



# Portfolio Requirements

commencing with 2011-2012 Academic Year

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## **OVERVIEW**

### **Objective**

As an art school dedicated to developing the artist and the student, Beacon Charter High School for the Arts has developed an electronic portfolio system that meets the unique needs of our students. This portfolio has been designed to allow students to demonstrate growth and showcase their best work each year that they attend our school. Each Beacon student is to keep and update an electronic portfolio, hosted and maintained by Digication (the leading provider of easy-to-use e-Portfolio solutions for teachers and students at all levels, from K-12 to higher education).

### **Technology**

Students may access their e-portfolios at anytime from any computer in or out of school by logging into [beaconart.digication.com](http://beaconart.digication.com). A link is also available on the school's website at [www.beaconart.org](http://www.beaconart.org). If students do not have internet access, they are able to access our computer labs before and after school.

Students should also have in place a method for saving their work prior to uploading it to their Academic Locker. Traditionally, this has been done through the use of a flash drive or via email. Increasingly, students and staff are turning to online storage options such as Dropbox ([www.dropbox.com](http://www.dropbox.com)) or SugarSync ([www.sugarsync.com](http://www.sugarsync.com)). These are free options that tend to be safer and more secure. Students should consider one or more of these options instead of relying on a flash drive that can be easily damaged or misplaced.

### **Oversight**

The student and his or her parent/guardian are responsible for checking the progress of the Digication portfolio. All portfolio-worthy projects should be uploaded to the student's Academic Locker on Digication as the assignments are completed. At that time, students provide classroom teachers with evidence that the assignment has been posted.

In addition, the Arts Portfolio should be a "work in progress" from ninth grade through twelfth. The student-artist will work with his/her arts teacher(s) to post all assignments and select work for the final portfolio. The arts teacher(s) and student should review the contents of the arts portfolio at least quarterly.

To ensure that students effectively manage their academic portfolio, the school now requires annual portfolio review. These mini-presentations require students to regularly update their portfolios in order to be ready at the end of each year. This results in a less stressful senior year for our students, and gives them more practice at making formal presentations throughout their academic career.

**Students who do not complete the portfolio requirements for the year will not be promoted to the next grade until they successfully present all required pieces.**

Students who completed years of their high school education elsewhere are only responsible for presenting pieces completed during their Beacon years.

School administration reserves the right to approve alternate assessments as necessary on a case-by-case basis.

### **PIECES ELIGIBLE FOR INCLUSION IN THE ACADEMIC LOCKER**

Recently, Dr. John Butler, as School Improvement Team Chair, published Guiding Principles on Projects. This paper discusses the idea of portfolio-worthy projects. In part, it reads:

*Not all projects are portfolio worthy.* A portfolio is a purposeful collection of student work that tells the story of his/her growth – hopefully providing a clear demonstration of a student’s attainment of proficiency. In order to promote exemplar student work, *portfolio worthiness* projects demand a more structured forward design.

To be *portfolio worthy*, a project must contain the following components:

- Complete description/introduction to the project
- Specific reference to targeted standards (e.g., GSEs, Art Standards, Common Core). The project must be standards driven.
- Criterion sheet.
- Copy of scoring rubric used for assessment.
- Minimum grade of 80 (students receiving a lower grade of 80 may include their work in their portfolio, as a means of demonstrating growth, only if they make corrections that would bring the grade up to an 80). However, raising the original project grade is by individual teacher discretion.
- Student Reflection.
- Up-loadable to Digication.

Portfolio-worthy projects include:

MLA or APA papers	Films
PowerPoint presentations	Brochures
Lab reports	Book jackets
Jing or other multimedia projects	

Pieces not eligible for inclusion in final portfolio:

Tests	Incomplete or ungraded assignments
Worksheets	Work that scored less than 80%

## LIST OF REQUIRED ELEMENTS

### Grade 9 Requirements

- Five (5) eligible pieces from at least four different 9<sup>th</sup> grade classes, each with a reflection typed in the “caption” box. (See section below for reflection requirements.) The five pieces must include a mix of project types (papers, PowerPoint presentations, films, etc.). Use the chart below to make sure you have a mix of pieces:

