



# Portfolio-Defense Student Workbook

Name: \_\_\_\_\_

Advisor: \_\_\_\_\_

Pathway: \_\_\_\_\_

## Senior Graduation Portfolio Defense

| SCORING DOMAIN                                                                 | BEGINNING                                                                                                                                                                                                                                                                                                                                                                                         | APPROACHING                                                                                                                                                                                                                                                                                                                                                                                                 | MEETING                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Mastery of Competency</b><br><br><i>What does this student <b>know</b>?</i> | <ul style="list-style-type: none"> <li>• Demonstrates limited content knowledge through some artifacts AND/OR context of each artifact is missing</li> <li>• Unable to communicate the purpose of the artifact</li> <li>• Provides unreliable evidence to support the arguments about the contents of the portfolio</li> <li>• Knowledge described is limited to the context of school</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates detailed content knowledge through some artifacts AND/OR explains only some context of each artifact and purpose of the artifact</li> <li>• Provides appropriate, but inconsistent evidence to support the arguments about the contents of the portfolio</li> <li>• Somewhat related knowledge to the explanation of the world around them</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates detailed competency knowledge through each artifact, including context of each artifact and purpose of the artifact</li> <li>• Provides appropriate and consistent evidence to support the arguments about the contents of the portfolio</li> <li>• Relates knowledge to the explanation of the world around them</li> </ul> |
| <b>Application of Knowledge</b><br><br><i>What can this student <b>do</b>?</i> | <ul style="list-style-type: none"> <li>• Does not connect or apply learning from one area of study or point of view to another</li> <li>• Does not connect or apply learning to pathway learning outcomes</li> </ul>                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Connects learning from one area of study or point of view to another without describing application or significance</li> <li>• Somewhat demonstrates evidence of the use and application of <b>one</b> pathway learning outcome</li> </ul>                                                                                                                         | <ul style="list-style-type: none"> <li>• Clearly connects and applies learning from one area of study <b>or</b> point of view to another</li> <li>• Thoroughly demonstrates evidence of the use and application of <b>one</b> pathway learning outcomes</li> </ul>                                                                                                                 |
| <b>Meta-cognition</b><br><br><i>How <b>reflective</b> is this student?</i>     | <ul style="list-style-type: none"> <li>• Does not allude to his/her growth, accomplishments and successes</li> <li>• Somewhat acknowledges areas where future growth and/or cognitive growth and development are needed OR does not have a plan/strategy to manage their needs</li> </ul>                                                                                                         | <ul style="list-style-type: none"> <li>• Briefly mentions his/her growth, accomplishments and successes</li> <li>• Honestly acknowledges areas where future growth and/or cognitive growth and development are needed and has a superficial plan/strategy to manage their needs</li> </ul>                                                                                                                  | <ul style="list-style-type: none"> <li>• Recognizes and discusses his/her growth, accomplishments and successes</li> <li>• Honestly acknowledges areas where future growth and/or cognitive growth and development are needed and discusses a concrete plan/strategy to manage their needs</li> </ul>                                                                              |

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

# Part 1: Overview

## A. Introduction

This portfolio-defense workbook is to help you understand how to design and implement your senior graduation portfolio and defense.

The graduation portfolio and defense serve as capstones to measure your readiness to graduate high school and be prepared for college, career, and life. The first step is to compile a portfolio of exemplar artifacts to demonstrate your academic competency, work readiness, and civic engagement. Afterwards, you will select key artifacts to make a public defense answering the question: How am I prepared for life after high school (college, career, and life)?

The portfolio and defense process gives you multiple opportunities to reflect on your personal and academic growth and performance throughout the four years of high school in meeting the pathway. Students will present their evidence and arguments of mastery to a public audience composed of other students, family members, MHS staff, and maritime industry mentors/professionals from their chosen career pathway. Students will tailor their defense to narrate the story of their learning throughout their 2 years in the Launch phase, and how the experiences they have had prepared them for the path they plan to pursue after high school. This defense-style presentation will include a formal presentation, public Q&A, and private discussion with school and industry mentors.

