REVIEW AND ANALYZE DATA:

Stakeholders should compare actual performance against desired outcomes. Consider the previous mentioned sample goal. If it is revealed that 90% of seniors score proficient or above in the communication domain of the portfolio defense, then it is important to recognize and celebrate the success. And at that point, it is possible to identity effective practices that lead that success. However, if only 50% of seniors scored proficient or above in the communication domain of the portfolio defense, then the evaluation team can look for patterns and formulate questions that will help them consider/revise/reevaluate current practices in curriculum, instruction, and support.

INTERPRET RESULTS

Stakeholders need to examine how school/district systems, processes, and tools contribute to variation in student performance. The evaluation team may consider using a modified ***Success Analysis Protocol: Project Version*** (see ***Appendix H***) to pinpoint the practices that led to student success. Just as important is identifying ineffective processes and practices. For example, if the team discovers that English Language Learners performed significantly below other populations, it will be important to review the supports the school/district has provided for these students. It may be valuable to collect additional information to help interpret student performance data. The evaluation team may consider conducting a focus group with students to help determine the effectiveness of resources and supports.

ADJUST DESIGN AND IMPLEMENTATION

Stakeholders need to determine how they can use their findings to improve student performance, They also need to identify which practices need to be continued, including instructional and systemic changes that will address gaps. For example, if students did not meet the target for proficiency in communication, stakeholders may want to think about what changes can be made to improve students' public speaking skills. Are there faculty members with public speaking expertise that could share instructional strategies and lessons to other staff? It will be important to build on school and staff strengths.

Finally, the implementation plan should be revised annually, using the findings from the evaluation process. For example, if in 2014-1015, 50% of seniors scored proficient or beyond in the communication domain of the portfolio defense, then a new S.M.A.R.T goal may be:

> By May 2016, 60% of seniors will have scored proficient or beyond in the communication domain of the portfolio defense.

It is important to update the action plan to articulate revised strategies or practices the school/district will implement in the upcoming year to meet the identified goals. Clearly articulating the supports and resources that students and staff will need to achieve the goal leads to success.

CONCLUSION

The adoption of the *Colorado High School Graduation Guidelines* has provided local school districts flexibility in determining how students can demonstrate mastery of course knowledge and skills. As local school districts' Boards of Education develop their own high school graduation requirements, it is recommended they consider the use of student portfolios and capstone experiences as part of the process. When developed through an inclusive process, portfolios and capstone experiences offer an authentic, rigorous learning experience for students, while affording school faculty and staff a meaningful professional growth opportunity. Portfolios serve as a mechanism for students to curate and display high quality work that demonstrates their mastery of course content and college readiness. Capstone projects or courses provide opportunities for students to draw on knowledge and skills from a variety of content areas and apply their learning in meaningful ways. The intent of this guidebook was to provide helpful tips, resources, and recommendations for schools and districts interested in implementing these approaches to provide alternate pathways for students to graduation.

~~(CDE may want to summarize or add some text here to emphasis their hopes for the use of this guidebook and/or any additional resources or support their department will offer to schools/districts)~~

Appendix A: Capstone Presentation Rubric

DCIS Senior Presentation Rubric- Global Leadership Outcomes

Scoring Dimension	Emerging	Developing	Proficient/College Ready	Advanced/College Level	Comments
Investigate the World *Students investigate the world by asking questions, analyzing and synthesizing evidence, and drawing well-founded conclusions.* **Evidence** to consider: Description of research paper Passage; reflections on travel; study of current or historical issues; extracurricular activities related to learning about global issues; taking college classes; exploring the world through the arts and other media	Describes Passages and other research in a general way: ▪ Does not connect academics to life experience ▪ Describes research as "about" a topic, not based on a question ▪ Uses a few sources ▪ Summarizes evidence ▪ States conclusions without referring to evidence	Displays skills in some of the steps of the research process: ▪ Makes connections between academics and life experience ▪ Formulates clear research questions ▪ Uses multiple sources for evidence ▪ Integrates evidence to summarize ▪ Forms a position based on evidence	Demonstrates college-ready mastery of research skills: ▪ Describes connections between academics and life experience ▪ Organizes research around significant research question(s) ▪ Employs a variety of reliable sources ▪ Analyzes & synthesizes evidence from sources ▪ Supports a position with strong evidence	Demonstrates habits of a lifelong inquirer and college-level researcher: ▪ Seeks out opportunities to learn through academics as well as life experience ▪ Intellectually curious, asks provocative questions ▪ Evaluates multiple sources for reliability and balance ▪ Skillfully analyzes and synthesizes evidence from a variety of sources ▪ Takes an original position and defends it convincingly	

