

**REDMOND HIGH SCHOOL
LAKE WASHINGTON SCHOOL DISTRICT**



GRADUATION BY PORTFOLIO:

**STUDENT PORTFOLIO
AND HIGH SCHOOL & BEYOND PLAN
HANDBOOK**

A Guide for Students, Parents, and Teachers

Lake Washington School District Vision Statement:

Every Student Future Ready: *Prepared for College, Prepared for the
Global Workplace, Prepared for Personal Success.*

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INTRODUCTION

Starting with the class of 2010, students of Redmond High School will complete a Graduation Portfolio as a graduation requirement. The Graduation Portfolio replaces the former Culminating Project and includes the individual High School & Beyond Plan. Portfolios will be independently developed and maintained outside of the normal school day.

A portfolio gives students the opportunity to reflect on their personal and academic growth, learned new knowledge and skills, and their readiness to move onto further education or enter the work world. The portfolio consists of artifacts students use as supporting evidence that they are ready to graduate. Portfolio artifacts include assignments from each class, graduation requirements such as the Level 5 essays, student-choice assignments, resumes, and completed career and post-secondary education planning tools. Students will present their portfolios in a formal presentation senior year.

Students need to use this handbook, the Academic & Career Planning page on the school website, information distributed in their Homeroom, and emails from the portfolio coordinator to complete the required assignments for the portfolio. Parents will receive emails with information about current assignments and due dates. Once a student has started their portfolio, parents will have access to view what students have completed and to send their student comments. Since email will be the main form of communication, **it is critical that students read their school email on a regular basis. Any changes or announcements will be sent via email and posted on the Academic & Career Planning page.**

Redmond High School's Graduation Requirements

- ✓ Complete a minimum of 22 academic credits
- ✓ Pass the State of Washington assessment tests
- ✓ Demonstrate writing proficiency with a Cause-Effect or Compare-Contrast Essay, a Literary Analysis Essay, and a Persuasive Essay
- ✓ Demonstrate proficiency in completing a Formal Lab Report
- ✓ Demonstrate proficiency in QSR Problem Solving (starting with class of 2011)
- ✓ Complete a Graduation Portfolio that includes a High School & Beyond Plan

1) What is a Graduation Portfolio?

A Graduation Portfolio is a collection of evidence demonstrating that a student has the skills and knowledge expected of a graduate from Redmond High School and the Lake Washington School District. Artifacts in the portfolio will include teacher assigned items from

each class, the required essays and lab reports, as well as student-choice items. This portfolio will also include the student's High School & Beyond Plan. At the end of their senior year, students will use their portfolio artifacts as evidence of proficiency in district mandated interdisciplinary skills and attributes in the six content areas (see question #3) in a final presentation. This formal presentation, the Senior Graduation Presentation, will take place on Wednesday afternoons, **May 9 & May 16**. (Please mark your calendar so you will not have a conflict.)

The 4 portfolio guiding questions are:

1. *What personal growth and learning occurred during my high school career?*
2. *What is my evidence, in the 6 content areas, that I have successfully mastered the 13 interdisciplinary skills & attributes required of a LWSD graduate?*
3. *What is the connection between my high school career and my post-secondary plans and career interests?*
4. *How am I prepared to be successful in the next chapter of my life?*

2) What is a High School & Beyond Plan?

A High School & Beyond Plan is a series of goals that guide students through their high school and post-secondary life. These goals are established as students complete a series of activities that include interest surveys, career research, school comparisons, employment acquisition documents, and goal setting. At RHS, the High School & Beyond Plan is a continuous process as students grow and learn more about the world and themselves. The HSB Plan is a substantial part of the student's portfolio and should be used in making decisions about course selection, employment, and college selection.

3) What are the LWSD Interdisciplinary Skills and Attributes and Content Areas?

13 Interdisciplinary Skills & Attributes

Questions Critically and Thinks Creatively	Maintains a Local Perspective
Solves Problems Effectively	Maintains a Global Perspective
Makes Connections	Exhibits Strong Work Ethic
Offers Ideas and Makes Contributions	Takes Personal Responsibility
Works Well with Others	Demonstrates Resiliency
Respects and Values Others	Maintains Balance
Exhibits Civic Responsibility	

6 Content Areas

Literacy & Language
Mathematical & Scientific Reasoning
Information & Computer Technology

Social Studies
Culture & the Arts
Career Planning & Life Management

*2009 Lake Washington School District Student Profile

<http://www.lwsd.org/SiteCollectionDocuments/About-Us/Student-Profile.pdf>

4) What is an artifact?

An artifact is evidence of what you learned and how you have grown as a student. Evidence can be a written piece of work, an audio recording, a video, or a series of pictures. There are two categories of artifacts:

- Required-academic – these are designated by teachers in each class; a graded rubric must accompany any required-academic artifact.
- Student-choice – the student decides what work/accomplishment to use; an Artifact Reflection is required for all student-choice artifacts. These artifacts can be academic, extra-curricular, or from outside of school. Examples: Employer review, Eagle Scout project, camp counselor, volunteer work, class project with special meaning.

5) Where will students keep their portfolio?

Students' portfolios are electronically documented on www.careercruising.com. Since this is a web based site, students can access it from anywhere with internet capabilities. Career Cruising will also be used for the student's HSB Plan. Once a student graduates from RHS, they will continue to have access to Career Cruising where they may use the services provided by the site for personal portfolios and career planning for as long as they choose.

6) How will students know what assignments to complete and the due dates?

School email and the Academic & Career Planning page on the school website are the primary means of communications with students and parents. **Therefore, students need to check their email accounts at least once a week for messages and updates as well as the school website.** The "Graduation by Portfolio" handbook gives detailed descriptions of how to complete all Career Cruising assignments. If a student is experiencing difficulties or has questions regarding their portfolio, they should contact the portfolio coordinator, Mr. Larson, at jl Larson@lwsd.org.

7) How will students be held accountable to keep their portfolio updated?

Students who do not complete a required artifact or upload an artifact, will be referred to an administrator for remedial and/or disciplinary action.

Random checks by staff members will be conducted throughout the year to help ensure students stay up-to-date. If a student is not current, the student's counselor, administrator, and the portfolio coordinator will be notified. The student and parent are then contacted to resolve any issues. If a student continues to have portfolio issues, a progressive discipline structure may be put into place, which will include parent meetings when necessary. During the last month of each semester, administrators will review individual cases.

8) How will Running Start, WaNIC (NEVAC) and Early Dismissal/Late Arrival students complete the Graduation Portfolio?

Students receiving their diploma from Redmond High School are required to complete all graduation requirements. Therefore, **any** student who does not attend RHS during 3rd period (Homeroom) is automatically enrolled in the "Running Start Seminar" class with Mr. Frable. The purpose of this class is to help students not attending RHS on a full-time basis complete their graduation requirements. The main form of communication will be via email and phone conversations with the Mr Frable. Students are **required** to:

- attend any meeting set by the class teacher and/or portfolio coordinator;
- check their school email for messages from the teacher and portfolio coordinator on a weekly basis;
- respond to email messages in a timely manner;
- check the Academic & Career Planning page on the school website weekly for important portfolio announcements.

If a student is not meeting these requirements, the student's counselor, administrator, and the portfolio coordinator will be notified. The student and parent are then contacted to resolve any issues. If a student continues to have portfolio issues, a progressive remediation and discipline structure will be put into place which will include parent meetings when necessary. During the last month of each semester, administrators will review individual cases.

