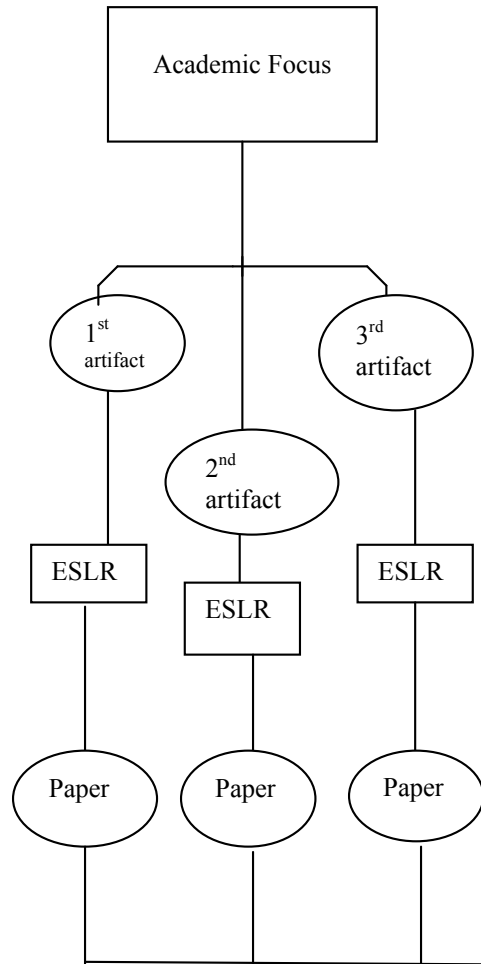
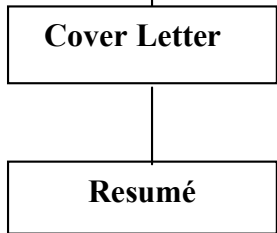
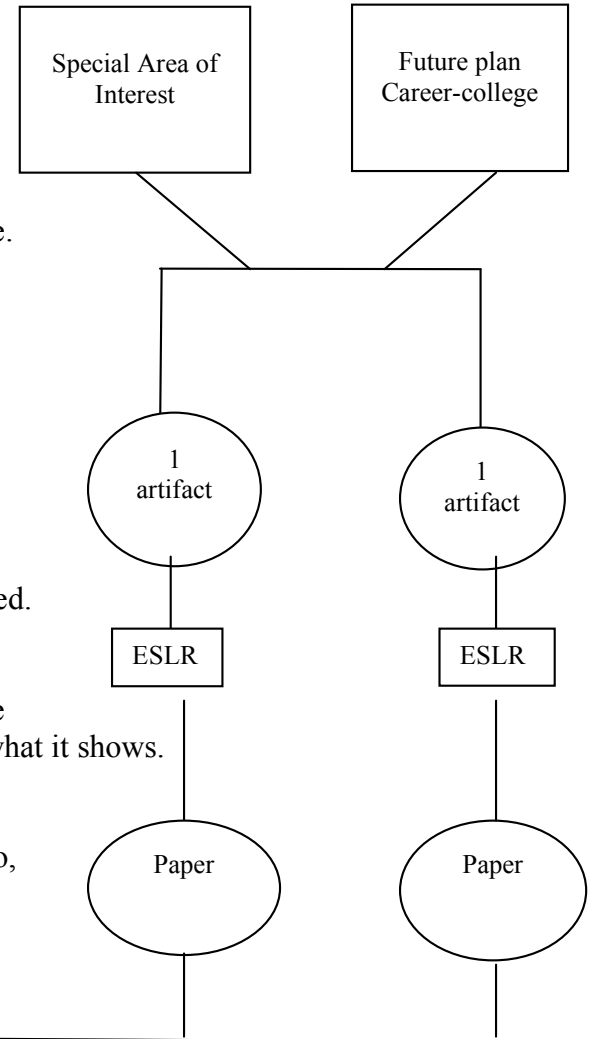


