



2024 Mississippi College and Career Readiness Sophomore Seminar Curriculum For Early College High Schools

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Introduction

Mission Statement

The Mississippi Department of Education (MDE) is dedicated to student success, which includes improving students' achievement of 21st Century skills. The Mississippi College and Career Readiness Sophomore Seminar course curriculum for Early College High Schools (ECHS) provides a consistent and clear understanding of what students should achieve at the end of each unit. The curriculum was designed to be relevant to the real world, reflecting the knowledge and skills needed for success in college and career, as well as to compete in a global economy.

Purpose

The Mississippi College and Career Readiness Sophomore Seminar course curriculum for Early College High Schools, was developed to support the vision and mission of the MDE that all students graduate from high school prepared for college, career, and active citizenship. This course curriculum outlines the knowledge students should obtain and the types of skills that must be mastered upon course completion. These standards have been determined to be relevant for students' successful transition to postsecondary and the workforce.

Implementation

The Mississippi College and Career Readiness Sophomore Seminar course curriculum for Early College High Schools is required for all 10th grade students enrolled in a Mississippi Early College High School program. The course is designed to incorporate a student advisory time where counselors and certified staff meet with students to review their Individual Success Plans (ISPs) to ensure successful completion of high school and college credits and/or an associate degree. Units can be taught in any order based on the preference of each early college high school. By introducing skills and knowledge that will be necessary and relevant throughout high school, the Sophomore Seminar course continues the foundation for success in subsequent junior and senior seminar courses.

Unit 1: Introduction to Sophomore Seminar

Competencies and Suggested Objectives

a. Review and revise S.M.A.R.T. goals and the personal mission statement from ninth grade year.

1. Write a reflection on S.M.A.R.T. goals created for the previous school year. (Based on previous goals, will any changes be made to goals for the current school year, or how will goals created for the current school year help build on S.M.A.R.T. goals from previous school years?)
2. Identify action steps that will lead to the achievement of the S.M.A.R.T. goals.
3. Write a mission statement that includes personal and academic S.M.A.R.T. goals for the sophomore year.
4. Develop a checklist that will evaluate progress and provide opportunity to give feedback throughout the year on developed goals.

b. Explore options for the sophomore community service project.

c. Determine which college/university program of study or career pathway best meets the completed ISP.

1. Schedule a meeting with high school counselors and/or staff to complete the items below.
 - Revise ISP to ensure requirements for the selected diploma are current and on track for graduation.
 - Create a collaborative school calendar of dates for student conferences and important deadlines, assessments, and portfolio artifacts.
 - Determine eligibility of Mississippi [HELP grant](#) scholarships and [Mississippi Scholars](#) based on the ISP.
2. Evaluate postsecondary programs to determine progress towards meeting postsecondary/career goals.

3. Create or revise an academic/college résumé that includes the following items:
 - Work experience (e.g., internships, job shadowing experiences, summer jobs, part-time work, family obligations)
 - Volunteering/community service projects
 - School and academic information
 - Leadership activities
 - Extracurricular activities

Unit 2: The Student Portfolio and Exhibit

The following unit provides guidance for the development of a student portfolio. This portfolio enables students to demonstrate the culmination of their proficiency in academics, 21st Century skills (i.e., critical thinking, creativity, collaboration, and communication), and citizenship. Reflecting on who they are, the portfolio allows students to communicate and demonstrate 21st Century skills and knowledge of postsecondary and career interests.

The final portfolio exhibit should affirm students' abilities to think critically and creatively, to solve practical problems, to make reasoned and ethical decisions, and to communicate effectively. This portfolio will require cooperation and collaboration among faculty members to ensure students have the resources needed to complete the project (i.e., administrators, academic teachers, counselors, and/or media specialists).

Competencies and Suggested Objectives

a. Discuss the purpose and development of a student portfolio.

1. Explain the purpose of a student portfolio.
2. Identify and explain each component of a student portfolio.
3. Assess ways a student portfolio will demonstrate 21st Century skills and knowledge from across curricula.
4. Determine the requirements for the portfolio based on the assessment rubric. (Sample rubric can be found in Appendix C.)

b. Collect and organize exemplary artifacts into the student portfolio.