RHS GRADUATION PORTFOLIO REQUIREMENTS

SOPHOMORE YEAR

Required:

- ✓ 12 required-academic artifacts
- ✓ 2 student-choice artifacts
- ✓ Career Cruising components:
 - Assessment Results--
(Matchmaker, My Skills, Learning Styles)
 - Careers That Interest Me
 - Education Plan
 - Resume Builder
- ✓ Completed Table of Evidence
- ✓ Parent/Guardian Review

Recommended:

- Service project artifacts
- Awards artifacts
- Work experience artifacts
- Community-based learning artifacts
- Evidence of attendance at a post-high school planning event (college, apprenticeship, military, career, etc.)
- PSAT, Fear Free SAT, SAT scores

JUNIOR YEAR

Required:

- ✓ 12 required-academic artifacts
- ✓ 2 student-choice artifacts
- ✓ Career Cruising components:
 - Schools That Interest Me—
(Saved Schools, Schools Selector, Financial Aid)
 - Review/revise Grade 10 Components
 - Update information for resume
 - Update Education Plan
- ✓ Functional Heading resume
- ✓ Updated Table of Evidence
- ✓ Parent/Guardian Review

Recommended:

- ASVAB, PSAT, SAT, ACT scores
- Service project artifacts
- Awards artifacts
- Work experience artifacts
- Community-based learning artifacts
- Evidence of a post-high school event

SENIOR YEAR

Required:

- ✓ 12 required-academic artifacts
- ✓ 2 student-choice artifacts
- ✓ Post-secondary applications/post-secondary plan
- ✓ Financial aid/scholarship applications
- ✓ Updated resumes –Functional Heading resume and Career Cruising resume
- ✓ Cover letter
- ✓ Review/revise Career Cruising components
- ✓ Updated Table of Evidence
- ✓ Final portfolio & presentation

Recommended:

- Service project artifacts
- Awards artifacts
- Work experience artifacts
- Community-based learning artifacts
- SAT, ACT, ASVAB scores
- Evidence of college visits
- Secure letters of recommendation

CLASS of 2011 PORTFOLIO REQUIREMENTS


Students will need to complete the Career Cruising components in order to complete the required college and the financial aid search. The class of 2012 is required to have the following items:

- ✓ 42 required-academic artifacts
- ✓ 6 student-choice artifacts
- ✓ And all other requirements and recommendations for junior and senior year as stated on page 3.

USING CAREER CRUISING

Career Cruising is a web based site that students use to create, update and modify their High School & Beyond plan. Students' electronic portfolio will also be housed on this site. It can be accessed from any computer that has an Internet connection. Students also can access Career Cruising from the [Academic & Career Planning](#) page on the RHS website.

- Go to www.careercruising.com and save this to "Favorites."
Login: Redmond
Password: LWSD

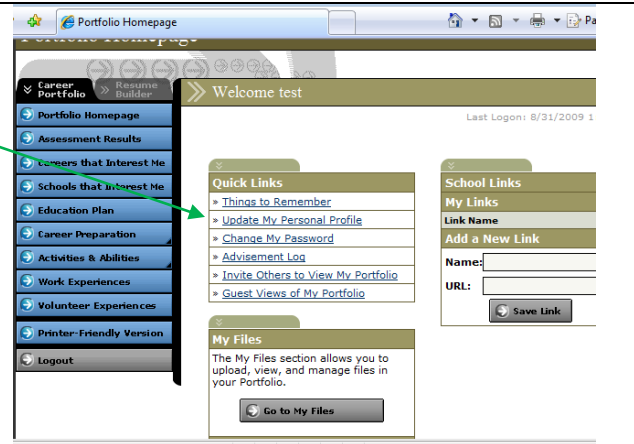
<ol style="list-style-type: none"> Become familiar with this home page. Each week a new career field is highlighted under "Career Focus," different interviews are posted, and a new Career Quiz is offered. Under "Portfolio Login" login into your personal account using the login and password given to you by your homeroom teacher. Keep your login and password in a secure place. If you forget your password, email the Portfolio Coordinator, Mr. Larson, at jl Larson@lwsd.org. 	
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NOTE: Career Cruising generates documents (such as resumes) and reports (such as a financial aid search, college comparisons) for student portfolios based on the information the student types in. Therefore, correct spelling, grammar usage, punctuation, and sentence structure need to be used at all times. Students should always proofread their information. Also note that Administrators and the portfolio coordinating teacher have access to view the information in all portfolios at any time.

4. Under “Quick Links” select “Update My Personal Profile.”

Complete this information as it would appear on your resume.

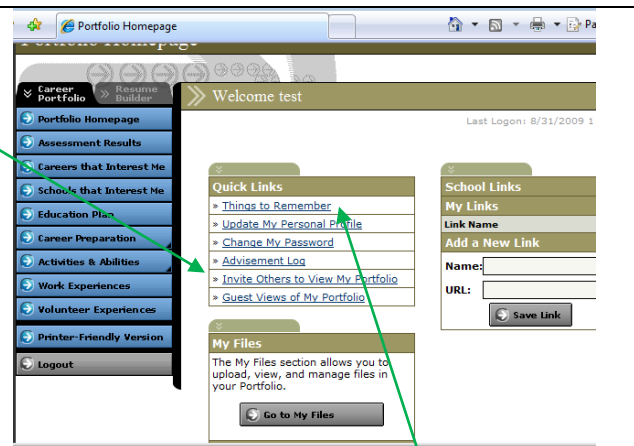
Use the email address you access the most. (Note: Once you graduate, your LWSD email account will be discontinued.)



5. Under “Quick Links” select “Invite Others to View My Portfolio.”

Enter the **FULL NAME(s)** and **email address** of your parent(s). Check ALL the boxes under “Sections to Include” including “All Entries.” Click “Submit.”

An email will immediately be sent to your parents with their link to view the portfolio.



NOTE: *Adding a parent/guardian as a guest is a requirement.*

6. Go back to the Portfolio Homepage and select “Things to Remember” under “Quick Links.” This is important information regarding how to keep the portfolio secure.
7. Notice the other “Quick Links” that allow personal information to be updated, a password to be changed, and to view “guests” visits to the portfolio and see any comments that have been entered for you.

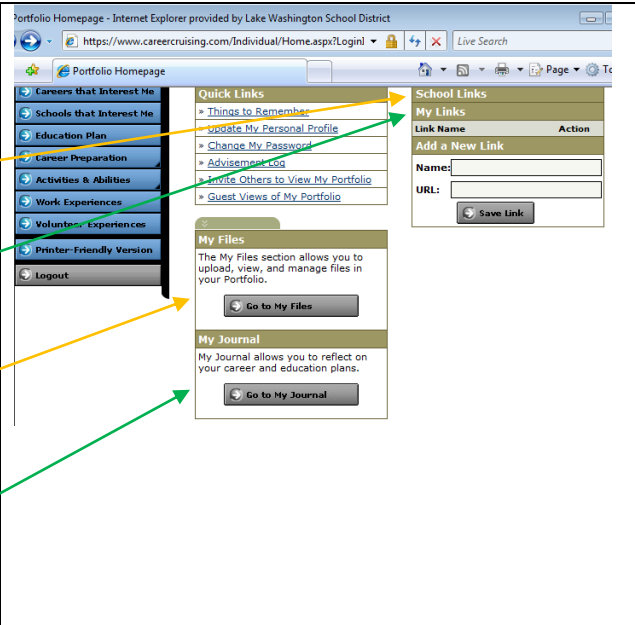
8. Other items to note on the homepage:

School Links: Links to sites uploaded by the portfolio coordinator

My Links: To save links to important sites you may use for your portfolio such as college or scholarship sites

My Files: Where you will upload your portfolio artifacts

My Journal: Where you can add journal entries



9. Two important things to remember when working in your portfolio:

- Always save to your portfolio;
- Always log out so others cannot tamper with your work.

ADDING ARTIFACTS TO A PORTFOLIO

As described on page 5, artifacts are evidence and reflections on activities that showcase what you have learned, what you can do, and how you have grown. When uploading these items remember the following:

- All items must have a completed *Artifact Cover Sheet*. These can be found on the Academic and Career Planning page on the school website. A copy is also included at the end of this packet. This should be added as the ***first page*** of the artifact.
- Graded items must have the completed rubric attached. When you receive it back from your teacher, scan the rubric into the file and add it as the ***second page*** of the document behind the Artifact Cover Sheet.
- For non-written items AND student-choice artifacts, a completed *Artifact Reflection* sheet is required ***even if there is a graded rubric***. You need to include evidence such as video clips, pictures, links, etc. These can be found on the Academic & Career Planning page on the school website. A copy is also included at the end of this packet.