Course	Paper	PowerPoint	Lab Report	Film/Website/etc.
English				
Mathematics				
Science				
Humanities				
Microsoft Office				
Health/PE				

- A one-page community service reflection covering a minimum of 10 hours of community service completed this academic year. This reflection must be typed in the caption of a relevant image. See community service reflection criteria on page 8.
- 9<sup>th</sup> Grade Arts Night Reflection including a picture related to that activity. This reflection must be typed in the caption box under the picture. See Arts Night Reflection Criteria on page 8.
- Arts Requirements:
  - Culinary: five (5) pictures documenting your culinary experience this year and a five-paragraph reflection for the 9<sup>th</sup> grade year in culinary arts (see Culinary Arts Reflection Organizer on page 9) AND one (1) recipe and photo of plated food (see assignment criteria sheet)
  - Theatre: One acting assignment with four paragraph reflection (see Theatre Arts Portfolio Reflection Organizer on page 10) AND one theatre critique of a Beacon performance (written from the actor’s, technician’s, or audience member’s perspective) (see Written Critique Criteria Sheet)
  - Visual: One Art History Project AND one still life from direct observation with reflection (see Visual Arts Reflection organizer on page 11) and sketchbook materials
- Individual Graduation Plan (in Progress) including all information through ninth grade

### Notes:

### Grade 10 Requirements

- Five (5) eligible pieces from four different 10<sup>th</sup> grade classes, each with a reflection typed in the “caption” box. (See section below for reflection requirements.) The five pieces must include a mix of project types (papers, PowerPoint presentations, films, etc.). Use the chart below to make sure you have a mix of pieces:

Course	Paper	PowerPoint	Lab Report	Film/Website/etc.
English				
Mathematics				
Science				
Humanities				
Spanish				
Business				

- A one-page community service reflection covering a minimum of 10 hours of community service completed this academic year. This reflection must be typed in the caption of a relevant image. See community service reflection criteria on page 8.
- 10<sup>th</sup> Grade Arts Night Reflection including a picture related to that activity. This reflection must be typed in the caption box under the picture. See Arts Night Reflection Criteria on page 8.
- Arts Requirements:
  - Culinary: five (5) pictures documenting your culinary experience this year and a five-paragraph reflection for the 10<sup>th</sup> grade year in culinary arts (see Culinary Arts Reflection Organizer on page 9) AND one (1) recipe and photo of plated food (see assignment criteria sheet)
  - Theatre: One (1) technical design photo and reflection (see Theatre Arts Portfolio Reflection Organizer on page 10) AND one theatre critique of a Beacon performance (written from the actor’s, technician’s, or audience member’s perspective) (see Written Critique Criteria Sheet)
  - Visual: One (1) self portrait (from direct observation) AND one (1) creative self portrait both with reflection (see Visual Arts Reflection organizer on page 11) and sketchbook materials
- Individual Graduation Plan (in Progress) including all information through tenth grade

### Notes:

### Grade 11 Requirements

- Five (5) eligible pieces from four different 11<sup>th</sup> grade classes, each with a reflection typed in the “caption” box. (See section below for reflection requirements.) The five pieces must include a mix of project types (papers, PowerPoint presentations, films, etc.). Use the chart below to make sure you have a mix of pieces:

Course	Paper	PowerPoint	Lab Report	Film/Website/etc.
English				
Mathematics				
Science				
US History				
Spanish				
Health/PE				

- A one-page community service reflection covering a minimum of 10 hours of community service completed this academic year. This reflection must be typed in the caption of a relevant image. See community service reflection criteria on page 8.
- 11<sup>th</sup> Grade Arts Night Reflection including a picture related to that activity. This reflection must be typed in the caption box under the picture. See Arts Night Reflection Criteria on page 8.
- Arts Requirements:
  - Culinary: five (5) pictures documenting your culinary experience this year and a five-paragraph reflection for the 11<sup>th</sup> grade year in culinary arts (see Culinary Arts Reflection Organizer on page 9) AND two (2) recipes and two (2) photos of plated food (see assignment criteria sheet)
  - Theatre: One (1) acting assignment with reflection (see Theatre Arts Portfolio Reflection Organizer on page 10) AND one theatre critique of a Beacon performance (written from the actor’s, technician’s, or audience member’s perspective) (see Written Critique Criteria Sheet) AND one (1) classical theatre critique of a play or film outside of Beacon (see Written Critique Criteria Sheet)
  - Visual: One (1) landscape AND (1) architecture from observation both with reflection and sketchbook materials AND one (1) painting with effective use of color with reflection and sketchbook materials (see Visual Arts Reflection organizer on page 11) AND one artist’s statement (see assignment criteria sheet)
- Individual Graduation Plan (in Progress) including all information through eleventh grade

