The Compass School

Graduation Portfolio Roundtable

Essential Question: As a learner, how can you show mastery of all learning realms as you leave Compass?

What is the Graduation Portfolio Roundtable?
The Graduation Portfolio Roundtable represents your hard work and accomplishments in the 11th and 12th 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 Graduation Portfolio Roundtable? 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 learning experiences and Compass' Learning Realms. The roundtable is meant to both celebrate your learning during high school and assess your readiness to graduate. Graduation Portfolio Roundtable is a requirement for graduation.

Exhibition Process: How does one complete a Graduation Portfolio Roundtable?

The following is an outline of the process for the **Graduation Portfolio Roundtable**. It consists of four phases:

I. Collection
II. Selection
III. Reflection
IV. Connection

I. Collection: The first step in creating your portfolio.
During the 11th and 12th Grades you have been saving work from all discipline areas. These should include:

Core Discipline Areas:
*Humanities *Science and Technology
*Math *Foreign Language

Essential Discipline Areas:
*Health *Exploratories
*Community Service *Senior Project *Outside of school activities

II. Selection: Choosing what you will include in your portfolio.
From the work you have collected, you will select works that demonstrate mastery in the Compass School Learning Realms. You must have at least eight (8) pieces of work for **each** learning realm. In the area of knowledge, you must demonstrate mastery in each of the four core discipline areas. These realms are:

Knowledge Personal Development Community Involvement
Thinking and Reasoning Communication

These work pieces must include all of the Core Discipline Areas and at least two (2) of the Essential Discipline Areas.

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

Work Reflections:
Each selection of works for a realm included in your portfolio will have a **Reflection Letter** attached to it. This letter will ask you to critically think about the pieces of work you have selected and your accomplishments and growth in this realm.

Letter to Roundtable:
Another piece of reflective writing is the Letter to the Roundtable. This is intended to be a written overview of your final 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.

Roundtable Presentation:
You will present yourself as a multidimensional learner to a Roundtable consisting of your advisor, a staff member, a peer advocate, your parents, a board member and an outside community member. 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.

Roundtable Results:
The role of the roundtable committee is to assess your readiness for graduation. This may look a little different for each individual and for each committee. The final decision for the roundtable committee is to determine if the student passes, passes with conditions, or has to present again. Students with conditions or needing to present again must complete the work directed by the committee to be eligible to graduate.

Guide to the Graduation Portfolio Roundtable Portfolio

The Graduation Portfolio provides the opportunity for students to collect a sampling of the work they have completed over their 11th and 12th 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.

Step 1: Collection

Students collect work completed during the 11th and 12th grade years from each of the following disciplines:

- Humanities
- Science and Technology
- Math
- Foreign Language

You may not have graded work for the following categories, however, you might also include evidence from any of these areas.

- Senior Project
- Community Service
- Health and Wellness
- Exploratories
- Other Activities (Hobbies, Sports, Church, Scouts, etc.)

As you choose each piece of work, use your work checklist form to identify the corresponding Learning Realms (communication, personal development, etc.). You may have more than one piece of work for each area of study. This does not have to be your best work.

Remember, this is the collection phase – don't leave anything out!

Step 2: Selection

Students should review the Compass Learning Realms. Using the categories listed in the Learning Realms (i.e. communication, personal development), look for 2-4 pieces of work (a set) that demonstrates the following:

1. How have I demonstrated mastery in each of these realms?
2. What indicators within this realm do I feel are areas of strength?
3. What indicators within this realm do you have to improve upon?
4. How have you grown in this realm over the past two years?

• 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 part of your Senior Project work 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 1. 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.

• For the realm of knowledge, you must choose 2-4 pieces of work in each core discipline area to show mastery in each area.

• If you are finding it difficult to answer the four questions previously listed or to find work to support what you believe to be the answers to the four 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.

Step 3: Reflection
As part of your Graduation Portfolio Roundtable, you are required to write 8 reflective Narratives (4 in the realm of knowledge and one in each other realm), in which you must discuss your work as it relates to each of the Compass Learning Realms.

