Portfolio Policy

Portfolio Requirement

Starting with the class of 2012, students are expected to complete and turn in a hard-copy portfolio for evaluation before graduation from Deerfield High School. In an effort to remain technologically current and make the portfolio more usable and accessible from school and home, the portfolio process will now have an electronic component and initially be developed using the ePortfolio program through WISCareers. In addition, students will have homeroom time weekly to work on the portfolio requirements.

The portfolio should be a representation of who the student is at the end of their high school career and the various stages along the way. The portfolio will be another means of providing evidence that students here in Deerfield have met the schools requirements and state standards. Through the portfolio process, students will have the opportunity to carefully and reflectively develop a portfolio that showcases their strengths and growth over time.

With the deadline being spring of a students Junior year, the portfolio will be useful when completing college admission applications or interviews or to show an employer skills and abilities.

The final product should reflect the word processing skills covered in the required computer applications class. Handwritten material is not accepted unless justified in writing as to why handwritten material is being submitted.

To meet the graduation requirements of the student portfolio, a students' hardcopy portfolio will include the following a combination of the following:

E-Portfolio requirements:

My Information
Personal Information:	Supplies relevant student information including: name, date of birth, address, phone number, etc.
Personal Statement:	This includes personal information, informal profile of the school, states the purpose of this portfolio.
Personal Notes:	This will include a student's individual goals including: personal, academic, social, other for each year of high school.

My Skills and Abilities

Skills and Experiences: This will include a record of work experience. (Part-time and full-time work including employer, address, dates of employment, type of work, and skills used.) This can also include any other skills such as First Aid, CPR, lifeguard, CNA, etc.

Computer and Media: This section will include specific computer or media skills such as: Computer Programming, Applied Digital Multi-Media, Computer Applications, Video Production, Power-point, etc.

Career Exploration

This will be completed in Life After High School using the WISCareers website. It will include the Interest Profiler, the Career Interest Snapshot, and Career Skills.

My Activities

Extra-Curricular: This includes any school sponsored activity such as Academic Decathlon, the musical, Student Council, Forensics, Science Club, Art Club, etc.

Athletics: This includes any school or non-school sponsored sports such as volleyball, football, basketball, track, wrestling, etc.

Volunteer/ Community Service: This includes any volunteer experiences. Include the name of the organization, address, and dates of volunteerism.

Leadership Activities: This includes any leadership positions or activities.

Leisure Activities: Students should include their hobbies, things they like to do outside of school such as fishing, scrapbooking, hunting, reading, skateboarding, etc.

My Accomplishments

Awards and Honors: Include any academic, athletic, or job-related award or honor.

Affiliations and Memberships: This would include groups that have a certain criteria for membership such as National Honor Society.

Publications: This includes any work that has been published for public viewing. Example: Poems, Stories, Music, Inscribed, etc.

<u>Hardcopy Requirements</u>

Cover Sheet: Reflects student's unique character or future plans, uses computer skills and technology.

Table of Contents: Reflects the organization of the portfolio. Sequence outlines portfolio material; neat, clean, easy to read.

Standardized Test Scores Sheet: Scores of standardized test taken during grades 9-12 need to be included. (examples: WKCE, PLAN, PSAT, ACT, SAT, COMPASS, etc.

Career Highlights: This will be completed in Life After High School. This focuses on a particular occupation (A power-point presentation.) All areas covered: Occupational description, nature of the work, hours and working conditions, educational training and other qualifications, skills required for this occupation, employment, work locations, advancement opportunities, job outlook, salary and wage information, related occupations, advantages and/or disadvantages.

Transcript: Include a high school transcript obtained from the guidance office.

Sample Cover Letter: This will be completed in Life After High School using the WISCareers website. Please include a hard copy also. A completed letter that included three major components: (1) position for which you are applying and how you found out about the job, (2) experience and qualifications for the job, and (3) closing statement requesting an interview, availability and ways of being contacted.

Resume: This will be completed in Life After High School using the WISCareers website. Please include a hard copy also. A completed resume including the following components: personal heading, education, work experience, volunteer experience, activities and skills, and 3 references.

Letters of Recommendation:	**2** letters of recommendation are required. **This should be done during Junior year. **One** should be **school** affiliated and **one non-school** affiliated.
Self-Reflection Sheet:	One page essay (well written and typed). This is a reflection of the past four years: How did you see yourself and how do you see yourself now? Has that view changed? What do you anticipate will take place in your future? How will you reach your ultimate career goals? Your personal goals?
Samples of Work:	Students should include 4 samples of work from each school year organized by year. (16 total) Example: Freshmen Work, Sophomore Work, Junior Work, Senior Work.

During the spring of their senior year, the student will complete an exit interview with a Deerfield High School exit interview team. Students will be given clear directions and suggestions regarding what the interviewing team will be looking for during the interview. Upon completion of the interview, the student will receive a verbal and written evaluation sheet. The portfolio will be required at the exit interview for a final evaluation by the interviewers.

SOPHOMORES

To: Sophomores and Parent(s)/Guardian(s) of Sophomores

School board policy requires each student to complete and turn in a portfolio for evaluation before graduation from Deerfield High School. In an effort to remain technologically current and make the portfolio more usable during your high school years, the portfolio process will be moving toward the development of electronic portfolios and will now be due the end of your Junior year.

