

Document	Guiding Questions	Participant Notes
<p>1 21<sup>st</sup> Century Skills Construct</p>	<ul style="list-style-type: none"> <li>• How do these skills dovetail with knowledge and dispositions?</li> <li>• How can these skills categorize learning across different disciplines and domains?</li> <li>• Which skill(s) do you support best in your teaching?</li> <li>• Which skill(s) are an area for growth in your teaching?</li> <li>• Which skills do your faculty value most?</li> </ul>	<div style="border: 1px solid black; height: 150px;"></div>
<p>2 Digital Portfolio Guidelines</p>	<ul style="list-style-type: none"> <li>• What are your thoughts on organizing portfolio content based on skills, not content area(s)?</li> <li>• What are some other products for the product categories (<i>page 2</i>)?</li> <li>• What other questions might be powerful for reflection (<i>page 3</i>)?</li> <li>• What are the benefits and disadvantages to a portfolio that is digitally-based?</li> <li>• How might you realistically conduct a portfolio demonstration (<i>pages 5-6</i>) with your students?</li> </ul>	<div style="border: 1px solid black; height: 150px;"></div>
<p>3 Task</p>	<ul style="list-style-type: none"> <li>• How does the teacher organize and scaffold learning?</li> <li>• How can students be autonomous?</li> <li>• What kind and type of planning is required to conduct this type of investigation?</li> <li>• How does the rubric support student learning?</li> <li>• Where are SCL practices embedded?</li> </ul>	<div style="border: 1px solid black; height: 150px;"></div>
<p>4 Reflection Template</p>	<ul style="list-style-type: none"> <li>• What three components is the teacher including in the template?</li> <li>• What features of the template make it user-friendly?</li> <li>• How do the reflection question <b>categories</b> scaffold learning?</li> <li>• What do you think of the reflection questions?</li> <li>• What are your thoughts on the self-assessment rubric (indicators, boxes)?</li> </ul>	<div style="border: 1px solid black; height: 150px;"></div>
<p>5 Sample of Final Product</p>	<ul style="list-style-type: none"> <li>• What are your general thoughts on the student work (<i>actual assignment, first box</i>)?</li> <li>• What are your general thoughts on the student's reflection (<i>yellow boxes</i>)?</li> <li>• What are some pitfalls of reflective writing likely to be encountered by students?</li> <li>• How do you help students learn to effectively self-assess?</li> </ul>	<div style="border: 1px solid black; height: 150px;"></div>

# Six Critical Skills That Form the Foundation for 21<sup>st</sup> Century Success

## Information Literacy



Appropriate applied research to any given challenge. The ability to find useful and reliable information.

*Standard.* Students will use real-world digital and other research tools to access, evaluate, and effectively apply information appropriate for authentic tasks.

## Creativity and Innovation



Exploration of imagination. Refining and improving original ideas.

*Standard.* Students will demonstrate innovation, flexibility, and adaptability in thinking patterns, work habits, and working/learning conditions.

## Collaboration



Working together to share, advocate, and compromise on issues critical to teams success.

*Standard.* Students will work independently and collaboratively to solve problems and accomplish goals.

## Problem Solving



Experimentation of new and familiar concepts while processing information until a viable solution is reached.

*Standard.* Students will effectively apply the analysis, synthesis, and evaluative processes that enable productive problem solving.

## Communication



The ability to properly read, write, present, and comprehend ideas between a variety of mediums and audiences.

*Standard.* Students will communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

## Responsible Citizenship



Demonstration of proper technology use, global awareness, and moral capacity in and outside of the classroom.

*Standard.* Students will value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

**WESTSIDE**  
MIDDLE SCHOOL  
**ACADEMY**  
DIGITAL PORTFOLIO

### **Defining Digital Portfolio**

A **digital portfolio** is a dynamic medium for students to showcase both processes and products. As students decide how and what to communicate, the digital portfolio becomes both a product through which students provide evidence of learning that has occurred as well as an avenue for continued learning through reflection and presentation.

The purpose of the Digital Portfolio is for each student to demonstrate the specific skills and interests he or she has gained at WSMSA. It also allows the student to establish ownership and control over his or her learning. Students involved in thoughtful review of their progress are likely to set appropriate goals and meet them.

All students create a digital portfolio in their 6<sup>th</sup> grade Digital Media class.