DCIS

Scoring Dimension	Emerging	Developing	Proficient/College Ready	Advanced/College Level	Comments
Recognize Perspectives *Students recognize, articulate, and apply an understanding of different perspectives, including their own.* **Evidence** to consider: discussion of customs, values of other cultures; ways that world languages express cultural perspectives; alternative positions on issues; considering multiple perspectives on historical events; articulation of personal perspectives, values/ philosophy, ability to view the world through other cultural perspectives	Describes personal ideas and those of others without linking them to perspectives: ▪ Events discussed without referring to effect on perspectives and behavior ▪ Limited awareness of historical or cultural influence on behavior/ perception ▪ Lack of evidence of understanding other cultural perspectives ▪ Design and theme of presentation not linked to personal perspective	Identifies perspectives in academic work as well as personal experience: ▪ Mentions influences on perspectives and behavior ▪ Links historical and cultural influences with behavior/ perception ▪ Evidence of ability to view the world through other cultural perspectives ▪ Design and theme of presentation imply a personal perspective	Analyzes perspectives in academic work as well as personal reflection: ▪ Explains influences on perspectives and behavior ▪ Explains historical and cultural influences on behavior/ perception ▪ Clear evidence of ability to view the world through other cultural perspectives ▪ Design and theme of presentation express a personal perspective	Thoughtfully articulates and analyzes personal perspectives and those of others: ▪ Explains influences that mold perspectives and behavior ▪ Insightfully analyzes effects of history and culture on behavior/ perception ▪ Interculturally competent, demonstrates a mature ability to view the world through other cultural perspectives ▪ Design and theme of presentation creatively express personal perspective	

Scoring Dimension	Emerging	Developing	Proficient/College Ready	Advanced/ College Level	Comments
Communicate Ideas *Students select and apply appropriate tools/strategies to communicate and collaborate effectively, meeting the needs and expectations of diverse individuals and groups.* **Evidence** to consider: Public speaking skills**;** use of media; use of world language; responses to questions and feedback; evidence of **c**ommunication with other cultures; projects such as newspapers, journals, blogs, drama, art, concerts.	Presentation lacks energy and a clear identity ▪ Voice, body language, and/or eye contact could be improved ▪ No evidence of world language proficiency ▪ No clear personal message or theme ▪ Lack of connection with audience ▪ Mostly verbal with few visuals, artifacts, etc.	Presentation is inconsistent, with a mix of strengths and weaknesses ▪ Good presentation skills ▪ Uses some world language phrases ▪ Personal message evident but not consistent ▪ Audience attentive though passive ▪ Includes different types of media	Excellent presentation—student communicates clearly, using stories/examples to provide depth ▪ Strong presentation skills (voice, etc.) ▪ Demonstrates world language proficiency ▪ Conveys coherent personal message throughout ▪ Audience is engaged and responsive ▪ Creative mix of media	A model presentation—dynamic and thoroughly engaging: ▪ Demonstrates college- level presentation skills ▪ Demonstrates fluency in world language(s) ▪ Presentation projects an inspiring personal message ▪ Establishes an authentic connection with the audience ▪ Technology/arts/artifacts enhance presentation, making it a visual and auditory experience.	
Take Action *Students translate their ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions.* **Evidence** to consider: Collaborative projects on the school level to effect change (forming new clubs; activities, changes in school culture); involvement in projects on community, national, or international level; authentic applications of learning; evidence of project planning; consideration of alternative actions; reflection on ability to promote change	*In presentation, does not include service or taking action as part of their education* ▪ No mention of program service activities or examples of taking action themselves ▪ Focuses on personal and school world more than community, national, or global level ▪ Extracurricular activities not related to any form of service ▪ Discusses change as something that happens <u>*to*</u> them rather than <u>*by*</u> them	*Describes some experiences participating in service and other forms of taking action:* ▪ Service activities completed to fulfill requirements ▪ Expresses opinions on local, national, global issues ▪ Supports some group actions like those of a club or outside group but not sustained over time ▪ Acknowledges the value of service and taking action	*Collaborates as a group member to effect significant change*: ▪ Actively participates in groups that have changed lives in our school, community, nation, or globally ▪ Keeps informed on public issues as an active citizen ▪ Contributes significantly to the success of projects initiated by others ▪ Demonstrates a clear understanding of the importance of action and service	*Demonstrates mature leadership in collaborating with others to effect significant change*: ▪ Initiates projects that influence others in our school, community, nation, or world ▪ Takes a public stand on one or more issue(s) as an active, responsible citizen ▪ Demonstrates leadership by helping others get involved and creating sustainable activities ▪ Reflects thoughtfully on an individual's ability to promote change, e.g., commitment to being a change agent in career or community	