### Notes:

## Grade 12 Requirements

- **NO** academic pieces are required as part of the 12<sup>th</sup> grade portfolio
- A completed résumé
- A completed Individual Graduation Plan
- A one-page community service reflection covering a minimum of 10 hours of community service completed this academic year. This reflection must be typed in the caption of a relevant image. See community service reflection criteria on page 8.
- 12<sup>th</sup> Grade Arts Night Reflection including a picture related to that activity. This reflection must be typed in the caption box under the picture. See Arts Night Reflection Criteria on page 8.
- Arts Requirements:
  - All Art Disciplines:
    - One (1) reflection from attending an arts event outside your discipline
  - Culinary:
    - Five (5) pictures documenting your senior project accompanied by a five-paragraph reflection (see Culinary Arts Reflection Organizer on page 9)
    - Three (3) recipes and three (3) photos of plated food (see assignment criteria sheet)
    - One (1) written critique of an outside culinary experience (see assignment criteria sheet)
  - Theatre
    - One (1) senior project (see assignment criteria sheet) with a five-paragraph reflection
    - One (1) written critique of a production outside of Beacon (see Written Critique Criteria Sheet)
    - One headshot AND one professional bio (see assignment criteria sheet)
  - Visual
    - One (1) three dimensional piece with sketchbook materials and reflection (see Visual Arts Reflection organizer on page 11)
    - One (1) exemplar piece with a reflection as to why piece represents your best work
    - A reflection on your entire portfolio created during senior portfolio class (see assignment criteria sheet)
    - One written critique of a piece of professional artwork (see assignment criteria sheet)

## Notes:

## **ACADEMIC PORTFOLIO ENTRY REFLECTION CRITERIA**

Every piece included in a student's Academic Locker **must** include a reflection typed in the caption section of the page and checked for spelling and grammar. The reflection will be completed in two phases. Phase One must be printed and submitted with the assignment on the assignment's due date. Phase Two is due the day after the teacher returns the graded assignment.

**Both phases of the reflection must be counted for grades by the teacher, either as part of the assignment's rubric or as separate homework assignments.**

### **Phase One**

In the assignment's caption, students must include the following:

1. *Assignment Criteria.* Summarize the assignment with clear and precise language. Provide selective details and facts about all components from the teacher's project criteria. For example: Research, writing, use of technology, and presentation.
2. *Tools Used.* Explain in detail the tools used to complete the assignment. For example: Research sources (both print and electronic), graphic organizers, Microsoft Office, Jing, Study Island, science lab materials, etc.
3. *Process.* Identify strengths and weaknesses as they pertain to the process and offer explanations. How much influence did the process have on the final assignment and what might you have done differently?
4. *Self Assessment/Future Goals.* Explain what, if anything, you would do differently in reference to the product. Clearly and specifically identify areas for future development and improvement.
5. *Standards Assessed.* Include the GSEs, Common Core, Arts, or other standards assessed by this assignment.

### **Phase Two**

On the day students receive the graded assignment from their teacher they must complete the reflection. On the next class day, they must print and submit the updated reflection, which includes:

1. What grade did you receive on the assignment? Do you agree with the grade?
2. Based on the teacher assessment and comments, what, if anything, would you do differently?
3. Explain how your grade is or is not an accurate assessment of your skill set and knowledge.
4. How did your teacher's comments/scores help you self-assess?
5. What is your future goal for improvement?

### **ARTS NIGHT REFLECTION CRITERIA**

Arts Night Reflections should include a related photo, be three paragraphs in length, and consist of the following:

- Paragraph 1: Description of the event/artwork/performance/course etc. that the student is reflecting upon.
- Paragraph 2: The student's honest impression about what was accomplished during the above mentioned event/artwork, etc. Student should comment on the process as well as the final product.
- Paragraph 3: Student should state clearly what they feel they have learned from the arts night experience. What would they repeat? What might they change?

