INTRODUCTION

Portfolios in art courses are showcases of work whose main purpose is to demonstrate the growth and mastery of certain skills. The Portfolio in Virtual Workplace Experience II will serve a different purpose; it will provide a way for students to actively take responsibility for their learning and shape a collection of entries that demonstrates mastery of the course's measurable outcomes. It will also provide a framework for reflection on problems encountered, a way to demonstrate improvement in learning, and a means for self- assessment. Some of the entries in students' portfolios will be required (e.g. graded rubrics) but students will have the freedom to select other coursework and to develop one or more new projects of their choosing to include as entries. The final portfolio will be a sample of their work in VWE II that represents their growth in mastering skills for the world of work, accomplishments, progress and nuanced thinking about their educational and career path. In addition, the process of developing the portfolio should provide multiple opportunities to understand how to build life-long learning skills that can be applied to all areas of life.

The student portfolio should be thought of less as a final result of the course but more as an integral part of the regular learning process. As such students should begin to build their portfolio after the first project completion and should be encouraged to add to or remove items from their final portfolio as the course progresses instead of at the very end.

Students final portfolio submission will include samples from five of their completed projects over the course of VWE II. Students may choose any five of their completed projects to include, but teachers should ideally guide them towards submitting their best work. The final portfolio is not merely a resubmission of prior work but rather an opportunity on students to reflect on their growth over the course of VWE II. Key to this is the final reflection where students are tasked with explaining how the projects submitted demonstrate master of course objectives and sow personal student skill and knowledge growth.

HOW TO MANAGE STUDENT PORTFOLIOS

There are numerous ways to assist our students in being responsible for their portfolios throughout the course of the year.

1. Student portfolio binders
   1.1. Students required to maintain a binder that can be stored in class or regularly checked by teacher.
   1.2. Binder is broken into 6 sections, one for each of the final five projects and a final tab for their final reflection.
   1.3. After each project submission students are given class time to work on portfolio curation. Teachers can provide ongoing feedback about which artifacts best reflect student mastery and growth
   1.4. When final portfolios are due all students should have to do is a final curation and include their final reflection in last section

2. E-Portfolio
   2.1. If your school or district uses an online learner management system (LMS) you require students maintain an electronic portfolio.

2.2. Similar to the portfolio binders, a best practice is to give students class time after each project submission is graded to curate their portfolio and receive feedback from teachers about which artifacts best reflect student mastery and growth.

2.3. More specific support about creating E-Portfolios using Blackboard, Moodle, Schoology, or Google Classroom can be found through your school or district technology coordinator or by VWE II support.

Regardless of which medium your students build their final portfolio in, it is recommended that you provide plenty of opportunities to monitor student progress. Providing regular in-class portfolio work time after returning graded projects is an excellent way to accomplish this.

REQUIRED COMPONENTS

Included in the overview for each of the projects in the Portfolio Project Resources section is a list of project components that should be included in the final portfolio. Feel free to edit these as seen fit. If creating a custom project for a student you may want to use these end sections as a guide for what you might want a student to include from their custom project.

In the suggested scope and sequence all students complete a Career Cluster Poster Project (03-03) in the Healthcare and Pharmacy unit. This gives students an introduction to some of the skills they will need to successfully complete projects of their own choosing in the rest of the course. When the student projects have been graded and returned, all students can complete their first final portfolio section by including the suggested artifacts:

Career Cluster Poster Project (03-03) Portfolio Artifacts:
Printed copy of presentation
Reflection
Completed project rubric
Photo of poster

FINAL GRADING & ACCOMMODATIONS

Ensure that students have a copy of the final portfolio rubric at the beginning of the course so they know what is expected to ensure success.

Please modify rubrics as necessary to accommodate student needs. For instance you may set the requirement that a student with an extended completion time accommodation only submit 4 completed projects as they may have been assigned fewer through the course of the school year. Modifications for spelling and grammar requirements in the reflection papers may also be appropriate. As always, it's a good idea to consult with your school's special education professionals, students, and of course their IAP/IEP, etc to ensure we setup students to succeed.