Scoring Dimension	Emerging	Developing	Proficient/College Ready	Advanced/ College Level	Comments
Personal Growth/Reflection *Students reflect on and evaluate personal and academic growth, providing clear evidence/examples and identifying major influences.* **Evidence** to consider: Explanation of personal and academic growth, evidence presented, understanding of influences on growth and sources of motivation; appropriate **professional demeanor** in presentation itself (respect for the occasion, high expectations for themselves and others, focus on demonstrating proficiency)	*Presentation lacks evidence of careful reflection on personal and/or academic growth* ▪ List some personal strengths& weaknesses ▪ Academics limited to listing classes taken, social aspects rather than what was learned ▪ Describes personal experience, not growth ▪ Style too informal—focus on being entertaining more than demonstrating growth	*Examples of personal and/or academic growth are included, not in depth* ▪ Discusses some personal strengths and weaknesses ▪ Describes at least one key academic experience ▪ Identifies areas of personal growth without examples of influences ▪ Presentation is a mix of being professional and overly informal	*Convincing evidence of personal and academic growth* ▪ Explains personal strengths and weaknesses supported by evidence ▪ Focuses on several key academic experiences and their impact ▪ Identifies key areas of personal growth, linking them to events and experiences ▪ Maintains professional demeanor	*Demonstrates mature understanding of his/her personal and academic growth*: ▪ Shares insights into personal strengths and weaknesses ▪ Describes how key academic and life experiences led to intellectual growth and curiosity ▪ Reflects thoughtfully on personal growth, demonstrating unusual insight and motivation to continue growth ▪ Exemplary professional demeanor-- a model for younger students	

Overall Performance: (circle)

Emerging Developing Proficient/College Ready Advanced/ College Level

Overall Comments:

Appendix B: Grade 12 English Capstone Course Content and Performance Expectations

Virginia's College and Career Ready Initiative
Grade 12 English Capstone Course Content and Performance Expectations

Course Purpose and Description
Virginia's *College and Career Ready English Performance Expectations* grade 12 capstone course contains high-interest contextualized content designed to give certain students an additional boost for competent and successful entry into college and careers. The course will add to students' preparation for critical reading, college and workplace writing, and career-ready communications by enhancing skills in reading, the writing process, and creation of effective texts, and effective communications (speaking, listening, and collaborating).

The course will augment skills in critical reading; critical thinking; the fundamentals of academic writing; and exposition, persuasion**,** and argumentation. Through the writing process, students will refine topics; develop and support ideas and hypotheses; investigate, evaluate, and incorporate appropriate resources; edit for effective style and usage; and determine appropriate approaches for a variety of contexts, audiences, and purposes. Writing activities will include expository, persuasive, and argumentative texts.

The course is designed for students who 1) have satisfactorily completed the Standards of Learning English 11 course; 2) have achieved at least minimum proficiency on **both** the end-of-course English reading and writing assessments; and 3) are college intending, but may not be fully college ready. The course may also support students who meet the same academic requirements but plan to enter the work force (prepared for further work force training) directly after graduating from high school.

