

Preparation for Grades 7,8,9 Portfolio Presentations 2008

A Parents' Guide

This guide will help students prepare for their portfolio presentations in June.

General Information:

All students in grades 7, 8, & 9 will present on the following schedule by advisory classes:

June 16: Advisory 1-17

June 17: Advisory 29-39

June 18: Advisory 18-28

June 19: Catch up day for students who were absent or earned an "I"

1. On the designated day, students set up at 11 a.m. and present in ONE of two sessions: 1 - 3 p.m. and 6:00 – 7:30 p.m. Parents (or a significant adult) are expected to respond to the presentation as well.
2. During these months, students should be gathering examples of work from each of their classes, and from their experiences outside school that show personal growth. You can help them in your classes by suggesting that certain assignments be saved for portfolios.
 - Students are expected to produce an example of learning from each block they have had this year. It may be two examples of a math test (one they failed, one they aced), or a basketball, a photo of a presentation, etc.
3. Students must include a visual metaphor, or over-riding theme, for their presentation. This becomes a frame upon which to hang their work. Some presentations that have worked well in the past were:
 - a poster with blue cellophane made to look like a “pool of reflection,”;
 - a train, with examples from each class in each car;
 - a school locker, with samples and artifacts inside and significant graffiti and stickers around it;
 - a stove with various items cooking (brussel sprouts for Math, chocolate cupcakes for Art).
 - many imaginative powerpoint and poster presentations on a given theme
 - Barb has an imovie of previous presentations that will be circulated on Discussions at some point that should give the kids ideas. Encourage them to express their creativity. They enjoy the process more.
 - Fine Arts students in past years were required to include a performance as part of their portfolio presentation.

4. Presentations should take approximately 10 minutes. Students should not present everything, but should **select three or four items** to talk about, and then explain why they were significant.
5. On the presentation day, students should complete their self-evaluation by highlighting or checking off criteria on their form. They should also ask their significant adult to do the same, and interview them. The guiding questions should be of use to both students and parents in completing the form. These forms are collected by the evaluating advisory teacher.
6. If the grade is Unsatisfactory, students will be expected to return on the “Portfolio Make-up Day” to present again.
7. If students must present early because they are going away, they need to do a self-evaluation and must make arrangements with the advisory teacher in advance.