



# Envision Education's Portfolio-Defense Assessment System



**ENVISION**  
LEARNING PARTNERS  
*Inspiring Results*

[tiny.cc/port-defense](https://tiny.cc/port-defense)



<http://teacher.justinwells.net/EnvisionLearning/port-defense>

**How did you know  
that you were  
ready to graduate?**



KNOW



Reflect





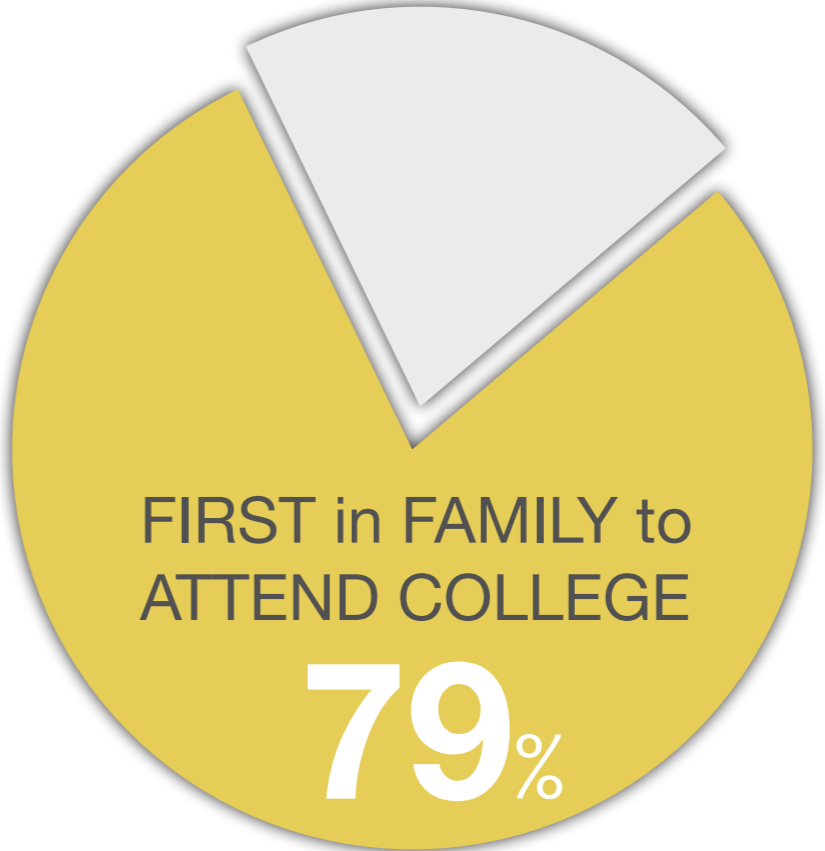
**ENVISION**  
**SCHOOLS**  
*Teaching Success*

**Envision Schools** transform the lives of students — especially those who will be the first in their family to attend college — by preparing them for success in college and in life.



# ENVISION SCHOOLS

*Teaching Success*



**100%**

meet the course requirements to attend  
a 4 year public college in California.

**>90%**

attend 2 or 4 year college.

**>70%**

attend a 4-year college.

**>90%**

re-enroll in their 2nd year of college.



**ENVISION**  
**SCHOOLS**  
*Teaching Success*



**ENVISION**  
**SCHOOLS**  
*Teaching Success*

An Envision Graduate is a  
**Knower**, a **Doer**, and a **Reflector**.





# Portfolio-Defense



Rhetoric

effective communication, both written and verbal.

- about *how* you say something.

never

FORBIDDEN WORDS

Pathos:  
emotions of audience

- stuff

# ENVISION SCHOOLS

STUDENT GRADUATION DEFENSE PORTFOLIO

HIGHLIGHTS

Rhetorical Appeals

Logos:

What's the **value**?

What's the **challenge**?



KNOW



Reflect



# Our Essential Question

- ▶ How do we **know** that our **students** are prepared to **succeed** in college, career, and life?



# Our Essential Question

▶ How do we  
**measure what our school  
stands for?**

# Our Session . . .

- What defines a performance assessment *system*
- Why our hopes for our students demand it
- How portfolio assessment & defenses of learning can get us there
- Workshop time to play with these concepts thinking of your learning community