General Content Goals for the English Capstone Course

The grade 12 English capstone course will meet the following goals:

- Students will apply a variety of reading strategies to assess their own comprehension and analysis of written text and synthesize information to support their thinking, speaking, writing, and further reading;
- Students will apply all phases of the writing process, including prewriting, drafting, revising, editing, and reflecting at the college-entry level and will comprehend that writing develops through experience; and
- Students will apply a variety of oral communication strategies for diverse purposes and audiences, track and analyze spoken details, make deliberate choices of language, introduce and close points, and gauge effects in sharing, persuading, and arguing.
- Integrate the College and Career Ready English Performance Expectations (EPE) into an applied, skill-reinforcing program of intensive research, reading, writing, and communicating;
- Provide a substantial, analytical focus on exposition, persuasion**,** and argumentation in writing and presenting; build upon topics both provided by the teacher and generated by students;
- Use and reinforce content reading and analysis from a variety of areas, such as media, sports, entertainment, health, natural resources, environment, weather, agriculture, energy-use and production, economics, labor, population and demographics, and science, etc.;

- Use presentation and other communication technologies to develop, refine, and share texts to a variety of audiences;
- Incorporate research using primary and secondary sources;
- Provide opportunities for individual and collaborative investigation and performance; Augment skills in self and peer editing;
- Require high interest, high-level problem solving, decision making, analysis, and critical thinking, and evaluation in content and current-event contexts; and
- Align with the division/school curriculum to **minimize or eliminate** overlap with English 12 content.

Capstone Course Content and Delivery
The grade 12 English capstone course will:

- Comprise an intensive writing, reading, and communications program designed to augment certain twelfth-grade students' college- and career-readiness skills primarily in English;
- Be grounded in Virginia's College and Career Ready English Performance Expectations and offer a full-year course that directly supports the goals and program objectives;
- Be based on a range of task modules requiring intensive writing, reading, speaking and listening, research, use of technology, individual and group performances and presentations, and other modern college and career skills while applying academic content;
- Utilize reading, writing, and communicating prompts and tasks that will:
    - meet the level of achievement specified in *Virginia's College and Career Ready English Performance Expectations*;
    - be based on high interest topics;
    - use practical applications from news media, technical public-domain and commercial documents, and literature**;**
    - draw additional content from a full range of general and applied academic disciplines and professional communities (e.g., lawyers, sports writers, clothing designers, etc);
    - demonstrate spiraling of content and increasing complexity;
    - provide opportunities for students' individual and small- and large-group work;
    - require systematic research;
    - utilize word processing, presentation software, and graphics applications; and
    - require recognized standards for source documentation in final products.

Instructional Content and Skills
The English capstone course will include:

- Vocabulary analysis, development, and acquisition
- Techniques of reading for comprehension, gleaning key information, and retention of information for organized recall and critical analysis
- The writing process: prewriting, drafting, revising, editing, and reflecting
- Purpose, audience, and voice
- Focus and unity
- Organization, including introductions and conclusions Expository, argumentative, and persuasive strategies Locating print and electronic source materials Evaluating source quality and evidence
- Synthesizing sources
- Summary, paraphrase, and direct quoting
- Bibliography / list of works cited Clarity: syntax, semantics, and diction Sentence variety and coherence

- Peer collaboration
- Usage and mechanics
- Comprehending assignments through one-way communications and group discussions
- Refining and enhancing communication skills (speaking, listening, and collaborating) needed for diverse audiences and purposes.

The grade 12 English capstone course will <u>not</u>:

- Focus on discrete English skills in isolation of meaningful content or purpose;
  Serve as a program to remediate below-proficient skill attainment;
- Provide a required English standard credit; and
- Focus on American, English, world literature, or any literary genre as a significant area of study.

English College and Career Readiness Performance Expectations

Reading

VOCABULARY

1. Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
2. Apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.
3. Demonstrate understanding of word relationships and nuances in word meanings.
4. Discriminate between connotative and denotative meanings and interpret the connotation.
5. Use context, structure, and connotations to determine meanings of words and phrases.
6. Expand general and specialized vocabulary through speaking, reading, and writing.

NONFICTION READING

7. Read and analyze a variety of nonfiction texts.
8. Use reading strategies throughout the reading process to monitor comprehension.
9. Identify author's main idea and purpose.
10. Summarize text relating supporting details.
11. Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.
12. Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.