Artifact File Format Requirements:

- Artifacts must be saved in .pdf format.
- Artifacts are required to be labeled in the following order:

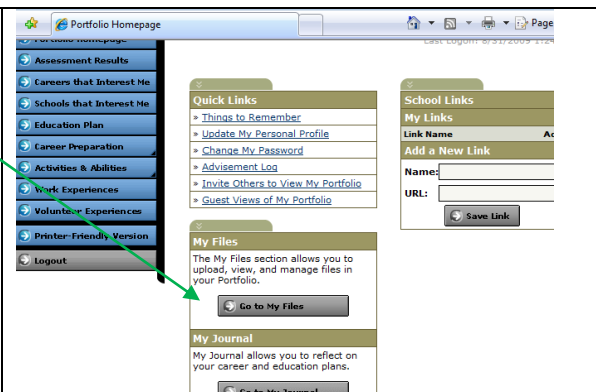
Grade, semester, class, artifact title Example: *G10, S1, Spanish1, Storybook*

Artifacts should use the same title as given by the teacher of the class. Non-required items should be given a title that describes what the item is, rather than a name that describes the content. For example:

- “Level 5 Compare/Contrast Essay” instead of “The Difference Between Apples and Oranges”
 - “Eagle Scout Project” instead of “Building a Trail for Hiking Tiger Mountain”
- Only 1 (one) file per artifact. (The cover sheet, reflection and/or rubric must be in the same file as the work.)
 - When uploading pictures, make sure they are jpeg files.
 - And always log out when done.

- From your Portfolio Homepage select "Go to My Files."

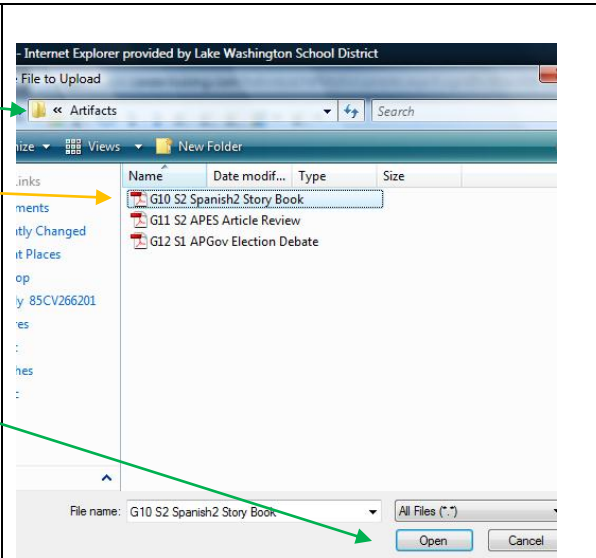
Then select "Add Document."



- Find the location of the file you wish to upload.

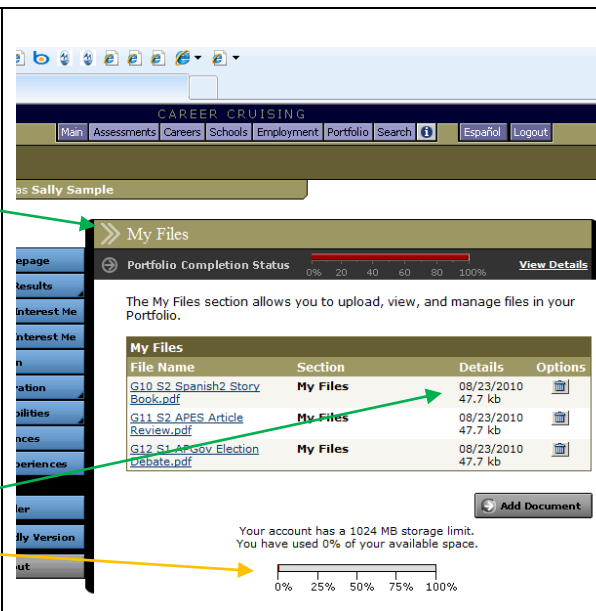
Highlight it with a single click.

Select open.



- When the file has finished uploading, your screen should look like the example on the right.

Notice that your name does not appear on this screen; it is titled only "My Files." Therefore this screenshot CANNOT be used as verification of the artifact upload required to be turned into your teacher.
- Each student has 1 GB of storage in their portfolio. You can track your storage usage and the size of individual artifacts on the "My Files" page.



PRINTING AN ARTIFACT UPLOAD VERIFICATION

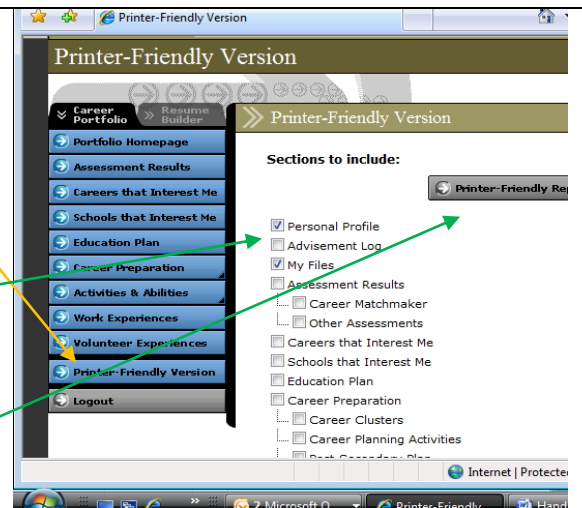
Verification of all teacher-assigned artifacts must be uploaded to the students portfolio and turned into the students homeroom teacher no later than **December 9** for their first semester artifacts.

NOTE: Several times during the year, homeroom teachers, administrators, and/or the Portfolio Coordinator will do portfolio status checks with the students. Students will be asked to open documents to verify documents are actually complete and meet portfolio standards.

1. From your portfolio homepage select "Printer-Friendly Version."

Under "Sections to Include" the only sections that should be checked are:
Personal Profile
My Files

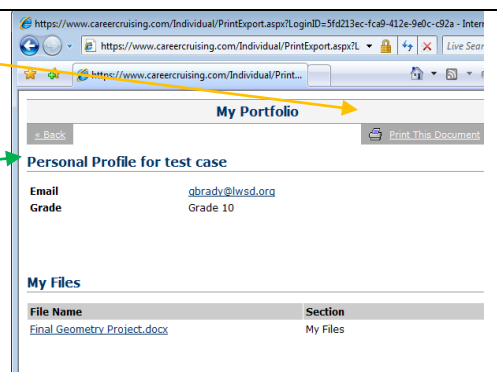
Click on "Printer-Friendly Report."



2. "Click on Print this Document."

Notice this shows your personal profile Information. This verifies that this printout refers to your portfolio.

This is the **only** verification that will be accepted.



COMPLETING CAREER CRUISING COMPONENTS

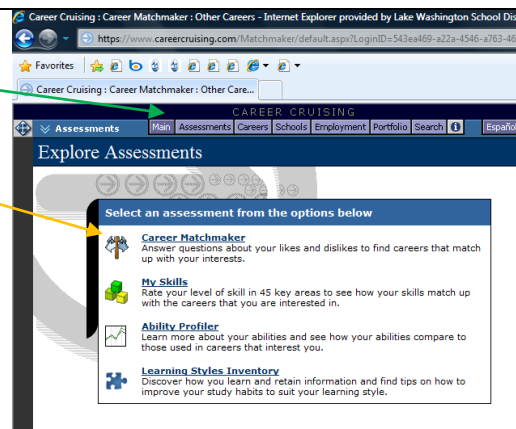
There are many types of career assessment tests and activities that help focus interests, aptitudes, likes/dislikes, and skills into suggested careers that may be a good fit for an individual. Career Cruising has three such activities that are a required part of the HSB Plan. These activities are based on the 16 nationally recognized career clusters. Students are free to upload results from other assessments into their portfolio.

ASSESSMENTS -- Sophomores, Juniors, And Seniors

The initial assessments need to be completed sophomore year. Students need to review and/or retake the assessments each year since interests and skills change. The yearly list of suggested careers and career clusters should be compared to find similarities. Remember the recommendations are only suggested careers for you to investigate based on the information you input.

1. From any screen in Career Cruising, click the "Assessment" tab at the top; select "Career Matchmaker."

Follow the instructions to answer the questions but read them carefully since not all of the questions refer to career interests.