But what is a portfolio you ask? A portfolio should be a representation of who you are at the end of your high school career and the various stages along the way. High school graduation represents a significant accomplishment in your life that provides evidence that you are capable of doing many things (reading, writing, math, sewing, drafting, etc.) and that you are now ready for the world of work or further education. With the help of WISCareers , the Portfolio will be another means of providing evidence that students here in Deerfield have met the schools requirements and state standards. In other words, with the Portfolio, you will have the opportunity to carefully and reflectively develop a portfolio that showcases your strengths and growth over time.

If done correctly and with the right attitude, your Portfolio will be useful for you to show to an employer or use in a college admission interview. It will be something you can look back on when you graduate to remind you of what high school was like and how much you learned during those years.

Just remember, it is **your** portfolio and along with the required information, you are also being asked to showcase those things that are most important to you and you are most proud of.

In the following packet, you will find information on WISCareers , Portfolio requirements, due dates, and more. If at any time you have questions, please contact Pam Haffely or Tara Weisbrod at 764-5431.

Most Sincerely,

Pam Haffely
Tara Weisbrod
Portfolio Advisors

Sophomore Requirements

By the end of Sophomore year, your homeroom students should have the following completed. You may schedule lab/library times whenever you feel appropriate. However, it is the student's responsibility to make sure each of requirements below is finished before they move on to their Junior year. It is HIGHLY recommended that you use your homeroom time to check through each student's portfolio in May to see that they are on schedule for completion.

BY THE END OF SOPHOMORE YEAR, EACH OF THE FOLLOWING SHOULD BE EITHER COMPLETED AND/OR ACCURATELY UPDATED.

E-PORTFOLIO REQUIREMENTS - WISCareers

My Information
    Personal Information
    Personal Statement
    Personal Notes

My Skills and Abilities
    Skills and Experiences
    Computer and Media

Career Exploration – ONLY if they have taken Life after High School

My Activities
    Extra-Curriculur
    Athletics
    Volunteer/Community Community Service
    Leadership Activities
    Leisure Activities

My Accomplishments
    Awards and Honors
    Affiliations and Memberships
    Publications

HARDCOPY REQUIREMENTS

Cover Sheet

Table of Contents – Thus far…..

Standardized Test Score Sheets

Career Highlights – Only if they have completed Life After High School

Transcript

Sample Cover Letter – Only if they have completed Life After High School

Resume - Only if they have completed Life After High School

4 Samples of Work

Name: _____

Grade: _____

On your own, please answer the following questions. When you finished, you will be going over answers with your homeroom.

1. Please provide your definition of the term "goal." Please list one example.

2. What is your definition of a short-term goal? Please list three examples.

3. What is your definition of a long-term goal? Please list three examples.

4. What could hamper you or stand in the way of you meeting your goals? Please list three examples.

5. What can help you meet your goals? Please list three examples.

6. Are there different categories goals can fall under? If so, give examples.

7. After you set your goals, what should you do afterward?

Name: _____

Grade: _____

Today you will be working on setting goals for this school year. You will notice there is a short-term and long-term goals section. In addition, there are 4 different categories that your goals may fall under. Please write at least 2 goals for each section or category. You will find one example for each section below. At a later date you will transfer these goals to your WISCareers ePortfolio – under Personal Notes.

Short Term Goals

Personal	Academic	Social	Other (athletic)
Workout 3 days a week	Keep and assignment notebook	Go to the fall school dance.	Try out for volleyball

Long-Term Goals

Personal	Academic	Social	Other (athletic)
Lose 10 pounds in one year	Get a 3.0 each quarter	Join 3 clubs by the end of the year	Become a team captain in one sport

Name: _____

Grade: _____

Now that you have set your goals for this year, both short-term and long-term, let's take a look at your motivation for completing these goals. Please answer the questions below. We will go over them when you are finished.

1. Please list one of your short-term goals. Next to your goal, please list your motivation for achieving this goal. How does achieving this goal benefit you?

2. Please list one of your long-term goals. Next to your goal, please list your motivation for achieving this goal. How does achieving this goal benefit you?

3. What are some ideas or suggestions that you could use to improve your motivation to either work or complete your goals, short-term and long-term?

4. For those of you that want to further your education after high school (technical college, 4 year university, trade school, etc.), what are your reasons?

5. What specific goals have you set that will allow you to meet that goal?

Portfolio Evaluation by Interviewer

The following portfolio evaluation does not take into account the specific requirements approved by the Deerfield Board of Education. It is not an instrument judging whether or not the portfolio meets high school graduation standards. This is an evaluation reflecting an end product, not the required portfolio process.

Student Name _____

Evaluator Name _____ Date _____

Overall, the portfolio is "pleasing to the eye". The portfolio presents itself as a well organized, thoughtful product.

5	4	3	2	1	0
Excellent		Average		Poor	

The portfolio offers a diverse collection of information. It offers the viewer a "well rounded" view of the student.

5	4	3	2	1	0
Excellent		Average		Poor	

After reviewing this portfolio, it appears the student has assembled materials that will be helpful with future educational and/or employment needs. The materials give the impression efforts were made to document achievements, skills, and interests.

5	4	3	2	1	0
Excellent		Average		Poor	

Assuming an applicant's portfolio is a "first step" in a hiring process (or opportunity), this portfolio reflects <u>either</u> a level of <u>professionalism</u> or a level of <u>creativity</u> one might need to secure an interview for a job opportunity.

5	4	3	2	1	0
Excellent		Average		Poor	

(Evaluator: Please return to the student after the senior exit interview has been completed.)