Do



Know

Reflect

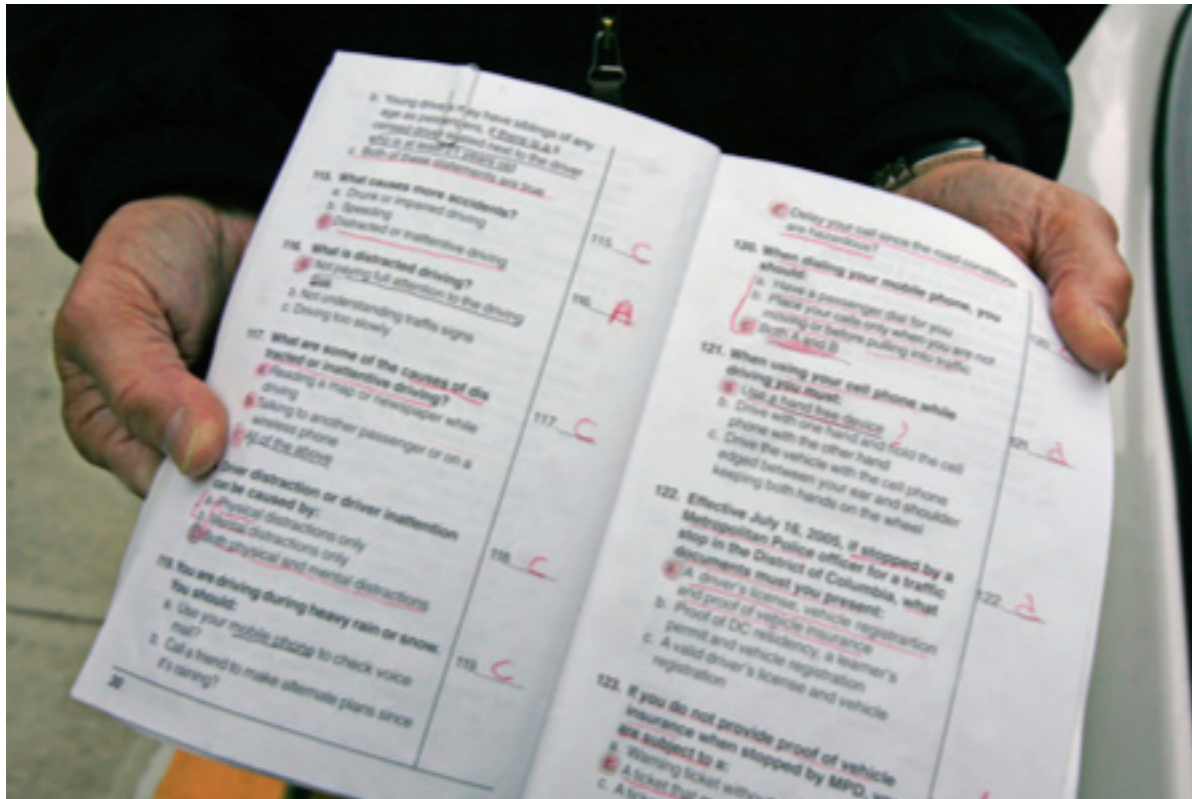


KNOW

**What is  
performance assessment?**



# Permit Exam vs. Driver's Test



# performance assessment: a baseline definition

- product or performance
- application of targeted skill(s)

# Test of a true performance assessment . . .

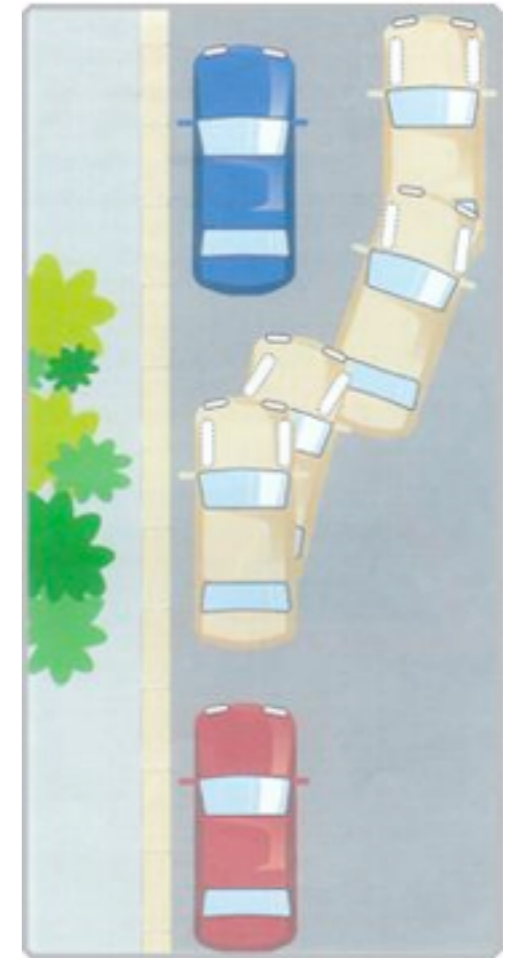
**before**



**during**



**after**





# performance assessment system

Do





KNOW

**Why our hopes for our students demand  
performance assessment?**

# Senior Year at \_\_\_\_\_ High

1

Research

2

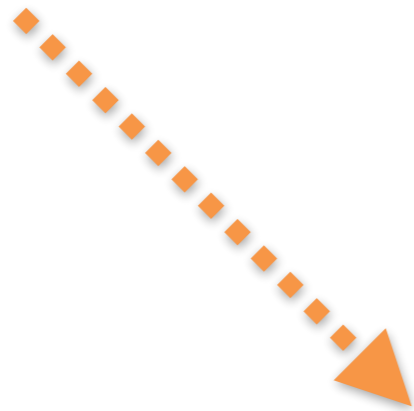
Argue

3

Serve

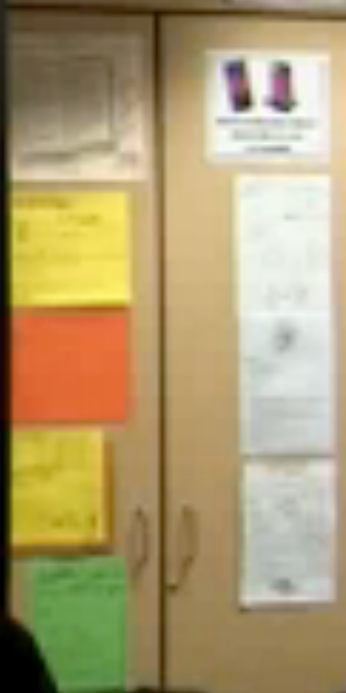
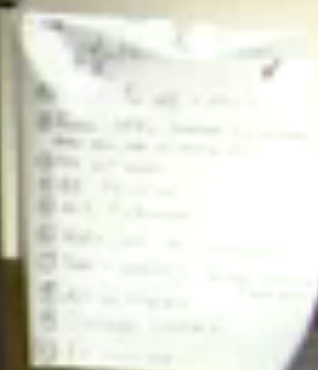
4

Defend



# Reflection

- PSA
- Prepared for college
- Growth
- Challenges



**Guess . . .**

**What are this school's  
pathway outcomes?**



# Health Professions High School



# HPHS: Pathway (PRIDE) Outcomes

- ✓ P: Powerfully prepared for college and career
- ✓ R: Responsible citizen
- ✓ I: Independent critical thinker
- ✓ D: Determined life long learner
- ✓ E: Excellent communicator

**show, don't tell**

**Now, consider your desired  
schoolwide outcomes . . .**

What's at least one thing you want  
your graduates to do that can only  
be measured  
through performance assessment?

Why?



KNOW

**How portfolio-defense  
can get us to our visions**



# ENVISION MODEL

1

Define a **graduate profile**  
for the learner

2

Design a **performance assessment**  
that measures that graduate profile

3

Implement **pedagogies &  
school structures** that lead to success  
on that performance assessment

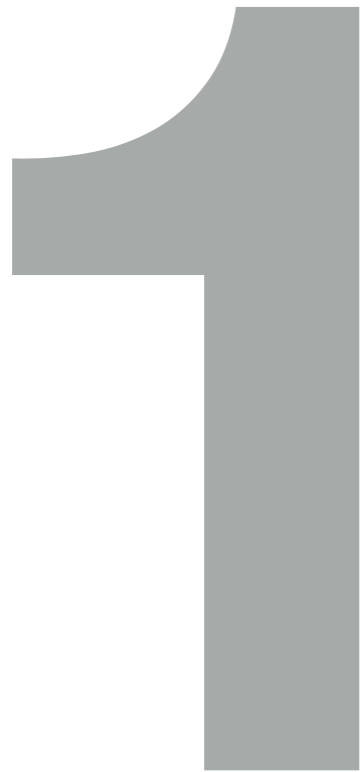


graduate profile

**school  
mission**

**state  
standards**

**deeper  
learning skills**



**graduate profile**





**College Success Portfolio Overview**

**Our BIG Goal**

At Envision Schools we are focused on rigor. By rigor we don't mean more content. We mean complexity; the ability to think like an historian or mathematician, the ability to know and use the leadership skills necessary in college and life, and the ability to reflect about one's personal journey as a learner. In short, we are about students knowing, doing and reflecting.

