

The Compass School



Division One Exhibition (8th grade)

Essential Question: As a learner, what are your areas of strength, struggle, improvement and interest/passion as you leave Division One?

What is the Division One Exhibition?

The Division One Exhibition represents your hard work and accomplishments in the 7th and 8th grades. Your exhibition will consist of a reflective portfolio of your work, a reflective letter, and a roundtable presentation.

What is the purpose of the Division One Exhibition? This exhibition will serve as a teaching/learning tool that will provide you with the opportunity to observe your growth, to evaluate your work and to reflect upon your Division One learning experiences and Compass' Learning Realms. Division One Exhibition is a requirement for promotion to high school.

Exhibition Process: How does one complete a Division I Exhibition?

The following is an outline of the process for the Division I Exhibition. It consists of five phases:

- I. Collection- the first step in creating your portfolio**
- II. Selection- choosing what you will include in your final portfolio**
- III. Reflection- demonstrating understanding yourself as a learner**
- IV. Presentation- presenting your portfolio and making connections between your past, present, and future as a learner**
- V. Conclusion- reflection and response to the roundtable experience**

Guide to Division One Exhibition Portfolio

The Division I Exhibition Portfolio provides the opportunity for students to collect a sampling of the work they have completed over their 7th and 8th grade years, examine the work for areas of strength, weakness, improvement and interest, and to reflect on these areas making connections to the Compass Learning Realms. To complete the portfolio, students should follow the steps outlined below.

I. Collection: The first step in creating your portfolio.

During the 7th and 8th grade you have been saving works from all discipline areas. These include:

Core Discipline Areas:

- *Humanities
- *Math
- *Science and Technology
- *Foreign Language

Enrichment Areas:

- *Health
- *Community Service
- *Exploratories
- *Outside of school activities

As you choose each piece of work, use your work checklist form to identify the corresponding Learning Realms (communication, personal development, etc.). This does not have to be your best work. Remember, this is the collection phase – don't leave anything out!

II. Selection: Choosing what you will include in your portfolio.

From the work you have collected, you will select works that demonstrate your work in the Compass School Learning Realms. You must have at least four (4) pieces of work for **each** learning realm. These realms are:

Knowledge Personal Development Community Involvement
Critical Thinking Communication

These pieces works must cover at least three (3) of the Core Discipline Areas and one (1) of the Enrichment Areas.

Using the works that you have collected for the 5 realms listed above, decide which question below applies to your work in that realm:

1. Which Learning Realm(s) has been a strength?
2. Which Learning Realm(s) has been a challenge?
3. Which Learning Realm(s) have you improved upon?

- *For example, if you feel working with others (community involvement) is a strength of yours, you could find a group project you did for humanities, a rubric from foreign language for a team developed video, and a reflection on community service work project that required teamwork. These items should be examples of work that demonstrate your strength working with others.*
- *The various work you select should be from a cross section of the areas of study listed in step I. For example, don't choose all humanities or all science work. You should check with your advisor after selecting each set of work to see if you are getting an appropriate representation of the various subject areas.*
- *If you are finding it difficult to answer the questions previously listed or to find work to support what you believe to be the answers to the three questions listed, bring your work to your advisor and talk to him/her about your difficulties. You may find it necessary to collect more work in order to support what you are saying.*

III. Reflection: Demonstrating your understanding of yourself as a learner.

As part of your Division One Exhibition, you are required to write five reflective narratives, in which you must discuss your work as it relates to the Compass Learning Realms, as well as a letter to the roundtable that serves as a written overview of your first two years at Compass.

Part 1-Work Reflections:(5 narratives)

Each set of work included in your portfolio will have a **Reflection Form attached to it. This form will ask you to critically think about the set of work you have selected.

For each realm, you should have selected works that demonstrate one of the following:

- Your strength in that Learning Realm(s).
- Your struggle or challenge with that Learning Realm(s).
- Your improvement in that Learning Realm(s).

The following are guidelines for writing your reflective narratives.

1. Your strength in a certain Learning Realm(s).

- Describe the work you chose.
- Give specific examples of how your work met the Learning Realm(s) (only discuss those that are appropriate to the work).
- Explain how this work shows your strength(s) as a learner.
- Has this always been a strength of yours?

2. Your struggle or challenge with a certain Learning Realm(s).

- Describe the challenge/struggle you had with this work.
- What Learning Realm(s) challenged you or caused you to struggle?
- How did you deal with the challenge/struggle?
- If you had to do it over again, what strategies would you use to meet the Learning Realm(s)? What resources would you use and who could help you?

3. Your improvement in a certain Learning Realm(s).

- Describe how the work you chose shows improvement in your ability to meet the Learning Realm(s)?
- What specific steps did you take to improve in these areas?
- Give examples of how you can use what you learned to continue to grow as a learner.

Part 2-Reflection Letter to Roundtable:

Another piece of reflective writing is the Letter to the Roundtable. This is intended to be a written overview of your first two years at Compass School, and presents your most important or meaningful works and experiences. Teachers and advisors assist in the formatting of the letter outline, drafts and final copy.

The reflection process challenges you to make connections between yourself and the Compass Learning Realms. Reflections are intended to allow you to demonstrate your knowledge of yourself as a learner. You will receive writing prompts to guide you in the reflection process.

IV. Presentation: Presenting your portfolio and making connections between the past, the present and the future as a learner.

Personalization

All of this work, your 5 reflections, and the letter to the roundtable go into your portfolio. Be sure to personalize your binder. At a minimum, decorate your cover and make sure your name and your advisor's name are clearly included on the binder. You are encouraged to personalize the inside, with pictures, quotes, pieces of art or anything else that is appropriate.

