

## Section 1: Portfolio Basics

### What is Graduation Portfolio?

- A Graduation Portfolio is a physical or electronic collection of materials that demonstrate students' knowledge, skills, and competencies. These materials are called **evidence**.
- The knowledge, skills, and competencies are important for all young people.
- Student evidence is based on six **Portfolio Organizers**:
  - Arts & Design
  - Community Involvement & Responsibility
  - Education & Career Planning
  - Employability Skills
  - Information Technology
  - Personal Health
- The experiences involved in completing Graduation Portfolios:
  - Encourage students to adopt an active and reflective role in planning and managing learning during Grades 10 -12.
  - Enable students to demonstrate learning that complements intellectual development and course-based learning.
  - Promote students' growth and successful transitions beyond Grade 12.

### How does the Graduation Portfolio fit with the 2004 Graduation Program?

- Students must complete this 4 - credit component of the 2004 Graduation Program.
- Students earn these credits for completing a three-year process rather than a course.

## How does Graduation Portfolio Assessment work?

- **Planning 10** introduces students to the Graduation Portfolio.
- Students plan for and begin to gather evidence to put into their portfolios in Grade 10.
- All student evidence must be included in the Graduation Portfolio.
- In Planning 10, students develop strategies for storing their evidence.
- Schools identify the storage options that they can best support.
- Students continue the process of gathering, creating, and storing evidence throughout Grade 11 and 12.
- Students use specific guidelines for gathering and creating portfolio evidence. See Sections 2, 3, and 4 for more information on student evidence.
- Portfolio evidence can be based on experiences and learning either in Grade 10 – 12 school courses, or through extra-curricular, home, or community activities.
- Schools support Grade 11 and 12 students to complete the Graduation Portfolio requirements and to earn the mandatory 4 credits.
- Teachers assess student evidence over the three-year period and evaluate the portfolio before the end of Grade 12.

## What are the main components of the Graduation Portfolio?

- The Graduation Portfolio consists of three components: **Portfolio Core**, **Portfolio Choice**, and **Portfolio Presentation**.

## What must students do to earn Graduation Portfolio credit?

- **Portfolio Core:** Students must complete six Portfolio Core requirements for 30% of the Graduation Portfolio mark.
  - Students must complete all of Portfolio Core to graduate.
  - Students follow **Portfolio Core Guides** to ensure that they meet all criteria for each component or **aspect**.

- In Portfolio Core students must complete six aspects, meeting all criteria for each one. See Section 2 of this program guide for the criteria.
  - Arts & Design:
    - Respond to an art, performance, or design work.
  - Community Involvement & Responsibility:
    - Participate cooperatively and respectfully in a service activity.
  - Education & Career Planning:
    - Complete a graduation transition plan.
  - Employability Skills:
    - Complete 30 hours of work or volunteer experience.
  - Information Technology:
    - Use information technology skills.
  - Personal Health:
    - Complete 80 hours of moderate to intense physical activity.
- **Portfolio Choice:** Students choose areas in which they want to submit Portfolio Choice evidence for up to 50% of the Graduation Portfolio mark.
  - Portfolio Choice expands on what students do in the six Portfolio Organizers introduced in Portfolio Core.
  - Each Portfolio Organizer contains a group of aspects.
  - Students choose from 19 aspects in all.
  - Teachers can adapt Portfolio Organizers and aspects in response to student and school needs or interests in Portfolio Choice.
  - Students use **Portfolio Choice Guides** to help them decide which aspects they are interested in addressing and to think about how to create or collect portfolio evidence for each one.
  - Portfolio Choice Guides describe the criteria for each aspect.

- **Portfolio Presentation:** Students must complete a Portfolio Presentation for up to 20% of the Graduation Portfolio mark.
  - Students must complete this requirement to graduate.
  - The presentation celebrates student learning and reflection at the end of the portfolio process.
  - Students prepare for their presentations in stages.
    - Schools, teachers, and students identify possible presentation formats.
    - Students reflect on their portfolio experience.
    - Students choose some of their most valued portfolio evidence, engaging in self-assessment.
    - These choices become the foundation for the presentation.
    - Students should have an opportunity to plan, rehearse, and incorporate feedback.
  - Presentations occur some time in Grade 12, most likely in April or May. Schools determine the timing for presentation events.
  - Portfolio Presentations can occur in a variety of formats. Schools define the presentation options for their students.
  - Presentation format options might include a panel led by a teacher with interested parties; an interview; a portfolio circle; an event similar to a career or science fair; an electronic or multi-media presentation; a performance event; a community event; a conversation with a teacher.
  - Students are encouraged to involve community members in presentation events in some way.
  - Students use a **Portfolio Presentation Guide** to help them plan their presentations.
  - Teachers use the Portfolio Presentation Guide for evaluating presentations.

## **How do students benefit from their Graduation Portfolio experience?**

- Portfolio experiences help students by encouraging them to:
  - Become more aware of their learning
  - Act and reflect
  - Set goals and make decisions
  - Practice self evaluation
  - Think critically
  - Solve problems
  - Develop creativity
  - Apply learning strategies
  - Value learning
- Portfolio experience fosters personal growth and maturity in these ways:
  - Promotes self-directedness
  - Develops personal responsibility
  - Enhances self-esteem
  - Develops pride in quality accomplishments
  - Stimulates creativity
  - Celebrates individuality
  - Develops social responsibility

## **How can schools support Grade 11 and Grade 12 students in portfolio work?**

- When everyone in the school community embraces the portfolio process as a celebration of student successes and efforts, students see the relevance and importance of Graduation Portfolios.
- Every teacher in the school can support students by creating assignments that can be used as portfolio evidence.

- All teachers can help students by reminding them to consider adding evidence to their portfolios when course projects or experiences might meet portfolio criteria.
- Schools need to provide a formal support system for students, including staff resources, to make the portfolio process successful. The following models have been reported by schools as feasible:
  - Planning 10 teachers continue to act as mentors to their students through Grades 11 and 12 and assess their portfolios and presentations. This work is included in their assigned teaching schedule.
  - Former Career and Personal Planning 10 – 12 teachers work with set groups of Grade 11 and 12 students on an intermittent basis, assessing their portfolios and providing more intense support for those students who need assistance.
  - Teachers create a non-credit course offered in the timetable to support students and assess their portfolios. Students earn four credits by completing their portfolios and presenting them during course time.
  - Provide teacher time in an “X” block where students can drop in to get help on their portfolios and have them assessed.
  - Create monthly portfolio sessions within the school schedule where all Grade 11 and 12 students report to their portfolio support teacher to work on portfolio evidence and have their portfolios assessed.