### **What is considered an appropriate product for inclusion in the Digital Portfolio?**

When choosing an assignment for inclusion in the portfolio, a student should determine whether it meets the following criteria:

1. Does this product demonstrate your strengths as a learner?
2. Does this product show perseverance and effort over a period of time?
3. Does this product demonstrate the skills listed on the required work list?
4. Does this product show quality work?
5. Does this product assignment show your growth as a learner?

Examples of appropriate portfolio items:

1. Science research projects
2. Reaction papers
3. Mathematical or scientific problem solving
4. Research papers or projects
5. Laboratory investigations/reports
6. Critical analysis of a piece of writing
7. Works of art, photographs, graphics, generated art
8. Multimedia presentations
9. Digital media projects

### **Required items for the Digital Portfolio:**

Select a high quality product that you have created that demonstrates the skills in the table below. You should select a piece of work for EACH of the six skills (minimum total of 6). Potential selections are listed below. These selections are only suggestions and should not be considered a comprehensive list. You must also include a reflection for EACH product that you select.

## Digital Portfolio Product Category

### 1. INFORMATION LITERACY

Work that demonstrates the use of real-world digital and other research tools to access, evaluate, and effectively apply information appropriate for authentic tasks.

Essay with citations	Personal interview
Position paper	Hyperlinked web page

### 2. COLLABORATION

Work that demonstrates the student's ability to work independently and collaboratively to solve problems and accomplish goals.

Essay with citations	Personal interview
Group project	

### 3. COMMUNICATION

Work that demonstrates the ability to communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

Oral presentation	Webpage
Podcast	Blog
Essay	Digital Media

### 4. INNOVATION and CREATIVITY

Work that demonstrates innovation, flexibility, and adaptability in thinking patterns, work habits, and working/learning conditions.

Art project	Digital Photography
Engineering design plan	Poem
Science Project Design	Business plan

### 5. PROBLEM SOLVING

Work that demonstrates the effective application of analysis, synthesis, and evaluative processes that enable productive problem solving.

Science Project	Math Project
Geometer sketchpad	Digital media project

### 6. RESPONSIBLE CITIZENSHIP

Work that values and demonstrates personal responsibility, character, cultural understanding, and ethical behavior.

Public Service Campaign	Project
Business plan	Environmental lab report

## Reflection Guidelines

Each piece of work that is selected for inclusion in the Digital Portfolio should be accompanied by a reflection. Often reflections become a detailed list of what was done to create the work. These reflections should go beyond *what you did* and demonstrate ***what you learned***. Use some of the questions below to help guide your reflection:

1. What process did you use to complete the product?
2. What did you learn by doing this assignment?
3. How does it illustrate your strengths and/or weaknesses?
4. How do you know that the work is high quality?
5. What were some of the challenges creating this product?
6. Looking back, what would you have done differently, (if anything) with this product?
7. What would be your next step if you were to continue exploring this topic?

## Reflective Writing Rubric

Indicator	1	2	3	4	Student Score	Teacher Score
Topic focus	The main idea is not clear. There is a seemingly random collection of information.	Main idea is somewhat clear but there is a need for more supporting information.	Main idea is clear but the supporting information is general.	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.		
Topic support	Supporting details and information are typically unclear or not related to the topic.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.		
Quality of information	Information has little or nothing to do with the main topic.	Information clearly relates to the main topic. No details and/or examples are given.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. It includes several supporting details and/or examples.		
Authenticity	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer is drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer is writing from knowledge or experience. The author has taken the ideas and made them "his or her own."		
Grammar & spelling	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content..	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes no errors in grammar or spelling that distract the reader from the content.		

## Seventh Grade Portfolio Demonstration

The purpose of the Seventh Grade Portfolio Demonstration is for each student to present the specific skills and interests he or she has gained during the first two years of Westside Middle School Academy. It also allows 7<sup>th</sup> grade students to establish ownership and control over their learning. Students involved in thoughtful review of their progress are likely to set appropriate goals and meet them.

Select 6 pieces of work from your digital portfolio, each to represent a different skill:



Information  
Literacy



Collaboration



Communication



Innovation/  
Creativity



Problem  
Solving



Responsible  
Citizenship

Prepare a 5-10 minute presentation to showcase your work to your Advisory Group. Address each of the following while presenting your demonstration:

1. *What I learned by doing this project was...*
2. *This piece of work is important to me because...*
3. *What I wish I had done differently on this piece of work was...*
4. *In order to produce this piece of work I had to...*
6. *What I was trying to accomplish with this work was...*
7. *This piece of work demonstrates (fill in the skill)...*
8. *Some things I realize need improving are...*
9. *I have found it most difficult to achieve (what goal or skill) in my first two years at WSMSA.*

After the presentation, take questions from the audience.

