

Portfolio Presentation Guide

CRITERIA	MEETS	DOES NOT MEET
Presentation includes PORTFOLIO Work Samples.	Presenter presents items and corresponding reflections from the high school years showing growth.	Student doesn't present items and corresponding reflections from the junior and senior years showing growth.
Presentation demonstrates learning and reflects a research/knowledge base. Project requires multiple sources of information, and goes beyond the student's initial understanding to create an original position or product.	Presentation shows evidence of synthesis of multiple sources that goes beyond the student's initial understanding to create an original position or product. Project requires analysis of information and/or putting together information from at least 5 sources to demonstrate an understanding of existing knowledge. One source must be an outside expert in the field.	Project requires little analysis and is focused on simplistic tasks or concepts using fewer than five sources and has little relevance to content learning. The student used no outside expert. No creation is evident.
Presentation reflects organization, completeness, thoroughness of project preparation, and continuity, i.e. project presented aligns with project proposed. As students work through the process, they will document progress. The process is planned, organized, and complete.	Use of a journal, outline, story-board, web-map, or creation of a time management plan of anticipated tasks, steps, or activities to be completed for the presentation. Documentation may appear in the form of photographs, videotape, audio recording, anecdotal documentation by mentor or field expert. Project presented aligns with project proposed.	Documentation of the process is absent. Project presented does not align with project proposed. Student changed topic without approval.
Presentation demonstrates curriculum links.	Project shows clear links to the curriculum. The student must apply knowledge and skills learned in one or more of the following areas: math, science, social studies, language arts, fine arts, physical, or vocational education.	Project shows curriculum content links that are forced, superficial, or unidentified.
Time Length Requirement — Presenter adheres to time length requirements. 10-15 min to present portfolio (including project) and 10 min. for questions-answers by panel. Presenter returns after 10 min. panel deliberations for 5 min follow-up with panelists.	Student adheres to time requirements for formal presentation.	Student fails to adhere to time length requirements for formal presentation.

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Visual – Presentation includes 3 or more visuals from various media, one of which must make use of technology as a means to present findings.	Project uses several types of media including technology; visuals are appropriate, of good quality, and convey the message through such media as PowerPoint, PhotoShop, Excel, iMovie, Inspiration, HyperStudio, InDesign, or a web-site.	Use of technology is absent, forced, minimal, or superficial.
Oral – Presentation Personal notes (note cards) may be used for delivery. The student talks to the panel and avoids reading.	Eye contact, voice, use of visual or auditory aides, and body language are satisfactory. Message exhibits confidence, poise, and relaxed delivery as well as engages audience in reflective thinking.	Eye contact, voice, use of visual or auditory aides, and body language are inappropriate or distracting to the message. Message exhibits nervous or detached delivery and does not engage the audience.
Oral – Presentation Delivery is formal and prepared.	The presentation begins with an effective introduction, flows smoothly, and concludes strongly. Sources are documented orally. The style is clearly that of the presenter, not borrowed from sources.	The presentation begins with an ineffective introduction, is poorly organized and/or concludes weakly. Oral documentation of sources is inadequate. The presentation style is not the student's own.
Oral – Presentation Presenter answers interview questions posed by review panelists.	There is evidence of both critical thinking and understanding of information in answers to panelists' questions.	Questions were not addressed sufficiently, and/or answers were incorrect or inappropriate.
Written – Presentation includes written copy of the student's analyzed and synthesized research findings. Copies will be available for all members of the panel one week prior to the presentation.	Communication is fluent with details and appropriate word choice. Free of spelling and mechanical errors on one to two pages of hard copy.	Communication lacks fluency and detail, using words that are dull, weak or inappropriate for audience. Many misspellings/mechanical errors. Hard copy document is less than one page.
Portfolio Process Reflection A written reflection relates what the student has discovered about his/her own learning and thinking through the entire portfolio process.	Presenter explains what was done, how it went and what could be done differently or repeated. Must clearly communicate using correct written English. Must address discoveries about growth as a learner, planner, and problem-solver. Must emphasize intended uses of knowledge and skills gained. Must explore how the student felt and/or what the student thought during the process. Presenter shares insights. One page (12 pt. Font) minimum turned in to the mentor teacher. Due May 8 by 3:00 p.m.	Reflection is inadequate or absent.