**Envision Schools College Success Portfolio Performance Assessment: *College Success Portfolio Defense***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Scoring Domain** | **Emerging** | **E/D** | **Developing** | **D/P** | **Proficient** | **P/A** | **Advanced** |
| **Mastery of Knowledge***What does this student* ***know****?* | * Demonstrates limited content knowledge through some artifacts AND/OR context of each artifact is missing
* Provides unreliable evidence to support the thesis and arguments about the contents of the portfolio
* Knowledge described is limited to the context of school
 |  | * Demonstrates detailed content knowledge through some artifacts AND/OR explains only some context of each artifact
* Provides appropriate, but inconsistent evidence to support the thesis and arguments about the contents of the portfolio
* Somewhat relates knowledge to the explanation of the world around him/her
 |  | * Demonstrates detailed content knowledge through each artifact, including context of each artifact
* Provides appropriate and consistent evidence to support the thesis and arguments about the contents of the portfolio
* Relates knowledge to the explanation of the world around him/her
 |  | * Demonstrates content knowledge through each artifact that goes beyond what was learned in class, including context of each artifact
* Appropriate and consistent evidence is seamlessly interwoven into the presentation and defense to support the thesis and arguments about the contents of the portfolio
* Clearly relates knowledge to the explanation of the world around him/her
 |
| **Application of Knowledge***What can this student* ***do****?* | * Does not connect or apply learning from one area of study or point of view to another
* Thoroughly demonstrates evidence of the use and application of one 21st Century Leadership Skills[[1]](#footnote-1)
 |  | * Connects learning from one area of study or point of view to another without describing application or significance
* Thoroughly demonstrates evidence of the use and application of two 21st Century Leadership Skills1
 |  | * Clearly connects and applies learning from one area of study **or** point of view to another
* Thoroughly demonstrates evidence of the use and application of three 21st Century Leadership Skills
 |  | * Clearly connects and applies learning from one area of study to another **and** one point of view to another
* Thoroughly demonstrates evidence of the use and application of all four 21st Century Leadership Skills
 |
| **Meta-cognition***How* ***reflective*** *is this student?* | * Does not allude to his/her growth, accomplishments and successes
* Somewhat acknowledges areas where future growth and/or cognitive growth and development are needed OR does not have a plan/strategy to manage their needs
 |  | * Briefly mentions his/her growth, accomplishments and successes
* Honestly acknowledges areas where future growth and/or cognitive growth and development are needed and has a superficial plan/strategy to manage their needs
 |  | * Recognizes and discusses his/her growth, accomplishments and successes
* Honestly acknowledges areas where future growth and/or cognitive growth and development are needed and discusses a concrete plan/strategy to manage their needs
 |  | * Recognition and discussion his/her growth, accomplishments and successes are thoroughly interwoven into presentation and reflection of each artifact
* Honestly acknowledges areas where future growth and/or cognitive growth and development are needed and has evidence of a concrete plan/strategy to manage their needs
 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Scoring Domain** | **Emerging** | **E/D** | **Developing** | **D/P** | **Proficient** | **P/A** | **Advanced** |
| **Presentation Skills***What is the evidence that the student can give a formal presentation?*  | * A lack of organization makes it difficult to follow the presenter’s ideas
* Makes minimal use of presentation skills: body, posture, language, eye contact, voice and timing
* Does not communicate clearly and uses language that is unsuited to the topic and audience
* Digital and/or Visual elements unrelated to or do not help clarify the presentation
 |  | * Inconsistencies in organization and limited use of transitions make it difficult to follow presenter’s ideas at times
* Makes partial use of presentation skills: body, posture, language, eye contact, voice and timing
* Uses language that is at times unsuited conveying a thesis, ideas and opinions in defense of his/her learning
* Occasionally refers to Digital and/or Visual elements to demonstrate his or her learning
 |  | * Has clear and well-organized presentation (with beginning, middle and end, and utilizes appropriate transitions)
* Shows command of all presentation skills: body, posture, language, eye contact, voice and timing
* Communicates clearly and uses effective language to convey a thesis, ideas and opinions in defense of his/her learning
* Makes effective use of Digital and/or Visual elements to demonstrate his or her learning
 |  | * Has clearly and logically organized presentation (with engaging introduction, logically sequenced body with effective transitions, and a clear and convincing conclusion)
* Shows consistent command of all presentation skills: body, posture, language, eye contact, voice and timing that keep the audience engaged
* Communicates clearly and uses sophisticated and varied language to convey a thesis, ideas and opinions in defense of his/her learning
* Consistently makes effective use of Digital and/or Visual elements throughout the defense to demonstrate his or her learning
 |
| **Questions and Comments***What is the evidence that the student can respond to spontaneous questions appropriately?* | * Responds to questions without actually answering/addressing them
* Answers some questions from members of the panel without evidence/ examples
 |  | * Responds to questions and comments from members of the panel
* Some evidence/ examples given to support answers are unclear
 |  | * Responds directly to questions and comments from members of the panel
* Uses evidence/examples to convincingly support answers to questions
 |  | * Responds directly to questions and comments from members of the panel and shows spontaneous thinking skills by making sophisticated connections
* Uses evidence/examples from beyond the scope of the portfolio to convincingly support answers to questions
 |

1. Additional Leadership Skills may be present, but student does not thoroughly demonstrate evidence of the use and application of those skills. [↑](#footnote-ref-1)