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?
• Opening Remarks
• Artifact 1
• Q&A
• Artifact 2
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,
National Conference October 2013
Atlanta, GA
Capstone
The culminating exhibition of a project, performance or structured experience that demonstrates learning of pre-determined outcomes.
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<thead>
<tr>
<th>Type</th>
<th>Description</th>
<th>Guideline Alignment</th>
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<tbody>
<tr>
<td>Portfolio Defense</td>
<td>Portfolio of best work that displays proficiency in identified content area(s).</td>
<td>Students may demonstrate competency in English, math, science and/or social studies through Capstones.</td>
</tr>
<tr>
<td>Research Exhibition</td>
<td>Findings of a curriculum-based, research-project.</td>
<td>Students may demonstrate competency in math or science through Capstones.</td>
</tr>
<tr>
<td>Experiment</td>
<td>Findings of a mathematical or scientific experiment.</td>
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<tr>
<td>Service Learning</td>
<td>Demonstration of learning experienced through service to the community.</td>
<td>Local district high school graduation requirements must include student demonstrations of 21st 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.</td>
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<tr>
<td>Event Coordination</td>
<td>Display of learning experienced through community event coordination.</td>
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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.
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<td><strong>Working</strong></td>
<td>An intentional collection of student “work-in progress” guided by learning objectives. The working portfolio complements the assessment portfolio.</td>
<td>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.</td>
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<tr>
<td><strong>Assessment</strong></td>
<td>Documents student progress towards mastering standards and/or disciplinary content knowledge articulated in course curricula.</td>
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<td><strong>Employment</strong></td>
<td>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.</td>
<td>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.</td>
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<tr>
<td><strong>College Admission/Showcase</strong></td>
<td>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.</td>
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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