

## 2019-2020 Digital Portfolio Grade Sheet

<b>Student</b>	<b>Name</b> _____	<b>Pathway</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>(highlight one)</b>
<input type="checkbox"/> Complete digital portfolio and all of its components <input type="checkbox"/> Upload your digital portfolio to Google Classroom (BSHS Senior Projects 19-20)						

Digital Portfolio	5	4	3	2	1	0					
Formatting and Organization	Portfolio includes student name and is nicely formatted according to the provided example. All topics are completely labeled and include thoughtful, complete sentences.	Portfolio includes student name and is formatted according to the provided example. All topics are labeled and include complete sentences.	Portfolio includes student name and is somewhat formatted according to the provided example. All topics are labeled and include complete sentences.	Portfolio includes student name and is somewhat formatted according to the provided example. Most topics are labeled and include mostly complete sentences.	Portfolio includes student name and is not formatted according to the provided example. Some topics are labeled and include incomplete sentences.	Student does not follow any organization or formatting for their Digital Portfolio.					
	Formatting: 12 pt, Times New Roman, Double Spaced										
Overview (including Goals and Specifics of Project)	Student has completed their overview thoroughly, has listed specific goals they wanted to achieve and wrote out specific details of how they completed their project.	Student has completed their overview, has listed specific goals they wanted to achieve and wrote out details of how they completed their project.	Student has completed most of their overview, has listed at least 1 specific goal they wanted to achieve and wrote out how they completed their project.	Student has somewhat completed at least two of the following: overview, goals and specifics of the project.	Student has somewhat completed at least one of the following: overview, goals and specifics of the project.	Student has not completed any of the following: overview, goals and specifics of the project.					
Time Log with Time Requirements	Student was able to thoroughly show they met all their time requirements with valid proof. **	Student was able to show they met their time requirement with valid proof.	Student looks as though they have met their time requirement with somewhat valid proof.	Student has a little reliable information to show they met their time requirement.	Student has very little proof that they met their time requirement.	Student did not meet their time requirement.					
	<table><tr><th>Pathway 1: IB/APS/BI</th><th>Pathway 2: Job Shadow/Internship</th><th>Pathway 3: Skill and/or Product</th></tr><tr><td><div><input type="checkbox"/> 20 hours minimum</div><div><input type="checkbox"/> A minimum 8 hours (out of the total time) performed outside of classes.</div></td><td><div><input type="checkbox"/> 20 hours minimum – MUST be divided between two locations (the division of hours does not have to be equal)</div><div><input type="checkbox"/> A minimum of 3 hours (out of the total time) must be spent doing hands-on, participatory work (filing, performing tasks or procedures, etc.)</div><div><input type="checkbox"/> Students cannot be paid for their time or work.</div></td><td><div><input type="checkbox"/> 30 hours minimum</div><div><input type="checkbox"/> 3-5 hours (out of the total time spent) must be either job shadowing a profession in your area of study, or presenting/teaching your knowledge/skill to others (underclassmen, other students, community members, etc.)</div></td></tr></table>						Pathway 1: IB/APS/BI	Pathway 2: Job Shadow/Internship	Pathway 3: Skill and/or Product	<div><input type="checkbox"/> 20 hours minimum</div> <div><input type="checkbox"/> A minimum 8 hours (out of the total time) performed outside of classes.</div>	<div><input type="checkbox"/> 20 hours minimum – MUST be divided between two locations (the division of hours does not have to be equal)</div> <div><input type="checkbox"/> A minimum of 3 hours (out of the total time) must be spent doing hands-on, participatory work (filing, performing tasks or procedures, etc.)</div> <div><input type="checkbox"/> Students cannot be paid for their time or work.</div>
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** Students can also do journal entries to make up missing hours. A journal entry of 300 words or more = 1 hour of project work. Journal entries can be about what is happening with their project and what is going on in the world around them.											

	5	4	3	2	1	0
<b>Student Archives</b>	Student has a minimum of 4 pieces from the prescribed list, no category is repeated more than twice and the pieces are excellent and go above and beyond.	Student has a minimum of 4 pieces from the prescribed list, and no category is repeated more than twice.	Student has a minimum of 4 pieces from the prescribed list, but a category is repeated more than twice.	Student has less than 4 pieces from the prescribed list, or a category is repeated more than twice.	Student has less than 2 pieces from the prescribed list or a category is repeated more than twice.	There are no piece included in their portfolio.
	<u>Categories</u> <input type="checkbox"/> Job Application <input type="checkbox"/> College/Trade School Application <input type="checkbox"/> Best Piece of Student Work <input type="checkbox"/> Letters of Recommendation <input type="checkbox"/> Acceptance Letters <input type="checkbox"/> Certificates/Awards					
<b>Evidence of Activity Experience</b> (Cannot pass if evidence of activity is not present)	Student has gone above and beyond to show multiple pieces of evidence of their Activity.	Student has multiple pieces to show evidence of their Activity.	Student has a few pieces to show evidence of their Activity, and they adequately cover the majority of the project.	Student has a few pieces to show evidence of their Activity, but the pieces do not adequately cover the entire project.	Student has very few pieces to show evidence of their Activity, and the pieces do not adequately cover the entire project.	There is no evidence of Student's Activity Experience.
	<u>Examples of Evidence of Activity</u> <div> <input type="checkbox"/> Photographs of the entire process                      <input type="checkbox"/> Flyers  <input type="checkbox"/> Receipts                      <input type="checkbox"/> Emails/Letters  <input type="checkbox"/> Transcripts/Certificates                      <input type="checkbox"/> Programs           </div>					
<b>Best Piece of Written Work from English</b>	Student has a completed piece of written work from English.	Student has a completed piece of written work from English.	Student has a completed piece of written work from English.	Student has an almost completed piece of written work from English.	Student has a halfway completed piece of written work from English.	Student does not include a piece of written work from English.

