

WELCOME

Colorado Department of Education (CDE) Graduation Guidelines Portfolio and Capstone Advisory Committee May, 6 2014

Agenda

1. **Welcome & “Housekeeping”**
2. ***Working Group* Progress**
3. **Advisory Discussion**
4. **Open Forum**

Housekeeping

ADVISORY COMMITTEE MEMBERS

Paul Reich, School Board President, Telluride Schools

Gully Stanford, Director of Partnerships, College In Colorado

Deb Spencely, School Board Member, Elizabeth School District

Paula Stephenson, Director, Rural Caucus

Jenn Venerable, Director of High School Programs, Junior Achievement

Catherine Wilson, Associate Director, University of Colorado - Denver, Admissions

Housekeeping

Resources:

- **Colorado ConnectEd**
- **Dropbox**

Portfolio and Capstone Work Group

Session 3 Outcomes

1. Explore different types of capstones and determine how they meet the *Graduation Guidelines*.
2. Finalize definitions for portfolios & capstones.
3. Describe how portfolios & capstones work together
4. Review, comment, and/or edit current *Guidebook* outline.

Is this a Capstone?

How would it fit into the Graduation Guidelines?





Take Action

Recognize Perspectives

Communicate Ideas

Investigate the World

Students investigate the world by asking questions, analyzing and synthesizing evidence, and drawing well-founded conclusions.

Evidence to consider:
Passages, particularly research paper,

DEEPER LEARNING
VIDEO SERIES



EXPEDITIONARY
LEARNING

National Conference October 2013
Atlanta, GA

Capstone

The culminating exhibition of a project, performance or structured experience that demonstrates learning of pre-determined outcomes.

Type	Description	Guideline Alignment
Portfolio Defense	Portfolio of best work that displays proficiency in identified content area(s).	Students may demonstrate competency in English, math, science and/or social studies through Capstones.
Research Exhibition	Findings of a curriculum-based, research-project.	
Experiment	Findings of a mathematical or scientific experiment.	Students may demonstrate competency in math or science through Capstones.
Service Learning	Demonstration of learning experienced through service to the community.	Local district high school graduation requirements must include student demonstrations of 21 st Century skills and in addition to the attainment of the minimum academic competencies. The skills include critical thinking and reasoning, information literacy, collaboration, self-direction, and invention.
Event Coordination	Display of learning experienced through community event coordination.	

Portfolio

A purposeful collection of students' individual work that exhibit a student's efforts, progress and achievements over time and against a set of clearly defined outcomes.

Type	Description	Guideline Alignment
Working	An intentional collection of student “work-in progress” guided by learning objectives. The working portfolio complements the assessment portfolio.	Tools for students to organize work that demonstrates competency in English, mathematics, science and/or social studies to be evaluated as a collection of evidence of competency and/or presented in capstone.
Assessment	Documents student progress towards mastering standards and/or disciplinary content knowledge articulated in course curricula.	
Employment	Documents features of student preparation that would best convince an employer of expertise in areas such as basic skills, problem solving ,adaptability, and collaborative work skills.	Local district high school graduation requirements must include successful completion of the Individual Career and Academic Plan, known as the ICAP. Required by state statute for every ninth through twelfth grade student (or in the years required for a student to graduate), the ICAP is designed to assist a student and his or her parent or legal guardian in exploring the postsecondary career and educational opportunities available to the student, aligning course work and curriculum, applying to postsecondary education institutions, securing financial aid, and ultimately entering the workforce.
College Admission/ Showcase	Many colleges now request samples of student work from candidates for admission. Portfolios of best works are well suited to this purpose. Anything may be included in such a portfolio, including written work, videos, or projects, and the contents may be customized to suit the purposes of the student and the institution. The goal of assembling a portfolio for college admission has the additional benefit of providing powerful motivation for students during their high school years.	

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DESIGN

EFFECTIVE IMPLEMENTATION

EVALUATION AND CONTINUOUS IMPROVEMENT

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A. SAMPLE ELA CAPSTONE COURSE CONTENT AND PERFORMANCE OUTCOMES

B. GRADUATE PERFORMANCE SYSTEM

C. PORTFOLIO RUBRIC

D. CAPSTONE RUBRIC

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Assessing “readiness”

What would a district/school need to have in place to successfully implement capstones?

Next Advisory Committee Meeting

Date: June 5th

Time: 10:00 am Mountain