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## B. Student Responsibility

You are responsible for documenting your work and progress throughout the four years of high school:

- Maintain a digital record of your graded work and achievements
- Regularly reflect on your work and progress
- Consider and incorporate feedback from peers and teachers

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## C. Teacher and Family Support

Teachers will support you by doing the following:

- Assign grade-level portfolio-worthy assignments based on standards
- Give you instructive feedback to improve your artifacts
- Build in time for critique, revision, and reflection; you will most likely go through several drafts of your artifacts
- Provide each student with the scaffolds to support high quality portfolios and defenses
- Accommodations for multilingual learners and students w/IEPs: In addition to

scaffolding the defense presentation, the advisor should also consult the special education and MLL teachers/coordinators to determine the specific accommodations needed.

Families have the responsibility of understanding the general portfolio and defense process in order to encourage and support you. Specific ways your family can support you are:

- Help you keep track of your work
- Listen to you while you practice your defense
- Be present on the day of the live defense

## Part 2: The Portfolio

### A. Requirements for the Portfolio

The portfolio offers clear evidence that you have achieved your pathway outcomes. The portfolio consists of one competency with three to five artifacts, each one selected by you to represent your readiness to graduate from high school.

Reflect upon how you've met the school learning competencies in your academic work. You must have two artifacts + a reflection showing Growth Over Time and one artifact + reflection from your pathway.

#### Introduction-

- Do you feel like you have achieved the vision and goals you set out to accomplish during your time at MHS?
  - In what way(s) yes? In what way(s) no?
- Describe the highlights of your learning at MHS
- Look through evidence of your field experiences (FWEs, internships, job shadows, etc.) and reflect on your time in 9th-12th grade. What story about your learning do these experiences tell? Cite specific examples.

#### Two foundational artifacts + a reflection showing Growth Over Time

1. Define the competency, including what it means to MHS and what it means to you.
2. Do you feel like you achieved the vision and goals set out in this competency?
  - a. In what way(s) yes? In what way(s) no?
  - b. Describe your highlights of your learning associated with this competency
  - c. Look through the evidence of your field experience (FWEs, internships, job shadows, etc.) and reflect on your time in 9-12th grade.
3. Identify two artifacts that demonstrate your growth over time.
  - a. Introduce and contextualize the artifacts. What was the milestone? How did you create it?
  - b. Analyze the artifacts, explaining in detail how they represent the competency
  - c. Reflect on your understanding of that competency, how the artifacts demonstrate growth in it, and what progress you still need to make (Reflection can be essay, bullet points in slides, video, or other approved by Portfolio Advisor)

#### One artifact + reflection from your pathway.

1. Describe your pathway and why you chose it. In what ways has, or hasn't, this pathway supported your vision and goals for your future.
2. Look at artifacts of your experiences in the pathway (courses, labs, certifications, industry experience, leaving to learn, job shadowing) and highlight your learning associated with this pathway.
3. Identify one artifact that represents learning that has occurred in your pathway, that highlights the components of the advanced competency.
  - a. Explain the skills learned or developed through this artifact such as pathway learning outcomes or durable skills.
  - b. Include personal and pathway specific accomplishments (Reflection can be essay, bullet points in

## Work Readiness

- Professional Resume
- Job Shadow, Mentorship or Internship Reflection
- Community Engagement
- Evidence of High School and Beyond Planning: Fall Senior Survey, Build Resume, Senior Exit Survey, AchieveWorks Personality, Career Cluster Finder, Career Interest Finder, Game Plan Survey, Strengths Explorer, SuperMatch College Search

## B. Selecting “Portfolio-Worthy” Artifacts

How do you know if the artifact you select for your portfolio is the “right one?” Use this Portfolio Artifact Quality Criteria to determine if you should include an artifact in your portfolio.

### Contextualizing the Artifact

- ☐ I worked on this artifact for more than one week, either in class or outside of class time.
- ☐ I played a significant role in creating this artifact (if it is part of a group project).
- ☐ I revised this artifact after receiving feedback to improve upon it.
- ☐ I was challenged when working on this artifact.