## Seventh Grade Digital Portfolio Demonstration Rubric

### THE STUDENT MEETS THE MINIMUM CRITERA FOR WORK INCLUSION

1	2	3	4
Digital Portfolio is missing 5 or more required pieces of work or reflection documents	Digital Portfolio is missing 3-4 required pieces of work or reflection documents	Digital Portfolio is missing 1-2 required pieces of work or reflection documents	Digital Portfolio contains all required pieces of work and reflection documents that demonstrate required 6 skills

### THE STUDENT'S ORGANIZATION AND STYLE OF THE PRESENTATION IS FLUID AND DYNAMIC.

1	2	3	4
Organizes spoken and visual components with support from structured directions.	Organizes spoken and visual components with minor areas of confusion.	Organizes spoken and visual components in a logical sequence with appropriate transitions.	Organizes spoken and visual components in an engaging sequence with skillful transitions
Uses several (5 or more) words or phrases that are not understood by the audience.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.
Speaks too quickly or too softly for the setting.	Speaks at a pace and volume that are appropriate for the setting.	Adjusts pace and volume to provide emphasis.	Makes dynamic use of pace and volume (controlled, energetic and purposeful).

### CONTENT HAS CLARITY OF EXPRESSION.

1	2	3	4
Uses multi-media techniques; however, connection to information may not be evident.	Uses multi-media techniques to illustrate information or ideas.	Uses multi-media techniques to illustrate and interpret information and ideas.	Makes skillful and creative use of graphic organizers and other multi-media techniques to illustrate and interpret information and ideas.

### THE STUDENT SELECTS MEANINGFUL, RELEVANT WORK RELATED TO THE SIX SKILLS

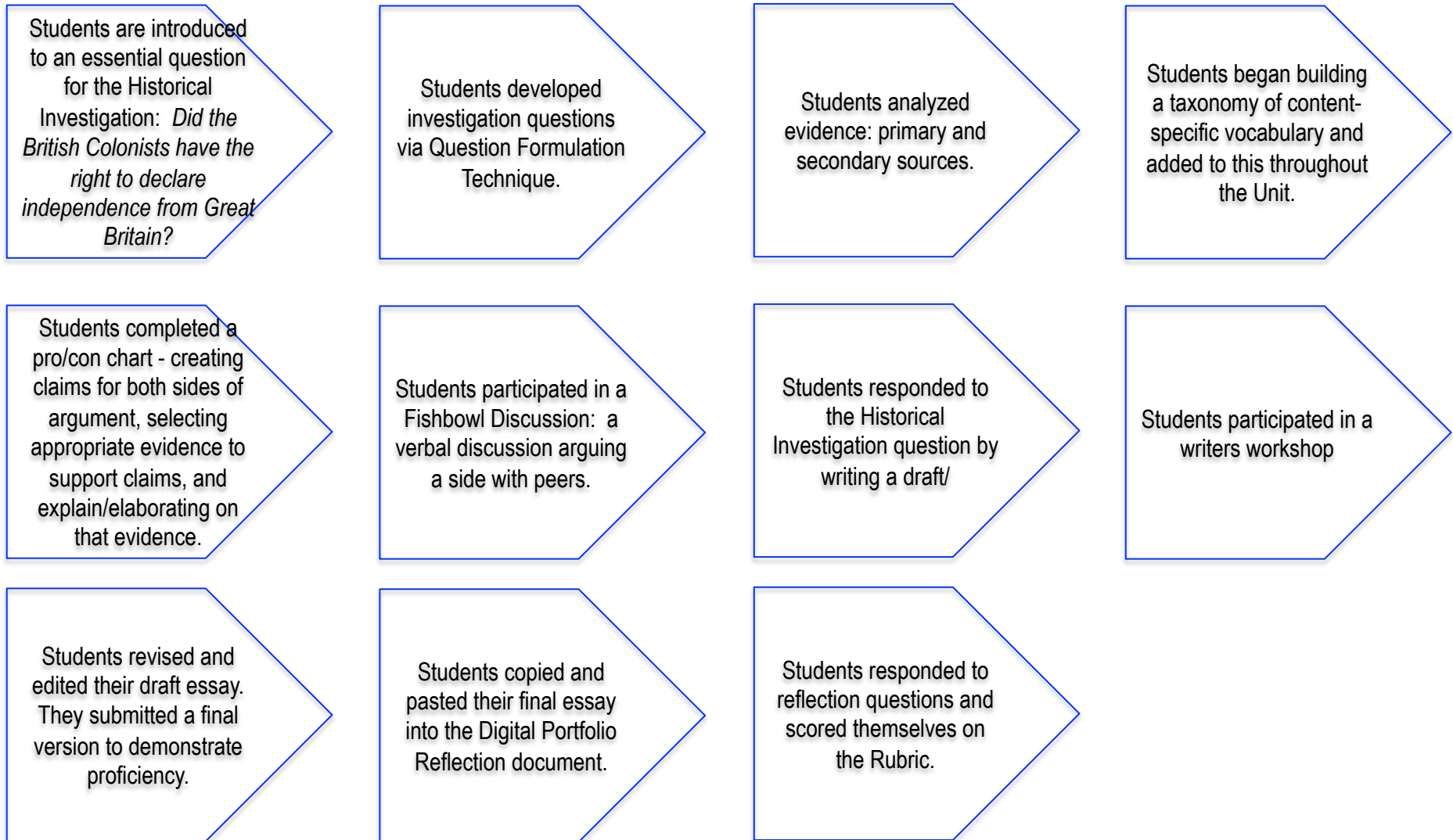
1	2	3	4
Little or weak connection between the work and the learning skills	Connection of the work to the learning skills is adequate and not always clear	Connection of the work to the learning skills is good and generally clear	Connection of the work to the learning skills is consistently strong and clear

