**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**“I can” Statement #1: Task List**

|  |  |  |
| --- | --- | --- |
| Task | Date Due | Date Completed |
| Steps 1-4 in packet  | 12/10 (beginning of class) |  |
| Peer Feedback on two processes  | 12/10 (before lunch) |  |
| Word-for-word script | 12/10 (end of school day) |  |
| Evidence uploaded to DP | 12/11 (beginning of class) |  |
| DP completed (evidence annotated, brief description of the “I can” statement process, no grammatical errors) | 12/11 (beginning of class) |  |
| Present to group of 3 students or more | 12/11 (before lunch) |  |
| Revise presentation based on peer feedback | 12/11 (end of the school day) |  |

**“I can” Statement #2: Task List**

|  |  |  |
| --- | --- | --- |
| Task | Date Due | Date Completed |
| Steps 1-4 in packet  | 12/12 (beginning) |  |
| Peer Feedback on two processes  | 12/12 (before lunch) |  |
| Word-for-word script | 12/12 (end of day) |  |
| Evidence uploaded to DP | 12/15  |  |
| DP completed (evidence annotated, brief description of the “I can” statement process, no grammatical errors) | 12/15 |  |
| Present to group of 3 students or more | 12/15 |  |
| Revise presentation based on peer feedback | 12/15 |  |

**Miscellaneous Task List**

|  |  |  |
| --- | --- | --- |
| Task | Date Due | Date Completed |
| Student Reflection uploaded to POL page on DP | 12/19 |  |
| Audience Self-Evaluation | 12/19 |  |

**The Final TPOL**

[Facts are stubborn things; and whatever may be our wishes, our inclinations, or the dictates of our passions, they cannot alter the state of facts and evidence.](http://www.brainyquote.com/quotes/quotes/j/johnadams134175.html)

-John Adams

***What is a POL at High Tech High Chula Vista?***

The POL is a time for you to reflect on your learning throughout your time at High Tech High Chula Vista. It’s a time to hold up a mirror to yourself and take an honest look at who you are: what are your strengths? What are your weaknesses? How have you grown this past semester? In what areas do you want to continue to grow? How will you do that? How can we help?

There are a great number of people who have invested their time and effort in your success and who will continue to do so lovingly and willingly. This is the time to examine how that time and effort has been spent wisely, where we can do better, and what our plan is for the second semester and onward.

***Expectations***

* Students will use their DP to guide their TPOL. They will add a “TPOL” page to their DP.
* Your digital portfolio is a collection of academic work.
* All content should be school-related and school-appropriate.

***Students will add the following evidence to their DP’s to showcase learning***

1. Text (reflections)
2. Links (work samples)
3. Images (work samples and photos)
4. Wildcard (something that does not fit into one of these categories but evidences learning)

***Requirements*** - The CER 6

You must demonstrate your proficiency in two of the three main categories (critical thinking, literacy, and skills). To do this, choose 1 **Claim** from 2 of the categories, explain the process you take to meet that claim, and provide **Evidence** (at least 2 pieces per question) of this process. This evidence must be presented professionally on your DP.

|  |  |
| --- | --- |
| **Critical Thinking** | 1. I can make decisions based on reasoning and evidence.
2. I can form opinions by evaluating evidence.
 |
| **Literacy** | 1. I can look deeply at a text.
2. I can craft a compelling piece of writing.
 |
| **Skills** | 1. I can design and/or build a quality final product.
2. I can master a difficult skill.
 |