You should have selected work that demonstrates:

- Your strength in the Learning Realm.
- Your struggle or challenge within the Learning Realm.
- Your improvement in the Learning Realm.
- Ways you have met a Learning Realm(s) in your outside interests, such as hobbies, volunteer work, sport, dance, scouts, or acting.

The following are guidelines for writing your reflective narratives.
_ 1-2 pages
_ single spaced
_ 12 pt font
_ Respond to at least #1 and at least one other set of the following prompts:

1. Your strength in the Learning Realm.
– Describe the work you chose.
– Give specific examples of how your work demonstrates mastery in the Learning Realm
– 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 the Learning Realm.
– Describe the challenge/struggle you had with this work.
– What aspect of this Learning Realm 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 the Learning Realm.
– Describe how the work you chose shows improvement in your ability to meet the Learning Realm?
– 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.
4. Ways you have met a Learning Realm in your outside interest(s), such as hobbies, community service, sports, dance, scouts, or acting.
– Describe your area of outside interest.
– What about this activity do you find so interesting?
– How are Compass Learning Realms exemplified in this activity or interest?
– How does this activity or interest affect your future plans?

Step 4: Presentation

Personalization
All of this work and your 8 reflections 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.

Letter to the roundtable
The final component of your binder is to write a letter to your roundtable. The requirements for this letter are outlined later in this packet.

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 (15 mins.): Roundtable panelists read the student's cover letter and briefly examine some of the student's work.
III. Student Presentation (15 min.): Student presents cover letter and works of his/her choice. He/she may reflect on their Division Three experience, on specific pieces of work, and/or on the Learning Realm requirements for the Division Three Disciplines. Panelists will listen and record warm and cool feedback.
IV. Roundtable Dialogue (20 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?" Roundtable panelists are encouraged to join the conversation and give feedback to the student.

Criteria for Passing

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

PORTFOLIO:

*Contains the checklist (Page 7-9 in your packet) confirming at least two pieces of work from each discipline listed in Step 1 was collected and documented.
*Contains a sampling of both 11th and 12th Grade work.
*Contains eight work sets that are neat and organized.
*Is personalized.
*Contains eight reflective narratives (listed in Step 2) 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:

*Shows an understanding of and connection of the Compass Learning Realms
*Is between 3-7 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 his or her 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

Deadlines

Flag days are intended to be a checkpoint, at which time advisors can determine if students are making reasonable progress on their Division II 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.

_ 1st Flag: 2 sets of work with reflective letter - February 20th
_ 2nd Flag: 4 sets of work with reflective letters - March 30th
_ 3rd Flag: Completed **portfolio** (8 sets of work with reflective letters) turned in to advisor-May 8th
_ 4th Flag: Rough draft of **Letter to the Roundtable** is completed by May 18th
_ 5 th Flag: Completed **portfolio** and **Letter to the Roundtable** turned in by - May 25th

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 a week prior to the last day of regularly scheduled classes, the student may have their roundtable rescheduled during the summer.

Work Collection Check List

Subject	Work(s)	Learning Realm(s)
Humanities	_____	_____
		_____
	_____	_____
		_____
Math	_____	_____
		_____
	_____	_____
		_____
Foreign Language	_____	_____
		_____
	_____	_____
		_____
Science	_____	_____
		_____
	_____	_____
		_____
Senior Project	_____	_____
		_____
	_____	_____
		_____
Health	_____	_____
		_____
	_____	_____
Exploratories	_____	_____
		_____
	_____	_____
		_____
Community Service	_____	_____
		_____
	_____	_____
		_____
Other	_____	_____
		_____
	_____	_____
		_____

Work Collection Check List Form II

Senior Project
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.

Exploratories
Pick one or two activities to describe.

Describe the Learning Realms met through this activity.

Other Activities
Describe the activity

Describe the Learning Realms met through this activity.