### THE STUDENT HANDLES QUESTIONS FROM THE AUDIENCE SKILLFULLY.

1	2	3	4
Has no answer for question	Attempts to determine the answers to the questions.	Determines the answers to questions with minor areas of confusion.	Determines the answers to questions in an appropriate and advanced medium.
Attempts to use relevant information or data to answer the questions.	Uses some relevant information or data to answer the questions.	Uses relevant information or data to answer the questions.	Uses a variety of sources of relevant information or data to answer the questions.



## Historical Inquiry Teacher Flowchart



**7th Grade Historical Writing Rubric**

**Name:**

**Block:**

Indicator	4	3	2	1	Score
<b>Claim</b>	<i>Formulates a plausible claim which is fully sustained and clearly stated as well as consistently and purposefully focused</i>	<i>Generates a reasonable claim which is sufficiently sustained and generally focused</i>	<i>Attempts to articulate a reasonable claim which is insufficiently sustained and may have a minor drift in focus. May be unclear at times</i>	<i>Claim may not be present/very brief. If present claim is not sustained and may have a major drift in focus, be unclear and/or confusing.</i>	
<b>Evidence</b>	<i>Justifies claim by directly referencing appropriate direct evidence from a variety of reliable sources. Provides thorough and convincing support and <b>elaboration</b> of evidence for the claim. Effective use of a variety of <b>elaborative techniques</b>.</i>	<i>Justifies claim using some appropriate direct evidence from a variety of reliable sources. Provides sufficient support and <b>elaboration</b> of evidence for the claim</i>	<i>Justifies claim using generalizations or limited appropriate direct evidence. Provides uneven, inconsistent support and <b>elaboration</b> of evidence for the claim</i>	<i>Does not justify or support claim using appropriate direct evidence. Provides little or no support and <b>elaboration</b> of evidence for the claim</i>	
<b>Introduction</b>	<i>Introduction has a <b>strong</b> attention grabber/hook, background information (that places your topic in context) and claim.</i>	<i>Introduction has a reasonable attention grabber/hook, background information, and claim.</i>	<i>Introduction is missing either the attention grabber/hook, background information, or claim. Some components are not reasonable</i>	<i>Introduction is missing multiple components. None of the components are reasonable</i>	
<b>Organization</b>	<i>Clear and effective organizational structure. Effective &amp; consistent use of a variety of <b>transitional strategies</b> and a logical progression of ideas from beginning to end. Effective introduction and conclusion for audience and purpose strong connections among idea.</i>	<i>Evident organizational structure and a sense of completeness. Adequate use of transitional strategies with some variety adequate progression of ideas from beginning to end. Adequate introduction and conclusion adequate, if slightly inconsistent, connection among ideas.</i>	<i>Inconsistent organizational structure. Inconsistent use of basic translational strategies with little variety uneven progression of ideas from beginning to end. Conclusion and introduction, if present, are weak weak connection among ideas.</i>	<i>Little or no discernible organizational structure. Few or no transitional strategies are evident. Little to no progression of ideas from beginning to end. Conclusion and introduction, if present, lack any connection among ideas.</i>	
<b>Vocabulary</b>	<i>Appropriately uses a wide variety of history topic specific vocabulary that supports the author's purpose.</i>	<i>Adequate usage of history topic specific vocabulary that supports the author's purpose.</i>	<i>Inconsistent use of history topic specific vocabulary that may not always support the author's purpose.</i>	<i>Little or no use of history topic specific vocabulary that may not support the author's purpose.</i>	
<b>Conventions</b>	<i>Strong command of conventions. Few, if any errors are present in usage and sentence structure, effective/consistent use of punctuation, capitalization, spelling, and MLA formatting/in-text citations.</i>	<i>Adequate command of conventions. Some errors in usage/sentence structure may be present, but no systematic pattern of errors is displayed adequate use of punctuation, capitalization, spelling, and MLA formatting/in-text citations.</i>	<i>Partial command of conventions. Frequent errors in usage may obscure meaning inconsistent use of punctuation, capitalization, spelling, and MLA formatting/in-text citations.</i>	<i>Lack of command of conventions. Errors are frequent and severe and meaning is often obscure</i>	
<b>Total</b>					/24
<b>Scaled Score</b>					/50