***Description of Claims:***

1. **I can make decisions based on evidence and reasoning** - Life is a continual string of decisions. What to eat for dinner, where to go to college, how to invest your money. Although some of these decisions may seem trivial, it is important that we consider why we are making decisions. When taking an action there should be solid reasoning for doing so. During your short time at HTHCV you have been required to make hundreds of decisions, both in projects and in your own life. How do you know those are the right choices? How do you weigh options against one-another? How do you know that the solution you have chosen for a problem is the best option? What is your process for reasoning?
2. **I can form opinions by evaluating evidence** - An opinion is a belief, judgment, or way of thinking about something. You probably hold opinions about everything from the best route to get to school to what the U.S. government should do to improve the process of immigration. Most of the time, it’s pointless to debate whether an opinion is right or wrong. The better questions are, what was your process of forming that opinion, what evidence do you have to back up your opinion, and how do you know this evidence is sufficient, relevant and accurate?
3. **I can look deeply at a text** - What does it mean to look deeply at a text? When we begin reading a story, for most of us the first steps involve getting to know the characters, picturing the settings in our minds, and trying to keep track of the sequence of events (i.e. the plot). But if we stop there, we just might miss the deeper meanings it holds. Look back through the literary vault that you’ve built during your time at HTHCV, and find examples to show when you have connected with a text, when you have found deeper meanings in a text, and when a text has made you reflect upon your own life and your understanding of the world around you. The examples you draw from should demonstrate your ability to analyze rather than summarize. What questions did the text bring up for you? What insights did you gain? Rather than paraphrasing the *what* of a story, show that you understand the *how* and the *why*. Cite specific examples to justify your claim.
4. **I can craft a compelling piece of writing** - The art of producing a compelling piece of writing involves the thoughtful placement of well crafted sentences into a purposeful, engaging, dialogue that satisfies both the writer’s mission to communicate their message clearly, as well as to fulfil the reader’s desire to be informed, entertained and educated as they interact with the text. A compelling piece of writing is thoughtful and well organized. It should keep the reader’s attention and deliver them wherever the author desires. Whether one is crafting a Technical, Expository, or a Narrative piece. there are rules that must be followed. Prove that you can effectively use literary devices and technique that effectively move the reader. Use a previously crafted piece, or you can created a new piece of writing that exemplifies an engaging piece of written work.
5. **I can design and/or build a quality final product** -

Often, when we evaluate a design or the construction of an object our attention initially focuses on how it looks. We ask ourselves: is it appealing to look at, does it catch my eye, is it well crafted? However, a strong design or construction is determined by a far more complex set of criteria than looks alone. For example, a good design or a well crafted fabrication takes into consideration the user or client’s needs, the budget and material constraints, environmental considerations and the functional requirements of the object. It is the designer and builder’s responsibility to weigh the importance of these varied (and sometimes competing) criteria and arrive at a solution that best fulfills these various demands which are then represented in a final, beautifully constructed, product. Look back over the various projects you have designed and built here at HTHCV, and find examples that show your ability to design and/or build a quality product that is the result of a complex set of criteria, your ability to make objective design decisions that are based off of a set of pros and cons, and your ability to learn how to accurately assemble your product. How did you determine how the final product should be designed and built? What were some influential factors? What evidence do you have to support that your design is a best solution?

1. **I can master a difficult skill** - Consider skills that you have developed this year. They may be mathematical algorithms, technical proficiency, something you learned during senior project, or any other skill that you have learned. It should be something that challenged you, and will impress your committee with your new found talent.

**Freshmen POL Protocol**

The freshmen POL is a presentation of your growth over this first semester. You will present evidence collected on your DP with regards to the *CER 6*. These are:

|  |  |
| --- | --- |
| **Critical Thinking** | 1. I can make decisions based on reasoning and evidence.
2. I can form opinions by evaluating evidence.
 |
| **Literacy** | 1. I can look deeply at a text.
2. I can craft a compelling piece of writing.
 |
| **Skills** | 1. I can design and/or build a quality final product.
2. I can master a difficult skill.
 |

**Format:** (15 min. total)

You should prepare to present your evidence and reasoning for 2 of the 6 CERs above. The presentation of each claim should be quick and concise (expect spending about 2-3 minutes on each). You must reference the evidence on your digital portfolio during the presentation. We do not want to see a Powerpoint or Prezi.

1. **CER Presentation** (3 min)

Present for one of your 2 CERs.

2. **Question and Answer** (3 min)

Panelists will have a chance to ask questions. The purpose of the question and answer section is to gather any additional information needed to determine if the presenter has supported their claim.

**(Repeat steps 1 and 2 for your second CER)**

3. **Closing Remarks & Feedback** (3 min)

Begin with appreciations for the presenter. Each panelist will share something that they appreciate about the presenter. Panelists will then provide feedback on the presentation: where were the strong areas in the presentation? Where would we like to see this student improve, and how could they do that?

4. **Student Reflection**

After students complete their POL, they will be required to write a reflection on their POL experience. Since this is their first high school POL, and since the whole purpose is to set goals and figure out ways to improve, reflecting on what was said seems appropriate and necessary. See the attached questions on page 16 for more information.

|  |  |
| --- | --- |
| **Required Attendance:**Freshmen teacherParent/Guardian TPOL critique group | **Optional Attendance:**AdvisorPast TeachersMentorsFriends/FamilyOther Students |

 **TPOL Worksheet**

|  |  |
| --- | --- |
| **Critical Thinking** | 1. I can make decisions based on evidence and reasoning.
2. I can form opinions by evaluating evidence.
 |
| **Literacy** | 1. I can look deeply at a text.
2. I can craft a compelling piece of writing.
 |
| **Skills** | 1. I can design and/or build a quality final product.
2. I can master a difficult skill.
 |

1. **Choose your first “I can” statement from the list above. It should be a skill you are proud to present AND ALSO a skill you want to improve. Write it on the line below:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Brainstorming** Consider the “I can” statement that you chose above. When have you done this? What products, assignments, or outside work forced you to ”look deeply at a text,” “formed an opinion by evaluating evidence” or whatever “I can” statement it may be? List the three below.

