

Glossary

Applied Learning – An instructional strategy incorporating skills from six main areas: communication (reading, writing, speaking), problem solving, critical thinking, research, and reflection and evaluation. In order to be determined "proficient," a student must demonstrate content knowledge and the application of that knowledge using applied learning.

Classroom Task – An assessment written by a content area teacher and given to all students in a specific class. Before this task is submitted as work for the portfolio, it must go through a validation process.

Common Task – Common assessments that are school based, written by academic departments, and administered at each grade level. These tasks are clearly connected to skills and knowledge as determined by NHS's learning expectations, GSEs, content standards, and applied learning standards. All students must demonstrate content and/or applied learning skills and knowledge to at least the proficiency level on all required common tasks included in the portfolio. Tasks serve as indicators of student performance and are required components of the student's graduation portfolio.

Course Task – Common assessments written by academic departments and administered to all students in the course regardless of the student's grade level. These tasks are clearly connected to skills and knowledge as determined by NHS's learning expectations, GSEs, content standards, and applied learning standards. All students must demonstrate content and/or applied learning skills and knowledge to at least the proficiency level on all required course tasks included in the portfolio. Tasks serve as indicators of student performance and are required components of the student's graduation portfolio.

Entries – A component of the working or graduation portfolio. Each entry must include

- Student work
- Summary of the task
- Date the entry was finished
- Content and applied learning standards, GSE's, and/or the school's learning expectation demonstrated by the task
- Grading rubric for validated tasks
- Learning reflection for all tasks that follow the required format

Graduation Portfolio – One component of NHS's proficiency based graduation requirement. Graduation portfolios are composed of a specific subset of student work collected from their courses and learning experiences/activities representative of the student's program of studies. It is work that best reflects their learning and demonstrates that they have met or exceeded NHS's learning expectations as defined in the school's

Mission and Expectations document. The graduation portfolio also requires learning and summative student reflections, and it is examined by a panel of reviewers who provide feedback regarding the entries chosen and the summative reflection.

Individualized Learning Plan (ILP) – A tool that helps customize and direct student development in three areas: academic, career, and personal/social. ILPs are a mapped academic plan and profile that reflect each student's unique set of interests, needs, learning goals, and graduation requirements.

Learning Reflection – A self-assessment on each piece of student work in the working or graduation portfolio. This reflection must describe the task, give a description of the learning process, detail how the work meets the required learning expectation(s), and explain how it connects to the other content studied in the class.

Proficiency – The level of performance that indicates satisfactory achievement of the expectation. A definition of those qualities that determine a satisfactory level of student performance is found in a rubric.

Rubric – An assessment guide that includes clear and well-defined criteria to evaluate student performance. The key elements of a rubric are the descriptors that spell out what is expected of students at each level of performance for each criterion. The rubric provides those doing the assessment with exactly the characteristics for each level of performance on which they should base their judgment. The rubric provides those who have been assessed with clear information about how well they performed. The rubric also provides those who have been assessed with a clear indication of what they need to accomplish in the future to better their performance.

School's Learning Expectations – These are a guiding set of statements that, taken as a whole, describe the knowledge, skills, and values that students are expected to have when they graduate from NHS. Expectations for Student Learning must be fair and equitable for all students. Refer to the school's Mission and Expectation's document for more specifics.

Self-assessment/Reflection – The heart and soul of the portfolio process. It is a way of gaining an understanding of how one is learning as well as what one is learning and judge it against a set of criteria.

Student Independent Task – A task originating from independent study or an activity that occurs outside of the regular classroom that the student wishes to consider as part of a portfolio entry. These tasks may come from extracurricular activities, internships, community service, etc. Before this task is submitted as work for the portfolio, it must go through a validation process.

Student Initiated Task – An assignment a student completes in class that he/she wishes to use as a portfolio entry. Before this task is submitted as work for the portfolio, it must go through a validation process.

Student Work – One component of each entry required for the working or graduation portfolio. Each piece of student work must demonstrate at least proficiency and be validated through the required process.

Summative Reflection – The final entry in the graduation portfolio. This reflection requires the student to describe his/her learning process from as a high school student. The student must explain and support with evidence how he/she has demonstrated proficiency and is ready to graduate.

Validation Process – A process to determine if a teacher or student initiated task is a rigorous assessment linked to appropriate learning expectations. Using the “Content and Curricular Connections,” “Prompt and Student Handouts,” and “Rubrics” sections of the common task rubric, the school’s Leadership Team or Portfolio Committee will function as the Task Validation Committee.

Validated Task – Either a student or teacher initiated classroom task or a student initiated independent task that has gone through an approval process by the school’s Leadership Team or Portfolio Committee.

Working Portfolio – A collection of student work from his/her courses and learning experiences/activities throughout high school. It is work that best reflects learning and demonstrates that he/she has met or exceeded NHS’s learning expectations as defined in the school’s Mission and Expectations document. From this collection, students will choose the final pieces of work to place in their graduation portfolio.