### **COMMUNITY SERVICE REFLECTION CRITERIA**

Each year, students must complete ten hours of community service. **Prior to completing any community service hours, students must check with the Guidance Office for approval.** Once completed, these hours must be submitted to and verified by the school's Guidance office. In addition to documenting the hours, students must complete a reflection each year. A three-paragraph reflection must be typed in the caption of a relevant image each year. In paragraph form, address the following questions regarding all service performed to fulfill the requirement. The ten hours may include several different experiences.

#### **Paragraph 1: Logistics**

- Where did you perform the service?
- When did you complete the experience?
- What was the total number of hours completed?
- Who supervised your participation?
- What was the task? What did you do?

#### **Paragraph 2: Experience**

- What did you learn?
- Did this experience have an impact on your outlook on some aspect of your life?
- Was there a pivotal moment during this experience?

#### **Paragraph 3: Investment In Cause**

- Was this a worthwhile activity?
- Would you do it again?
- Would you recommend this experience to others?
- Did it make you consider similar work in the future, perhaps as a career?

## CULINARY ARTS PORTFOLIO REFLECTION ORGANIZER

Use this guide/organizer to assist you in writing your five-paragraph culinary reflection.

### Introduction

- **Hook:** Define what being a culinary artist means to you (at least two sentences)
- **State assignment specifics:** *For this culinary reflection, I chose five pictures showcasing my... OR that reveal who I am as a culinary artist because...*
- **General information about Beacon's culinary program:** At Beacon, the focus of the culinary program is to..., thereby preparing student-artists for a career in the culinary arts.
- **Thesis:** A clear one-sentence statement that captures the essence of what your five pictures reveal. Your pictures should highlight at least three specific areas (e.g., *These five pictures show my growth as a culinary artist in the areas of preparation, presentation, and quality*).

### First Body Paragraph

- **Topic Sentence:** This sentence focuses on thesis statement's first idea (i.e. preparation)
- **Supporting Sentences:** Multiple sentences that support how the pictures reveal this paragraph's topic. Be sure to specifically identify which picture you are referring to. For example, use phrases like, *the photo of me standing at the stove was taken during my freshman year...next, I created my first soufflé as a junior and I stand behind it proudly..., etc.*
- **Closing Sentence:** One final sentence at the end of this paragraph that wraps up the main idea developed in this paragraph.

### Second Body Paragraph

- **Topic sentence:** This sentence focuses on thesis statement's second idea (i.e. presentation)
- **Supporting sentences:** Multiple sentences that support how the pictures reveal this paragraph's topic. Be sure to specifically identify which picture you are referring to.
- **Closing sentence:** One final sentence at the end of this paragraph that wraps up the main idea developed in this paragraph.

### Third Body Paragraph

- **Topic sentence:** This sentence focuses on thesis statement's third idea (i.e. quality)
- **Supporting sentences:** Multiple sentences that support how the pictures reveal this paragraph's topic. Be sure to specifically identify which picture you are referring to.
- **Closing sentence:** One final sentence at the end of this paragraph that wraps up the main idea developed in this paragraph.

### Conclusion

- **Restate thesis statement**
- **Summarize main ideas from all three body paragraphs**
- **Leave the reader with the BIG idea:** In other words, how has your culinary experience at Beacon prepared you for a career in the culinary world and what challenges still lay ahead? Should be several sentences.

### THEATRE ARTS PORTFOLIO REFLECTION ORGANIZER

Use this guide/organizer to assist you in writing your four-paragraph theatre arts reflection.

#### Introduction

- **Hook:** Define what being a theatre artist means to you (at least two sentences).
- **State assignment specifics:** *For this theatre arts reflection, I chose an acting assignment showcasing my...* OR *My technical theatre assignment showcases how I...*
- **General Information about Beacon's theatre arts program:** *At Beacon, the focus of the theatre arts program is to..., thereby preparing student-artists for a career in theatre arts.*
- **Thesis:** A clear one-sentence statement that captures the essence of what your theatre assignment reveals. You should touch on two specific areas: process and product.