# Senior Portfolio Graphic

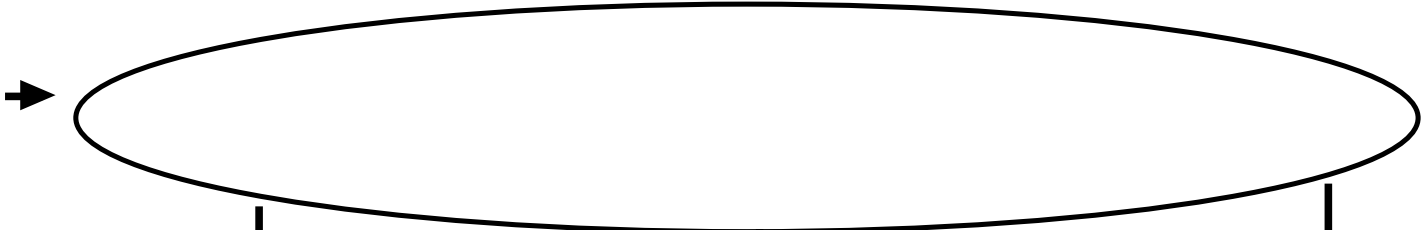


1. Determine your academic focus.  
Select one area of special interest.  
Specify your career/college plans for the future.
2. Select 5 artifacts:  
3-academic focus  
1-special interest area  
1-career college plan
3. Match an ESLR to each artifact.  
You must have at least 3 ESLR's documented.
4. Write a paper for each artifact explaining the artifact and its connection to an ESLR and what it shows.
5. Write a cover letter introducing your portfolio, areas of interest, plans for future, ESLR, etc.  
Show your personality.
6. Make a Resumé



# Senior Exit Portfolio Worksheet-Academic Focus

Name  
Mentor  
Academic  
Focus



**Artifact:**

**Artifact:**

**Artifact:**

1)Description-  
What is the  
assignment,  
what  
class...basically  
background on  
the assignment.  
2)ESLR-  
Which one does  
it represent  
3)Connection to  
ESLR.  
How does it  
connect to it  
4)Personal  
Connection-  
Why is it  
important for  
you.

**Artifact Description Sheet**

**Paragraph 1**  
1)

**Paragraph 2**  
2)

3)

**Paragraph 3**  
4)

**Artifact Description Sheet**

**Paragraph 1**  
1)

**Paragraph 2**  
2)

3)

**Paragraph 3**  
4)

**Artifact Description Sheet**

**Paragraph 1**  
1)

**Paragraph 2**  
2)

3)

**Paragraph 3**  
4)

Complete on back for more room

### Artifact Description Sheet #1

1) Description of Artifact:

2) ESLR:

3) Connection to ESLR:

4) Personal Connection to artifact:

### Artifact Description Sheet #2

1) Description of Artifact:

2) ESLR:

3) Connection to ESLR:

:

4) Personal Connection to artifact:

### Artifact Description Sheet #3

1) Description of Artifact:

2) ESLR:

3) Connection to ESLR:

4) Personal Connection to artifact:

## Choosing a Special Interest Area

When choosing a special interest area, you are encouraged to think about what has given you the opportunity to achieve personal excellence, to make a difference, or to grow beyond normal expectations. This may have happened on teams, in clubs, as a member in school or church organizations, or by participating in an elective class. Perhaps your success in an after school job or a job shadowing experience led you to an exciting realization about yourself. A special interest area choice tells the portfolio reviewer who you are beyond your grades.

1. Check off groups you have been a member of in your life:
  - Sport teams
  - Service clubs
  - Troops
  - Church youth groups
  - Drama groups
  - Literary or artistic groups
  - Other
2. List one or more *informal* groups you have been affiliated with:
3. You may want to choose your special interest area from a personal challenge. When we meet challenges head-on, we develop self-confidence and expertise. Because we live in such a highly complex changing world, you may have had plenty of opportunities to overcome challenges that developed interests. Check any statements that apply:
  - Moving to a new community or changing schools
  - Camping or surviving in the wilderness
  - Visiting a foreign country or unfamiliar place
  - Changing family structure
  - Overcoming temptations to do something I shouldn't do
  - Teaching myself to do something on my own
  - Other life changing experiences such as a death of a loved one, loss of home, disability, etc.

**Paragraph #1      1) Description of Artifact:**

**Paragraph #2      2) ESLR**

**3) Connection to ESLR**

**Paragraph #3      4) Personal Connection to ESLR**

## Selecting College/Career Evidence

1. A high school curriculum is designed so students can experience a wide variety of subjects and decide what interests them or where they feel they excel. In other words, high school is preparation for that next step that students plan to take in their lives. At San Lorenzo Valley High School, we have several activities embedded in the curriculum that are designed to help you look directly at your career choices. There are also several steps you may have taken on your own to secure your place in a college or university of your choice. Some that you may have done are:
  - Colors
  - Career choice
  - School to Career Machine (Cabrillo site)
  - Career panels
  - Job-shadowing
  - Taking an ROP class
  - College I-search paper
  - Career I-search paper
  - Pathways
  - Taking the SAT/ACT
  - Taking a subject examination for college placement
  - Applying to a college/university
  - Visiting a college/university campus
  - Taking a specific college or university's placement tests
  - Taking Advanced Placement tests

**Paragraph #1      1) Description of Artifact:**

**Paragraph #2      2) ESLR**

**3) Connection to ESLR**

**Paragraph #3      4) Personal Connection to ESLR**

## **Letter of Introduction**

**The typed letter of introduction/reflection should include:**

### **Opening Paragraph**

- A. Opening statement(s)  
Briefly tell about yourself describing the values and experiences that shaped your life.
- B. Thesis statement  
This statement will state your academic focus, special interest area, career/educational goal and cite your artifacts as evidence.

