ISKR High School Assessment Portfolios

Purpose:
1. Portfolios provide authentic assessment data for parents, teachers, and students based on AERO Standards.
2. Portfolios may be referenced in conferences with parents to show areas of improvement or strength.
3. As an ISKR requirement for all grades, portfolios help monitor and demonstrate student growth over time.
4. Portfolios help teachers evaluate individual student needs, provide classroom differentiation, or demonstrate the need for learning support or enrichment.
5. Portfolios provide evidence that AERO standards have been met.
6. Portfolios facilitate student goal setting and reflection in order to engage students in their own learning.

Guidelines:
1. At the High School level, the completion of the portfolio is ultimately the student's responsibility, with the guidance of his/her teachers and Inzu Leader.
2. Teachers are responsible for understanding portfolio requirements, for targeting the skills demanded by the portfolio requirements, and for providing students with opportunities to produce work that could be included in portfolios. Teachers should encourage students to submit work for their portfolios.
3. Inzu Leaders are responsible for maintaining the portfolios. They should regularly remind their Inzu members to submit portfolio work.
4. Students are responsible for submitting work to their Inzu Leader for inclusion in their portfolio.
5. Teachers will be asked to occasionally bring portfolios to grade-level meetings to discuss effectiveness, to evaluate individual student needs, Secondary School needs, or school-wide needs.
6. Students in a particular course may use the same assignment in their portfolios for a given requirement, but the work must be original. They may also decide to submit a different piece based on their performance. Students should submit pieces that demonstrate their best work.
7. Students may submit more than one sample for the same requirement.

Assessment Portfolio Requirements & Examples		
	Requirement	**Examples or explanation**
Writing& Reading	Research & Information Literacy	- A project (or project description and assessment rubric) or piece of writing that demonstrates the ability to collect, analyze, and interpret information from print or other media
	Writing process	- Any piece of writing that includes pre-writing, drafting, editing, and a final copy - May be submitted as another writing sample (e.g. Persuasive Writing Sample may show the complete writing process)
	Expository Writing	- An expository essay - May come from ELA or another content area
	Persuasive Writing	- A book review - A persuasive essay - A written speech or debate - May come from ELA or another content area
Math	Summative or Cumulative Assessment	- One summative or cumulative assessment that targets specific standards - Should include the standards targeted
Science	Experimental Design	- Lab report - Group or individual report/project
World Languages	Proficiency in a World Language other than English (or English for ELL)	- A piece of writing - A summative or cumulative assessment
Miscell-aneous	Oral Communication	- An explanation of an oral presentation or debate including assessment rubric
	Creative project or assignment from an Elective	- An art project, a piece of creative writing, a performance in Drama, an MUN resolution, etc
	Service Learning Reflection	- Guided Reflection of the student's Service Learning - Completed by the end of the year
TWO additional pieces of the student's choice		

ISKR High SchoolAssessment Portfolio
2014-2015

Student Name: _____ Grade: _____ Inzu: _____

Writing & Reading

Date Submitted	Requirement	Title/Description
	Research & Information Literacy	
	Demonstration of the writing process	
	Expository Writing	
	Persuasive Writing	

Mathematics

Date Submitted	Requirement	Description/Standards Addressed
	Summative/cumulative assessment	

Science

Date Submitted	Requirement	Title/Description
	Experimental design	

World Languages

Date Submitted	Requirement	Title/Description
	Proficiency in another World Language (or ELL)	

Miscellaneous

Date Submitted	Requirement	Title/Description
	Oral Communication	
	Creative project/assignment from an Elective	
	Service Learning Reflection	

Student Choice

Date Submitted	Title/Description/Standards Addressed

Annual Learning Goals   Date: _____End-of-year Reflection   Date: _____

Annual Learning Goals & Reflection
High School Portfolio

Name: _____   Grade: _____

GOAL: Before the year begins, take a few moments to reflect on your goals for the year. What would you like to achieve? What skills would you like to develop?

REFLECTION: At the end of the year, you will look back and reflect on each of these goals. Did you accomplish what you set out to accomplish? Did you exceed your own expectations? What challenges arose and how did you deal with them?

Goal #1: _____

_____

_____

Reflection on #1: _____

_____

_____

_____

Goal #2: _____

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_____

Reflection on #2: _____

_____

_____

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Goal #3: _____

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_____

Reflection on #3: _____

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