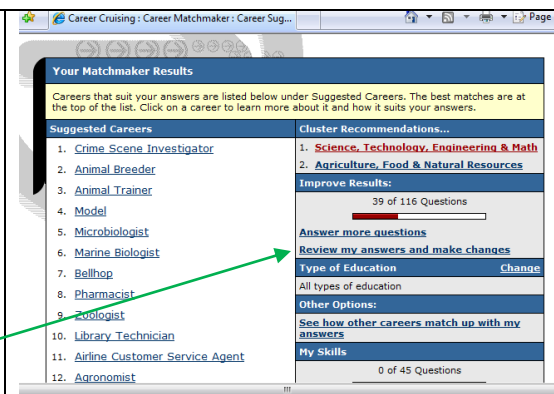


2. Save your assessment results to your portfolio.

3. When your assessment is complete, a list of suggested careers will appear. For comprehensive information about a career, click on the title.

The broader career clusters you may want to research will also be listed.

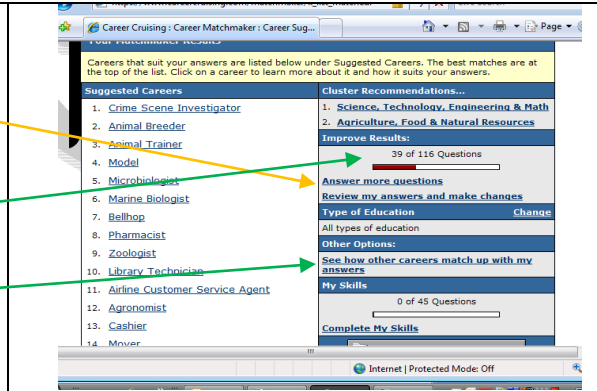
If you feel you answered any questions incorrectly, you can make changes.



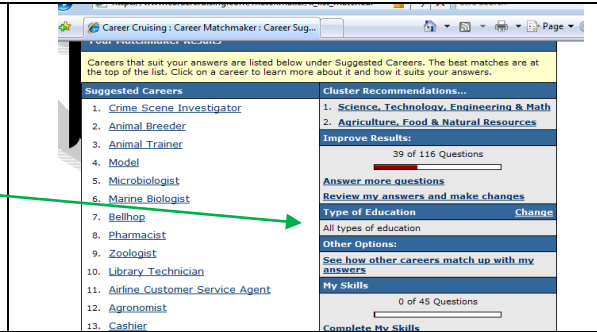
4. To complete this portion of the assessment click on “Answer more questions.”

The red bar indicates how much of the assessment has been completed.

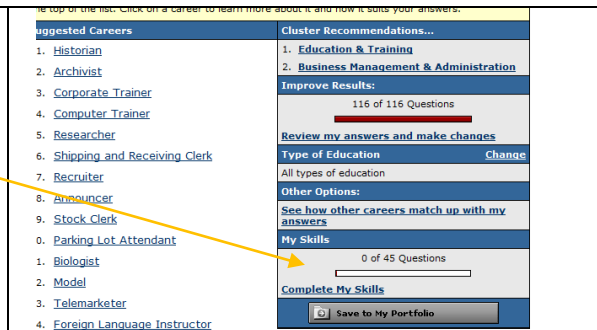
NOTE: If a career of personal interest does not appear on your list select “See how other careers...” for an explanation of why it was not selected as a match.



5. The list of suggested careers can be narrowed by selecting different levels of education. For an overall complete list, leave this option at “All types of education.”

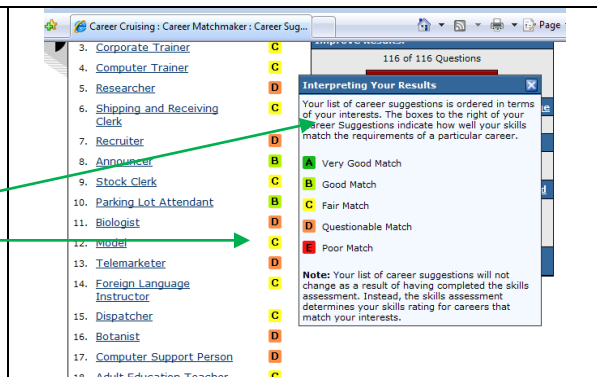


6. The next step is to complete the “My Skills” assessment. The bar shows how much has been completed.



7. Your list of career suggestions will not change as a result of completing the skills assessment. Instead, the skills assessment determines your skills rating for careers that match your interests.

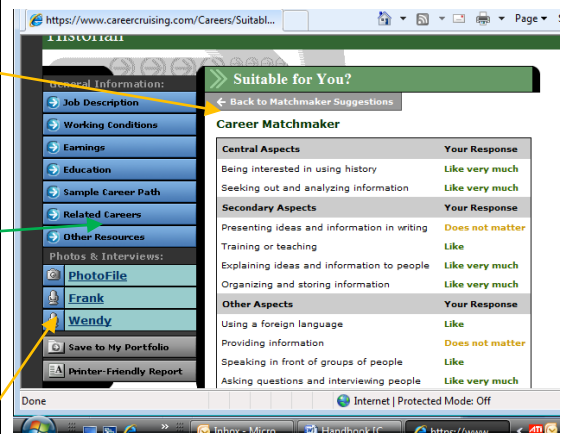
Close the “Interpreting Your Results” box and save the results to your portfolio.



8. To see why a career was chosen for you, click on the career title. Your responses matching this career are listed.

The General Information tabs on the left allow you to learn more about each career, watch interviews of professionals in the field, and research related careers that you may be interested in.

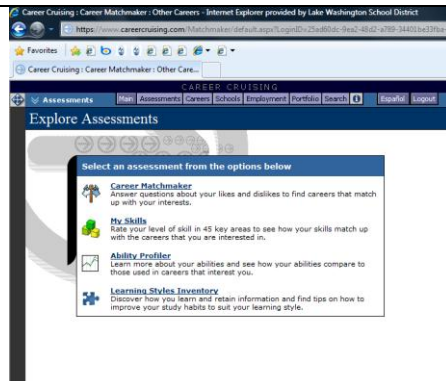
Save your top career choices to your portfolio. These options will be used later when planning classes and researching post-secondary education options and financial aid/scholarships.



9. The Ability Profiler is an optional timed activity that will be scheduled during the October all-school PSAT day. It is recommended that students take advantage of this no-cost assessment opportunity.

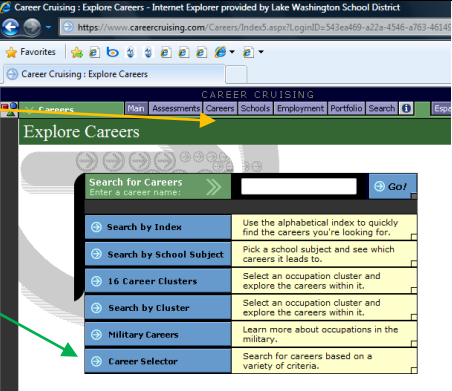
10. The last assessment to complete is the "Learning Styles Inventory."

Make sure you save the results to your portfolio before you log out.



CAREERS THAT INTEREST ME – Sophomores, Juniors, and Seniors

Although this is initially done sophomore year, careers that are of interest to a student should be updated on a regular basis. Remember, the purpose is to explore careers a student finds interesting, not to make a final decision about a life-long career. Career Cruising is an excellent detailed and up-to-date site for exploring careers. It is suggested you use this often.

<p>1. Select “Careers” from the top menu; then select “Career Selector.” Answer all the questions.</p> <p>The other tabs on this screen are other ways to research careers, career clusters, and careers in subject areas.</p>	 <p>The screenshot shows the Career Cruising website interface. At the top, there is a navigation menu with tabs for 'Careers', 'Plan', 'Assessments', 'Schools', 'Employment', and 'Portfolio'. Below the menu, the page title is 'Explore Careers'. A search bar is visible with the text 'Search for Careers' and a 'Go!' button. Below the search bar, there is a list of search options:</p> <ul style="list-style-type: none">Search by Index: Use the alphabetical index to quickly find the careers you're looking for.Search by School Subject: Pick a school subject and see which careers it leads to.16 Career Clusters: Select an occupation cluster and explore the careers within it.Search by Cluster: Select an occupation cluster and explore the careers within it.Military Careers: Learn more about occupations in the military.Career Selector: Search for careers based on a variety of criteria. <p>Yellow arrows point from the text in the left column to the 'Careers' tab and the 'Career Selector' option in the list.</p>
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2. Open your Career Selector results and then save to your portfolio. (Your results will not save unless you open them first.)