### Analyzing the Artifact

- ☐ I am able to demonstrate my understanding of content standards and competencies through this artifact.
- ☐ I can explain what skills I learned or developed through this artifact, such as pathway learning outcomes or durable skills.

### Reflecting on the Artifact

- ☐ I can explain how this artifact connects to life outside of school and/or my future.
- ☐ I grew as a student and as an individual through this artifact.

## C. Reflecting on Your Work

Reflecting on your work is a crucial learning component of the senior portfolio and defense. Your advisor should help you prepare the reflections for the Academic Preparedness artifacts.

Use the Student Competency Reflection to analyze your work and explain in detail how and why it demonstrates the selected competency. The reflection should be at least one-page, typed, double-spaced, and answer the following questions.

1. Introduce and contextualize the artifact. What was the milestone? How did you create it?
2. Analyze the artifact, explaining in detail how it represents the chosen competency. Reflect on your understanding of that competency, how you have grown in it, and what progress you still need to make.

# Part 3: The Defense

## A. Requirements for the Senior Defense

After you create your digital portfolio, you will defend parts of your portfolio before a panel of evaluators. This is an opportunity for you to demonstrate your ability to design a thoughtful and engaging presentation, confidently engage an audience for a sustained length of time, speak freely, and listen and respond to questions. You should personalize the presentation to make it representative of yourself.

For each artifact, be sure to:

- Contextualize the artifact
- Explain what you learned in terms of content and skills
- Reflect on which pathway outcomes you achieved through this artifact

A typical defense usually takes 35-45 minutes from the presentation through the Q & A and feedback. During this time, you will stand at the front of a room and make a presentation with supporting visual imagery.

|                        |                      |
|------------------------|----------------------|
| TOTAL TIME FOR DEFENSE | <u>35-45</u> minutes |
| Student presentation   | <u>20-30</u> minutes |
| Q & A with the panel   | <u>5</u> minutes     |
| Panel deliberates      | <u>5</u> minutes     |
| Feedback & wrap-up     | <u>5</u> minutes     |



## B. Defense Resubmissions

What happens if you don't pass your senior defense? Passing the senior defense is a critical component to graduating high school, but it is also an important learning process.

You will be asked to “resubmit” if you do not pass the defense. You will have a chance to make improvements to the presentation based on the feedback provided and with the support of a teacher. Multiple resubmission opportunities will be given to you until the evaluators determine it as satisfactory.

Although not passing may be disappointing, if you attend to the feedback and suggestions for improvement, it will be highly likely for you to pass on your second attempt. Most students who

re-submit feel proud of the improvements they've made and ultimately view the whole thing as a valuable learning experience.

## Senior Defense Rubric for Peer Feedback

| SCORING DOMAIN            | EMERGING | APPROACHING | PROFICIENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------|----------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mastery of Competency     |          |             | <input type="checkbox"/> Demonstrates detailed content knowledge through each artifact, including context of each artifact and the purpose<br><input type="checkbox"/> Provides appropriate and consistent evidence to support the arguments about the contents of the portfolio<br><input type="checkbox"/> Relates knowledge to the explanation of the world around them                                                                                                                                                                                                      |
| Application of Competency |          |             | <input type="checkbox"/> Clearly connects and applies learning from one area of study or point of view to another<br><input type="checkbox"/> Thoroughly demonstrates evidence of the use and application of two pathway learning outcomes                                                                                                                                                                                                                                                                                                                                      |
| Meta-cognition            |          |             | <input type="checkbox"/> Recognizes and discusses his/her growth, accomplishments and successes<br><input type="checkbox"/> Honestly acknowledges areas where future growth and/or cognitive growth and development are needed and discusses a concrete plan/strategy to manage their needs                                                                                                                                                                                                                                                                                     |
| Presentation Skills       |          |             | <input type="checkbox"/> Has clear and well-organized presentation (with beginning, middle and end, and utilizes appropriate transitions)<br><input type="checkbox"/> Has a clear purpose<br><input type="checkbox"/> Shows command of all presentation skills: body, posture, language, eye contact, voice and timing<br><input type="checkbox"/> Communicates clearly and uses effective language to convey ideas and opinions in defense of his/her learning<br><input type="checkbox"/> Makes effective use of Digital and/or Visual elements to demonstrate their learning |
| Questions and Comments    |          |             | <input type="checkbox"/> Responds directly to questions and comments from members of the panel<br><input type="checkbox"/> Uses evidence/examples to convincingly support answers to questions                                                                                                                                                                                                                                                                                                                                                                                  |