**Profile of an Envision Schools Graduate**  
Envision Schools graduates are ready for success in college and future careers because they know, do and reflect.

Envision graduates **KNOW**. They:

- Master academic subjects which makes it possible to:
  - meet the University of California's A-G Requirements
  - pass the California High School Exit Exam
  - show proficiency on the California Standards Tests
  - perform successfully on college entrance exams

*Being put in a position to articulate a concept to an audience takes a greater comprehension than just learning the idea for yourself. By talking about the project, I deepened my own knowledge of the math we were learning.*  
- Envision Graduate

Envision graduates **DO**. They:

- Use core competencies required to perform the role of a college student: inquiry, analysis, research, and creative expression in core content areas
- Use 21<sup>st</sup> Century Leadership Skills: Communicate Powerfully, Think Critically, Collaborate Productively, and Complete Projects Effectively
- Participate in at least one Workplace Learning Experience in which they do real work and complete a project that not only benefits their workplace, but demonstrates their ability to use leadership skills as well as inquire, analyze, research, or express themselves creatively in the workplace


*As I began to draft this paper, it was clear I needed more information on specific areas, so as I wrote I also had to research more.*  
- Envision Graduate

Envision graduates **REFLECT**. They:

- Recognize and acknowledge growth, accomplishments and successes as well as areas of future growth and development
- Revise work to proficiency based on feedback from teachers and peers

*Before I was not so fond of revisions, but now I can't get enough of them. The reason behind this is because it's constantly showing that I grow continually everyday and that's something that I don't acknowledge too often.*  
- Envision Graduate

A cycle of knowing, doing, and reflecting exists at each level of the portfolio experience. Ultimately, students build towards becoming a balanced graduate, who knows their academic subjects, shows what they can do through their competencies and leadership skills, and reflects on their learning in order to deepen their knowledge and skills. Within each of the competencies, students also cycle through knowing (learning content), doing (applying), and reflecting as they bring their artifact to proficiency.



graduate profile

# 21<sup>st</sup> Century Skills

## Journey Through Life Skills

- ❖ **We plan together** (actively contribute, participate)
- ❖ **We encourage** (support all members)
- ❖ **We lead** (take action when needed)
- ❖ **We follow** (take direction when needed)
- ❖ **We use expertise** (use our strengths)
- ❖ **We share responsibility** (distribute work)
- ❖ **We do our part** (our individual responsibility)
- ❖ **We network** (seek additional expertise, go beyond what's in front of us)

Working together toward a common goal!

Finishing what you start, with your best effort!

## Business Entrepreneur Skills

- ❖ **We set goals** (what is the end product?)
- ❖ **We create a plan** (identify needs, make a map)
- ❖ **We benchmark** (set deadlines)
- ❖ **We draft** (make best attempt)
- ❖ **We revise** (get feedback, improve)
- ❖ **We use resources** (access support)

## Communication Skills

- ❖ **We organize** (structure logically)
- ❖ **We listen** (seek to clarify)
- ❖ **We code-switch** (know the audience)
- ❖ **We present** (deliver/illustrate info & ideas)
- ❖ **We use strategies** (plan our medium, format information, tone, language)
- ❖ **We engage** (use strategies to deliver, motivate, engage)

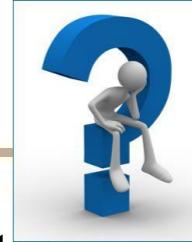
Expressing yourself so that others understand!

Thinking deeply in order to create a new understanding!

## Academic & Career Skills

- ❖ **We identify** (name it, explain it)
- ❖ **We analyze** (break it down)
- ❖ **We evaluate** (judge it)
- ❖ **We justify** (argue it with evidence)
- ❖ **We compare** (make connections)
- ❖ **We synthesize** (put it together)
- ❖ **We develop** (use knowledge in a new way)





The LAHSA pathway outcomes are a set of 21st century skill sets and abilities to support student achievement in their future plans and extended education.

**ARTS-** Creatively employ a set of technical and/or performance skills to execute a vision.



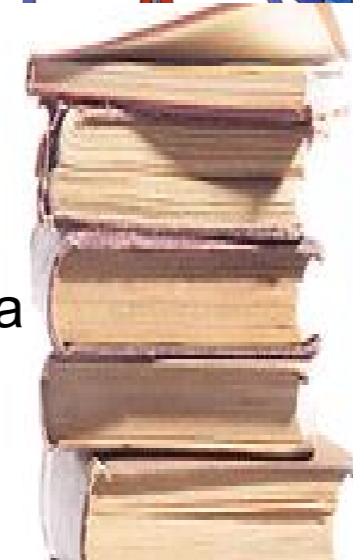
**CITIZENSHIP-** Contribute to the global and local community as culturally aware and informed citizens and leaders.



**COMMUNICATION-** Articulate ideas in a clear and organized fashion in multiple ways.

**CRITICAL THINKING-** Strategically and systematically solve problems through analysis and inquiry.

**COLLABORATION-** Maintain accountability within the dynamics of a team.



**FORWARD THINKING-** Independently set goals and implement a plan, reflect on current academic and postsecondary goals, and exercise persistence.