EDUCATION PLAN – Sophomores and Juniors

The purpose of the Education Plan is to help students plan their high school courses so they are prepared for their post-secondary plan. This information also helps students track the required credits and courses they need to receive a diploma.

Sophomores will complete the Education Plan for grades 9, 10, and 11. Juniors will complete the plan for grades 11 and 12.

<ol style="list-style-type: none"> Select the blue tab, “Education Plan”; then use the drop down menu to select the grade level. Select “Add Course” then complete the required information to add your previous classes, credits, & grades and this year’s classes. 	
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<ol style="list-style-type: none"> Selecting “View My Education Plan” and the grade level allows you to view what classes you have taken and the credits you have earned. 	<table border="1"> <thead> <tr> <th colspan="4">Grade 12</th> <th>Total Credits: 6.00</th> </tr> <tr> <th>Course</th> <th>Credit</th> <th>Term</th> <th>Type</th> <th></th> </tr> </thead> <tbody> <tr> <td>Calculus</td> <td>1.00</td> <td>2 Semesters</td> <td>Elective</td> <td></td> </tr> <tr> <td>Culinary Arts & Hospitality</td> <td>1.00</td> <td>2 Semesters</td> <td>Elective</td> <td></td> </tr> <tr> <td>French 4</td> <td>1.00</td> <td>2 Semesters</td> <td>Elective</td> <td></td> </tr> <tr> <td>Government</td> <td>1.00</td> <td>2 Semesters</td> <td>Required</td> <td></td> </tr> <tr> <td>marketing 101</td> <td>1.00</td> <td>2 Semesters</td> <td>Elective</td> <td></td> </tr> <tr> <td>Peer Tutor</td> <td>0.50</td> <td>1 Semester</td> <td>Elective</td> <td></td> </tr> <tr> <td>Shaping Up with Weights</td> <td>0.50</td> <td>0.50 Semester</td> <td>Elective</td> <td></td> </tr> <tr> <td colspan="4"></td> <td>Total Credits: 6.00</td> </tr> </tbody> </table>	Grade 12				Total Credits: 6.00	Course	Credit	Term	Type		Calculus	1.00	2 Semesters	Elective		Culinary Arts & Hospitality	1.00	2 Semesters	Elective		French 4	1.00	2 Semesters	Elective		Government	1.00	2 Semesters	Required		marketing 101	1.00	2 Semesters	Elective		Peer Tutor	0.50	1 Semester	Elective		Shaping Up with Weights	0.50	0.50 Semester	Elective						Total Credits: 6.00
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Shaping Up with Weights	0.50	0.50 Semester	Elective																																																
				Total Credits: 6.00																																															

<ol style="list-style-type: none"> You view suggested high school classes, or “Programs of Study” for any saved careers that appear on the Education Plan page. <p>Note: Redmond High School’s course titles may be differ from the titles of the recommended classes. Ask your counselor or the course’s teacher for clarification.</p>	<table border="1"> <thead> <tr> <th>Grade 9</th> <th>Grade 10</th> <th>Grade 11</th> <th>Grade 12</th> </tr> </thead> <tbody> <tr> <td colspan="4">English/Language Arts</td> </tr> <tr> <td>• English/Language Arts I</td> <td>• English/Language Arts II</td> <td>• English/Language Arts III</td> <td>• English/Language Arts IV</td> </tr> <tr> <td colspan="4">Math</td> </tr> <tr> <td>• Algebra I</td> <td>• Geometry</td> <td>• Algebra II</td> <td>• Accounting or Statistics or Other math course</td> </tr> <tr> <td colspan="4">Science</td> </tr> <tr> <td>• Earth or Life or Physical Science</td> <td>• Biology</td> <td>• Chemistry</td> <td>• Physics or Anatomy and Physiology</td> </tr> <tr> <td colspan="4">Social Studies/Sciences</td> </tr> <tr> <td>• State History • Civics</td> <td>• U.S. History</td> <td>• World History • Sociology</td> <td>• Psychology • Economics or Personal Finance</td> </tr> <tr> <td colspan="4">Career & Technical Courses</td> </tr> <tr> <td>• Introduction to Human Services</td> <td>• Information Technology Applications • Human Growth and Development</td> <td>• Personal Care Services</td> <td>• Practices in Personal Care Services</td> </tr> </tbody> </table>	Grade 9	Grade 10	Grade 11	Grade 12	English/Language Arts				• English/Language Arts I	• English/Language Arts II	• English/Language Arts III	• English/Language Arts IV	Math				• Algebra I	• Geometry	• Algebra II	• Accounting or Statistics or Other math course	Science				• Earth or Life or Physical Science	• Biology	• Chemistry	• Physics or Anatomy and Physiology	Social Studies/Sciences				• State History • Civics	• U.S. History	• World History • Sociology	• Psychology • Economics or Personal Finance	Career & Technical Courses				• Introduction to Human Services	• Information Technology Applications • Human Growth and Development	• Personal Care Services	• Practices in Personal Care Services
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BUILDING YOUR RESUME -- Sophomores, Juniors, And Seniors

All grade levels are required to create and update a personal resume. Career Cruising provides an automatic Chronological Resume based on the information the student enters in their portfolio. Any errors such as typos, misspellings, capitalization errors, etc. will show on the resume as the student entered it. Therefore, students must take the time to proofread their entries. A Chronological Resume states experience based on the dates of the experience, starting with the most recent date. Career Cruising does offer three different resume styles to choose from, but all are Chronological.

Juniors and Seniors

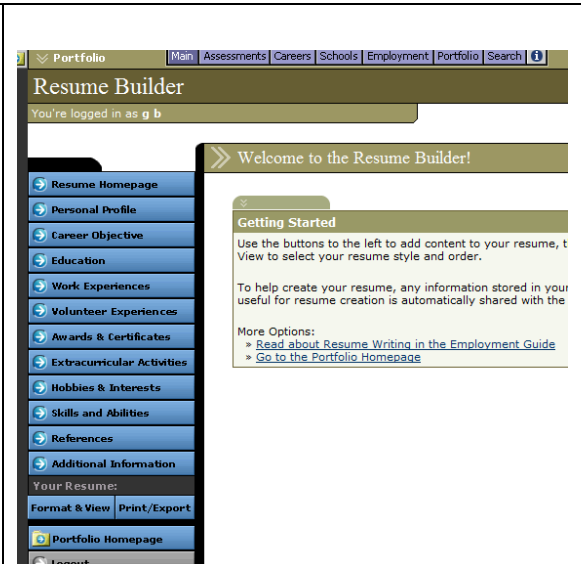
Juniors are required to create a Functional Heading Resume based on skills and experience. A Functional Heading Resume is useful when actual experience is limited making it an ideal format for high school and college students. Juniors will attend a resume writing workshop during the all-school PSAT day in October or the state academic testing days (HSPE) in the spring. (Students who have taken a Business Administration/Marketing class will not be required to attend.) This resume is to be uploaded to the student's electronic portfolio.

Seniors -- Seniors are required to include both the Career Cruising resume and the Functional Heading Resume for the final portfolio. These resumes should be written for a job you could get today that would help you with your future career interests.

1. On the Portfolio Homepage, select the blue Resume Builder tab.

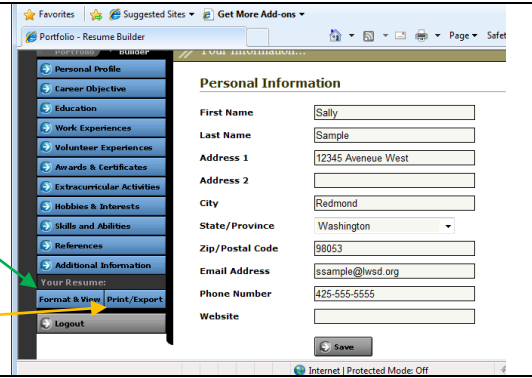
Use the blue tabs on the left to enter the information for your resume. Remember to include everything even if you don't think it is important now. You can always edit the information later.