### **Body Paragraphs**

#### **I. Academic Focus and Achievement**

Direct the readers to your portfolio's academic focus. Examine how the portfolio represents academic rigor in your focus area. Why did you choose this academic area? What about this work matters? Why are you proud? Explore what led to your achievements and/or learning.

#### **II. Special Interest Area**

Explain how your special interest area gave you a valuable experience. Although it may not be academic, how did it provide you with the opportunity to discover important skills and methods of exploring your creative future? What did you learn about yourself and the world? These activities may have led you to a possible career or college choice. Discuss how your artifacts(s) represents this important area and what this activity has added to your years in high school.

#### **III. Career/Educational Goal**

Explain what exploration in high school has led you to make plans for next year. At what point did you decide what you were going to pursue? How is this goal connected to the other areas you are showcasing in this portfolio?

## IV Concluding Paragraph

### A. Self-evaluation statement

What have you realized about yourself as a result of creating your portfolio? What has your high school experience meant to you after documenting it through this portfolio? Did you notice any new connections in your life? Did you notice new relationships between goals and classes? How has your outlook on life and your future changed as a result of this experience? Make a generalized commentary of your high school years. Finally, make a strong summary or closing statement.

## The Language of the Essay

Some helpful phrase suggestions include (these are generic and don't necessarily have to be used):

“ I realized ..., I learned ..., I took a risk when I ..., I have decided ..., Now I would like to ..., This mistake taught me to..., What I have learned about myself as a result of doing this portfolio..., I included this in my portfolio to demonstrate ...”

## Artifact Description Worksheet

You will need to include a description for **each** of the five entries in your portfolio. Each description should be **one to two pages** long. Your artifact description will include these four elements: Use a separate paragraph for each.

- a. **Information about the sample.** Include the following: With whom did you work? How long did it take? Who was the teacher/director? Under what kinds of circumstances did you complete the project? What type of project was this?
- b. **Explanation of why the sample is important to either your academic focus, special interest area, or career/college area idea development.** Include the following: How/Why does this artifact represent your best learning experience? What connection does this artifact have to the other artifacts from your focus area or special interest area? What does this piece of work say about you, your capabilities, dreams and talents? What impression will this work have upon the individuals viewing your portfolio?
- c. **Explanation of how the sample meets the ESLR chosen.** Each artifact must represent an ESLR. At the minimum, **three different** ESLR's must be met; however, you may show how your artifacts reflect up to five ESLR's. Be sure to use the verbs in the ESLR description when you answer questions like the following: How does your artifact show you possess the necessary habits of mind that the ESLR demonstrates? How does your work justify and reflect the ESLR? What skills did you have to have in order to complete the project? What challenges, frustrations, or problems did you face?
- d. **Explanation of why this sample is important to you and your future.** You might answer questions like these: What meaning does the artifact have to your personal, academic, or social development? How do you plan to apply what you have learned in this artifact to your life's next project? Why is it relevant to your future?

## **The mission of San Lorenzo Valley High School,**

in cooperation with our community, is to prepare students to be self-directed, active participants in society who recognize diversity as a strength and who meet the challenges and opportunities of a changing world.

### **EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLRS)**

*San Lorenzo Valley High School will prepare its graduates to be:*

#### **1. Quality Producers** who:

- 1.1 Create intellectual, artistic, practical and physical products
- 1.2 Reflect originality, high standards
- 1.3 Demonstrate a strong work ethic
- 1.4 Prioritize and use time effectively
- 1.5 Use advance technology
- 1.6 Have job and life skills
- 1.7 Establish and identify academic, personal and future goals.

#### **2. Collaborative Workers** who:

- 2.1 Effectively participate as team members
- 2.2 Work with a variety of people with different beliefs and values
- 2.3 Use effective leadership while establishing and accomplishing significant goals

#### **3. Well-Rounded Individuals** who:

- 3.1 Demonstrate knowledge of human diversity and respect for the breadth of individual differences
- 3.2 Exhibit self-discipline and accept individual and group responsibility
- 3.3 Demonstrate skills in resolving conflicts through positive non-violent alternative actions.
- 3.4 Use knowledge of physical fitness and nutrition to support healthy living
- 3.5 Adapt to changing conditions

#### **4. Community Contributors/participants** who:

- 4.1 Contribute time, energy or talents to improve the quality of life in school, community, environment, state, nation and world
- 4.2 Demonstrate positive and productive citizenship

#### **5. Complex Thinkers/Problem Solvers** who:

- 5.1 Use creative and critical thinking skills
- 5.2 Analyze, interpret and evaluate significant concepts within various contexts
- 5.3 Design and implement multiple strategies to solve various problems.

