

San Lorenzo Valley Unified School District

San Lorenzo Valley High School

Senior Exit Portfolio

Project Description

Class of 2009-2010

Senior Exit Portfolio Project

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SAN LORENZO VALLEY UNIFIED SCHOOL DISTRICT SENIOR EXIT PORTFOLIO

Mission Statement

“The SLV Senior Exit Portfolio is a student-selected, heart felt collection of work which represents his/her reflections and achievements in academic studies, personal growth, and extracurricular activities. As the student completes his/her high school years and continuing towards future goals, this portfolio provides an authentic assessment tool for the students to evaluate their learning, for the staff to review programs/projects from the student perspective, and for the school community to witness the demonstration of the *Expected School Wide Learning Results*, ESLR’s.

Introduction

Congratulations! You have successfully entered into your fourth year at San Lorenzo Valley High School. You have followed a curriculum you, your parents, and your counselors decided upon that would lead you to the next step in your plans for your future. As a culminating activity, each senior at San Lorenzo Valley High School will compile an exit portfolio. This portfolio will help you review and reflect on your learning and achievements during these very important years of your life. In this portfolio, each student will provide specific evidence of what s/he has learned as a high school student. This assignment also gives the student the opportunity to:

- Choose an academic focus expressing achievement, growth or inspiration;
- Choose an area expressing special interest;
- Demonstrate his/her preparations for future education, training, or work; and
- Demonstrate how his/her artifacts show ESLR competency.

You do not have to complete this process alone. SLV’s faculty and administrators have agreed to help you by serving as mentors. A mentor is an experienced adult who can guide you through the portfolio process.

Student Explanation-Overview

What is a portfolio?

A portfolio is a collection of work representing what a student has learned and accomplished. What goes into the portfolio depends upon the work a student is most proud of and which work best represents the student’s learning. There is no “right” way to build a portfolio. In the past we have had binders, carrying cases, and scrapbooks to hold the artifacts. Artifacts are the assignments or projects that you will use as evidence to show what you have learned at SLVHS. Many portfolios contain computer disks, videos, or audiotapes.

How will the portfolio make a difference in my future?

As you can make a choice about the future, you must review your past and evaluate the most important events, experiences, and decisions in your life so far. A portfolio is important because

it helps you clarify who you are, what you enjoy, and what you do best. Your portfolio summarizes learning in high school in academic and non-academic settings and determines your next steps. Your portfolio can help you in choosing future pathways.

What is a mentor?

Each student is to ask a teacher, counselor, administrator or other staff member to be his/her mentor. A mentor is a trusted adult to whom a student can go for guidance during this process. Mentors meet with students three or four times during their senior year. First, mentors answer any questions that come up about the process. Second, the mentors help with academic, special interest area, and artifact selections. Third, the mentors aid students in evaluating/editing their portfolios before the final due date. Finally, the mentors review the completed portfolios and bring them to an evaluation team.

How should I begin?

1. Choose a mentor. Select a staff member you trust to guide you through this process. Not every one of you will need close direction; however some may rely upon a trusted adult to answer questions or to help sort through ideas.
2. Thoroughly read this packet and complete the worksheets.
3. Choose an academic focus. An academic focus is the subject area a student chooses to represent intellectual excellence, improvement, and/or inspiration. To choose, consider which academic area inspired intellectual development, personal pride, emotional maturity and/or creativity inspiration. Many academic areas can be linked to create an original focus. A mentor will help you brainstorm other unique academic focus areas. (See Worksheet #2)
4. Choose a special interest area. Consider choosing a special interest area which shows the skills and interests demonstrated in high school experiences, although not necessarily academic, that gave you the opportunity to discover important skills and talents, develop personality, or explore creativity and/or future pathways. These activities and/or classes may lead to a possible career or college choice. (See Worksheet #3)
5. Collect information about your career/college plans. (See Worksheet #4)

Which artifacts should go into my portfolio?

Personal choice in collecting and selecting work for your artifacts is extremely important in this process. However, it is also important to begin the assignment with your audience in mind: teachers, parents, and other school professionals. Your mentor will help you select samples for your portfolio. This portion of the project will give you the opportunity to reflect upon the meaning of your high school years. (See Worksheet #1)

What are the ESLR's?

