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

**“I have improved my ability to...” Statement #1: Task List**

|  |  |  |
| --- | --- | --- |
| Task | Date Due | Date Completed |
| Steps 1-4 in packet | 6/8 (by lunch) |  |
| Peer Feedback on Steps 1-4 | 6/8 (end of school day) |  |
| Word-for-word script | 6/9 (beginning of school) |  |
| Evidence uploaded to DP | 6/9 (before lunch) |  |
| DP completed (evidence annotated, brief description of the “I can” statement process, no grammatical errors) | 6/9 (end of school day) |  |
| Present to group of 3 students or more | 6/10 (before lunch) |  |
| Revise presentation based on peer feedback | 6/10 (end of the school day) |  |

**“I want to improve my ability to...” Statement #2: Task List**

|  |  |  |
| --- | --- | --- |
| Task | Date Due | Date Completed |
| Steps 1-4 in packet | 6/10 (beginning of class) |  |
| Peer Feedback on Steps 1-5 | 6/10 (end of the school day) |  |
| Word-for-word script | 6/11 (beginning of class) |  |
| Evidence uploaded to DP | 6/11 (by lunch) |  |
| DP completed (evidence annotated, brief description of the “I can” statement process, no grammatical errors) | 6/11 (end of day) |  |
| Present to group of 3 students or more | 6/11 (end of day |  |
| Revise presentation based on peer feedback | 6/12 (start of presentations) |  |

**The Freshmen TPOL**

***What is the TPOL for freshmen year?***

This Freshmen TPOL has two purposes. The first purpose of the TPOL is to give you time and space to reflect on your learning throughout your first year 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? The second purpose of this TPOL is to plan for your sophomore year: how have you grown this past year? In what areas do you want to continue to grow this summer and next year? How do you plan to do that?

***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 5

You must present two claims:

* I have improved my ability to…
* I want to improve my ability to...

**First Claim: *I have improved my ability to…***

For your first claim, choose a claim below for which you’ve felt you’ve grown this past year. Then, compare two pieces of work: one from first semester and one from second semester. This evidence must be presented professionally on your DP.

|  |  |
| --- | --- |
| **Critical Thinking** | 1. I have improved by ability to support claims with reasoning and evidence. |
| **Literacy** | 1. I have improved my ability to look deeply at a text. 2. I have improved by ability to craft a compelling piece of writing. |
| **Skills** | 1. I have improved by ability to design and/or build a quality final product. 2. I have improved by ability to master a difficult skill. |

**Second Claim: *I want to improve my ability to...***

For this second claim, I want to see ONE of two things:

1. I want to see something that you are passionate about: some skill or talent you’d like to develop next year.
2. I’d like to see an area where you struggle, how you’ve tried to overcome that this year, and how you plan to continue to develop it next year.

|  |  |
| --- | --- |
| **Critical Thinking** | 1. I want to improve my ability to support claims with reasoning and evidence. |
| **Literacy** | 1. I want to improve my ability to look deeply at a text. 2. I want to improve my ability to craft a compelling piece of writing. |
| **Skills** | 1. I want to improve my ability to design and/or build a quality final product. 2. I want to improve my ability to master a difficult skill. |

***Description of Claims:***

1. **I can support claims with reasoning and evidence** -A claim is an assertion of the truth of something, typically one that is disputed or in doubt. This year, you’ve been asked to make claims about a range of topics, from who is a hero or villain, to how best to design a rocket stove, to whether the U.S. is on a sustainable trajectory in terms of its energy use. The strength of any claim lies in the evidence and reasoning used to defend it.
2. **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.
3. **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.
4. **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 TPOL Protocol**

The freshmen TPOL is a presentation of your growth over this year. You will present evidence collected on your DP with regards to the *CER 5*. These are:

|  |  |
| --- | --- |
| **Critical Thinking** | 1. I want to/have improved my ability to support claims with reasoning and evidence. |
| **Literacy** | 1. I want to/have improved my ability to look deeply at a text. 2. I want to/have improved my ability to craft a compelling piece of writing. |
| **Skills** | 1. I want to/have improved my ability to design and/or build a quality final product. 2. I want to/have improved my ability to master a difficult skill. |

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

You must prepare to present your evidence and reasoning for 2 of the 5 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. **First CER Presentation** (3 min)

Present your “I have improved my ability to...” CER.