LITERARY READING

13. Read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.
14. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
15. Explain the influence of historical context on the form, style, and point of view of a written work.

READING ANALYSIS and CRITICAL READING

16. Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.
17. Draw conclusions and make inferences on explicit and implied information using textual support.
18. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
19. Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author's purpose.
20. Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.
21. Critically evaluate the accuracy, quality, and validity of the information.

Writing

COMPOSING

22. Write clear and varied sentences, clarifying ideas with precise and relevant evidence.
23. Arrange paragraphs into a logical progression.
24. Clarify and defend a position with precise and relevant evidence.
25. Draw evidence from literary or informational texts to support analysis, reflection, and research.
26. Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.
27. Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
28. Analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.
29. Synthesize information to support the thesis and present information in a logical manner.
30. Develop narrative, expository, and persuasive writings for a variety of audiences and purposes.
31. Develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.
32. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

REVISION and EDITING

33. Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.
34. Revise writing for clarity of content, depth of information and technique of presentation.
35. Self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
36. Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.
37. Use computer technology to plan, draft, revise, edit, and publish writing.

DOCUMENTATION and ETHICS

38. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
39. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

Communicating

SPEAKING

40. Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
41. Use details, illustrations, statistics, comparisons, and analogies to support the presentation.
42. Present evidence clearly and convincingly.
43. Use media, visual literacy, and technology skills to create and support the presentation.

LISTENING

44. Use a variety of listening strategies to analyze relationships among purpose, audience, and content of presentations.
45. Monitor listening and use a variety of active listening strategies to make evaluations.
46. Analyze, produce, and examine similarities and differences between visual and verbal media messages.
47. Determine the author's purpose and intended effect on the audience for media messages.
48. Analyze and interpret others' presentations.

COLLABORATING

49. Participate in, collaborate in, and report on small-group learning activities.
50. Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
51. Demonstrate the ability to work effectively with diverse teams to accomplish a common goal.

APPENDIX C: ENVISON'S COLLEGE SUCCESS PORTFOLIO OVERVIEW

College Success Portfolio Overview

Our BIG Goal

At Envision Schools we are focused on rigor. By rigor we don't mean more content. We mean complexity: the ability to think like an historian or mathematician, the ability to know and use the leadership skills necessary in college and life, and the ability to reflect about one's personal journey as a learner. In short, we are about students *knowing*, *doing* and *reflecting*.

Profile of an Envision Schools Graduate

Envision Schools graduates are ready for success in college and future careers 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:

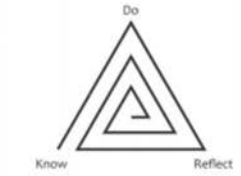
- Use core competencies required to perform the role of a college student: inquiry, analysis, research, and creative expression in core content areas
- Use 21st Century Leadership Skills: Communicate Powerfully, Think Critically, Collaborate Productively, and Complete Projects Effectively
- Participate in at least one Workplace Learning Experience 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.

How do we get there?

At its core, our approach to teaching *knowing, doing* and *reflecting* is projects.

Project Based Learning (PBL) is a teaching approach, a mindset, and a framework for teaching skills and content. Through projects, students not only show what they *know*, they apply their knowledge (show what they can *do*.) Project/s can also scaffold the learning leading up to a portfolio artifact, or be an application of learning following an artifact. Interdisciplinary projects and exhibitions should result in at least one or more portfolio artifacts. *For more information on projects, see "What is PBL?" in the third section: Supporting Materials and Documents.*

Teachers map backwards from the College Success Portfolio tasks and content standards. To do this effectively, it means giving the students multiple chances to practice elements of the portfolio tasks. Through project based learning, students get this practice of showing 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.

The College Success Portfolio and Defense is our capstone activity that pulls *knowing, doing* and *reflecting* into one place, into one moment. It is the final inquiry, the final essential question the final exhibition– a culmination of a 4-year *project* (or 2 years for our sophomores).