The Expected School-Wide Learning Results, ESLR's, represent the characteristics this school and community have agreed to be important in SLVHS graduates. The ESLR's are posted in every classroom to remind students and teachers of the learning objectives at SLVHS.

What role do the ESLR's play in the portfolio?

For each artifact you place into your portfolio, consider which ESLR contributed to the development of that work. Complete the ESLR cover sheet for each artifact and attach it to the work. You may find that more than one ESLR is expressed; if you do, consider which ESLR best represents your work.(see Worksheet # 5) A particular ESLR can be used more than once in your portfolio. **HOWEVER** at least 3 different ELSR's must be presented throughout the portfolio.

What should be in the Letter of Introduction?

After you make all of the selections and choose the focus and interest area, you should write your letter of introduction. This letter communicates the overall meaning of the portfolio's content.

How will the Senior Exit Portfolio be evaluated?

A team of teachers will evaluate the portfolio in April. A rubric or a holistic scoring guide will be used to assess the work. There are four categories: Honors, Very Good, Satisfactory, and Unsatisfactory. The portfolio is a graduation requirement and will be noted on your transcripts.

What makes an Honors portfolio and why should I want to get one?

An Honors portfolio is exemplary in the variety of artifacts. Receiving Honors gives recognition to students who have done an exemplary job and produced a portfolio that is sincere, insightful, comprehensive, detailed, well designed, organized and graphically pleasing. Students will receive recognition at the Senior Awards ceremony for their Honors portfolio where they will be presented with a medal to be worn at the graduation ceremony. A notation of honors will also be placed on transcripts and in the graduation program.

What happens if I get an unsatisfactory on my portfolio?

If a student doesn't pass his/her portfolio then she/he will be asked to re-do the portfolio and present it at a later date. A student will not be able to receive honors if it has to be re-submitted. Do it right the first time and then you will not have to do it twice. Satisfactory completion of a senior portfolio is a graduation requirement

What is an Oral Interview?

An oral interview allows a student to demonstrate more of his/her personality and sincerity than just the compilation in the portfolio can do. You should consider doing an oral presentation if you think that it would make your portfolio stronger. The format is similar to a job interview...dress professionally and be prepared to answer probing questions. Discuss with your mentor the advantages of making this presentation. The oral interview is required to receive Honors. Please note that presenting your portfolio orally *does not guarantee* Honors recognition.

The oral interviews will take place on the evaluation day in April. You must notify the portfolio coordinator of your intention to do the orals no later than the week before. You will be given a maximum of 15 minutes.

I. 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 artifact(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?

The Language of the Essay

As the letter of introduction demonstrates both your critical thinking and reflection on your work while in high school, it might be helpful to use language that signals thinking at that level. 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 ...”

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.

Presentation of Portfolio What Goes into the Portfolio?

1. Letter of introduction
2. Three selections for academic focus, one selection for a special interest area and one selection for your career/education plan.
3. One artifact cover letter for each example you select. Highlight which ESLR contributed to the successful creation of the work and how the work connects with the academic focus or special interest area. Choose **one ESLR** for **each** piece in your portfolio. Decide which ESLR best reflects the work. You may demonstrate an ESLR more than once but be certain to use at least **three** different ESLR's in your portfolio.
4. The artifact cover letter should be typed and attached to the appropriate artifact.
5. Everything in the portfolio has the student's name on it.
6. **All contents must be in a binder, notebook, box or similar container. The container should be portable. It should be able to be transported by one person.**
7. The portfolio should be compiled in this order:
 - a. Title page: original title, your name, your mentor's name, date
 - b. Letter of introduction
 - c. Artifacts with cover letters attached for each academic focus special interest, and career/educational goal area (Original artifacts that can be broken; ceramics, stained glass, etc.; should be presented by photograph.)
 - d. Your mentor check off list, signed and dated by your mentor and you. The mentor check off with signatures is required and your portfolio may be rejected/failed with out this signed checklist.

Before You Select Your Artifacts

Worksheet #1

Complete these questions before you select your work for your portfolio.