Scale:																Notes:
24	50	21	47	18	44	15	41	12	38	9	35	6	32	3	29	
23	49	20	46	17	43	14	40	11	37	8	34	5	31	2	28	
22	48	19	45	16	42	13	39	10	36	7	33	4	30	1	27	

## **Did the British Colonists Have the Right to Declare Independence from Great Britain?**

**HIQ Final Response:**

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### **Reflection**

#### **Process**

**What part(s) of the HIQ process were you the most successful with? Why?**

**What part(s) of the HIQ process were the most challenging for you? Why?**

#### **Product**

**Discuss one or two things in your HIQ response that shows you have grown as a historical writer.**

**Looking back, what would you have done differently with this product?**

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## Reflective Writing Rubric

Indicator	1	2	3	4	Student
<b>Topic Focus</b>	The main idea is not clear. There is a seemingly random collection of information.	Main idea is somewhat clear but there is a need for more supporting information.	Main idea is clear but the supporting information is general.	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	
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<b>Grammar &amp; Spelling</b>	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes no errors in grammar or spelling that distract the reader from the content.	

## Did the British Colonists Have the Right to Declare Independence from Great Britain?

### HIQ Final Response:

“When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth...” These were the first words of the Declaration of Independence and were that last words to help end the Revolutionary war. One specific event led up to the revolution and was one of the main reasons for it was the 7 year war, also known as the French and Indian war. The 7 year war was a fight for land beyond the Appalachian mountains, it was mainly a war between France and Great Britain for the Ohio River Valley territory. The French culture and colonial economy was based off their trades with the American Indians. What the French really wanted though was to take control of the trading going on in the Ohio Valley, keep out Pennsylvanian traders and let American Indians live their for trade. the British wanted the land because their colonists mainly survived off their crops. They wanted the ORV to use more land and plant more resources. Lastly, after the fight the American Indians got what they wanted because they got their peace and harmony with no disruptions from the British. The reason that really got the the American Revolutionary War started was the large debt that the British government had after using a lot of loans of money to pay off equipment and damage cause by the war which they ended up winning. After defeating the French and some Native American tribes, King George the III ruler of Great Britain made laws such as taxes to collect money for his debt from the stamp act, the proclamation of 1763 to ensure that another war did not come up from the Natives and American colonists and the quartering act to give homes to British soldiers. The colonists did have the right to declare independence from Great Britain because they did not have representation in Parliament when they made their laws.