EXAMPLES of Products:

* Annotations from *Romeo and Juliet* (for “I can look deeply at a text”)
* Memoir
* Annotations from *The Things They Carried*
* Da Vinci Journal
* Cardboard Simple Machine
* Photo from Pinhole Camera
* Pinhole Camera
* MagLev
* Science Articles
* Micro Solutions project

 1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Identifying YOUR Process** For two of the three examples above, take some time to examine the product/assignment/work and think about the steps you took to achieve your “I can” statement. Write out those steps below. See my example as a reference.

 EX: My annotations from *Romeo and Juliet* (for “I can look deeply at a text”)

* Step 1: I first read over the text once so that I can hear the sound of the words and get an initial understanding
* Step 2: I circle any words I am unfamiliar with
* Step 3: I look for context clues for those words before resorting to a dictionary so that I can save time.
* Step 4: I look up any words I still don’t know
* Step 5: I summarize the text to make sure I truly understand what the author is trying to say.
* Step 6: I make personal connections to what the author is saying. To do this, I ask myself these questions:
	+ How is this similar or different from what I am going through in my own life?
	+ How does what the author is saying affect me personally?
	+ How will this change how I see the world or how I view myself?
* Step 7: I talk with another person about the text to see if I am crazy for letting this text affect me so much.
* Step 8: I try to connect the text to other situations, such as when I’m reading another book, watching a movie, or driving in my car listening to a song on the radio. I do this out of compulsion, when an idea really grabs hold of me.

**Write YOUR process for one of the products you listed in the previous section:**

**Write your process for one of the other products you listed:**

1. **Identifying weaknesses in this skill area**

Think about both processes you wrote above when answering the following questions:

1. When have you struggled with this skill?
2. What is the hardest step in this process for you? What strategies would you like to try to make that step easier?
3. Why is this skill important to you?
4. **Selecting your argument**

Now, to a partner, present both of your processes. You should explain your “I can” statement, the process you used to achieve that “I can” statement, and show the actual product/assignment/text that proves it.

After explaining each process, **ask your partner to fill out the following questions (NOT YOU):**

 Partner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. Which process/product had the most evidence for each step? Why was their evidence for that process/product more effective?
	2. Which process was most well-thought-out? Why do you think this?
	3. Which was more engaging to hear about? What made it engaging? How could it be more so?
	4. Which process/product is most important to discuss (is this a skill the student genuinely wants help with, is interested in improving, or genuinely wants to explain/celebrate to his/her peers)? What made you think this?
1. Based on your partner’s feedback above and your own instincts, choose your process/product, and write it in the box below.
	1. *EX: I choose the process of annotating Romeo and Juliet over my process of proofreading my memoir for the “I can” statement: I can look deeply at a text.*

**Process/Product:**

|  |
| --- |
|  |

1. **Generating YOUR Script:**  The next step is for you to write down exactly what you want to say in your POL.
	* Your presentation should be between 2-3 minutes long. Make sure that it is. We will be timing.
	* Your presentation should include:
2. A clearly stated argument: (your “I can” statement and what product you will use to demonstrate this statement)
3. Solid justification: The steps (process) you take in achieving the “I can” statement
4. Very Very VERY specific examples of how you go through this process, such as…
	1. Four lines from Romeo and Juliet that you annotated thoroughly (every other word is circled, highlighted and has comments coming out from every direction)
	2. Two sentences from your memoir that demonstrate compelling writing, and how those sentences evolved over the multiple drafts you crafted.
	3. Photos/drawings that show how ONE aspect of your mouse trap car has changed based on your process of trial and error, and the thinking that went into each of those changes
5. Your strengths and weaknesses in this process and how you want to try to improve in this area.
6. Direct and to the point: Eliminate extraneous stories and details. Shorten your introductions. 2-3 minutes is short, your goal is to get to the point quickly and provide clear and strong evidence.

***Write out your script on a google doc and share it with Mr. Jacob, Mr. Mendricks and Ms. Janna.***

1. **Preparing your DP**

Take the work that you have prepared in the last sections. Create a subpage on your DP for each question, and put your evidence on it. Make sure that you have your work well annotated. It should be easy for your audience to look at it in the three minute presentation and see what is there. Include pictures, work samples, and text.