| WOWs | WONDERS |
|------|---------|
|      |         |

### *Presentation Rehearsal Reflection*

Presenter Name: \_\_\_\_\_

Rehearsal Date: \_\_\_\_\_

Presentation Reviewer(s): \_\_\_\_\_

1. Approximately how many times had you rehearsed your presentation (either alone or for an audience) prior to this presentation rehearsal?
  
2. What are some of the overall strengths that your reviewers noted about this presentation rehearsal? If this was not your first rehearsal with feedback, what progress have you made since your last rehearsal?
  
3. What are some of the overall areas of needed improvement that your reviewers noted about this presentation rehearsal? If this was not your first rehearsal with feedback, how do your areas of needed improvement compare with past feedback?
  
4. What are the specific critical needs your reviewers noted, and what is your plan to address these needs? (Be specific - what measurable action steps will you take?)
  
5. When is your next scheduled rehearsal? If you do not yet have one, what is your plan for scheduling another rehearsal date?

Name of Student: \_\_\_\_\_

Title of Competency: \_\_\_\_\_

## Student Competency & Growth Over Time Reflection

*Use this template for collecting and organizing your thoughts so you can write a well developed and detailed reflection.*

### Introduce and contextualize the competency.

1. Describe the assignment/project
2. What were the steps you took to show proficiency with this competency?
3. Which pathway learning outcomes did you demonstrate in this competency?
4. Applying the knowledge and skills:
  - a. Describe the knowledge and skills you acquired that apply to life outside of school.
  - b. Describe how the knowledge and skills you acquired will help you with your future plans.

### Reflect on your challenges and growth.

1. How did you show up as a learner when you first started MHS?
2. What was a challenge that you overcame in your time at MHS?
3. What were the strengths that you demonstrated through your time at MHS?
4. What do you want to accomplish/impact in the future?

## Senior Defense Practice Schedule

This might seem obvious, but practice for your senior defense. Secondly, listen to other people's feedback and **USE THE FEEDBACK TO IMPROVE YOUR PRESENTATION**. Don't take the feedback personally, but use this as a learning experience to become a more confident and stronger presenter.

Examples:

1. Small Group Peer Feedback: Use the Senior Defense Rubric for Peer Feedback to give feedback to your peers. Be sure that the feedback you provide is kind, specific, and actionable.
2. Presentation Rehearsal Reflection: Practice your presentation in front of the mirror, an audience of stuffed animals, or by yourself in the dark - anything to help you rehearse your presentation as much as you can.

| When? | What?                                                                                                                                 | Who Can Help? |
|-------|---------------------------------------------------------------------------------------------------------------------------------------|---------------|
|       | Select the artifacts from your portfolio that you will use in your senior defense.                                                    |               |
|       | Create the visuals for the presentation (can be Google Slides, Prezi, or any format that represents you). Create notecards as needed. |               |
|       | Practice #1 - Practice presenting one part of your senior defense in front of friends or peers, and listen to their feedback.         |               |
|       | Practice #2 - Practice presenting your entire defense in front of friends or a mirror.                                                |               |
|       | Practice #3 - Practice presenting your entire senior defense in front of peers.                                                       |               |
|       | Submit your digital senior portfolio to your Advisor.                                                                                 |               |
|       | <b>PRESENT YOUR SENIOR DEFENSE IN FRONT OF EVALUATORS!</b>                                                                            |               |