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.

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

Present your “I want to improve my ability to...” CER.

4. **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.

5. **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?

6. **TPOL 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 teacher  Parent/Guardian  TPOL critique group | **Optional Attendance:**  Advisor  Past Teachers  Mentors  Friends/Family  Other Students |

**Claim #1: I have improved my ability to...**

|  |  |
| --- | --- |
| **Critical Thinking** | 1. I have improved by ability to support claims with reasoning and evidence. |
| **Literacy** | 1. I have improved my ability to look deeply at a text. 2. I have improved by ability to craft a compelling piece of writing. |
| **Skills** | 1. I have improved by ability to design and/or build a quality final product. 2. I have improved by ability to master a difficult skill. |

**Steps:**

1. **Choose one of the claims above.**
   1. Which claims do you think you have worked on the most this year? When have you worked on them? Give specific examples of times you think you have developed that skill.
   2. Which claim above do you think you personally have **most** improved? Why do you believe this? What experiences this semester have led you to believe this?
2. **Offer a specific explanation on how you have improved in this claim: EXAMPLE: “I have improved in my ability to support claims with evidence and reasoning BY CHANGING THE FORMAT OF MY PARAGRAPHS SO THAT THEY ALWAYS INCLUDE A CLAIM, EVIDENCE, AND REASONING.”** 
   1. Based on what you wrote above, in what ways have you improved? For example, if you chose the claim, “I have improved in my ability to look deeply at a text,” have you developed a new strategy for analyzing text, has your definition of “looking deeply at a text” changed, did you have a breakthrough moment when you felt you were finally reading and understanding? Explain below.
3. **How could you show this specific improvement?** 
   1. Options:
      1. Compare and contrast one work from first semester and one work from second semester
      2. Compare and contrast a first draft and a final draft from a second semester project.
      3. Compare and contrast one work from one class (humanities) and one work from another (math) and explain how you’ve improved in the specific claim (creating a quality final product).
      4. Compare and contrast a professional work you wanted to emulate and the specific way you achieved that in your own product.

* Possible Products:
* First Semester:
  + - 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
* Second Semester:
  + - Micro Solutions project
    - Rocket stove project
    - Water Crisis website
    - Lenticular project
      * Lenticular
      * Artist statement
      * Research binder
      * Hero/Villain presentation
    - Fahrenheit 451 annotations, responses in packets or test
    - Film project
      * Film
      * Website research
      * Cover
      * Script

*CAUTION: you do not HAVE to pick from this list. This is just a list of possibilities you might want to consider. Think about your math class, 6th period, or something you’ve done in your spare time.*

1. **Identify the most compelling pieces of evidence from these works to show:** 
   1. EXAMPLES:
      1. A comparison of four lines from Romeo and Juliet annotations compares to four lines from the poem, “Dover Beach” or *Ecclesiastes* that shows that later in this year, you developed a new, IMPROVED style of annotating that involves looking from opposing perspectives.
      2. Two sentences from your movie script in which you demonstrate ONE ASPECT of improvement in creating compelling writing. You explain how those sentences evolved over the multiple drafts you crafted and why the final is superior to the first.
      3. Clips from your film and photos from your maglev car. You wish to show your improvement in your ability to refine a product by analyzing the critique you received from peers and teachers.
   2. Write your ideas on the next page.

Ideas for Evidence

First Idea:

Second Idea:

3rd Idea:

1. **Generate 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. Your Claim: Your “I have improved” statement.
3. Solid Justification: The specific way you have improved in that area.
4. Evidence: Very Very VERY specific evidence from your work of how you have improved, such as…
   1. A comparison of a page from Romeo and Juliet annotations compares to four lines from the poem, “Dover Beach” or *Ecclesiastes* that shows that later in this year, you developed a new, IMPROVED style of annotating that involves looking from opposing perspectives.
   2. Two sentences from your movie script in which you demonstrate ONE ASPECT of improvement in creating compelling writing. You explain how those sentences evolved over the multiple drafts you crafted and why the final is superior to the first.
   3. Clips from your film and photos from your maglev car. You wish to show your improvement in your ability to refine a product by analyzing a product from multiple perspectives (director, editor, writer, researcher).
5. 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. Mendricks and Ms. Janna.***

**6. 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.

**7. Practice and Refine** In order to prepare for this, you MUST practice and refine.

1. **Practice with a timer, by yourself.** This will allow you to adjust your script to hit the time requirements.
2. **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.
3. **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?