Proofread for errors!!!! Errors on resumes demonstrate carelessness, a trait employers don't like!



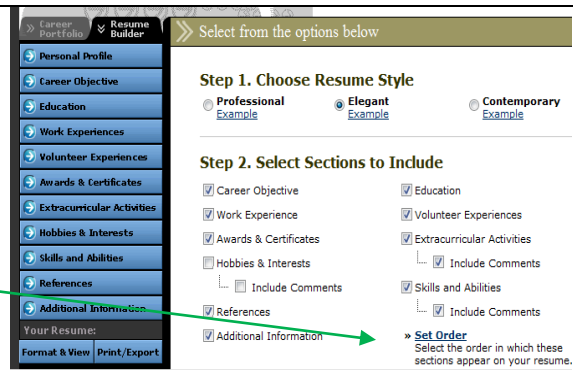
2. You can preview and select 1 of 3 resume styles.

You can also export your resume in Word format to save it to another location. This allows you to format, edit, and add information.



3. The order that the sections appear on your resume can be changed which gives you some flexibility in formatting your resume for a specific purpose.

Under the Resume Builder tab, select "Set Order."

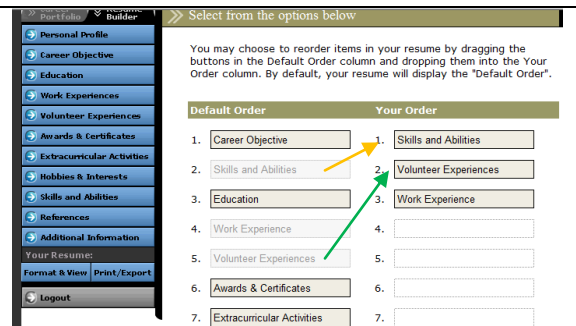


4. Select "Reset Order" at the bottom of the page.

Click and drag the items listed in the Default Order to place them in the order you want.

Select "I'm Finished" at the bottom of the page to view your new resume.

NOTE: This new order will be automatically saved as your resume.




SCHOOLS THAT INTEREST ME – Juniors and Seniors

Junior year is when students should start thinking seriously about the type of post-secondary education they would like to pursue. Juniors and seniors will do school research and comparisons using Career Cruising's database of 11,000 accredited schools.

College can refer to many types of education after high school:

- 2-year college
- 4-year college
- University
- Technical school
- Apprenticeship
- Certificate or licensing program

The program of study is only one factor to consider when researching schools that are an individual good fit. Other things to consider are: campus life, size of the school, location, geographic setting, special programs, athletics, and competitiveness.

<p>1. From your Portfolio Homepage, select the blue tab "Schools that Interest Me."</p> <p>2. You can search by type of school by using the "School Selector" tab.</p> <p>OR</p> <p>You can look for all types of schools that offer degree programs in your careers of interest by selecting "Explore Schools."</p>	
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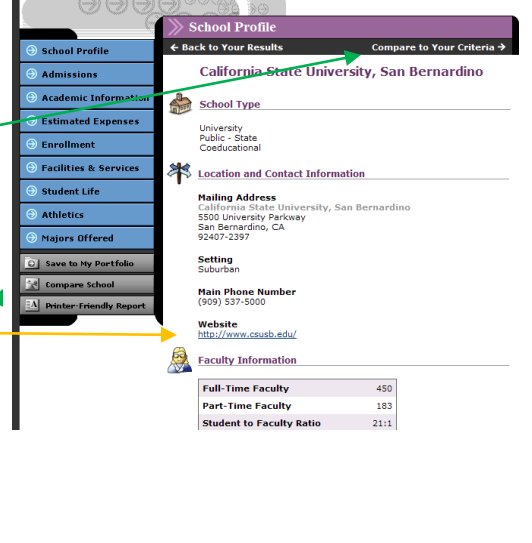
3. Answer the series of questions about the type of schools you are looking for. If you make an error or change your mind at a later date, you can always go back and change the criteria. Using more specific responses limits the number of suggested schools but also provides a list of schools that more closely match your wants and needs.
4. When you find a school you are interested in, select save it to your portfolio. You can also add the school's website to "My Links" on your homepage.

5. Click on a school name to learn more about the institution.

Select “Compare to Your Criteria” to see how well the school matches your choices.

Use the blue tabs on the left to find specific information about the school or click on the school’s website.

Compare this school to another school you are interested in by selecting “Compare Schools.”



Seniors

During senior year, students will complete a minimum of 1 (one) post-secondary school application and save it to the portfolio. **DO NOT** upload a copy with a Social Security number. If a student does not attend school immediately after graduation, the saved application will provide all of the necessary information for use in the future.

FINANCIAL AID SEARCH – Juniors and Seniors

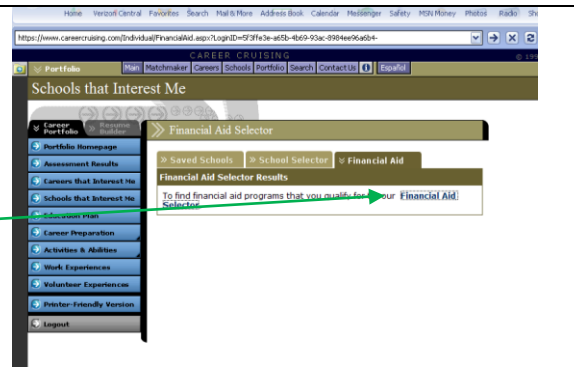
Career Cruising has a database of over \$2.5 billion dollars in private financial aid. In order to plan for post-secondary education, students should begin exploring financial options their junior year. The database is updated annually, therefore students should do the search again the beginning of senior year.

1. From the Portfolio Homepage, select the blue tab “Schools that Interest Me.”

Select the “Financial Aid” tab.

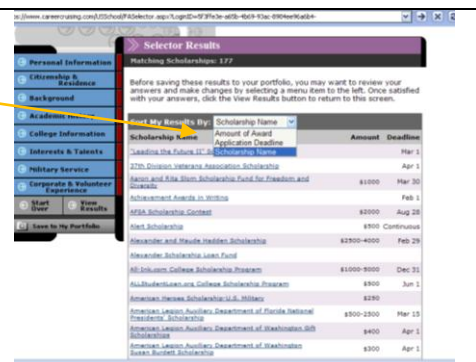
Click on “Financial Aid Selector.”

Answer the criteria questions. ***There are several questions about family background, therefore parents should complete this with their student.***



2. You can sort the list of scholarships by the amount of the award, the application’s due date, or the name.

Clicking on the scholarship name gives you complete details and contact information for that scholarship along with the related website.



3. Save the results to your portfolio.
4. You can also add individual scholarship links to the “My Links” section of the Portfolio Homepage.

PLANNING YOUR CLASS SCHEDULE

Career Cruising provides suggested course sequences based on individual careers or career clusters to help students plan their schedules and prepare them for higher education and the career field. Students can build their education plan for the next several years using this tool.

A link to the RHS 2012-2013 course catalog will be available on Career Cruising before course registration begins. Specific instructions on how to access the catalog will be provided at the beginning of second semester along with instructions on how to register for next year's classes.

1. From the Portfolio Home Page, select the blue tab "Education Plan."

"Programs of Study" shows the career choices that have been saved to the portfolio. Select "View" for a suggested career to see a sequence of recommended classes.

Saved Careers	Program of Study
Instructional Coordinator	View
Historian	View
Federal Agent	View

2. Students will use the Program of Study suggested classes and their Education Plan to select classes for the next year.
3. Once the course request form has been signed by the parent and turned in to the homeroom teacher or counselor, go to the Education Plan and enter the classes for next year that were selected. (If the student's schedule changes, this can be amended in the fall.)

SENIOR PORTFOLIO PRESENTATIONS

Senior Graduation Presentations are scheduled for Wednesday afternoon, May 9 and May 16. These dates are randomly assigned. ***DO NOT SCHEDULE APPOINTMENTS, WORK, COLLEGE VISITS, etc. on these 2 dates.*** Since this is a district graduation requirement, missing your assigned presentation date may put your graduation at risk. Students will make a formal presentation in front of a panel of 2-3 teachers and volunteer community panel members. Presentations are scheduled at half-hour intervals and parents are invited to attend.