# PUSD

## GRADUATE PROFILE

### OUR GRADUATES...

#### CRITICAL THINKER ●

- Analyze and evaluate information critically and competently
- Propose solutions based upon studied data
- Have the ability to quickly and easily adapt knowledge and skills to new environments (cognitive flexibility)
- Demonstrate perseverance
- Effectively solve problems

#### CREATIVE & INNOVATIVE THINKER ●

- Create original work that demonstrates thoughtful and reflective approaches
- Provide original solutions to problems, analysis, modeling, prototyping, and testing
- Use obstacles and setbacks as opportunities to learn, reflect, and improve

#### COMMUNICATOR ●

- Acquire multilingual verbal and written skills
- Advocate for their future and communicate personal values
- Write with precision, clarity and coherence appropriate to task and audience
- Listen effectively to decipher meaning, values, attitudes, and intentions
- Deliver information effectively in multiple formats

#### COLLABORATOR ●

- Share responsibility for collaborative work, and value individual contributions made by each team member
- Practice interpersonal and social skills in order to build positive relationships with peers and adults
- Work effectively on diverse teams
- Build consensus while making decisions

PUSD graduate profile is aligned to district and pathway initiatives. Our guidelines address rigor, relevance, relationships, 21st Century Skills and college and career readiness. There are seven major components to our graduate profile



#### ● PREPARED FOR COLLEGE & CAREER

- Demonstrate academic and professional excellence (including content mastery and academic skills in reading, writing, and math)
- Gather, filter and synthesize information from a wide variety of sources
- Create new ideas based upon strong content knowledge
- Possess self-discipline and appreciate the importance of goal-setting
- Acquire strong organizational skills to support academic and personal growth
- Have the option to complete courses that satisfy A-G requirements for University of California and California State University eligibility
- Are prepared for the post-secondary program of their choice in college, career, vocation or employment
- Are reliable, punctual and professional with proper etiquette
- Possess financial literacy and basic money management skills
- Are equipped with a range of interpersonal, academic, vocational, and technological skills
- Possess career skills that will enable them to compete locally and globally

#### ● EXTERNAL & INTERNAL VALUES- CULTURALLY COMPETENT CITIZEN

- Are contributing members of society
- Understand their own and others' cultural heritage
- Use their cultural knowledge to engage in a diverse world
- Value and use the arts as a fundamental form of human expression
- Behave with integrity; are responsible for their behavior, actions and choices
- Are compassionate and have empathy toward others
- Volunteer and give back to the community
- Value and support family and community
- Connect learning to local, national and global events
- Return to PUSD community

#### ● HEALTHY MIND & BODY

- Become lifelong learners and find joy and satisfaction in learning
- Are positively motivated
- Are internally driven and resilient to overcome challenges
- Have respect for themselves and others
- Build self-confidence and pursue their passions
- Are independent and self-sufficient
- Are resourceful and willing to take risks to reach their goals