1. Identify and input individual exemplary artifacts for the portfolio (e.g., academic assignments, writing samples, collaborative projects, job shadowing experiences, etc.) that will measure intended outcomes of 21st Century skills and citizenship across subject areas and disciplines.
2. Write a reflection for each artifact to include in the final portfolio. (Sample reflection form can be found in Appendix C.)
3. Create a collaborative calendar with teachers, counselors, and school staff to determine when artifacts and written assignments for the portfolio are due throughout the year.

c. Evaluate progress for the completion of the final portfolio.

1. Evaluate each artifact to ensure it demonstrates proficiency of 21st Century skills.
2. Schedule a date and time with the teacher and/or counselor for the final portfolio exhibit.
3. Write and prepare formal invitations to send to the selected/designated portfolio review panel.

d. Present the final portfolio for evaluation.

1. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to enhance understanding of findings, reasoning, and evidence and to add interest.
2. Effectively communicate how selected artifacts demonstrate the following items:
 - Proficiency of 21st Century skills based on the portfolio rubric
 - Proficiency in academic standards
 - Preparedness for the chosen career pathway/postsecondary program of study
 - Evidence of self-reflection
 - Academic and social growth and leadership

e. Write and address formal thank-you notes to mail or hand deliver to the portfolio review panel members.

Unit 3: College Selection

Competencies and Suggested Objectives

a. Identify degree programs that Mississippi's colleges and universities offer and explain the value of a college education.

1. Define college as any education beyond high school that leads to financial stability.
2. Identify the fifteen community colleges, eight public universities, and seven private colleges/universities in Mississippi.
3. Explain the differences in the various types of college options: public versus private, for-profit versus non-profit, religiously affiliated, HBCU, two-year (community) colleges and four-year colleges/universities.
4. Explore selective colleges and the holistic admissions process.
5. Compare and contrast certificate programs, associate degrees, bachelor's degrees, and the types of institutions that offer them.
6. Explain the relationship between earning potential and postsecondary education.
7. Explore the transfer process between Mississippi's public institutions of higher learning and community college systems using the [Mississippi Articulation & Transfer Tool](#).

b. Investigate potential colleges/universities and/or military branches based on the ISP and career interests.

1. Utilize virtual tools in the college exploration process such as [Big Future](#), [Encourage](#), or other selected resources.
2. Review academic requirements and terminology for college admission and selection, such as College Prep Curriculum (CPC), ACT superscores versus composite scores or SAT scores, WorkKeys, and types of GPA (core, cumulative, weighted).
3. Participate in exploratory opportunities to learn about college/university and/or military options (e.g., high school college/career fair, on-campus big preview events, college/university campus tours [in person or virtual], etc.).
4. Compare admissions requirements for each of the chosen colleges/universities and/or military branches (e.g., WorkKeys, ASVAB, ACT score, grade point average (GPA), essay, résumé, and recommendation letter requirements).
5. Compare and contrast the selected colleges/universities and/or or military branches based on the ISP and career interests.

c. Determine which college/university program of study best meets the completed ISP.

1. Identify the top three potential colleges/universities for the programs of study that align with the ISP.
2. Determine the cost of attendance (COA) for each college/university chosen and identify what is included therein, including the breakdown of the value of each category: tuition and fees, room and board, books/supplies, personal expenses, transportation expenses, and miscellaneous expenses.
3. Compare top three colleges/universities' COA.
4. Compose and send emails to potential college/university admissions representatives, introducing themselves and their interests and requesting information on upcoming scheduled events, activities, and important deadlines.
5. Create a calendar of important deadlines for each chosen college/university and/or a calendar of dates for enlistment/enrollment requirements for the selected military branch.

d. Demonstrate the ability to complete college admissions applications.