Using the portfolio artifacts, students will present evidence that answers the 4 guiding questions:

1. *What personal growth and learning occurred during my high school career?*
2. *What is my evidence, in the 6 content areas, that I have successfully mastered the 13 interdisciplinary skills & attributes required of a LWSD graduate? (See pages 4 & 5.)*
3. *What is the connection between my high school career and my post-secondary plans and career interests?*
4. *How am I prepared to be successful in the next chapter of my life?*

REQUIREMENTS

Printed Documents: The following items should be in a notebook and given to the panel members before the presentation begins. The panel will use these documents, along with information from the presentation, to ask questions of the student.

- Functional heading resume & cover letter for a part-time job related to the post-secondary plan
- Post-secondary plan from Career Cruising; include 3 careers and schools of interest
- Table of Evidence (all 42 artifacts must be listed)
- 6 (six) artifacts

Artifacts as Evidence: During the presentation, students will use a minimum of 6 artifacts from their portfolio as evidence in their response to the guiding questions. These items should be pre-selected as part of the presentation outline. In addition, be prepared to show any other artifact in the Career Cruising electronic portfolio by opening the document on the presentation screen.

All 6 Content Areas must be represented by the chosen artifacts (an artifact may cover more than one content area.) A minimum of 1 (one) artifact from each school year must also be used in the 6 chosen.

Dress/Attire: Students need to dress in an appropriate manner for a formal business presentation or job interview.

Suggested Male Attire

- Dress slacks
- Collared shirt tucked in
- Belt with pants at waistline
- Tie
- Appropriate dress shoes

Suggested Female Attire

- Dress slacks
- Dress skirt or dress
- Shirt and/or sweater
- Appropriate dress shoes

Length of Presentation: It is recommended students arrive 10 minutes before their presentation time with their materials. Approximately 20 minutes will be for the presentation. The student will open their Career Cruising portfolio and bring up the Post-secondary Plan while the panel is looking at the printed documents. The last 10 minutes will be for the panel members to ask questions.

Presentation Outline:

- I. Introduction—Introduce yourself, describe your interests, goals etc, and explain your Post-Secondary plan. (2-3 minutes)
- II. How your work over your high school career overall has prepared you (2-3 minutes)
 - A. For your post-secondary plans
 - B. For your careers of interest.
- III. Presentation of evidence—Use the pre-selected artifacts to show evidence of your answers to the 4 guiding questions. Attributes and Content Areas must be clearly articulated. (11-14 minutes)
- IV. Summary (2-3 minutes)
 - A. Challenges during high school and with academics
 - B. What you are most proud of
 - C. What you would do differently & why
- V. Questions from the panel about presentation, artifacts presented, documents and all 42 artifacts listed on Table of Evidence. (8-10 minutes)
- VI. Conclusion and thank you. (1 minute)

Suggested Do's & Don'ts

DO

- Practice your presentation BEFORE the presentation day
- Time your practice presentation to ensure it stays within the time limit
- Use a conversational tone, engage the panel members, and take charge of YOUR presentation
- Choose your clothing a day in advance and when in doubt, dress conservatively
- Anticipate questions the panel members may ask and plan possible responses and an artifact as evidence
- Proofread the required documents for errors
- Use good eye contact
- Be enthusiastic—this is your time to shine! Get excited—this is your graduation!!

DON'T

- Wait until the day before your presentation to prepare
- Go over the time limit—you will be cut off and therefore may not complete the requirements to pass
- Read from notes; ask the panel what you are to do
- Dress like you were going on a date or going to sleep
- Come in unprepared and not knowing what you are to do
- Rely on spelling/grammar check to catch all errors
- Keep your back to the judges
- Act bored or like you are just jumping through hoops

**Senior Graduation Presentation Rubric
Redmond High School
2012**

Student _____

HR Teacher _____

	CRITERIA	1 Missing	2 Does not Meet Standard	3 Meets Standard	4 Exceeds Standard	SCORE
REQUIRED DOCUMENTS	Functional Heading Resume	N/A	Contains typos or formatting errors; information missing; little or no connection between job & post-secondary plans.	Error-free; professional format; complete information; functional skill headings pertain to job; student links job to post-secondary plans.		
	Cover Letter	N/A	Contains typos or formatting errors; information missing; does not mention how skills/experience will be beneficial on the job.	Error-free; business format; complete information; information sells students experience/skills; asks for an interview or states student will follow-up for an interview.		
	Post-secondary Plan	N/A	Incomplete; unrealistic; little or no connection demonstrated between plans, careers, educational choices, etc.	Well thought out & appropriate for student; demonstrates goal setting ability; clear connection between plan, career, past & future educational choices, etc.		
	Table of Evidence	N/A	Incomplete; student cannot answer questions about artifacts' relationships to skills/attributes.	Complete; student able to connect artifacts as evidence of skills/attributes and answer questions about artifacts on the chart.		
	Artifacts	N/A	Less than 6 artifacts used in presentation; 6 content areas not covered; missing artifact from previous year(s).	6 artifacts with cover sheet & rubric/reflection; all 6 content areas represented.		
	CRITERIA	1 Missing	2 Does Not Meet Standard	3 Meets Standard	4 Exceeds Standard	SCORE
PRESENTATION ELEMENTS	Format	No format; random information	Weak or missing intro/conclusion; presentation lacks sincerity or inappropriate for purpose/audience; order/sequence hard to follow.	Presentation appropriate for intended audience and purpose; orderly, logical sequence; clear transitions; strong introduction & conclusion.		
	Content	Missing required content	Some required content missing or not clearly covered; content does not answer 4 guiding questions; little or no knowledge/ understanding of connection between portfolio work and graduation standards.	Presentation clearly covers all required items; content satisfactorily answers 4 guiding questions; demonstrates understanding/knowledge of portfolio work and graduation standards.		

	Delivery	N/A	Lack of eye contact; inconsistent voice tone; answers to panel questions incomplete; lack of preparation obvious; attitude does not reflect purpose; struggled using technology as part of presentation.	Good eye contact and voice tone; proper grammar & clear diction; positive & serious attitude; thorough answers to panel questions; comfortable using technology.		
	Evidence	Artifacts do not meet requirements	Artifact(s) not appropriate evidence; did not present all artifacts as evidence.	Chosen artifacts serve as clear evidence; minimum 6 artifacts used; thorough answers to panel questions about artifacts; demonstrates ability to effectively use technology in a presentation.		
	Attire	N/A	Too casual; too overdressed; neatly dressed but not appropriate professional attire for purpose of business presentation.	Appropriate business dress; attire is neat—shirts tucked in, pants pulled up, etc.; appropriate shoes; reflects purpose/serious nature of presentation.		
	Panel Questions	Did not answer questions	Inconsistent or unable to answer questions; doesn't clearly answer questions; little or no knowledge of portfolio work and its relationship to graduation standards.	Thorough & accurate answers to all questions; answers questions with ease; answers demonstrate knowledge of portfolio work.		
	CRITERIA	1 Missing	2 Does not Meet Standard	3 Meets Standard	4 Exceeds Standard	SCORE
GUIDING QUESTIONS	Personal Growth & Learning	No evidence of personal growth & learning	Little evidence of personal growth & learning; both strengths & weaknesses addressed; areas of improvement not addressed.	Presentation provides evidence of individual growth and learning over high school career; areas of improvement identified; strengths & weaknesses identified; demonstrates pride in work & learning.		
	LWSD Skills & Attributes	Did not address	Some skills/attributes not addressed; evidence does not support standard; unable to satisfactorily answer questions about artifacts from the Table of Evidence.	Presentation provides understanding of the skills & attributes; all 13 skills & attributes covered; appropriate artifacts used as evidence; able to satisfactorily answer questions about Table of Evidence artifacts.		
	Connection with Post-secondary Plans	Connection not presented	Connection between school & plan unclear; presented evidence does not support a connection between school & plan; student does not demonstrate an understanding of how school & plan are connected or a readiness to move on.	Student presents a clear post-secondary plan; connection between school & plan is satisfactorily explained; evidence presented supports student's stated understanding of connection; student is clearly ready to advance.		

