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]		• 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 Skills[1]		• 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

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[1] Additional Leadership Skills may be present, but student does not thoroughly demonstrate evidence of the use and application of those skills.

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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

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