**Practice asking and answering the POL Panelist Questions with a peer** (located on page 10)

**Second Claim: “I want to improve my ability to…”**

For this second claim, I want to see ONE of two things:

* 1. I want to see something that you are passionate about: some skill or talent you’d like to develop next year.
  2. I’d like to see an area where you struggle, how you’ve tried to overcome that this year, and how you plan to continue to develop it next year.

|  |  |
| --- | --- |
| **Critical Thinking** | 1. I want to improve my ability to support claims with reasoning and evidence. |
| **Literacy** | 1. I want to improve my ability to look deeply at a text. 2. I want to improve my ability to craft a compelling piece of writing. |
| **Skills** | 1. I want to improve my ability to design and/or build a quality final product. 2. I want to improve my ability to master a difficult skill. |

**Steps:**

1. **Choose one of the claims above.**
   1. Which claims do you most want to improve? Why?
2. **When have you worked on this skill in the past?** 
   1. In the space below, write about a specific time this semester or this year when you have worked on this skill.
3. **In what ways do you feel you have tried to improve, or have improved in this skill?** What specific evidence could you put on your DP to showcase this effort?
4. **What is your greatest struggle in this area? Write about a specific time you struggled with this skill.** What specific evidence could you put on your DP in order to explain this struggle?
5. **What might a plan for improvement look like?**
6. **Generate YOUR Script:** 
   * Your second claim should be between 2-3 minutes long.
   * Your second claim should include:
7. Your Claim: (your “I want to improve” statement)
8. Explanation of how you’ve tried to improve, or have improved in this area this past year.
9. Very Very VERY specific evidence from your work that shows your improvement in this area.
   1. A clip from your electricity film that highlights an editing technique you learned this semester and how it made the film more engaging.
   2. A sentence from your personal novel that shows beautiful imagery.
10. Explanation of your current struggles in this area
11. Very Very VERY specific evidence from your work that shows a weakness in this area.
    1. A specific passage from *Fahrenheit 451* that was really challenging to understand
    2. A 10-second clip from the electricity film where your acting was not convincing (if acting is really something you are interested in improving)
12. Your very Very VERY specific plan for improvement in this area.
13. 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. 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 presentation skills 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.

**POL Panelist Questions**

1. Could you please articulate the specific way you improved again?
2. How does the evidence you presented support your claim (“I have improved/I want to improve” statement)?
3. How will you continue to improve in this skill area next year?
4. What is your greatest struggle in this area? Do you know how to overcome it?
5. Why are you proud of this improvement? Why is this a big celebration for you?
6. Explain a way you see a connection between the two claims you made today.
7. If you were to further revise/work on your piece, what would be your next steps? In other words, where was this final product weak, and how could you improve it further?
8. What concepts or content did you learn through this project? In other words, what did you learn about magnetism, light, electricity, history, fiction writing, etc., through this project? How did you learn that?

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 is one thing you want your sophomore teacher to know about you in order to help you succeed academically?
2. What are your hopes/goals for next year, and why do you hold those hopes/goals?
3. What areas of school do you struggle the most?
4. What has been the most significant learning experience you’ve had this year?
5. What aspect of this year are you most proud of and why?
6. What aspect of this year are you least proud of and why? How have you grown since then?

**Student Reflection on the TPOL**

***Directions:*** *WATCH the film of your TPOL, and put this footage on your DP. Then, on your TPOL page of your DP, please write a reflection responding to THREE of the following questions.*

*Due: 6/18/15*

*Having watched the TPOL footage and successfully PASSED!!! your TPOL...*

1. Did you achieve the goal you set for your TPOL? Why or why not?
2. What was the most valuable part of the TPOL 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?
3. What was the most helpful piece of feedback you received from your TPOL or helpful question asked by your peer/teacher/parent? Why was this helpful, or how did this make you think differently?
4. 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.” You must be specific: “I’d put \_\_\_\_ on my DP instead of \_\_\_\_\_**.” How would this lead to a richer TPOL?

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

**Spring 2015 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:** |  |  |