The first reason why the colonists did have the right to declare independence from Great Britain was because they did not have any representation when Parliament enacted their laws. For example, after the French and Indian War the British had 140 for their national debt (3 millions) as it states in the source "Growth of National Debt Line Graph". As you can see on the graph, the nation debt increased dramatically after the war. Before the downfall with money, about 80 (size of national debt 3 million) which shows just how large of a debt the the British got. In addition, parliament made laws like the Proclamation of 1763 to keep colonists in America away from where the American Indians could be found so that another war would not come up again due to the enormous debt. The act states that the colonists that belong to the British were not allowed to disrupt the native in the ORV. Additionally, the King unfairly made a law saying that the the colonists could not travel on to the land that they fought through a war of seven years to receive. What the colonists were upset about with this law was that Parliament did not care what their opinion was on that issue when they were not the ones living in the area. The British colonists wanted someone from their end of the story to join Parliament and represent them as a whole because there was no one in Parliament who really experienced the the conditions in America. Not only that but the Americans did not want an act such as the the Proclamation of 1763 because they fought alongside the British Government to get land beyond the Appalachian mountain yet they were not allowed to roam, settle or in fact doing anything on it. Another source that I used to prove that the colonists did have the right to declare independence from Great Britain was the "Declaration of Independence" itself. The "Declaration of Independence" addresses what the King and Parliament did to the colonists, "For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever." This quotation determines that it is in fact true that the colonists had not representation in Parliament, infact they even suspended their legislature because of that. King George left out the colonist's legislatures and gave all the power to his own. To add on to that, it is clear that there were many more grievances that could be found in the Declaration of Independence, the British did many unfair things and set up many unfair laws such as "For Quartering large bodies of armed troops among us: For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:" found in the Declaration as well. The last piece of evidence that shows that the colonists did have a right to declare Independence because they had no

representation when the laws were made was the Stamp Act. Similarly, the colonists did not want to be taxed for a debt that was so high up as well as not even being allowed to say if that was right when the law was made. The stamp act was a law passed so that whenever a colonist wanted to mail something or ship something they would need to purchase a stamp for specific item. The money that was collected from this tax all went to the King and Parliament because as said before, they were paying off their debt. The colonists were not too happy about this new law at the time and it was not mainly because they had to pay more money, it was because they did not have a chance to share their thought and opinions on making a law they did not agree with. Lastly, the colonists had a right and it was because they had not representation in Parliament when they wanted freedom from the British.

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## Reflection

### Process

**What part(s) of the HIQ process were you the most successful with? Why?**

**The part of the HIQ process that I was the most successful with was placing the HIQ in historical context. I believe this because when the class focused on the French and Indian War (before the American Revolution), I was able to receive a lot of important information such as the perspective of the British and how they got their increase in debt. Not only that but while I wrote my background information for my HIQ essay, I had more than enough evidence about how the 7 year war had a big impact on the upcoming Revolutionary war. Additionally, I was able to get all this information and be so successful because I was able to summarize what the French, the British and the Native Americans thought about the war. Once I did that I understood what started the war, what the British did to win and what effect it had on the Revolutionary War. All of this really helped me to be successful with this part of the process.**

**What part(s) of the HIQ process were the most challenging for you? Why?**

**One part of the HIQ process that was the most challenging for me was close reading the text. This was mainly because I was not as interested as actually reading sources as I was when I sources them. Similarly, I had a bit of trouble coming up with inferences and question when I did read the source. Although this was one of my biggest challenge through the whole process I am glad I was able**



to overcome it with past examples and tips that Ms. Barlow gave me. Not only that but with all the help I got from the examples, I was able to get myself more interested in reading the sources and find interesting ideas to annotate on as well.

## Product

Discuss one or two things in your HIQ response that shows you have grown as a historical writer.

One thing in my HIQ response that showed me that I have grown as a historical writer is my evidence that I include. Before, back in the beginning of the year I was challenged to find sources, quotes and pieces of evidence. Now, I am more capable and experienced at finding good pieces of evidence and sourcing them correctly. Not only that but throughout the whole HIQ process I was able to practice my sourcing skills on multiple sources which made me evolve more as a writer. Lastly, I when I reviewed my past HIQ response I did not use as strong quote as I did in my recent one.

Looking back, what would you have done differently with this product?

Looking back, one thing I would have done differently with this product is probably my format of everything. I probably would have changed the placement of my evidence and elaboration. Not only that but I would have made sure that the whole responded flowed together better. Also, I most likely would have went over the entire essay as well in order to do that. In other words, I would have checked over my response more than I did and reformatted some part. Additionally, I would use more transition words to make sure the whole thing made more sense together and I would have had a stronger essay.

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## Reflective Writing Rubric

Indicator	1	2	3	4	Student
<b>Topic Focus</b>	The main idea is not clear. There is a seemingly random collection of information.	Main idea is somewhat clear but there is a need for more supporting information.	Main idea is clear but the supporting information is general.	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	
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<b>Grammar &amp; Spelling</b>	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes no errors in grammar or spelling that distract the reader from the content.	