2

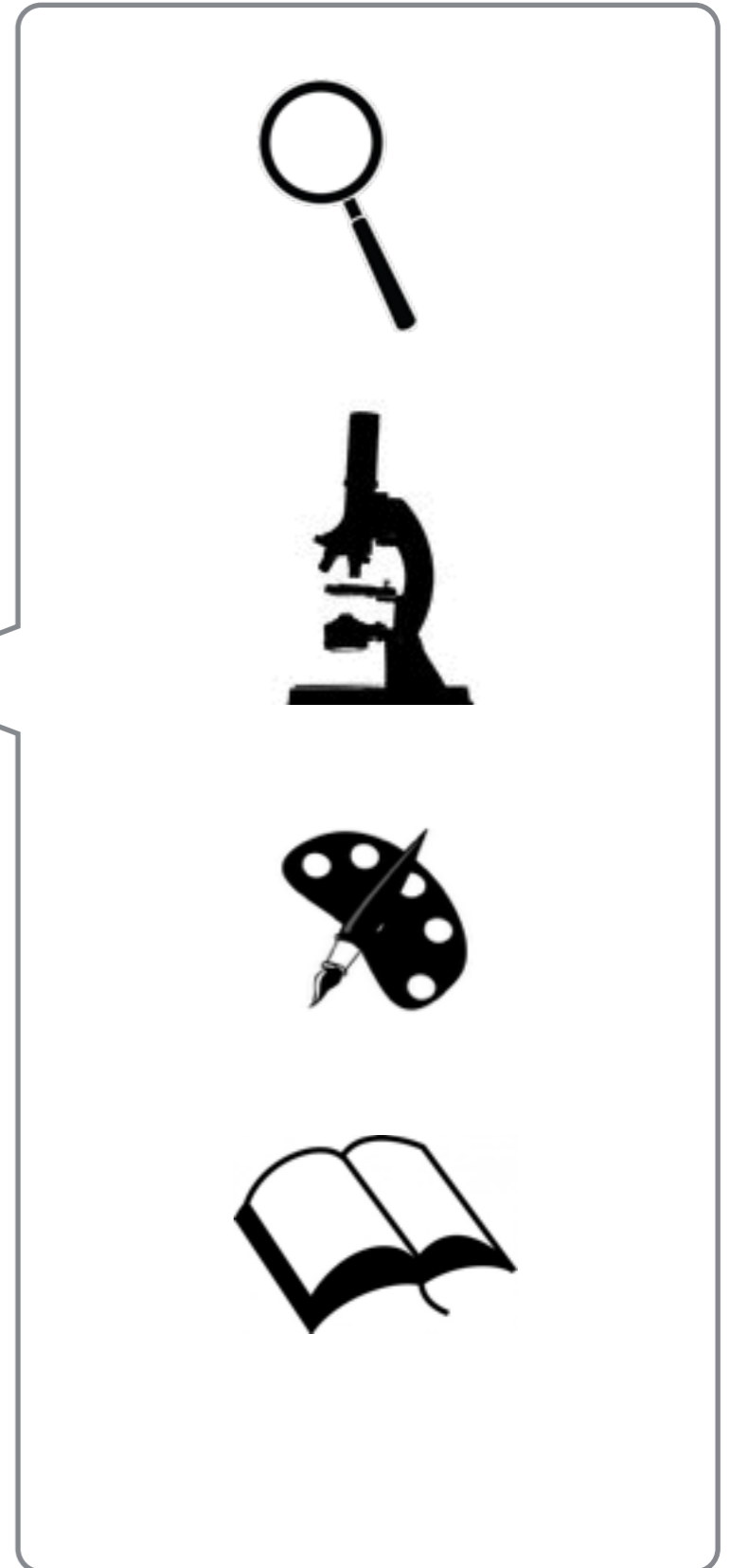


portfolio & defense

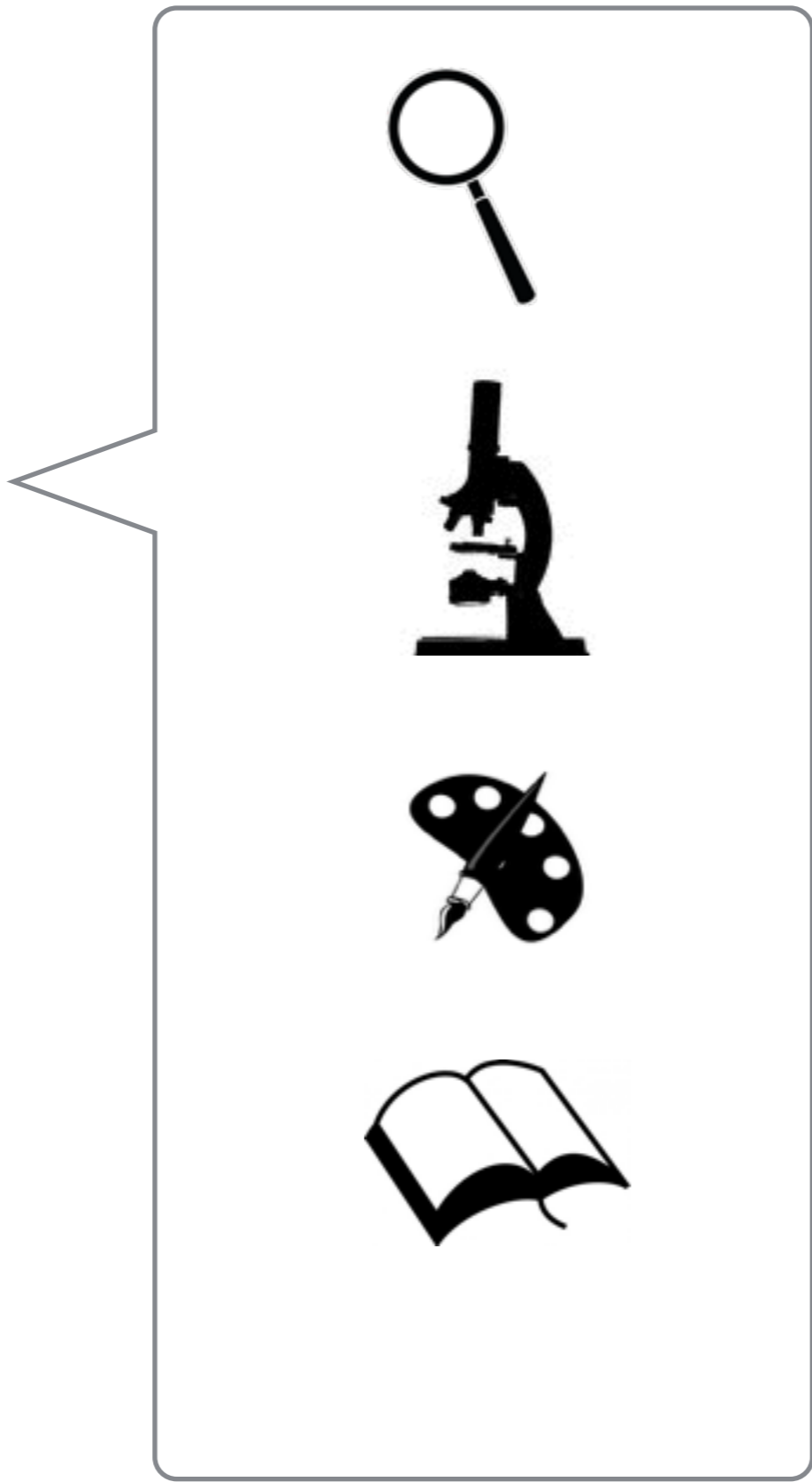
# 2



portfolio



2



# 2



**research**

<i>Rubric</i>				



**inquiry**

<i>Rubric</i>				



**creative  
expression**

<i>Rubric</i>				



**analysis**

<i>Rubric</i>				





<b>INITIATING THE INQUIRY</b>							
<i>What is the evidence that the student can formulate questions and models that can be explored by scientific investigations as well as articulate testable hypothesis?</i>							
<b>SCORING DOMAIN</b>	<b>EMERGING</b>	<b>E/D</b>	<b>DEVELOPING</b>	<b>D/P</b>	<b>PROFICIENT</b>	<b>P/A</b>	<b>ADVANCED</b>
<b>ASKING QUESTIONS</b>	<ul style="list-style-type: none"> <li>Formulates a <b>general</b> scientific question</li> <li>Provides <b>limited or irrelevant</b> content information</li> </ul>		<ul style="list-style-type: none"> <li>Formulates a <b>specific</b> scientific question</li> <li>Provides <b>general</b> content information that is related to the question</li> </ul>		<ul style="list-style-type: none"> <li>Formulates a specific and <b>empirically testable</b> scientific question</li> <li>Provides <b>specific and relevant</b> content information to lend support for the question</li> </ul>		<ul style="list-style-type: none"> <li>Formulates a specific, testable, and <b>challenging</b> scientific question</li> <li>Provides specific and relevant content information to provide <b>insight into the inquiry</b></li> </ul>
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**INITIATING THE INQUIRY**

*What is the evidence that the student can formulate questions and models that can be explored by scientific investigation and testable hypothesis?*

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I can formulate a testable hypothesis.