1. What are your most memorable assignments in school? Consider field trips, speeches, reports, portfolios, dramatizations, books you read, jobs related to class. Think through your high school schedule beginning with your 9th grade year.
2. What did you get out of these assignments and tasks? What skills did you learn? (research, problem solving, etc.)
3. Excluding grades or credits what could you show to prove you deserve to graduate? How would you account for your learning?
4. What have you done that has made you proud? Check any statement that is true for you:
 - ✓ I received a compliment
 - ✓ I was asked to help someone
 - ✓ I was trusted
 - ✓ I worked hard on an assignment and received a good grade
 - ✓ I did something useful in a group I am apart of
 - ✓ I was able to meet a personal challenge or took the first step to meeting that challenge
 - ✓ I earned some money, a privilege, or a reward
 - ✓ I applied and perhaps was accepted to a college
 - ✓ I've thought about and perhaps done something about a possible occupation
 - ✓ I enjoyed my leisure time without putting myself or anyone else into danger
 - ✓ I volunteered my time to make a difference
 - ✓ I learned something about myself that will effect my future
 - ✓ An unusual, interesting thing happened
 - ✓ I improved a skill (in a class, at home, on a team, at work)
 - ✓ *Other....*

Artifact Suggestions for Your Portfolio

Review the following list of possible artifacts. As you make selections to include in your portfolio, consider which artifacts best represent the depth and breadth of your experiences during high school and which ones best represent your preparation for the transition you will soon be making.

SCHOOL-BASED EXPERIENCES

- Portfolios from math, social studies, English, or other classes
- Lab write-ups from science classes
- Research projects
- Multi-media or hyper-studio projects
- Strong essays or writing projects
- Sample notebooks
- Exemplary homework assignments
- Class presentations
- Projects from elective classes like art, computer operations, wood shop, ceramics, drafting, psychology, peer counseling
- Evidence of performances from band, chorus, drama or video classes
- Travel, hosting travelers
- Participation in athletics

WORK – RELATED EXPERIENCES

- Internships, projects that demonstrate your accomplishments
- Interviews from job shadowing experiences
- Employer or mentor evaluations
- Documentation of workplace skills demonstrated on the job
- Certificates of competency achieved in ROP classes
- Photo or video essay of work accomplishments
- Letters of reference written for you
- A resume that helped you get a job
- Business or civic letters you've written and mailed

ACTIVITIES, AWARDS AND COMMUNITY SERVICE

- Descriptions of your leadership abilities in extracurricular activities with evidence of your accomplishments
- Your achievements in school clubs (i.e. Key Club, Honors Clubs, Drama, Multi-cultural, etc.)
- Your achievements in community groups
- Descriptions of significant volunteer or service learning experiences
- Photo essay or video explaining meaningful hobbies
- Samples of awards with explanations of your achievements

Choosing an Academic Focus

Worksheet # 2

Complete the following questions before you select your work for the academic focus portion of your portfolio.

1. What types of academic activities do you enjoy/succeed in most?

Rank the activities from 1 to 5, with one being the highest.

- _____ projects in which I am in charge
- _____ teamwork or group projects
- _____ creating inspiring projects
- _____ pursuing my own interests
- _____ something practical: gardening, cooking, building
- _____ helping people
- _____ competing
- _____ reading
- _____ doing well in a tough or challenging course
- _____ teaching others to do what I know
- _____ debating or discussing
- _____ listening to an exciting or interesting lecture or discussion
- _____ research, scientific based
- _____ computer-based projects

2. How do these interests enhance what you have accomplished?

3. What other experiences have given you insight into your future goals?

4. List your four favorite academic subjects. Write down assignments you did in that area demonstrating your skill, expertise, or accomplishment.

Subject One: _____

Assignment: _____

Assignment: _____

Assignment: _____

Subject Two: _____

Assignment: _____

Assignment: _____

Assignment: _____

Subject Three: _____

Assignment: _____

Assignment: _____

Assignment: _____

5. Note in the above areas if there are connections between favorite subject areas: math and computers, art and history, science and journalism, English and foreign language. When you declare your academic focus, consider connecting classes: Humanities, Science Communications, Technology, Applied Science, and American Culture. What **you** call your academic focus will depend upon **your** areas of strength and interest. List some combinations that may work for you:

Choosing a Special Interest Area

Worksheet # 3

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.

6. How might you use one of these challenges for your special interest area?

Selecting College/Career Evidence

Worksheet # 4

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

Artifact Description Worksheet

Worksheet # 5

This worksheet will give you information about writing your artifact descriptions. You will need to include a description for **each** of the five entries in your portfolio. Each description should be **one page** long. You may type it on the artifact description sheet provided or make one of your own.