1. **Practice and Refine** In order to prepare for this, you MUST practice and refine.
2. **Practice with a timer, by yourself.** This will allow you to adjust your script to hit the time requirements.
3. **Rewrite as needed.**  A wise teacher from last year recommended starting over after the first practice and writing from scratch. A second version of your script isn’t necessary, but it really helps you to own the material.
4. **Present to a peer.** Get critiqued. Use it to refine. Ask them these questions:
	1. Where was my presentation strong, i.e., where did I give specific examples?
	2. Where was I more vague?
	3. Where and how can I be more specific in my explanation of my process?
	4. Where were you confused? How can I help you understand?
5. **Practice asking and answering the POL Panelist Questions with a peer** (located on page 10)

\*We will be looking for a strong presentation: good eye contact, clear language - avoiding “um”, and other filler words, animated voice, etc. Please do not count on your skill and try to wing it. It is obvious when you do this and we will not be impressed. This should be a polished and practiced presentation.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Second “I Can” Statement**

|  |  |
| --- | --- |
| **Critical Thinking** | 1. I can make decisions based on evidence and reasoning.
2. I can form opinions by evaluating evidence.
 |
| **Literacy** | 1. I can look deeply at a text.
2. I can craft a compelling piece of writing.
 |
| **Skills** | 1. I can design and/or build a quality final product.
2. I can master a difficult skill.
 |

1. **Choose your second “I can” statement from the list above. It should be a skill you are proud to present AND ALSO a skill you want to improve. Write it on the line below:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Brainstorming** Consider the “I can” statement that you chose above. When have you done this? What products, assignments, or outside work forced you to ”look deeply at a text,” “formed an opinion by evaluating evidence” or whatever “I can” statement it may be? List the three below.

EXAMPLES of Products:

* Annotations from *Romeo and Juliet* (for “I can look deeply at a text”)
* Memoir
* Annotations from *The Things They Carried*
* Da Vinci Journal
* Cardboard Simple Machine
* Photo from Pinhole Camera
* Pinhole Camera
* MagLev
* Science Articles
* Micro Solutions project

 1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Identifying YOUR Process** For two of the three examples above, take some time to examine the product/assignment/work and think about the steps you took to achieve your “I can” statement. Write out those steps below. See my example as a reference.

 EX: My annotations from *Romeo and Juliet* (for “I can look deeply at a text”)

* Step 1: I first read over the text once so that I can hear the sound of the words and get an initial understanding
* Step 2: I circle any words I am unfamiliar with
* Step 3: I look for context clues for those words before resorting to a dictionary so that I can save time.
* Step 4: I look up any words I still don’t know
* Step 5: I summarize the text to make sure I truly understand what the author is trying to say.
* Step 6: I make personal connections to what the author is saying. To do this, I ask myself these questions:
	+ How is this similar or different from what I am going through in my own life?
	+ How does what the author is saying affect me personally?
	+ How will this change how I see the world or how I view myself?
* Step 7: I talk with another person about the text to see if I am crazy for letting this text affect me so much.
* Step 8: I try to connect the text to other situations, such as when I’m reading another book, watching a movie, or driving in my car listening to a song on the radio. I do this out of compulsion, when an idea really grabs hold of me.

**Write YOUR process for one of the products you listed in the previous section:**

**Write your process for one of the other products you listed:**

1. **Identifying weaknesses in this skill area**

Think about both processes you wrote above when answering the following questions:

1. When have you struggled with this skill?
2. What is the hardest step in this process for you? What strategies would you like to try to make that step easier?
3. Why is this skill important to you?
4. **Selecting your argument**

Now, to a partner, present both of your processes. You should explain your “I can” statement, the process you used to achieve that “I can” statement, and show the actual product/assignment/text that proves it.

After explaining each process, **ask your partner to fill out the following questions (NOT YOU):**

 Partner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. Which process/product had the most evidence for each step? Why was their evidence for that process/product more effective?
	2. Which process was most well-thought-out? Why do you think this?
	3. Which was more engaging to hear about? What made it engaging? How could it be more so?
	4. Which process/product is most important to discuss (is this a skill the student genuinely wants help with, is interested in improving, or genuinely wants to explain/celebrate to his/her peers)? What made you think this?
1. Based on your partner’s feedback above and your own instincts, choose your process/product, and write it in the box below.
	1. *EX: I choose the process of annotating Romeo and Juliet over my process of proofreading my memoir for the “I can” statement: I can look deeply at a text.*

**Process/Product:**

|  |
| --- |
|  |

**POL Panelist Questions**

1. Within your process, which is the most difficult step for you?
2. If you were to further revise/work on this piece, what would be your next steps? In other words, where was this piece weak, and how could you fix it?
3. Could you please give an example on how you have replicated this process?
4. Could you please articulate the steps you took to meet your “I can” statement again?