**Envision Schools College Success Portfolio Performance Task Requirements:  
English Language Arts Research or Argumentation**

To demonstrate their mastery of the Research competency in English Language Arts students must select a writing sample that demonstrates the ability to research and investigate a topic or issue, and that embodies the following expectations, which are aligned to the Common Core Reading and Writing Standards for English Language Arts:

**Argument**

*What is the evidence that the student can develop an argument?*

- Selects a topic to explore that involves a complex issue or multiple perspectives
- Investigates and explains the issue and to
- Situates the issue and to
- Creates an argument
- Acknowledges and responds to the opposing view on the issue
- Makes connections between the issue and to

**Evidence & Analysis**

*What is the evidence that the student can analyze?*

- Searches for and evaluates relevant evidence
- Supports the argument with relevant evidence
- Assesses the strength of the evidence

**Organization**

*What is the evidence that the student can organize?*

- Presents the complex issue and to
- Demonstrates a clear and logical organization
- Consistently uses relevant evidence
- Develops ideas and to

**Conventions**

*What is the evidence that the student can use conventions?*

- Uses grammar, language, and to audience
- Follows appropriate language
- Engages the reader with a strong introduction, repetition, sentence
- Cites textual evidence accurately and to

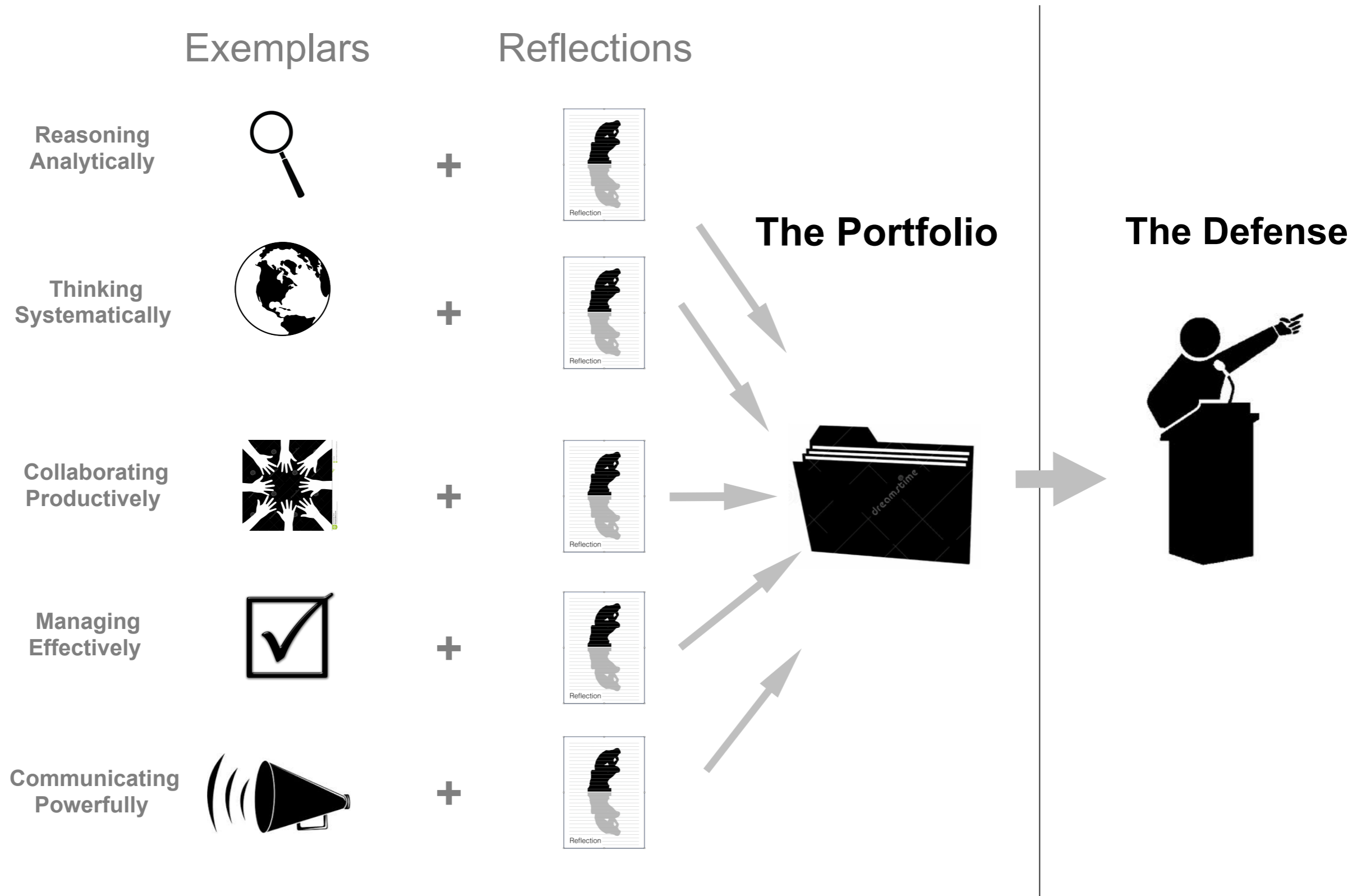
**Reflection**

*What is the evidence that the student can deeply reflect on performance, growth as a learner and ability to apply this in the future?*

- Knows: Explains goals, purpose and academic skills of artifact
- Does: Explains process, decisions and Leadership Skills used
- Reflects: Describes impact of artifact on self, future and growth as a writer

I can create an argument that reflects a specific point of view on an issue.

# The SEEQS Portfolio-Defense: An Overview



# portfolio-defense in school systems



- ▶ students select work and present as evidence
- ▶ aligned to district or school outcomes
- ▶ shared rubrics
- ▶ defense: pass or resubmit
- ▶ academic rite of passage