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

The Portfolio is organized by type of task not subject area:

A completed Benchmark Portfolio has four proficient deep pieces of work (artifacts), a reflection for each artifact & a cover letter:

- ❑ Research Paper
- ❑ Analysis
- ❑ Inquiry
- ❑ Creative Expression

Students choose 3 of these artifacts to defend.

A completed College Success Portfolio has five proficient deep pieces of work (artifacts), a reflection for each artifact & a cover letter:

- ❑ Research Paper
- ❑ Analysis
- ❑ Inquiry
- ❑ Creative Expression
- ❑ Workplace Learning Experience

Students choose 3 of these artifacts to defend.

Benchmark/College Success Portfolio Defense Agenda

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 Roles ~3 minutes
- Student's Introduction and Presentation of 1st Artifact ~15 minutes
  - Student's Defense of 1st Artifact (Q and A) ~5 minutes
- Student's Presentation of 2nd Artifact ~10 minutes
  - Student Defense of 2nd Artifact (Q and A) ~5 minutes
- Student's Presentation of 3rd Artifact ~10 minutes
  - Student Defense of 3rd 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.

APPENDIX D: ASIA SOCIETY'S GRADUATE PROFILE

Profile of an Asia Society International Studies Schools Network (ISSN) High School Graduate

The goal of the Asia Society International Studies Schools Network (ISSN) is that every student who graduates from an ISSN school possesses the knowledge, skills, and habits of mind necessary to succeed and contribute in the 21st century global environment. It is a goal for each and every ISSN student; our mission is excellence and equity in the global era. The following is a profile of the attributes we strive to develop in each ISSN high school graduate.

ISSN graduates are **Ready for College**. They:

- Earn a high school diploma by completing a college-preparatory, globally focused course of study requiring the demonstration of college level work across the curriculum.
- Have the experience of achieving expertise by researching, understanding, and developing new knowledge about a world culture or an internationally relevant issue.
- Learn how to manage their own learning by identifying options, evaluating opportunities, and organizing educational experiences that will enable them to work and live in a global society.
- Graduate with all options open for post-secondary education, work and service.

ISSN graduates have the **Knowledge Required in the Global Era**. They understand:

- Mathematics as a universal way to make sense of the world, solve complex, authentic problems, and communicate their understandings using the symbols, language, and conventions of mathematics.
- Critical scientific concepts, engage in scientific reasoning, and apply the processes of scientific inquiry to understand the world and explore possible solutions to global problems.
- How the geography of natural and man-made phenomena influences cultural development as well as historical and contemporary world events.
- The history of major world events and cultures and utilize this understanding to analyze and interpret contemporary world issues.
- Arts and literature and use them as lenses through which to view nature, society, and culture as well as to express ideas and emotions.

ISSN graduates are **Skilled for Success in a Global Environment**. They:

- Are "literate for the 21st century" – proficient in reading, writing, viewing, listening, and speaking in English and in one or more other world languages.
- Demonstrate creative and complex thinking and problem solving skills by analyzing and producing viable solutions to problems with no known or single right answer.
- Use digital media and technology to access and evaluate information from around the world and effectively communicate, synthesize, and create new knowledge.
- Make healthy decisions that enhance their physical, mental, and emotional well-being.

ISSN graduates are **Connected to the World**. They:

- Effectively collaborate with individuals from different cultural backgrounds and seek out opportunities for intercultural teamwork.
- Analyze and evaluate global issues from multiple perspectives.
- Understand how the world's people and institutions are interconnected and how critical international economic, political, technological, environmental, and social systems operate interdependently across nations and regions.
- Accept responsibilities of global citizenship and make ethical decisions and responsible choices that contribute to the development of a more just, peaceful, and sustainable world.

APPENDIX F: READINESS CHECKLIST

Getting Ready for Success
Implementing Capstones in your School

Directions: Use this tool to self-assess your school's readiness to support the successful implementation of capstones. For each indicator, rate the level of implementation. After you have assessed your school readiness, review each domain and identify one or two priorities to address.