#### **6. Effective Communicators** who:

- 6.1 Convey information orally and in writing to individuals, groups and diverse audiences
- 6.2 Receive and interpret the messages of other in an effective manner (good listeners)
- 6.3 Possess social skills

**SENIOR EXIT PORTFOLIO**

(SENIORS: CHECK IN WITH YOUR MENTORS BEFORE THANKSGIVING BREAK)

**Senior Exit Portfolio Project  
Mentor Check-off Sheet  
2011-12**

**Student's Name** \_\_\_\_\_ **Mentor's Name** \_\_\_\_\_

**Portfolio Check Off List** – your mentor must sign both sections. This check off list must be included with your portfolio.

**I. 1st Meeting—November/December**—Seniors meet with mentors. Schedule meeting location with your mentor. Bring your copy of **Senior Exit Portfolio Project Description** (handed out during social studies class).

Mentor goes over packet and explains project to mentees. Make sure they understand the ESLRs and Rubric.

Use the following to help guide the meeting.

- 1. Academic Focus (state one) \_\_\_\_\_
- 1st Artifact \_\_\_\_\_
- ESLR \_\_\_\_\_
- 2nd Artifact \_\_\_\_\_
- ESLR \_\_\_\_\_
- 3rd Artifact \_\_\_\_\_
- ESLR \_\_\_\_\_
- 2. Special Interest Area (state one) \_\_\_\_\_
- Artifact \_\_\_\_\_
- ESLR \_\_\_\_\_
- 3. Future Plans (state one) \_\_\_\_\_
- Artifact \_\_\_\_\_
- ESLR \_\_\_\_\_

**Signature of Mentor** \_\_\_\_\_ **Date** \_\_\_\_\_

**Signature of Student** \_\_\_\_\_

**II. 2nd Meeting – January, 2012** – seniors meet with their mentors. Mentors and mentees discuss progress on project and mentors answer clarification questions/look over rough draft completed to date.

**Signature of Mentor** \_\_\_\_\_ **Date** \_\_\_\_\_

**Signature of Student** \_\_\_\_\_

**III. 3rd Meeting – February, 2012** – seniors meet with their mentors. Rough draft due. To pass must include:

- Introduction Letter with thesis statement \_\_\_\_\_
- Academic Focus Area \_\_\_\_\_
- 1st Artifact Cover Letter with ESLR \_\_\_\_\_
- 2nd Artifact Cover Letter with ESLR \_\_\_\_\_
- 3rd Artifact Cover Letter with ESLR \_\_\_\_\_

- Special Interest Area \_\_\_\_\_
- 1 Artifact Cover Letter with ESLR \_\_\_\_\_
- Career/College Future Plans \_\_\_\_\_
- 1 Artifact Cover Letter with ESLR \_\_\_\_\_

How is Portfolio going to be “packaged”? (Should be easy to use and transport)

**To Receive Honors** – In addition to all of the above, you must also have the following AND you must do an oral interview: (Don’t forget that to receive honors your portfolio must be exemplary and “beyond all others- Just adding the following does not guarantee honors.)

**Title Page:**

Name

Title of Portfolio

Graphic or senior picture

Date

**Table of Contents:**

Introduction Letter (the big picture) \

Resume’

5 Cover Letters (explanation)

5 Artifacts (evidence)

**Closure:**

A page summing up your project and what you thought of the experience.

**Oral Interview**

**Signature of Mentor** \_\_\_\_\_ **Date** \_\_\_\_\_

**Signature of Student** \_\_\_\_\_

**III. Final Project Due Date April 20, 2012** (Grading and oral interview dates TBD)

Mentor: Please check off this list with your mentee.

To Pass - Portfolio must include:

- Cover Letter
- Resume
- 1st Academic Focus Area
- Cover letter to first artifact with ESLR
- The first artifact
- Cover letter to second artifact with ESLR
- The second artifact
- Cover letter to third artifact with ESLR
- The third artifact
- Special Interest Area
- Cover letter to artifact with ESLR
- The artifact
- School to Career Plan
- Cover Letter to artifact with ESLR
- The artifact
- This check off list

**Signature of Mentor** \_\_\_\_\_ **Date** \_\_\_\_\_

**Signature of Student** \_\_\_\_\_