1. How do you know when the information you’ve gathered is reliable or the process you went through was successful?
2. How does the evidence connect to your thesis?
3. Why are you proud of this work/ what did you do exceptionally well with it?
4. Explain a way you see a connection between the two claims you made today.

Sentence Starters

1. Could you expand on…
2. What part of \_\_\_\_\_\_ is important/good/best…
3. Could you point to\_\_\_\_\_\_\_ on your DP?
4. Could you explain \_\_\_\_\_\_\_\_\_\_\_again?

More general questions for the end:

1. What areas of school do you struggle the most?
2. What has been the most significant learning experience you’ve had?
3. How have you grown as an individual during your time here?
4. How would you say HTHCV is doing in preparing you for your future?
5. Where would you say HTHCV needs to improve in order to prepare you for your future?
6. What aspect of this semester are you most proud of and why?
7. What aspect of this semester are you least proud of and why? How have you grown since then?
8. How has your work left a lasting impression on you, the school, and the community?
9. What are your hopes/goals for next semester, and why do you hold those hopes/goals?

**Student Reflection on POL**

*Directions: On your POL page on your DP, please write a reflection responding to the following questions.*

*Due: 12/19/2014*

1. What was the most valuable part of the POL process (reflecting on your skills, gathering evidence, presenting to an audience, explaining your strengths and weaknesses, brainstorming how to improve for next semester, the question and answer section, being an audience member, etc.? Why was this the most valuable for you?
2. What was the most helpful piece of feedback you received from your POL or helpful question asked by your peer/teacher/parent? Why was this helpful, or how did this make you think differently?
3. If you were to do your POL over again, what would you do differently (What would you include/exclude in your presentation? How would you prepare differently? What products would you showcase? **You may not say, “I would prepare more,” or “I wouldn’t procrastinate/I’d spend my prep time more wisely.”**? How would this lead to a richer POL?

Given what your peers, teachers and parents said, and given what you stated in your POL, what is your top goal for second semester? Who helped you think of this goal? How will you challenge yourself? How will you know whether you reached that goal by the end of second semester?

**Fall 2014 POL Rubric**

*Please underline the criteria that best applies to the presenter. Then, rate the presenter 1-4 (4 is the highest) for each category and explain the rating.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | Sub-standard (1) | Excellent (4) | Please fill out this column! |
| Process | -lack of thoroughness-lack of accuracy -the process isn’t clearly presented-Does not share strengths and weaknesses (lack of honesty, reflection and vulnerability) | -Uses **significant learning experiences** to convey process-thoroughly **walks audience through his/her steps**-addresses his/her **strengths and weaknesses** in completing this process (is **vulnerable** and **genuine**) | What rating do you give? \_\_\_\_\_\_\_Explain |
| Evidence/Proof of Process | -The student explains the process, but does not have evidence of where and how they used this process in an assignment. | -The student **points to their product/project/ assignment at least twice** to illustrate when and how they use the process they’re describing.-The evidence clearly illustrates the process through annotations and labels | What rating do you give? \_\_\_\_\_Explain |
| Style | -avoids eye contact -repeats “like” and/or “um” -doesn’t speak loudly enough -doesn’t seem interested | -maintains good **eye contact**-cares about what they are saying.-**speaks loudly** and clearly -is **prepared**, **organized** and **on time** | What rating do you give? \_\_\_\_\_\_\_Explain:  |
| DP | -contain too much text-too few visuals -are of low quality (blurry, too small, etc.) -lacks annotations, (work stands alone without explanation) | -contain few words -contains excellent **graphical representations of the process**-demonstrates **thoughtfulness** and **creativity****-clearly annotated**-**two pieces** of evidence presented | What rating do you give? \_\_\_\_\_\_\_Explain |
| Time | -presentation was too short or too long-presentation felt rushed or too slow. | -presenter used time effectively to fully communicate ideas-presentation was well-paced | What rating do you give? \_\_\_\_\_Explain |

POL Final Scores (Filled in by Mr. Mendricks and Ms. Janna)

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Score** | **Explanation (if needed)** |
| POL |  |  |
| Reflection on POL |  |  |
| Audience/Critique Group Self-Evaluation |  |  |
| **Total:** |  |  |