

Leaders of Their Own Learning

Chapter 7: Passage Presentation with Portfolios

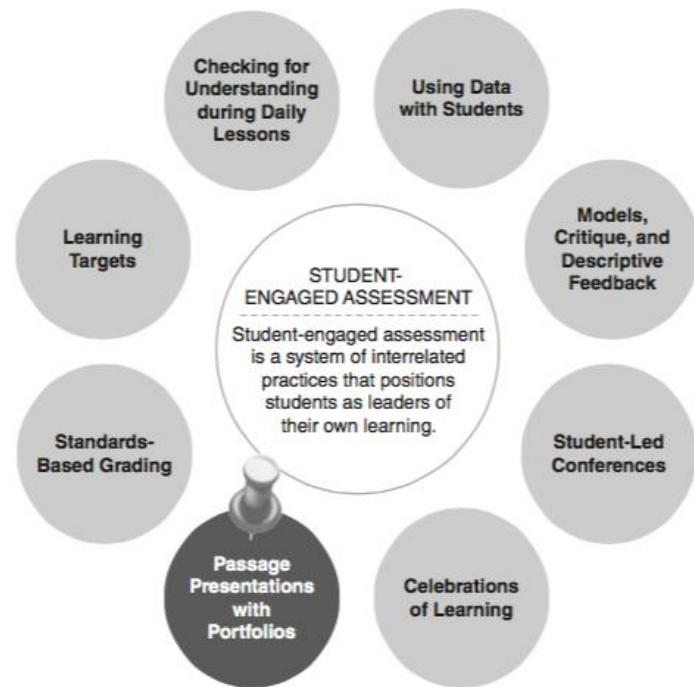
LEARNING TARGETS:

I CAN DEFINE THE KEY COMPONENTS OF A PORTFOLIO SYSTEM AND A PASSAGE PRESENTATION.

I CAN EXPLAIN THE POWER OF PASSAGE PRESENTATIONS WITH PORTFOLIOS ON THE STUDENTS WHO GIVE THE PRESENTATIONS AND OTHER MEMBERS OF THE SCHOOL COMMUNITY WHO PARTICIPATE.

I CAN DETERMINE WHAT STUDENTS, TEACHERS, LEADERS, AND COMMUNITY MEMBERS WOULD NEED TO DO TO IMPLEMENT PASSAGE PRESENTATIONS WITH PORTFOLIOS SUCCESSFULLY.

Quick Review and Reflection Chapters 1-6



TURN & TALK

1. Greet your partner.
2. Decide who shares first.
3. Listen to your partner.
4. Only let your partner hear.
5. Sit and wait quietly.

WHAT IS THE PURPOSE OF KEEPING PORTFOLIOS?

Portfolios are not a new idea in schools; however, they don't always serve the same purpose from school to school. As part of a student-engaged assessment system, their primary purpose is to engage students in assessing their growth and learning. Reflecting on their work and how it demonstrates mastery of or growth toward standards, learning targets, and strong character is primary. It is important for each school to be clear about why it is investing significant time and energy into the practice.



WHAT WILL BE INCLUDED IN OUR PORTFOLIOS?

The first thing to consider is whether the portfolio is a stand-alone document or a tool to aid a verbal presentation. This decision determines a great deal about what goes into the portfolio.

A stand-alone portfolio will need written documentation for each piece that describes the reason it was chosen for inclusion, as well as contextualization and reflection. Further explanation of the assignment, as well as rubrics and other criteria, may need to be included.

Related to this decision is to what degree the portfolio will give a general overview of a student's performance in a subject versus a snapshot of strong or weak work, or work that shows evidence of growth.

What is Our School-Wide Portfolio System?

Schools should identify how many layers their portfolio system will include. Many schools use working folders in each class or for every subject area. These working folders contain all assignments and reflections and can then be used to pull work from for the more formal portfolio. Schools may also add an additional layer to the passage presentation portfolio for work culled from previous grade-level portfolios. Whatever the system, the portfolio should be a living document within the classroom. Students can and should select work, write reflections, and assess progress on an ongoing basis. Portfolios may also include the multiple drafts, self-reflections, feedback, and rubrics to tell the story of the growth of the student as a learner.

How Will Portfolios Be Used to Teach Reflection?

In order for portfolios to be a tool for student-engaged assessment, they must be a regular part of classroom conversation, not a static collection of student work. They should be used on a daily or weekly basis for reflections on progress, self-assessment, and ongoing analysis of student work. In this way, they are an important data source for documenting progress.

Watch Passage Presentations in Action!



Grades 9 - 12

- Senior passage presentations are called "Final Word"
- Final Word presentations are evaluated
- Students craft narratives of significant personal growth
- Students present to parents, teachers, and graduating class

06:47

The video player shows a scene from a school auditorium. A student is standing at a podium on a stage, addressing an audience of students and adults. The stage is decorated with blue curtains. The video player interface includes a play button, a progress bar, and a timestamp of 06:47. A red overlay on the right side of the video contains a list of bullet points describing the 'Final Word' presentation process.

Group Activity

How do dynamic portfolios engage students in assessing their growth and reflecting upon their learning?

What are the ways to approach organizing a portfolio? What kinds of work and artifacts would be collected for each?

What do leaders, teachers and students need to do to ensure that a portfolio is a living document and that cultivating it is approached systematically within a school?

Exit Ticket

1. What systems are currently in place at your school for gathering and reflecting on student work? How can you build on that system—in your classroom, and across your grade level or school—to develop a common system for portfolios?
2. What is your role in helping parents understand the why, what, so what, and now what of successful passage presentations with portfolios.