Roundtable Presentation:

You will present yourself as a multidimensional learner to a Roundtable consisting of your advisor, a staff member, a peer advocate and your parents. Your presentation focuses on demonstrating to them your knowledge of yourself both past and present, your accomplishments, and your thoughts or plans for the future.

Protocol For Roundtables

Listed below is a protocol for roundtables. Facilitators may choose to "tweak" this protocol in an effort to meet individual needs and work styles. Students are asked to invite an advocate to sit at their roundtable.

I. Introduction (2 min.): Facilitator briefly introduces protocol, norms, and agenda. Participants briefly introduce themselves

II. Preview Materials (10 min.): Roundtable panelists read the student's cover letter and briefly examine some of the student's work.

III. Student Presentation (10 min.): Student presents cover letter and work of his/her choice. He/she may reflect on their Division One experience, on specific pieces of work, and/or on the Learning Realm requirements for the Division One Disciplines. Panelists will listen and record feedback.

IV. Roundtable Dialogue (15 min.): Roundtable panelists and the student will have a conversation about the work. Roundtable panelists will share "warm" and "cool" feedback, and students will be asked to respond to the feedback. Panelists may choose to question the student further in an effort to probe deeper.

V. Roundtable Deliberation (5 min.): The student leaves the room. Roundtable participants discuss the student's level of performance; all voices are heard. The purpose of the deliberation is to generate feedback. Teachers will assess the portfolio based on rubrics.

VI. Debriefing (5 min.): The student is invited back into the room. The facilitator may ask the student, "How did this experience compare with what you expected?" The conversation may consist of positive reactions and/or frustrations and misunderstandings that occurred during the roundtable experience. Roundtable panelists are encouraged to join the conversation.

V. Conclusion: Roundtable Response:

After your roundtable presentation, you will write a reflection and response to this experience. You will discuss: the strengths and weaknesses of your presentation and your response to the feedback from your roundtable members.

Criteria for Passing

The following are the criteria for passing the Division One Exhibition: Portfolio, Letter and Roundtable. In order to pass each component, every item listed must be successfully completed.

PORTFOLIO:

- Contains the checklist confirming at least two pieces of work from each discipline listed in Step I was collected and documented.
- Contains a sampling of both 7th and 8th grade work.
- Contains five work sets that are neat and organized.
- Is personalized.
- Contains five reflective narratives (listed in Step III) that:
 - * Are 1-2 pages, single-spaced, 12 pt font.
 - * Have a thesis statement addressing a Learning Realm.
 - * Refer to relevant work within the work set to support the thesis.
 - * Have a conclusion.
 - * Follow standard writing mechanics and conventions.
 - * Have been edited and proofread.
 - * Are word-processed.

Letter to the Roundtable:

- Shows an understanding of and connection to the Compass Learning Realms
- Is between 3-5 pages, well organized, has sound sentence structure and has been proofread
- Describes and reflects on the learning experiences and work contained in the portfolio
- Uses own words, examples and stories
- Describes and reflects on your growth
- Defines actions necessary to meet future goals

Roundtable:

- Arrives at roundtable with a portfolio and five copies of roundtable letter
- Invites a peer and parent/guardian who are able to attend
- Exhibits good presentation skills
- Dresses appropriately
- Makes good eye contact
- Presents letter slowly and clearly
- Is enthusiastic and engaged
- Is courteous and respectful
- Makes reference to and connects work with the Learning Realms
- Gives a presentation which is supported by evidence in the portfolio
- Uses own words, examples and stories
- Responds knowledgeably to questions from roundtable participants
- Discusses growth and bases it on evidence contained in the portfolio
- Speaks of actions necessary to meet future goals

Response to Roundtable:

- Discusses strengths and weaknesses of your presentation
- Offers specific responses to the feedback from your roundtable members
- Articulates new learning gained from roundtable
- Is typed and well written
- Is 1-3 pages in length

Deadlines

Flag days are intended to be a checkpoint, at which time advisors can determine if students are making reasonable progress on their Division 1 Exhibition. If a student has not completed the indicated work by the flag day, advisors should meet with the student to make a plan and date by which the work will be completed. In addition, advisors should call home and notify the student's parent(s)/guardian(s) that they are falling behind in their work.

September 17 and 24: Portfolio Goal Setting (explain portfolio and review/goals)

October 1: Goals Due

November 12: Collections Reviewed (need 1 piece of work in each realm)

December 10: Collections Reviewed (need 2 pieces of work in each realm)

January 21: Collections Reviewed (need 3 pieces of work in each realm)

February 11: Collections Reviewed (need 4 pieces of work in each realm)

February 18: Selection 1st set due

March 5: 2nd set due

March 18: 3rd set due

April 1: 4th set due

April 15: All work sets due

May 6: All due with reflective letters to advisor for revisions

June 2-9 Roundtables

Note: "Completed" means that you have met all the criteria to pass. A student being flagged does not prohibit a student from passing; however, if a passing portfolio and letter are not turned in by June 7th, the student may have their roundtable rescheduled during the summer.

Work Collection Check List

Subject	Work(s)	Learning Realm(s)
Humanities	_____	_____
	_____	_____
	_____	_____
	_____	_____
Science	_____	_____
	_____	_____
	_____	_____
	_____	_____
Foreign Language	_____	_____
	_____	_____
	_____	_____
	_____	_____
Math	_____	_____
	_____	_____
	_____	_____
	_____	_____

Work Collection Check List Form II

Exploratories

Describe the activity:

Describe the Learning Realms met through this activity:

Community Service

Describe the activity:

Describe the Learning Realms met through this activity:

Health and Wellness

Pick one or two activities to describe:

Describe the Learning Realms met through this activity:

Other Activities (including outside school)

Describe the activity:

Describe the Learning Realms met through this activity: