



# The New School

## Portfolios

### How Does the Portfolio Process Work?

**Step 1: Discuss the Skills WITHOUT Work!** - This helps students conceptualize the skills and discuss the many ways people could use them in life.

**Step 2: Discuss Quality Artifact Selection-** The portfolio process aims to guide students through structured reflection, to help them discover areas where they have grown, areas where they need to grow, recognition that future growth is possible, and techniques they can employ to further growth. We help them select artifacts for discussion and analysis that will provide a solid basis for this process.

**Step 3: Mapping the Artifacts to the Essential Skill Categories-** Teachers will model the process of mapping. Students will attend meetings with their advisor and mixed advisory group sessions in which we will ask them to bring in two artifacts to begin mapping to the use and contribution of Essential Skills Categories. These sessions are meant to help students prepare for their annual portfolio review.

**Step 4: Students Write a Growth Narrative-** The format for this letter is flexible; students may feel free to address the topic in the way that makes the most sense to them. They do not have to address all of the skill categories, but an honest reflection on their readiness for senior challenges, areas of growth, and areas that they believe are in need of improvement is required.

**Step 5: Portfolio Conference Rehearsal-** Students are required to schedule a practice review with their advisor in the two weeks before portfolio conferences. At that point, if a student has not adequately prepared for their conference, their advisor may choose to postpone the conference and require further preparation.

**Step 6: Portfolio Conference** - Students are the leaders of their portfolio conference. They lead us through their growth and artifacts. Teachers and advisors ask clarifying and probing questions to challenge the student's reflection and analysis.

## **What are the Requirements for your Portfolio?**

- ♦ 1 to 5 artifacts that provide a snapshot of the student's growth in the skill categories. Each artifact must represent more than one category. All categories must be adequately represented.
- ♦ All artifacts must be mapped, in a way that the student chooses, showing how much and in what ways they used the relevant skill categories to achieve each artifact
- ♦ Growth letter and discussion of growth in the skills
- ♦ Completion of community service requirements
- ♦ Senior quality sample of Scholarly Writing

## **What are we looking for in a Portfolio?**

- ♦ Readiness for the Senior Exhibition demonstrated through artifact mapped to the Essential Skills
- ♦ Growth in the Essential Skills demonstrated through the growth letter and artifacts

## **Important Notes:**

**The Junior Portfolio grade:** The grade of Pass or Fail (P or F) appears on the student's high school transcript in the 4<sup>th</sup> quarter of their junior year. Students who at this point still fail their portfolio requirements will be asked to add and review supplementary items with their advisor and the Portfolios Coordinator, Virginia Palmer-Fuechsel. When a consensus of passing quality has been achieved, the historical grade will be changed to P. In order to stay on track for graduation, this should take place at the latest by the end of the first semester of their senior year.

**Community Service Requirement:** Completion of the 60 hours of community service necessary to pass the portfolio review is one of the more common stumbling blocks for juniors. If you need help with finding service opportunities, see the Community Service Coordinator, Shannan Danish.