**EXAMPLE Defense Note taker**

*Introduction*

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| Introduction of Self   * Academic history * Interests * Future goals |  |
| Essential Question   * Growth & Change * Educated Member of Society * Purpose of Education |  |
| Thesis   * Answers the EQ through metaphor, personal story or philosophy of education |  |

*Artifact 1: Leadership Skill: ThinkCrit/CollabProd/ComPow/ComProjEffec*

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| What does this student **know**?  (Mastery of Knowledge) | Student demonstrates detailed content knowledge through the artifact, including the context of the artifact |  |
| Student provides appropriate & consistent evidence to support thesis and arguments about the contents of portfolio |  |
| Student relates knowledge to explanation of world around him/her |  |
| What can this student **do**?  (Application of Knowledge) | Student connects and applies learning from one area of study **or** point of view to another |  |
| Student demonstrates evidence of the use and application of the 21st Century Leadership Skills |  |
| How **reflective** is this student?  (Meta-Cognition) | Student recognizes his or her growth, accomplishments and successes |  |
| Q & A | Student directly responds to questions and comments from members of the panel |  |
| Student uses evidence/examples to convincingly support answers to questions |  |

*Artifact 2: Leadership Skill: ThinkCrit/CollabProd/ComPow/ComProjEffec*

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| What does this student **know**?  (Mastery of Knowledge) | Student demonstrates detailed content knowledge through the artifact, including the context of the artifact |  |
| Student provides appropriate & consistent evidence to support thesis and arguments about the contents of portfolio |  |
| Student relates knowledge to explanation of world around him/her |  |
| What can this student **do**?  (Application of Knowledge) | Student connects and applies learning from one area of study **or** point of view to another |  |
| Student demonstrates evidence of the use and application of the 21st Century Leadership Skills |  |
| How **reflective** is this student?  (Meta-Cognition) | Student recognizes his or her growth, accomplishments and successes |  |
| Q & A | Student directly responds to questions and comments from members of the panel |  |
| Student uses evidence/examples to convincingly support answers to questions |  |

*Artifact 3: Leadership Skill: ThinkCrit/CollabProd/ComPow/ComProjEffec*

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| What does this student **know**?  (Mastery of Knowledge) | Student demonstrates detailed content knowledge through the artifact, including the context of the artifact |  |
| Student provides appropriate & consistent evidence to support thesis and arguments about the contents of portfolio |  |
| Student relates knowledge to explanation of world around him/her |  |
| What can this student **do**?  (Application of Knowledge) | Student connects and applies learning from one area of study **or** point of view to another |  |
| Student demonstrates evidence of the use and application of the 21st Century Leadership Skills |  |
| How **reflective** is this student?  (Meta-Cognition) | Student recognizes his or her growth, accomplishments and successes |  |
| Q & A | Student directly responds to questions and comments from members of the panel |  |
| Student uses evidence/examples to convincingly support answers to questions |  |

*Overall Reflection and Presentation Skills*

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| How **reflective** is this student?  (Meta-Cognition) | * Student honestly acknowledges areas where further personal and/or cognitive growth and development are needed, and has a plan or strategy to manage their needs * Student has clear and well organized presentation |  |
| Presentation Skills | * Student has clear and well organized presentation |  |
| * Student shows command of presentation skills: body posture, language, eye contact, voice & timing |  |
| * Student communicates clearly and uses effective language to convey a thesis, ideas and opinions in defense of his/her learning |  |
| * Student makes effective use of digital and/or visual elements to demonstrate his/her learning |  |