#### First Body Paragraph

- **Topic sentence:** This sentence focuses on the thesis statement's first idea (i.e. process)
- **Supporting sentences:** Multiple sentences that identify your strengths as well as the areas that you would like to improve as they pertain to your process. For example, use phrases like, *the part of the process that worked the best for me was... after reviewing my process, I am thinking about changing...*
- **Closing sentence:** One final sentence at the end of this paragraph that wraps up the main idea developed in this paragraph.

### Second Body Paragraph

- **Topic sentence:** This sentence focuses on the thesis statement's second idea (i.e. product)
- **Supporting sentences:** Multiple sentences that identify your strengths as well as the areas that you would like to improve as they pertain to your finished product (i.e. scene monologue; design; technical or acting assignment.) For example, use phrases like, *After thinking about my performance in my scene, I feel as though my strengths are...I would like to continue to work on the following technical areas...*
- **Closing sentence:** One final sentence at the end of this paragraph that wraps up the main idea developed in this paragraph.

### Conclusion

- **Restate thesis statement**
- **Summarize main ideas from the two body paragraphs**
- **Leave the reader with the BIG idea:** In other words, how has your theatre arts experience at Beacon prepared you for your future artistic goals and what challenges still lay ahead? Should be several sentences

## VISUAL ARTS PORTFOLIO REFLECTION ORGANIZER

Use this guide/organizer to assist you in writing your four-paragraph visual arts reflections.

### Introduction

- **Hook:** Define what being a visual artist means to you (at least two sentences).
- **State assignment specifics:** *For this visual reflection, I chose a clay pot showcasing my... OR The contents of my visual portfolio reveal who I am as a visual artist because...*
- **General information about Beacon's visual arts program:** At Beacon, the focus of the visual arts program is to..., thereby preparing student-artists for a career in the visual arts.
- **Thesis:** A clear one-sentence statement that captures the essence of what your piece or portfolio reveals. You should touch on two specific areas: process & product.

### First Body Paragraph

- **Topic Sentence:** This sentence focuses on thesis statement's first idea (i.e. process)
- **Supporting Sentences:** Multiple sentences that support how the artwork reveals this paragraph's topic. Be sure to specifically identify which part of the process

you are referring to. For example, use phrases like, *the concept came to me...I used several techniques, including ...I knew the piece was finished when..., etc.*

- **Closing Sentence:** One final sentence at the end of this paragraph that wraps up the main idea developed in this paragraph.

### Second Body Paragraph

- **Topic sentence:** This sentence focuses on thesis statement's second idea (i.e. product)
- **Supporting sentences:** Multiple sentences that support how the artwork reveals this paragraph's topic. Be sure to specifically identify which piece or pieces you are referring to. For example, use phrases like, *the piece demonstrates several strengths, including... If I had to identify weaknesses of the piece, they would be...this piece could be improved by..., etc.*
- **Closing sentence:** One final sentence at the end of this paragraph that wraps up the main idea developed in this paragraph.

### Conclusion

- **Restate thesis statement**
- **Summarize main ideas from the two body paragraphs**
- **Leave the reader with the BIG idea:** In other words, how has your visual experience at Beacon prepared you for your future artistic goals and what challenges still lay ahead? Should be several sentences.

### FINAL PORTFOLIO STRUCTURE

While all pieces from all classes must be stored in the Academic Locker, students must move the pieces they select for their final portfolio to the Final Portfolio page of their Digication site. The Final Portfolio Page should be set up as a collection of four galleries, one gallery for each grade, nine through twelve. Each grade will have five academic pieces, each with a complete reflection, a community service reflection, and an Arts Night reflection. In addition, students must include their annual arts requirements.

### PORTFOLIO PRESENTATIONS

Presentations of portfolios will take place before a panel of three faculty judges in the following classes prior to the end of each academic year:

<b>Grade</b>	<b>During which class?</b>	<b>Month</b>
Freshmen	Health	May
Sophomores	Business	May
Juniors	Spanish	June
Seniors	Film/Capstone	January

### QUESTIONS/CONCERNS

Please refer questions about these requirements to Mrs. Murphy (rmurphy@beaconart.org) or Ms. Appel (cappel@beaconart.org).