Your artifact description will include these four elements:

- 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?

Artifact Description

You may complete one artifact description for **each** entry in your portfolio, use either this one, or one of your own.

A. Entry Type:

Academic Focus Special Interest Area Career/College Area

B. ESLR Information: Choose one for each artifact

- Quality Producer
- Complex Thinker
- Collaborative Worker
- Effective Communicator
- Well-Rounded Individual
- Community Contributor/Participant

C. Artifact Description:

**San Lorenzo Valley High School
Student Resume ~ Sample Format**

Your Name
Street Address,
City, State, Zip Code
Phone # E-mail

- Education:** (list your present school first, full spelling, with dates attended]
Example: San Lorenzo Valley High School, Felton, CA 2002 - present
▶ List HS, JH & Elementary school attended + city and state,
- Membership:** (start with current clubs/societies and work back in time)
Example: California Scholastic Federation, 2003 - present
▶ Remember: Key Club, NHS, Student Council, Girl Scouts, 4-H, any community service organizations, all campus clubs, etc.

Leadership: (*again, start with the present*)

Example: Senior Class Secretary, 2005-present

▶ Remember: event leadership (Winter Ball Co-Chair, 2003), Student Resolution Team, any office held at any school site, community service, church group or any position of leadership.

- Service:** start with current activities]
Example: Campus Beautification through Key Club, Sept.21, 2003 - 1 hour
▶ Remember: each dated event should specify number of hours you participated

- Awards and Achievements:** (list all academic, athletic, volunteer, etc., awards)
▶ Remember: Honor Roll, GATE and AP participation, STAR- Gov. Performance Awards, GSE recognition/honors, attendance, Nat'l Merit
Examples: Department Award of Outstanding Achievement in Interactive Math Program ~ Year 4, 2004-2005

Outstanding Achievement in Biology - 2003
Certificate of Athletic Achievement in Basketball, 2005
Most Outstanding Freshman, 2003
Presidential Excellence Award, 2004

- Work Experience:** (*list jobs by dates - most current first. Describe duties performed.*)
Example: White Raven Café, Felton, CA
2004 - present
Waiting and bussing tables, customer service, cleaning
Reference: Christine Smith, Manager (833) 438-5555

Interests/Hobbies: List any extracurricular activities/interests/hobbies that help describe what type of person you are.