Portfolio Score Total: \_\_\_\_\_/30

Reflection Paper	5	4	3	2	1	0
<b>Length</b>	Student turned in a paper that was between 1 and 2 pages long or more.	Student turned in a paper that was 1 page long.	Student turned in a paper that was less than 1 page long.	Student turned in a paper that was less than half of the page.	Student turned in a paper whose length is less than a quarter of the page.	Student did not turn in paper.
<b>Formatting</b>	Paper was typed, formatting was done correctly.	Paper was typed and mostly formatted correctly.	Paper was typed but formatted incorrectly.	Paper was handwritten and mostly formatted correctly.	Paper was hand written.	Student did not turn in a paper.
	<b>Formatting:</b> 12 pt, Times New Roman, Double Spaced					

	5	4	3	2	1	0
<b>Overall Organization</b>	The paper moves logically from one topic to the next with smooth transitions, and the paper has a clear beginning and end.	The paper is clear, with a few random jumps in topic but generally feels complete from start to finish	The paper shifts from topic to topic with few transitions, but overall still feels finished.	The paper shifts from topic to topic without or with few transitions, and may feel unfinished.	Student turns in a paper that is incomplete and poorly organized	Student does not turn in a paper
<b>Best Piece of Written Work from English Process</b>	Student thoroughly explains why they believe this work is their best.	Student explains why they believe this work is their best.	Student somewhat explains why they believe this work is their best.	Student tries to explain why they believe this work is their best but it's difficult to follow..	Student barely explain why they believe this work is their best and it is difficult to follow..	Student did not explain anything about how they selected their best piece of written work from English.
<b>Activity Component for Senior Projects</b>	Student thoroughly states and covers the activity component.	Student states and covers the activity component that was involved in their senior project.	Student states and mostly covers the activity component.	Student states and somewhat explains the activity component.	Student states but does not explain the activity component.	Student does not include their activity component.
<b>Successes and Challenges</b>	Student thoroughly discusses their successes and challenges.	Student adequately discusses their successes and challenges.	Student discusses most of their successes and challenges.	Student discusses some of their successes and challenges.	Student discusses little or none of their successes and challenges.	Student does not discuss successes and challenges.
<b>How/If they will use their new knowledge in the future.</b>	Student thoroughly discusses how or if they will use this knowledge in the Future.	Student discusses how or if they will use this knowledge in the future.	Student discusses some possibilities of how or if they will use this knowledge in the future.	Student discusses a little of how or if they will use this knowledge in the future.	Student barely discusses how or if they will use this knowledge in the future.	Student does not discuss how or if they will use this knowledge in the future.
<b>Grammar and Spelling</b>	There are no grammatical mistakes or spelling errors.	There are little to no grammatical mistakes or spelling errors.	There are few grammatical and spelling errors but they do not distract too much from the reading.	There are several grammatical and spelling errors which distract from the reading.	There are significant grammatical and spelling errors.	Student does not turn in a paper.
<b>Sentence Structure and Fluidity</b>	Sentences are constructed clearly, and flow together effectively.	Sentences are mostly clearly constructed and effective.	Some sentences are choppy and unclear, but the paper can be read and understood.	Many sentences are choppy and unclear, and reading its difficult at times.	Sentences are confusing, and reading is difficult.	Student does not turn in a paper.

**Reflection Paper Score:** \_\_\_\_\_/45

**Digital Portfolio Score:** \_\_\_\_\_ **+ Reflection Paper Score:** \_\_\_\_\_/75

**Overall Score: (multiply by 2)** \_\_\_\_\_/150

Student must have a minimum of an overall score of 108/150 to pass.

Comments:

**DO NOT GIVE THEM A GRADE IF:**

1) Student has not met the time requirements. (remember that journal entries can count towards time requirements)

2) There is no evidence of activity.

These must be met before you can give them a grade on their digital portfolio. Thank you!

<b><u>Advisor</u>      Name _____</b>	
<input type="checkbox"/> Read and evaluate digital portfolio.  <input type="checkbox"/> Read and evaluate reflection paper.  <input type="checkbox"/> Combine scores together for total score.	<input type="checkbox"/> If digital portfolio and/or reflection paper is incomplete or unsatisfactory, please email student, have them fix what they need to and resubmit through Google Classroom.  <input type="checkbox"/> <b><u>Put Grade in Google Classroom for your advisee under Digital Portfolio</u></b>

Comments: