

Overview

Portfolio Sections

Community Service

Progress Check & Rubric

College Prep

PF

Global Connections

PORTFOLIO





**Overview of Portfolio Requirements: GSWLA**

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PF1

**The following categories should have the items under the heading included in a complete portfolio. Students are advised that Portfolios are “living” documents that continually need to be maintained, cleaned out and updated. Therefore, there are no real “complete” portfolios, only ones that serve the present purpose. Furthermore, students should consider the reason for their particular portfolio.**

**More than an academy requirement or a scrapbook of event that occurred during the four years at Tallwood High, portfolios certainly document a learning process, highlight accomplishments, facilitate conversations, show organization and a theme based direction that will be an impressive addition to any interview, be it a professional career interview or the final step in an application to university.**

**Therefore, it is imperative that students consider the quality of items going in and being taken out of their personal portfolio.As students navigate their ways through their lives, they may wish to consider continuing the practice of portfolio development.**

**Testimonials about the Portfolio**

**Portfolio Work in the Classroom**

Relatively speaking, there is little time spent in class on the Portfolio, however, as the portfolio is an excellent way to prepare students in two relatively underdeveloped skills (i.e. collecting and showcasing evidence) that will be pertinent for the final project grade and the Panel evaluated presentation, there needs to be some class time dedicated to it.

Essentially, portfolio class work will concentrate on fulfilling the requirements laid out in the Class Expectations (cut and pasted below for student convenience)

Class time will cover the potential benefits of a well laid out portfolio, including discussion on the preparation for life after high school. This

“Portfolio selection” as denoted in the grade book and master calendar means that some class time will be spent in either cleaning out or adding to the portfolio and discussing choices with classmates. There are two Portfolio selection sessions scheduled for the year.

The “Exit Interview” can be considered the final time in which the portfolio is officially graded. This interview will involve a casual atmosphere in which “judges” will come to class to individually “walk through” the contents of the portfolio. This interview should include justification for the decisions made for inclusion into the portfolio. Students should also be ready to receive critiques on the portfolio.

Ultimately, after this the portfolio is officially in the hands of the students, meaning that the student has the option to display it or use it during future events, such as the VBHEC Global Scholars Day or the June 1st Panel Presentation. The key word is “optional”, however, if the student has spent ample time on the portfolio over the course of his/her academic career, there should be no reason a student would not want to display it during future events.

A final note regarding grading: though students will work on the portfolio in class four times, there are eight grades in the grade book regarding the portfolio. This is to encourage students to work on the portfolio on a monthly basis, even if for a short amount of time, to ensure that it is truly a “work in progress”.

**Portfolio Requirements for Global Connections Seminar**

*All student Portfolios, being a culmination of their Academy experience must include the following:*

*-Updated resume*

*-Current letters of reference*

*-Documentation of certificates verifying language proficiency and/or cultural experiences*

*-Four exemplar iceberg model submissions*

*-Interview with an expert*

*-An Overview of the Senior Project*

*-Completed Community Service hours, as required*

*Moreover, students should have representative documents that display growth and/or mastery in each of the subsections of the Portfolio.*

*Students should “clean out” the Portfolio so that the overall product does the following:*

*-Shows exemplar work from each of the seminar courses, each of the languages studied, and optionally the electives*

*-Shows growth as a global scholar*

*-Shows updated versions of documents and discards defunct documentation*

*-Has documentation in each of the subsections of the Portfolio (see Portfolio section in this manual for specifics)*

*-Is neat and presentable (typed documentation, free of grammatical / spelling errors, etc.)*

*Finally, students should be prepared for an “Exit Interview” regarding justifying the contents in relationship to the student’s individual goals.*

Students “submit all drafts, notes, outlines, scribbles, doodles and messy pages”

Tips for Keeping a Portfolio

*All information from the Bedford Guide for College Writers (Kennedy) pp. 251-255*

*Many types of Portfolios as used by many institutes of higher learning. After reviewing your requirements for GSWLA, which portfolio type(s) do(es) Tallwood require?*

*Are there skills or options seen here used elsewhere in the Global Connections Seminar?*

“Students have some choice, but not unlimited choice in what to include.”

“The portfolio is evaluated at the end of the course, after it has been revised, edited and polished to presentation quality”

“The portfolio is given a trial run at midterm, or the midterm grade is determined by one or two papers that are submitted for evaluation, perhaps accompanied by self-assessment”

“Students must turn in assignments that are specified by the instructor, or their options … may be limited”

“Students are free to submit a variety of materials that have contributed to their learning ”

Keep Everything, and Stay Organized.

Write notes here on the discussion regarding Portfolio management.

Polishing the Final Portfolio

Manage your time

Practice Self-Assessment

Write a Strong Reflective Introduction or Cover Letter

Choose the Entries Carefully

VBCPS continuum for 21st Century Skills

*Our Compass to 2015 Strategic Plan for Virginia Beach City Public Schools has been designed to equip students with the skills they need to succeed as 21st century learners, workers, and citizens. So just what are those 21st century skills? Based on our research and our own experience, we believe the following to be key skills for today’s world. Therefore, instruction will be designed to foster the development of those attributes.*

**Critical Thinking**

*Analyze and evaluate information and ideas to determine appropriate actions or develop a point of view.*

**Novice**

Respond to information and ideas through prior knowledge, personal experience, or emotional reaction.

**Emerging**

Analyze information and ideas within a source, problem, or situation to develop a knowledge base.

**Proficient**

Analyze and evaluate information and ideas across a range of sources, problems, situations, and/or contexts to determine appropriate actions and develop a point of view.

**Advanced**

Analyze, evaluate, and synthesize information and ideas across a range of sources, problems, situations, and/or contexts to understand diverse points of view, deepen knowledge base, clarify personal perspective, and make reasoned judgments.

**Creative/Innovative Thinking**

*Generate original ideas, unique solutions, or new associations of existing ideas for an aesthetic or practical purpose.*

**Novice**

Generate ideas without exploring their originality, relevance, or connections to existing knowledge – not limited by accepted truth because they are not knowledgeable of it.

**Emerging**

Use knowledge of existing structures to create original ideas, stories, and models.

**Proficient**

Generate and elaborate upon ideas to create a unique vision or refinement of a known product.

**Advanced**

Create a novel approach, structure, technique, or technological application that provides the opportunity to create a need, to satisfy an existing need, to solve a problem, or evoke an aesthetic response.

**Problem Solving**

*Anticipate and identify problems and challenges to develop solutions that effectively address them.*

**Novice**

Identify the problem and apply an appropriate procedure to arrive at a solution.

**Emerging**

Use prior knowledge to identify the problem, select an appropriate procedure, arrive at a solution, and evaluate its reasonableness given the parameters of the problem or situation.

**Proficient**

Use prior knowledge to identify a range of possible problems, root causes, or solution paths, then select an appropriate procedure, arrive at a solution, evaluate its reasonableness given the parameters, and compare strategies with others.

**Advanced**

Examine the nature of the problem to determine relevant and irrelevant information, create and implement an appropriate procedure, monitor its effectiveness, and make necessary adjustments to arrive at a viable solution or to deepen knowledge of the problem.

**Information Literacy**

*Use digital technology (networks, databases, and print materials) in an ethical manner to identify relevant sources, evaluate validity, synthesize, analyze, and interpret information.*

**Novice**

Explore simple questions through the completion of a given procedure that requires location and collection of information through navigation of digital sources and/or text features in order to share information with others.

**Emerging**

Generate questions, locate and evaluate digital and other sources that provide needed information, analyze information to verify accuracy and relevance, categorize information using a given organizational structure, and report findings.

**Proficient**

Use an inquiry-based process that requires the development of questions, identification and evaluation of a range of digital and other sources, analysis of information and point of view, identification of significant information and any conflicting evidence, categorization of relevant information using a self-selected organizational structure, and production and presentation of a verifiable synthesis of research findings that lays the groundwork for conclusion(s) drawn.

**Advanced**

Use an inquiry-based process that requires the generation and refinement of specific questions to focus the purpose of the research, evaluation of digital and other sources from a variety of social or cultural contexts based on accuracy, authority, and point of view; resolution of conflicting evidence or clarification of reasons for differing interpretations of information and ideas; organization of information based on the relationships among ideas and general patterns discovered; and combination of information and inferences to draw conclusions and create meaning for a given audience, purpose, and task.

**Listening**

*Construct meaning and demonstrate understanding from verbal and nonverbal cues.*

**Novice**

Pay attention to the listening experience and refocus when prompted as demonstrated through body language and ability to report out what was said.

**Emerging**

Focus on the content of the listening experience as demonstrated through body language, appropriate verbal and nonverbal reactions, as well as an ability to sustain focus for increasing lengths of time, identify relevant information, summarize what was said, make connections, and pose clarifying questions.

**Proficient**

Focus on the content and purpose of the listening experience while simultaneously monitoring and refocusing internal thinking. This type of listening requires the ability to extrapolate and articulate the train of thought, line of reasoning, and use of techniques/evidence/rhetoric.

**Advanced**

Suspend judgment before and during the listening experience through immersion in the content, purpose, and motivation of the speaker. This type of listening requires the ability to engage with what is being said, extrapolate the train of thought, line of reasoning, use of techniques /evidence/ rhetoric, and reengage in using the experience to drive creativity, agile thinking, problem solving, and deeper understanding.

**Collaboration**

*Interact with diverse groups to achieve an objective while displaying flexibility and willingness to understand alternate points of view.*

**Novice**

Share information and ideas with others to complete a given task.

**Emerging**

Express own ideas and appropriately respond to diverse points of view in order to create a shared plan of action to solve a problem or complete a given task.

**Proficient**

Assume shared responsibility for the creation of a unified product or proposed solution through the exploration of a range of ideas, establishment of a collective plan of action, and completion of individual responsibilities.

**Advanced**

Network locally and remotely with diverse peers, experts, and others to leverage collective expertise in the design and execution of an effective plan of action to solve a complex problem or complete an interdependent task.

**Communication**

*Articulate ideas and information clearly and appropriately for the given context, medium, and audience.*

**Novice**

Use a given medium to express basic information to an audience in an accurate manner.

**Emerging**

Use a given medium to present information and ideas clearly so that main points are relevant to the purpose and evident to an audience.

**Proficient**

Select and use an appropriate medium to effectively engage the target audience in a topic, point of view, argument, and/or creative work through the presentation of information and ideas.

**Advanced**

Deliberately use the features of a medium and knowledge of the audience to achieve a desired result through skillful delivery of content: strategic, flexible, and responsible use of format, tone, rhetoric, information, and technical language.

**Social Responsibility**

*Understand the importance of acting with integrity, empathy, and compassion and commit to making a meaningful contribution to the local, national, and/or global community by offering time, talents, advocacy, and/or resources to a worthy cause.*

**Novice**

Volunteer personal resources for an established cause or an immediate need.

**Emerging**

Identify a need and take appropriate action based on personal interest, integrity, and commitment.

**Proficient**

Develop and/or contribute to a collective course of action to spread awareness about the nature of the need and solicit resources and volunteers.

**Advanced**

Forge a deep and lasting connection for a cause or social issue as demonstrated through ongoing commitment to communicate about the significance of the cause/issue as well as seek remedies and collective contributions.

**Sustainability**

*Foster responsible development and protection of the world’s natural environment and resources through individual and collective action.*

**Novice**

Take actions to maintain and improve the health of an environment based on information, prompts, and good citizenship.

**Emerging**

Demonstrate basic understanding of the impact of human behaviors and natural phenomena on the environment through examination of data and personal actions.

**Proficient**

Analyze consumption patterns, energy sources, and economic factors to determine how individuals, companies, and governments work to improve the health of an environment for future generations and use that analysis to create a compelling vision for collective action.

**Advanced**

Apply knowledge of the dynamic interdependence of economic, environmental, and societal factors to research and develop new ideas/products that will impact consumption patterns and improve environmental conditions.

**Interdependence**

*Recognize and understand the social, economic, and political issues and concerns that connect us on all levels – locally, nationally, and/or globally – and commit, when necessary, to using this knowledge to inform decisions and actions.*

**Novice**

Identify the relationships among components that comprise a larger system.

**Emerging**

Analyze the impact that change has (or potentially will have) on the components and functioning of the larger system.

**Proficient**

Seek out connections amongst systems to identify intended and unintended consequences that become apparent when remedies, courses of action, or policies are pursued/implemented.

**Advanced**

Articulate and justify potential/actual impact of different scenarios on systems to inform decision making on issues and concerns that connect the global community.

**Health Literacy**

*Make informed decisions based on appropriate sources for a healthy lifestyle.*

**Novice**

Identify healthy choices and engage in healthy behaviors based on information, prompts, and examples provided by external sources.

**Emerging**

Select strategies based on self-awareness and knowledge of healthy practices that promote physical and emotional well-being.

**Proficient**

Evaluate the impact of choices on personal well-being based on self-awareness, life experience, and scientific knowledge to inform decision making.

**Advanced**

Make deliberate adjustments to personal behaviors based on current health, self-awareness, external factors, intrinsic motivation, and newly-acquired knowledge to promote well-being and a healthy lifestyle.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| TRACK YOUR PROGRESS THROUGH THE QUARTERS  Use N, E, P, and A in the boxes | delta | QUARTER 1 | QUARTER 2 | QUARTER 3 | QUARTER 4 |
| CRITICAL THINKING |  |  |  |  |  |
| CREATIVE/INNOVATIVE THINKING |  |  |  |  |  |
| PROBLEM SOLVING |  |  |  |  |  |
| INFORMATION LITERACY |  |  |  |  |  |
| LISTENING |  |  |  |  |  |
| COLLABORATION |  |  |  |  |  |
| COMMUNICATION |  |  |  |  |  |
| SOCIAL RESPONSIBILITY |  |  |  |  |  |
| SUSTAINABILITY |  |  |  |  |  |
| INTERDEPENDENCE |  |  |  |  |  |
| HEALTH LITERACY |  |  |  |  |  |

2 1 s t Cent u r y S k i l l s for V B C P S

[ Globally Aware, Independent, Responsible Learners and Citizens ]

**PINPOINTING MY GLOBAL DIRECTION**

**This portfolio section will contain:**

* **Personal Vision and Mission Statements**

Vision and Mission Statements with an optional illustration through art and photographs

* **Self-Assessments**

Results of self-assessments,Personal Profile, Evaluation of Cultural Intelligence

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* **Resumé**

Include a paper copy

* **Work/Volunteer Experience**

A list of work/volunteer experiences highlighting skills acquired

* **Transcripts**
* **Letters of Recommendation**
* **Goals and a 4-year plan**
* **Cultural Heritage and/or Experiences**

Essay, electronic presentation with written explanation, photo essay

* **Awards and Accomplishments**
* **News Articles Featuring Student**

**CURIOSITY ABOUT THE WORLD**

**This portfolio section will contain:**

* **Current Event Analyses**

Newspaper clippings, magazine clippings, internet articles, reflective photography about world news ora world event

**Reflection** – Each current event should be accompanied by an analysis using the Iceberg model.

**Cite the source** using the MLA Format

* **Interview an expert**

Document an interview with someone who has first hand experience about a world event

**Current Event Analysis**

*Students are to read a current article (within the current month) and write a “Current Event Analysis”. They should follow the “Iceberg Model” explained on the reverse side.*

***Sample***

**“Polar Bear Added to List of Threatened Species in U.S.”**

**Current Event Analysis Number 3**

Two weeks ago, the polar bear was listed as threatened by the Interior Department under the Endangered Species Act. This is because of the accelerated melting of the sea ice that the polar bear uses for foraging, resting, and reproduction. According to Secretary of the Interior Dirk Kempthorne, the polar bear could become extinct within 45 years if no effort to protect them is made. Conservation director for the National Audubon Society, Mike Dalton says that putting the polar bear on the threatened species list is just a “hands-off approach” to the regulation of the same polluting oil and gas industries that have been linked to sea ice melt”……………….

The pattern here is the continued destruction of various animal habitats by humans. As the human population continues to grow, more habitats will continue to be destroyed to make way for humans……………..

The driving forces of problems such as these are very simple. It is merely a lack of respect for the environment and laziness……………

**THE ICEBERG MODEL**

*“We know that an iceberg has only 10 percent of its total mass above the water while 90 percent of it is underwater. But that 90 percent is what the ocean currents act on and what creates the iceberg’s behavior at its tip.”*

*Your Current Event Analysis should follow the guidelines below.*

*Each section should be a minimum of one paragraph.*

***EVENTS***

Explanation: “We would say at the tip, above the water, are events, or things that we see or hear about happening in the world, such as a bomb blast in Iraq, a catastrophic flood in China, a terrorist attack in Spain, or an oil spill in Alaska. The events that we hear about in the news represent the iceberg tip.

Writing: Summarize the article in one all encompassing paragraph.

Answer the question “What happened?”

***PATTERNS***

Explanation: “If we look just below the water line, we often start to see patterns, or the recurrence of events. This might be multiple terrorist attacks around the world or recurring oil spills. Patterns are important to identify because they indicate that an event is not an isolated incident.”

Writing: Show how the covered article highlights a reoccurrence of an event. Write a minimum of one comparative paragraph.

Answer the question “What other examples exist in history that are similar to this event?”

***STRUCTURES***

Explanation: “Deep beneath the patterns are the underlying structures or root causes that create or drive those patterns. For example, the underlying structure of a problem such as recurring oil spills might be our dependence on fossil fuels.”

Writing: Analyze the root causes for the problem. Show the driving forces behind the event you covered.

Answer the question “Why does this situation continue to happen?”

ICEBERG TIP: ***EVENTS***

JUST UNDER THE WATER: ***PATTERNS***

DEEP UNDERWATER:***STRUCTURES***

**INVOLVEMENT WITH AND**

**CONTRIBUTION TO GLOBAL CAUSES**

**This portfolio section will contain:**

**Evidence of Involvement with and Contribution to Global Causes.**

**Your portfolio should contain documentation of your community service. Verification Logs do not count as documentation in the portfolio.**

These are examples of documentation:

* **Photographs**
* **Certificates**
* **Receipts**
* **Letters/Letters of Appreciation**
* **Newspaper Articles/Publications**
* **Flyers**

**INTERNATIONAL NETWORKING AND CONTACTS**

**This portfolio section will contain:**

* **Career Research**

Research and produce a project about your ideal career

(written essay and electronic presentation)

* **Job Shadowing Report**

Essay with photographs

* **Results of Mock Interviews**
* **Interviews with International Professionals**

Documentation of career related interviews with international professionals

* **International Contacts**

Evidence of contact with people from other countries or working in other countries

* **International Etiquette**
* **Business Card**

**LANGUAGE PROFICIENCY**

**This portfolio section will contain evidence of your Language Proficiency.**

**Examples:**

* **Samples of work from World Language Classes**

Papers, videos or recordings you create, electronic presentations, design of a comic book in another language. Provide explanation and/or translation of assignment.

* **Lingua Folio Pilot Program**

Certificates

* **Learning through Rosetta Stone**

Certificates

* **Travel Documentation**

Journal of travel concentrating on use of target language

Copy of Passport Stamp

* **Evidence of Language Club or Honor Societies Participation**
* **AFLAP Test Scores**
* **Courses off Campus**

Transcripts and sample assignments

**CULTURAL APPRECIATION AND TRAVEL**

**HOBBIES**

**This portfolio section will contain evidence of:**

* **Community Activities**

Participation and/or attendance at cultural festivals or events

* **Hobbies and Interests with an International Element**

Documentation of hobbies or interests with an international element

* **Travel**

Documentation of how a trip increased your global awareness

Copy of Passport Stamp

* **Mentoring Experiences**

Documentation of hosting a foreign exchange student, participating in an exchange program or mentoring experiences with someone from another culture

* **Interview**

Documentation of an interview with someone involved with a cultural festival or event

**SKILLS FOR A GLOBAL ECONOMY**

**This portfolio section will contain samples of your school work**

**that demonstrate the following characteristics and skills:**

**The Five Emerging Characteristics of Global Leaders**

* **Thinking globally**
* **Appreciating cultural diversity**
* **Developing technological savvy**
* **Building partnerships and alliances**
* **Sharing leadership**

enGauge®21st Century Skills: Literacy in the Digital Age

**Digital-Age Literacy**

• Basic, scientific, economic, and technological literacies

• Visual and information literacies

• Multicultural literacy and global awareness

**Inventive Thinking**

• Adaptability and managing complexity

• Self-direction

• Curiosity, creativity, and risk taking

• Higher-order thinking and sound reasoning

**Effective Communication**

• Teaming, collaboration, and interpersonal skills

• Personal, social, and civic responsibility

• Interactive communication

**High Productivity**

• Prioritizing, planning, and managing for results

• Effective use of real-world tools

• Ability to produce relevant, high-quality products

**Include a brief description explaining how the sample demonstrates the characteristic or skill.**

**JOURNAL**

**This portfolio section will contain your reflections on your journey to becoming a global citizen.**

This portfolio began with the question, “What is a Global Citizen?” and provided a definition from*The Global Citizen* stating,“global citizens are global-minded people…who crave international experience and are passionate about living fulfilling lives” (E. Kruempelmann 1). Characteristics of global citizens include curiosity about the world, hobbies and interests with an international element, involvement in and contribution to global causes, international networking and contacts, language proficiency, cross-cultural appreciation and travel experience, and knowledge and development of skills needed for a global economy.

During your Academy experience, you will write journal entries each year in your Seminar course and include them in this section of the portfolio.

As your final journal entry, create your own definition of a Global Citizen and incorporate it into a reflective essay with your insights into your journey in becoming a Global Citizen.

**Required Community Service**

**Community service hours required each year:**

**Freshmen 40**

**Sophomores 40**

**Juniors 30**

**Seniors 30**

**Total Requirement 140 *Due by mid-May of Senior Year\****

**Cultural Events**

**Freshmen 4**

**Sophomores 4**

**Juniors 4**

**Seniors 4**

**Total Requirement 16 *Due by mid-May of Senior Year\****

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***Verification Sheet Available Online at***

<http://www.tallwoodhs.vbschools.com/global.htm>

**Verification Forms must be turned in to**

**Academy Coordinator, Ms. Gurley.**

\*Due to the stress of completing multiple requirements for finalizing classes, students are encouraged to complete these requirements well in advance of the deadline. Through the course of the senior year, there will be occasional checks on progress made towards these requirements. Every effort will be made to ensure successful completion of the hours on the part of Tallwood; students are asked, therefore to monitor and/or report their progress as the deadline approaches.

**VERIFICATION LOG**

SEE ACADEMY COORDINATOR FOR LANDSCAPE LAYOUT

**Verification Log**

**Directions:**

1. **List EACH community service and cultural experience on the Verification Log. A signature verifying that the activity was completed is essential.**
2. **Submit Verification Log to Ms. Gurley. Forms may be submitted anytime during the year, but they will only be logged into the community service database the beginning of October, February, and July. Fill in totals at the bottom of the page.**
3. **Before turning in forms, make a copy for your records. Seniors must turn in all forms by May 18, 2011.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date** | **Brief Explanation of Activity** | **# of Community Service Hours** | **√ if Cultural Event** | **Verification Signature** | |
|  | MNBNMBM, |  |  |  | |
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|  |  |  |  |  | |
|  | **Total Community Service Hours This Page** |  |  | | |
|  | **Total Cultural Events**  **this page**  **Activities** |  | |

**Portfolio Progress Check**

|  |  |
| --- | --- |
| Month | Work Completed / Changes Made |
| September |  |
| October |  |
| November |  |
| December |  |
| January |  |
| February | PF4 |
| March |  |
| April |  |
| Exit Interview Comments\* |  |

Use this space to collect comments from the Exit Interview

The Portfolio Exit Interview Rubric

This Rubric should be presented to the Evaluator along with the Portfolio section in the Manual, which contains examples of types of products to be included in the Portfolio.

The interview should showcase the student’s experience as a scholar at the Global Studies and World Languages Academy, as well as highlight specific skills and experiences that have helped in the student’s growth during his/her enrollment in the academy.

There is no “standard” answer as all experiences are different; however, there are some “guideposts” on the Journey to becoming a Global Citizen. Students should be comfortable in explaining the meaning behind each of these guideposts, as well as explain any requirements set forth by the academy.

Due to time constraints, the entire portfolio might not be discussed during the interview, therefore, the items on the rubric in brackets are required (and in fact are the items being entered into the grade book for the portfolio).

The (Choice) item allows the student to pick an additional item to discuss. At any time, the interviewer is free to ask for further information or select an item not selected by the student for showcasing at the interview. In short, students should be able to showcase and discuss everything included in the portfolio as well as justify its placement there. The Choice item may compensate in score in the rubric if the student does not score a full score in the items in that area. For example, if a student scores a 2 (Acceptable) on the documentation in the Cultural Appreciation and Travel Hobbies section, a choice selection and explanation that gets a score above a 2 could bump the student up to a higher score. This grading practice is at the interviewer’s discretion.

The bottom line is that the interview is a conversation. If one item spurs conversation and takes more time than other items, this is acceptable, as the overarching questions interviewers and interviewees should ask are:

Does this person have the interviewing skills to properly showcase his/her experience?

Would I hire this person?

Would I admit this person into my institute?

Is this person truly a globally minded person?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria Item/ Grading Scale | 1  Subpar | 2  Acceptable | 3  Very Good | 4  Exceptional | Comments\* additional space available in project manual |
| Pinpointing my Global Direction  (Updated Resume)  (Current Letters of Reference)  (Choice) | Resume too cluttered, may contain a lot of experience, but little depth in experience, letters of Reference are dated or do not match resume | Good readable layout, acceptable organization, some minor consistency errors and/or gaps in experience, mix of dated letters and acceptable | Very good resume and letters of reference in terms of consistency and layout. Interview skills lacked developing both documents | Wow response when reading resume and letters of reference. Good interviewing to match the experiences highlighted on both. |  |
| Curiosity About the World  (4 Exemplar Iceberg Models)  (Expert Interview)  (Choice) | Iceberg Models thrown together and could not be explained fully in the interview; expert interview was superficial (done just to complete the assignment) | Iceberg Models and Expert Interview fairly standard with some examples of unique (heart-felt) questions on the part of the student | Iceberg Models and/ or Expert Interview well done in writing. Interview skills lacked developing both documents | Iceberg Models and Expert Interview showed a real curiosity about the world in the questions and analysis developed by the student. |  |
| Involvement with and Contribution to Global Causes  (Choice) | Not fully developed in written form or interview | “Standard” entries in written form or interview | Additional positive entries on top of standard ones in written form or interview | Entries in written form or interview leaves a wow response in the interviewer |  |
| International Networking and Contacts  (Choice) | Not fully developed in written form or interview | “Standard” entries in written form or interview | Additional positive entries on top of standard ones in written form or interview | Entries in written form or interview leaves a wow response in the interviewer |  |
| Language Proficiency  (Verification / Certification)  (Choice) | Material outdated, does not show growth, shows overall lack of skill/ interest in languages | Overall good showcasing of language abilities and interest levels | A mix of good showcasing and great showcasing | Great showcasing of language abilities and interest levels |  |
| Culture Appreciation and Travel Hobbies  (Documentation)  (Choice) | Dated materials do not show continuous appreciation or interest in culture or travel | Overall good showcasing of cultural appreciation and travel hobbies | A mix of good and great showcasing | Great showcasing of cultural appreciation and travel hobbies |  |
| Skills for a Global Economy  (Choice) | Not fully developed in written form or interview | “Standard” entries in written form or interview | Additional positive entries on top of standard ones in written form or interview | Entries in written form or interview leaves a wow response in the interviewer |  |
| Journal  (Choice) | Not fully developed in written form or interview | “Standard” entries in written form or interview | Additional positive entries on top of standard ones in written form or interview | Entries in written form or interview leaves a wow response in the interviewer |  |
| Community Service Requirement  (Documentation of Completion) | Did not meet GSWLA requirements | N/A | N/A | Met GSWLA requirements |  |
| Connection to Senior Year  (Overview of Senior Project)  (Choice) | Shows little or no connection between senior year and skills or activities highlighted in the portfolio | Shows a fair amount of connection between senrior year and skills or activities highlighted in the portfolio | Good explanation of connection between the senior year and the skills or activities in portfolio | Good explanation of connection as well as self evident integration in the project/ research element of senior year |  |
| Interviewing Skills /  Overall Presentation | Lacked Cohesiveness- Too Cluttered  -Not Neat | -Some items unacceptable-Some incomplete showcasing  -Some outdated material | -Majority of material highlighted is good quality  -Interview suggests growth in student | -Extremely comfortable in interview  -Student represents a true Global Scholar |  |
| TALLY | #  Subpar | #  Acceptable | #  Very Good | #  Exceptional | Total Point Value |