# Elections Spanish Brochure

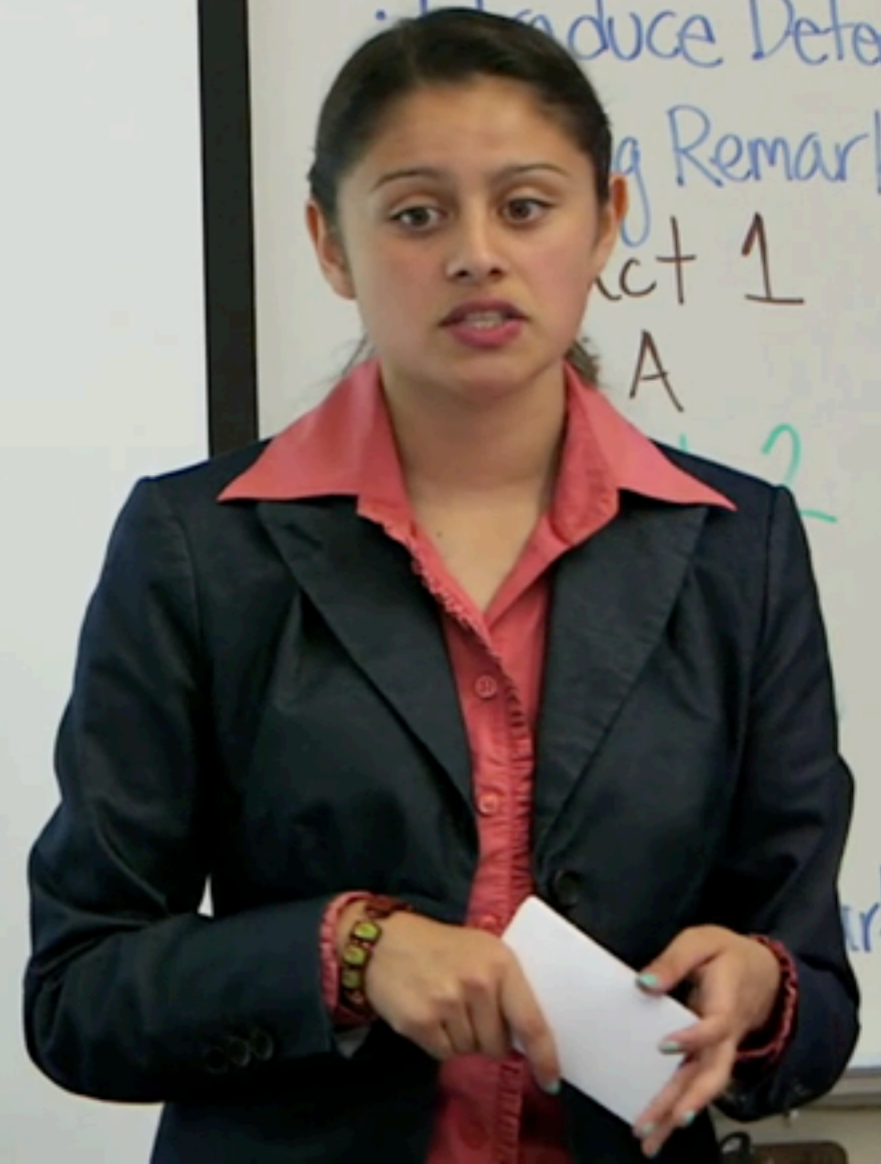
Spanish Language

Propositions on 2012 CA ballot

Team platform paper

Pages

- Welcome
- Purpose
- Process
- Norms
- Introduce Defending
- Making Remarks
- Act 1
- A
- 2
- marks





# ENVISION MODEL

1

Define a **graduate profile**  
for the learner

2

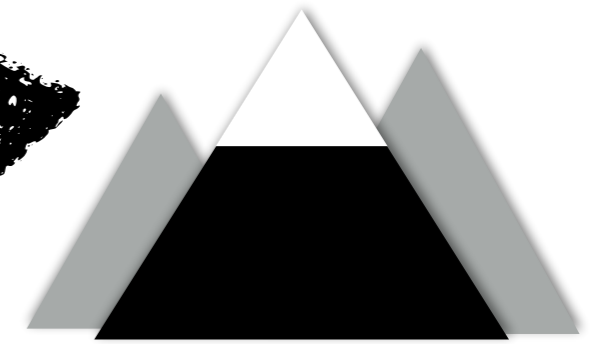
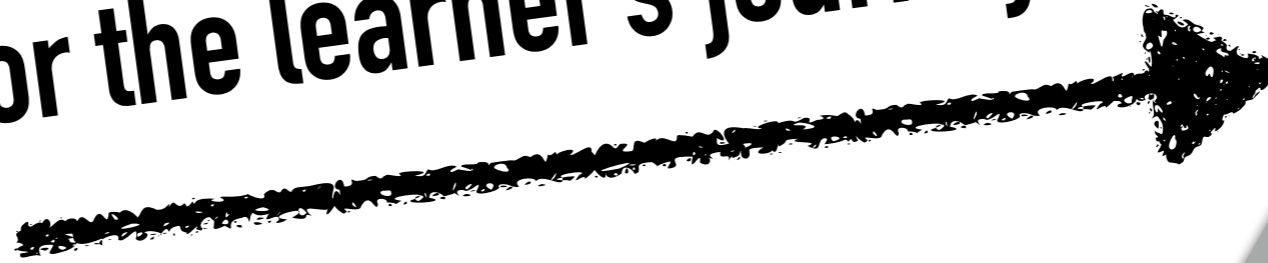
Design a **performance assessment**  
that measures that graduate profile

3

Implement **pedagogies &  
school structures** that lead to success  
on that performance assessment



**design for the learner's journey to success**



3

## Structures & Pedagogies

- Project-based learning (PBL)
- School schedule that supports PBL
- Regular exhibitions of learning
- Advisory system
- Common planning time for teachers
- Student internships
- Competency-based grading

# *Our Model*

**Portfolio &  
Defense**

**Student Defense**

**Portfolio**



# Our Model

**Portfolio &  
Defense**

**Student Defense**

**Portfolio**

**Exhibitions**

**Work Learning  
Experience**

**Projects/Tasks**

**Interventions**

**Strong Daily  
Instruction**

**Advisory**

**Academic  
Culture**



# what changes?

- ▶ culture of learning
- ▶ teacher practice
- ▶ college entrance and persistence rates
- ▶ ELA scores, particularly performance tasks
- ▶ students' sense of self



# SENIOR DEFENSES 2015

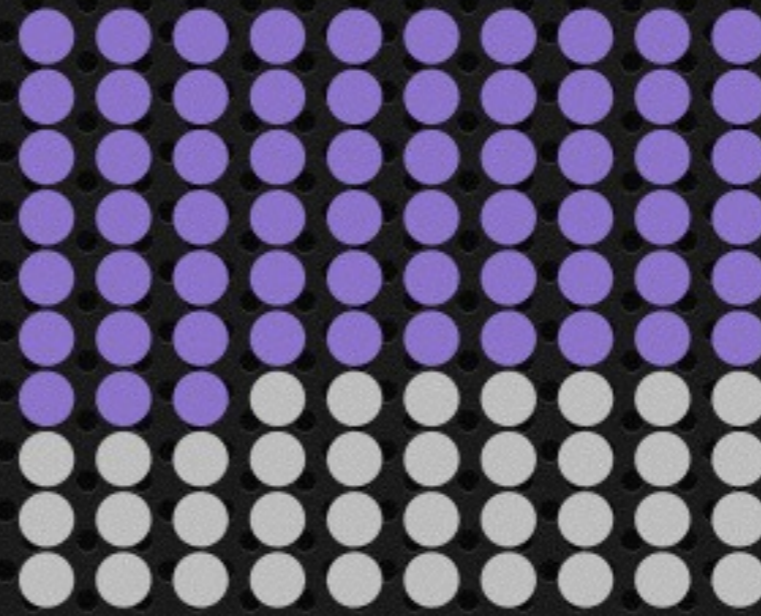
97 Seniors 91 Defenses 4095 Minutes 68.25 Hours

90%

61%

PERCENTAGE OF STUDENTS SEEING VALUE IN THE SENIOR DEFENSE

Students who passed Students who did not pass



64%  
PASS

36%  
NO PASS

6 NO-SHOWS

## STUDENT FEEDBACK

I felt prepared for my senior defense.