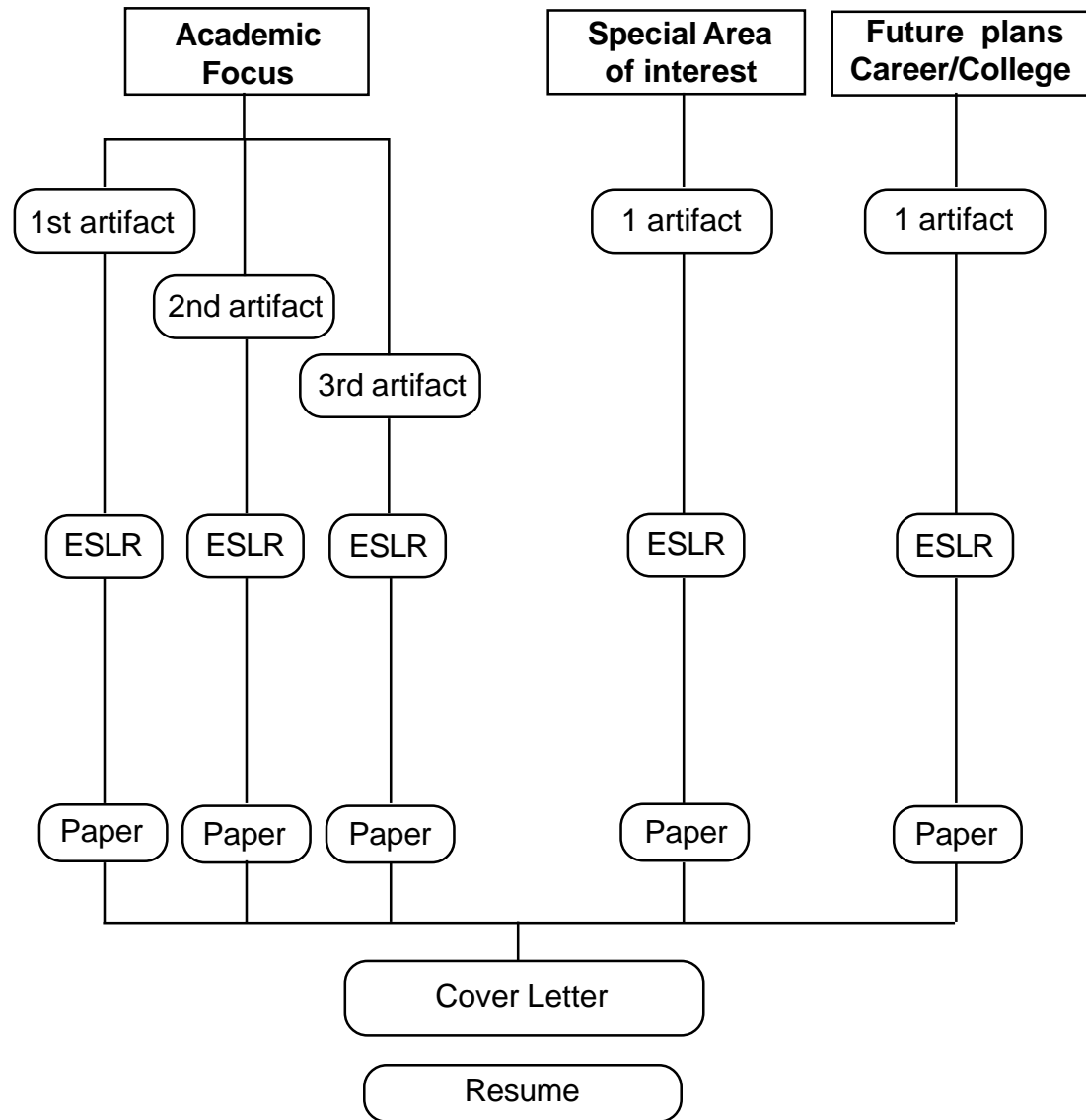
Future Goals: List: career objective, field(s) of interest / pathway
possible college major and names of schools you want to attend/apply

→ Example: *I am very interested in the field of nursing and public health. My plan is to attend Cabrillo for two years and then transfer to CSU Humboldt for a B.S. degree in Public Health Nursing.*

References: Name(s) of adult(s) who would recommend your talents, verify your character, academic strengths and generally sing your praises.
(teacher, mentor, pastor/priest, community member, employer; etc.)

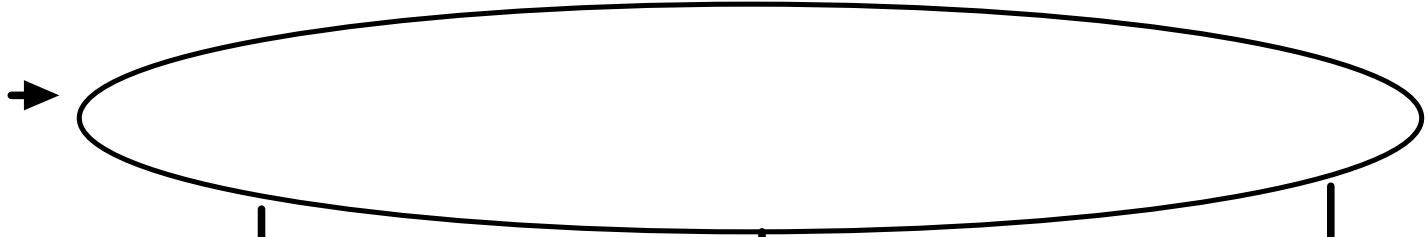
Senior Portfolio Graphic

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 and 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, 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 resume.



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.

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- Troops
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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 artifact(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?

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

UPDATED DATES FOR SENIOR EXIT PORTFOLIO
(SENIORS: CHECK IN WITH YOUR MENTORS BEFORE THANKSGIVING BREAK)

Senior Exit Portfolio Project
Mentor Check-off Sheet
2009-2010

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—December 15, 2009—Seniors meet with mentors.

Mentor gives copy of “Senior Exit Portfolio: Project Description” packet to mentees.

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 5, 2010 – 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 16, 2010 – 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 – March 12, 2010 (Grading and oral interview dates to be determined)

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 _____