**Portfolio University Application Considerations**

\_\_\_\_\_ Application Deadlines Checked

\_\_\_\_\_ Letters of References (x3) requested

\_\_\_\_\_ Essay / free-write including goals and mission written

\_\_\_\_\_ Elements of GSWLA included in writing

\_\_\_\_\_ Resume updated

\_\_\_\_\_ Thank you sent

\_\_\_\_\_ Letters of References sent

\_\_\_\_\_ Scholarships researched (x3)

\_\_\_\_\_ All appropriate documentation included

\_\_\_\_\_ Guidance counselor conference set up

\_\_\_\_\_ Other considerations

PF5

Notes

Take notes on the Presentation regarding University Applications. Be sure to consider your situation / goals in the note taking.

Notes

Write your own notes here regarding your own goals and ambitions. Relate them to the presentation given

Matching Berger and You

|  |  |
| --- | --- |
| What colleges look for ( Berger, 104). | How you obtained this through (Name the Experience) |
| Writing Ability |  |
| Intellectual Curiosity |  |
| Initiative and Motivation |  |
| Creativity |  |
| Self Discipline |  |
| Character |  |
| Capacity for Growth |  |
| Leadership Potential |  |
| Community Service |  |
| Consistency with other elements of the student’s application |  |

Matching Berger and GSWLA

|  |  |
| --- | --- |
| What colleges look for (Berger, 104). | How you obtained this through the GSWLA |
| Writing Ability |  |
| Intellectual Curiosity |  |
| Initiative and Motivation |  |
| Creativity |  |
| Self Discipline |  |
| Character |  |
| Capacity for Growth |  |
| Leadership Potential |  |
| Community Service |  |
| Consistency with other elements of the student’s application |  |

Application Essay

How will you employ the good application essay skills discussed in the readings? Delineate the process you took in the space provided.

The College Interview

(Berger, 101-103)

“Most students waste the interview—they don’t prepare. They walk into my office and wait for something to happen. For these students, the interview is not a selection factor.”

Dean of Admissions, College of William and Mary

Focus Activity

International Schools: This is an information gathering activity. Pick one of the cities with top universities around the world and research the requirements for getting in. An extension activity could be a resource book for Global Studies and World Language Students. There are two sources for the information on the “best universities”, but the criteria are not explained. This is just for general reference.

<http://googlemapsmania.blogspot.com/2009/11/google-map-of-worlds-top-universities.html> <http://www.skyscrapercity.com/showthread.php?t=431935>

[](http://www.mibazaar.com/worldtopunivs.html)

Consider the following:

What is your criteria for requirements? (We don’t just want a cut and pasted version)

What is it that makes this one of the best universities?

What are the specialties?

Would this university suit your needs?

Place your bulleted notes below:

CS