	Student Name _____
_____	The student has met the standards for the RHS Graduation Portfolio by scoring proficient (3 or 4) in all areas.
_____	Items marked above as non-proficient (1 or 2) indicate the standard has not been met; the student will have a second opportunity to prove proficiency.

COMMENTS:

Panel Member Name _____

Date _____

DO NOT WRITE BELOW THIS LINE

_____ The student needs to represent on _____.

_____ The student needs to fix issues with documents and turn them into Mr. Larson in the main office.

_____ The student will be interviewed by their administrator about the Guiding Questions.

IMPORTANT DATES

The following is a list of important dates regarding the portfolio deadlines and senior graduation. This list is subject to change. Therefore students should be checking the Academic & Career Planning page on the school website often for updates.

SEPTEMBER

- 14 Senior “leadership” meeting
- 28 Senior portfolio meeting
- 28 Curriculum night

OCTOBER

- 12 PSAT testing during school and mandatory HSB Plan workshops
 - Functional Heading Resume workshop
 - Ability Profiler timed assessment
 - More to be announced
- 19 Junior portfolio meeting / Senior panel meeting in gym
- 26 Sophomore portfolio meeting

NOVEMBER

- 3 **End of 1st quarter**
- 18 Last due date for all 1st semester artifact assignments

DECEMBER

- 2 Last day for teachers to return graded semester artifacts to students
- 9 Last day for students to turn in their ‘screen shot’ showing uploaded artifacts in their portfolio to their homeroom teacher.

JANUARY

- 27 **End of 1st semester – Portfolio requirements due at this time:**
 - **6 required-academic artifacts**
 - **Career Cruising components completed/updated**
 - **Seniors also need to have uploaded copies of post-secondary applications or post-high school plan if not attending college**

MARCH

- 13-15** WA High School Proficiency Exam testing (HSPE)
- 28** Senior class meeting
- 30** End of 3rd quarter / Last due date for all 2nd semester artifact assignments

APRIL

- 13** Last day for teachers to return graded 2nd semester artifacts to students
- 25** Last day to upload 2nd semester artifact and complete **ALL** portfolio requirements
 - **12 required-academic artifacts**
 - **2 student-choice artifacts**
 - **Completed/updated Table of Evidence**
 - **Required Career Cruising components**
 - **Juniors need to have uploaded a functional heading resume**
 - **Seniors need to have uploaded copy(ies) of scholarship application (if applying) and update Functional Heading & Career Cruising resumes**

MAY





- 9** Senior Graduation Presentations 12:30-2:30 (times/dates randomly assigned)
- 16** Senior Graduation Presentations 12:30-2:30
- 19** Prom at Union Station
- 23** Presentation Re-present day for students not meeting proficiency on their first presentation 12:30-2:30

JUNE

- 19** Graduation: Key Arena

PORTFOLIO FORMS

Forms included in this section:

-  **Artifact Cover Sheet** – required with ALL artifacts. This is the first page of each artifact.
-  **Artifact Reflection** – required for an artifact without a graded rubric and for ALL student-choice artifacts.
-  **Running Start Cover Sheet** – required for any Running Start assignment that does not have a graded rubric.
-  **Table of Evidence** – to be completed or updated by the end-of-year portfolio completion due date; juniors & seniors should add onto the table from sophomore year; seniors include only 1 (one) table, covering all 3 years and 42 artifacts, in their presentation documents.

Artifact Cover Sheet RHS Graduation Portfolio 2011-2012	Student: Current Grade: 10 ___ 11 ___ 12 ___ Semester 1 ___ Semester 2 ___
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Note: Graded rubric/ evaluation must be included for graded assignments. Non-graded assignments must have a completed Artifact Reflection Sheet. This is page #1 of the artifact file.

Artifact Title:

Teacher Prompt or Purpose of Assignment:

Class, community organization, or activity:	Teacher, supervisor, or advisor:
--	---

Type of Artifact:

___ Required Academic ___ Student Choice

	LWSD Skills & Attributes												
	QUESTIONS CRITICALLY & THINKS CREATIVELY	SOLVES PROBLEMS EFFECTIVELY	MAKES CONNECTIONS	OFFERS IDEAS & MAKES CONTRIBUTIONS	WORKS WELL WITH OTHERS	RESPECTS & VALUES OTHERS	EXHIBITS CIVIC RESPONSIBILITY	MAINTAINS A LOCAL PERSPECTIVE	MAINTAINS A GLOBAL PERSPECTIVE	EXHIBITS STRONG WORK ETHIC	TAKES PERSONAL RESPONSIBILITY	DEMONSTRATES RESILIENCY	MAINTAINS BALANCE
Check ALL appropriate boxes for the artifact.													
Content Area													
LITERACY & LANGUAGE													
MATHEMATICAL & SCIENTIFIC REASONING													
INFORMATION & COMPUTER TECHNOLOGY													
SOCIAL STUDIES													
CULTURE & THE ARTS													
CAREER PLANNING & LIFE MANAGEMENT													

NAME:

ARTIFACT REFLECTION SHEET

DATE ARTIFACT COMPLETED:

TYPE OF ARTIFACT: _____ REQUIRED-ACADEMIC

_____ STUDENT-CHOICE

INSTRUCTIONS FOR SUBMITTING AN ARTIFACT REFLECTION:

Complete this form electronically (typed.) Include the completed form as the 2nd page of the artifact, behind the Artifact Cover Sheet.

NOTE: In completing this reflection, you will need to refer to specific details, examples, etc. in your work, sometimes quoting your work if appropriate or referring to the evidence that makes up this artifact.

Step One:

Respond to the following statements. **You must describe your work in detail using well formatted paragraphs when answering the questions below.** For each statement, remember to use **specific evidence, examples and details from your work** in your answers.

1. Summarize the work completed to create this artifact.

2. Explain why you chose this artifact.

3. Describe what knowledge and/or skill set you applied to this work.

4. Identify which LWSD Interdisciplinary Skills or Attributes you applied to this work and describe how.

Go to <http://www.lwsd.org/SiteCollectionDocuments/About-Us/Student-Profile.pdf>

5. Identify what new learning, knowledge, or skills you gained from completing this work.

6. Describe how this experience will help you in your future plans (post-secondary.)

7. Describe what you are most proud of from this work.

8. Describe what you would do differently if you were to do this work again.

Step Two:

Because you will use your final portfolio to defend your readiness to graduate, it is important to showcase your best work - even in a written reflection. Use the rubric below to assess your written responses above and make any necessary changes to those responses to ensure that you have “met standard.”

Meets Standard	Nears Standard	Does Not Meet Standard
<p>My reflection responses clearly and accurately describe my work. I use detailed elaboration, demonstrating insight and use specific evidence and examples from my work. Each of my responses are at least a paragraph long.</p>	<p>I describe my work using some evidence. Some of my responses are at least a paragraph long.</p>	<p>I describe my work, but evidence is either missing or irrelevant and/or I do not elaborate. My responses are not a paragraph long.</p>

Running Start Artifact Cover Sheet RHS Graduation Portfolio 2011-2012	Student: Current Grade: 10 ___ 11___ 12___
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Note: This is required for Running Start assignments that do not have a graded rubric. This is page #1 of the artifact file.

Artifact Title:	Type of Artifact: ___ Required-academic ___ Student-choice
-----------------	--

Teacher Prompt or Purpose of Assignment:

Class:	Teacher:	Assignment Grade:
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Your Specific Learning Outcomes as they relate to the course content:

Content Area	LWSD Skills & Attributes												
	QUESTIONS CRITICALLY & THINKS CREATIVELY	SOLVES PROBLEMS EFFECTIVELY	MAKES CONNECTIONS	OFFERS IDEAS & MAKES CONTRIBUTIONS	WORKS WELL WITH OTHERS	RESPECTS & VALUES OTHERS	EXHIBITS CIVIC RESPONSIBILITY	MAINTAINS A LOCAL PERSPECTIVE	MAINTAINS A GLOBAL PERSPECTIVE	EXHIBITS STRONG WORK ETHIC	TAKES PERSONAL RESPONSIBILITY	DEMONSTRATES RESILIENCY	MAINTAINS BALANCE
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SOCIAL STUDIES													
CULTURE & THE ARTS													
CAREER PLANNING & LIFE MANAGEMENT													

Check **ALL** appropriate boxes for the artifact.