Domain	Indicator	Level of Readiness				Priorities
		Not Present	Developing	Present	Strength	
Leadership	***Experienced and effective educators*** are leading the initiative.					
	Schools/district leadership has high degree of ***assessment literacy*** and expertise (assessment design, performance assessment, rubrics and scoring).					
	A high-functioning ***distributed leadership*** model exists; including formal teacher leader roles/responsibilities and collaborative committee structures.					
	District fully supports the implementation of this initiative in terms of policy, funding, time and expertise.					
Vision & Mission	A ***shared vision and commitment*** to this initiative exists among all faculty, students and community members					
	Through a collaborative process, the school/district has developed a ***strategy or plan to address 21st century skills*** (as defined by the Graduation Guidelines)					
	The school utilizes a ***collaborative design or feedback process*** with community members for other initiatives (e.g., World Café, design thinking) or obtains feedback through frequent surveys.					
Culture	***College and post-secondary readiness*** is the expectation for all students.					
	Faculty engages in ***systematic, collaborative reflection*** to ensure ***continuous improvement*** of their practice and student outcomes.					
	Norms and protocols guide the way faculty meet and interact with one another.					
Infra-structure	Structures that support close ***adult/student relationships*** while promoting personal, academic and social growth (e.g. Advisory, faculty mentors, etc.)					
	Site-based autonomy allows the school to make decisions about how to use time (scheduling), staffing and curriculum.					

Domain	Indicator	Level of Readiness				Priorities
		Not Present	Developing	Present	Strength	
	The ***master schedule*** is designed to allow for flexible grouping of students and interdisciplinary or project-based learning.					
	Regularly scheduled ***time for teacher collaboration*** is part of the schedule (common plan time, release time, PD time).					
	Robust structures exist that allow for ***shared decision-making*** and ***faculty ownership*** of school-based management and innovation (e.g. school improvement team).					

Resources

Several schools, districts and organizations have developed tools and resources to support the effective implementation of portfolios and capstones initiatives. Below are several links to these tools and resources.

Advisory	Book: How to Design an Advisory System for a Secondary School by Mark F. Goldberg. Available at ASCD: http://www.ascd.org/publications/books/198031.aspx Changing Systems to Personalize Learning: The Power of Advisories http://education.vermont.gov/documents/EDU-PLP_The_Power_of_Advisories.pdf http://www.brown.edu/academics/education-alliance/publications/changing-systems-personalize-learning-power-advisories
Performance Outcomes	Asia Society has developed a series of tools to clarify global competency goals, and help students and teachers document the contribution toward achieving those goals. For each subject area and for global leadership, they provide a rationale and series of tools to show what students need to know and be able to do. The "I Can Statements" are aimed at students, describing in first-person voice what he or she will be able to do in the benchmarked 5th, 8th, 10th, and 12thgrade years. A rubric lists specific evidence students demonstrate as they progress towards global competency. This is a tool for students and teachers alike. These tools can be found and downloaded for free at: http://sites.asiasociety.org/pglonline/teach/performance-outcomes-3/
Portfolio Defense	Envision Learning Partners - https://envisionlearning.org/ ~~http://www.envisionlearning.org/tools-and-resources/~~
Rubrics	On Rubrics and Models, Part 2: A Dialogue | Grant Wiggins Designing Rubrics (Video) https://learn.teachingchannel.com/site-search?keyword=designing+rubrics ~~https://www.teachingchannel.org/videos/designing-rubrics~~ Assessment for learning as background knowledge to inform rubric design http://www.ascd.org/publications/educational-leadership/may07/vol64/num08/Assessment-Through-the-Student's-Eyes.aspx Tame the Beast: Tips for designing and using rubrics, Andrew Miller https://www.edutopia.org/blog/designing-using-rubrics-andrew-miller ~~http://www.edutopia.org/blog/designing-using-rubrics-andrew-miller~~
Service Learning	Engaged For Success: Service-Learning for Dropout Prevention http://files.eric.ed.gov/fulltext/ED503357.pdf

	Service-Learning as Evidence-Based Practice https://www.edutopia.org/blog/what-heck-service-learning-heather-wolpert-gawron ~~http://nmcommunityservicelearning.wikispaces.com/file/view/research+demonstrates+value+of+csl.pdf~~ Colorado Service-Learning Council https://www.civicnetwork.io/network/colorado-service-learning-council ~~http://www.coloradoservicelearning.org/~~ Free Service-Learning Webinar Series http://gsn.nylc.org/topics/343