66%

The senior defense was a valuable process.

80%

I learned about myself by doing the senior defense

85%

my senior  
defense.

66%

it was a  
valuable process.

80%

by doing the  
senior defense

85%

## WHAT DID YOU LEARN BY DOING YOUR SENIOR DEFENSE?

"...That I really do have a passion for something and I am confident in myself."

"I found myself ... I really had to go to a place emotionally that I [had] never [been]."

"When we do an assignment there is a lot that we can reflect on that we as students don't notice."

"To be honest, what didn't I learn? At first I was like, this project is so stupid, I don't want to do it... When I was done with this project I realized that if it wasn't for this school I wouldn't be the person I am today. LAHSA has changed me in a very positive way and I'm very thankful for that."

66%

80%

85%

## WHAT DID YOU LEARN BY DOING YOUR SENIOR DEFENSE?

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**Workshop Time:  
apply these concepts  
to your learning community**

Do

browse the resources at  
[tiny.cc/port-defense](https://tiny.cc/port-defense)





# THEORY OF ACTION

1

What is your **graduate profile**?

2

What is the **performance assessment** that measures that graduate profile?

3

What are the **pedagogies & school structures** that help students to succeed on that performance assessment?

# portfolio-defense in school systems



- ▶ students select work and present as evidence
- ▶ aligned to district or school outcomes
- ▶ shared rubrics
- ▶ defense: pass or resubmit
- ▶ academic rite of passage

# ways to get started . . .



1. 10th or 12th grade
2. presentations of learning, based on pathway outcomes
3. leveraging an existing project
4. establishing “portfolio habits”
5. student-led conferences
6. ?

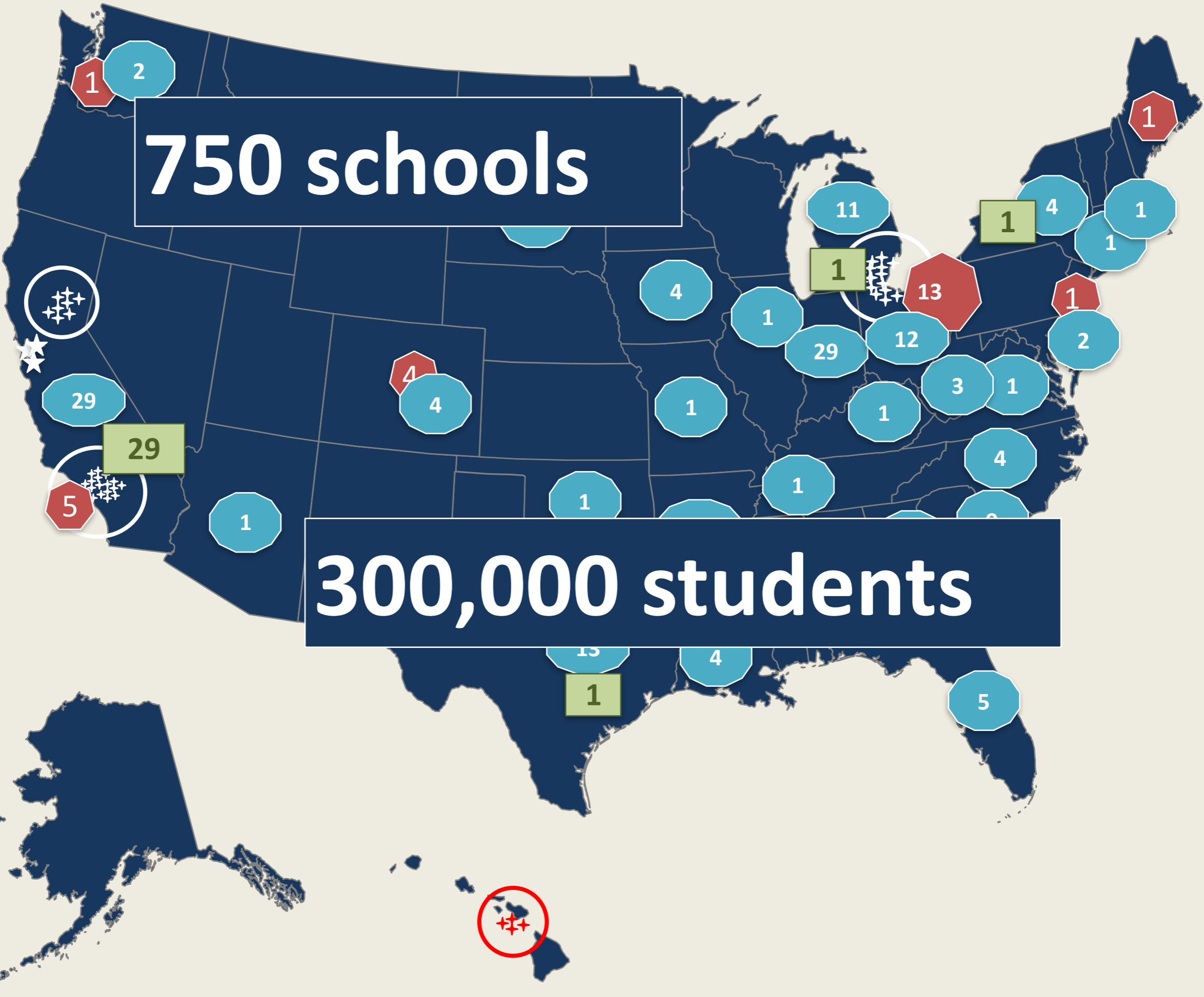


**ENVISION**  
**LEARNING PARTNERS**

*Inspiring Results*

750 schools

300,000 students



# Come to a Defense Design Studio





# What have you learned?

- **one take-away**
- **one puzzle**

Reflect



Stay in touch . . .

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