# PPS High School Civics Project Final Presentation & Portfolio

Congratulations on all of your hard work so far! For this final stage, you will be reflecting on your experience as a changemaker and sharing what you learned with your teacher and classmates. This stage has two parts:

* An 8-10 minute presentation to the class about your experience
* A final reflection and portfolio submission

# Class Presentation

You and your team will provide the class with an 8-10 minute presentation that takes us through the stages of your project and what you learned about the civic process. Your presentation should include the following elements:

1. An overview of your chosen issue and what you learned about it through your research
2. An explanation of your goals/theory of change - why should someone care about this issue?
3. The action plan - what *targets* and *tactics* did you choose to implement - and why?
4. A description of the actions you took and how that process played out.
5. A final reflection portion where you and your team share your insights about the following:
	1. What were the successes of this project?
	2. What were the challenges or setbacks?
	3. What would you do differently?
	4. If someone next year was going to pick this up where you left it, what advice would you give them?

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|  | **Meets/Exceeds Expectations** | **Meets Expectations** | **Approaching Expectations** |
| **Presentation Content (40%)** | * Presentation addressed all of the required elements and more
* Presentation content provided a rich understanding of what took place during the project experience
 | * Presentation addressed most/all of the required elements
* Presentation content provided a clear understanding of what took place during the experience
 | * Presentation addressed some of the required elements
* Presentation content provided some understanding of what took place during the experience, but may be missing key information
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| **Reflection and Connections to Project (40%)** | * Students identified the extent to which their action plan was effective and could clearly determine and evaluate areas of success and growth.
 | * Students identified the extent to which their action plan was effective and somewhat determined and evaluated areas of success and growth.
 | * Students somewhat identified the extent to which their action plan was effective.
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| **Presentation Quality (20%)** | * All members of the group had an equitable role in presenting
* Group members exhibited appropriate **p**oise, **v**oice, **l**ife, **e**ye contact, **g**estures, and **s**peed throughout the presentation
* The presentation contained appropriate visuals and was free of significant spelling/grammar issues
 | * Most members of the group had an equitable role in presenting
* Most Group members exhibited appropriate **p**oise, **v**oice, **l**ife, **e**ye contact, **g**estures, and **s**peed throughout the presentation
* The presentation contained appropriate visuals and was mostly free of significant spelling/grammar issues
 | * Members of the group had an inequitable role in presenting
* Some Group members exhibited some appropriate **p**oise, **v**oice, **l**ife, **e**ye contact, **g**estures, and **s**peed throughout the presentation
* The presentation lacked appropriate visuals and/or contained significant spelling/grammar issues
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# Individual Portfolio

Each member of the team will *individually* submit a portfolio of your work from the entire project and a final reflection piece. While the artifacts from the project may be the same across each team member’s portfolio (the action plan, research summaries, etc.) - your reflection pieces should be your own original work and in your own words.

You should submit a portfolio that contains the following artifacts:

1. Your community asset wheel and civic identity reflection (Stage 1 assignment)
2. Your Issue Argument sheet (Stage 2 assignment)
3. Your team’s written summary from your Participatory Action Research (Stage 3 assignment)\*
4. Your team’s completed advocacy hourglass and action plan (Stage 4 assignment)\*
5. Any samples/evidence of your plan in action - emails, letters, petitions, flyers, etc. (Stage 5 assignment)\*
6. Any slides or materials related to your group presentation (Stage 6 Group Presentation assignment)\*
7. Your individual reflection on the process - The last part of your portfolio should be a 2-3 page (typed/double-spaced) written reflection that addresses the following prompts:
	1. *What?* Looking back on your portfolio, summarize what you did for this project. What was the outcome? What was successful? What didn’t work as well? Did you make any changes/revisions based on teacher feedback in other stages? If so, where and how? What were your individual contributions and how did your team work together?
	2. *So What?* Describe the “big takeaways” from this project - what did you learn about yourself? What is the most important thing you learned about this process? How has this affected your understanding of your civic identity and what it means to be part of a community?
	3. *Now What?* If you were going to keep working on this project next year, what advice would you give them for next steps?

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|  | **Met/Exceeded Expectations** | **Met Expectations** | **Approaching Expectations** |
| **Process and Demonstrated Participation (30%)** | * Portfolio shows how the student was an equitable partner in all parts of the project experience and may have gone above and beyond
* Portfolio showed how the student and/or peers modified their work based on teacher feedback
 | * Portfolio shows the student was a mostly equitable partner in the project
* Portfolio somewhat shows how the student and/or peers modified their work based on teacher feedback
 | * Portfolio does not show what the student contributed and/or student was not an equitable partner
* Portfolio does not contain any indication of reflection on feedback
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| **Reflection and Connections to Project (50%)** | * Reflection piece clearly, consistently and convincingly addresses the *what, so what, and now what* of the experience
* Reflection clearly and effectively demonstrates how the student’s understanding of the civic process developed over the entire project
 | * Reflection piece clearly and mostly addresses the *what, so what, and now what* of the experience
* Reflection clearly demonstrates how the student’s understanding of the civic process developed over the most of the project
 | * Reflection piece missing and/or does not address the required elements
* Reflection does not demonstrate how the student’s learning process took place
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| **Portfolio Content (20%)** | * Portfolio contains all required elements and may also have additional relevant artifacts
* Portfolio is well-organized and easy for teacher to access and understand growth over time
 | * Portfolio contains most of the required elements
* Portfolio is mostly organized and access provided to the teacher
 | * Portfolio contains some required elements and/or is missing required elements
* Portfolio is unorganized and/or inaccessible to the teacher
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