1. Review the documents needed to complete a college application (e.g., ACT scores, transcripts, fee waivers, admissions essays, résumés, recommendations, etc.) and create a submission plan (e.g., request ACT scores and transcripts from counselor, etc.).
2. Identify the housing application process, requirements, and deadlines.
3. (Sophomores or Juniors Only) Complete a mock college application.
4. (Seniors Only) Complete college applications for colleges/universities. (It is recommended that students complete at least three applications – typically one in each category: a fit, match, and reach.)
5. (Seniors Only) Request that official documents (e.g., transcripts, ACT scores, fee waivers, etc.) be sent from the school counselor to the colleges/universities to which the student has applied.

Units for college and career planning were adapted by the Get2College program of the non-profit organization, Woodward Hines Education Foundation (WHEF). The Get2College mission is to help Mississippi students get to college and be successful there.

Unit 4: Public Speaking

Competencies and Suggested Objectives

- a. Identify different types of speeches (e.g., prepared, extemporaneous, impromptu, or recitations).**
- b. Identify the skills and techniques needed to be an effective public speaker.**
 1. Analyze speeches from both digital and audio sources to determine the effectiveness of the speech.
 2. Model the skills and techniques of effective public speaking.
- c. Develop a speech for an audience.**
 1. Identify the audience for the speech.
 2. Determine the type of speech to develop.
 3. Choose the topic of the speech.
 4. Research the topic using resource books, interviews, or online resources.
 5. Develop an outline of the speech.
 6. Create/develop visual aids that will enhance the speech.
 7. Determine the appropriate attire and appearance for speech.
- d. Prepare, plan, and present a variety of speeches to demonstrate knowledge of effective public speaking.**

Examples could be:

 1. Create an introduction of someone else within the classroom.
 2. An Art Critic—Using a piece of abstract art, present an interpretation of the piece to the class to demonstrate the ways in which different people both communicate and interpret information.
 3. Poetry Out Loud—Select a piece of poetry (long enough that it takes at least 45 seconds to recite) to memorize and perform. It should be graded on memorization, poise, and vocal dynamics.
 4. Job interview—In pairs, prepare and present an interview for a summer job. With one student as the interviewer and the other as the interviewee, illustrate the steps in the interview process. Afterward, discuss each interview as a class to increase awareness of best interview practices and responses.

Unit 5: ACT and WorkKeys Assessments

Students in an ECHS typically take ACT and WorkKeys assessments during their sophomore year. These assessments are a prerequisite for many credit-bearing college courses and career and technical education (CTE) programs. Unit 5 competencies can be met by using the resources found at the following links:

[WorkKeys Prep](#)

[ACT Readiness Standards and Benchmarks](#)

[Get2College](#)

ACT

Competencies and Suggested Objectives

- a. Examine the test components for completing the ACT assessment (English, reading, math, and science; writing is optional).**
 1. Identify the various categories for each tested component of the ACT.
 2. Identify the similarities and differences in instructions for the online and written ACT assessment components and their categories.

- b. Identify the skills and techniques needed to be an effective public speaker.**
 1. Identify the ACT composite scores needed for credit-bearing college courses.
 2. Develop ACT composite score goals for each assessed component.
 3. Keeping goals in mind, create a study schedule to prepare for the ACT assessment components.
 4. Identify the correct location and materials needed to take either the online or paper version of the ACT (i.e., admission ticket, photo identification, letter of identification, No. 2 pencils, and approved calculator, if applicable).

- c. Determine and practice effective test-taking strategies for either the written or online versions of the ACT assessment.**

- d. Complete an ACT practice test.**

- e. Analyze the ACT score report from practice tests to determine strengths and continued areas of focus.**
 1. Interpret the score for each component of the ACT to determine the overall composite score.
 2. Analyze each composite score to determine which scores met the developed ACT composite score goals.
 3. Develop a review plan and schedule to increase component scores that were determined as an area of focus.

WorkKeys

Competencies and Suggested Objectives

- a. Determine which WorkKeys assessment is needed for the chosen CTE program (e.g., Applied Mathematics, Graphic Literacy, Workplace Documents).**
- b. Explore the skills integral to completing the identified WorkKeys assessments needed for the chosen CTE program.**
- c. Identify the similarities and differences in instructions for each WorkKeys assessment.**
- d. Identify strategies to effectively prepare for the WorkKeys assessment.**
- e. Complete a practice WorkKeys assessment.**
- f. Compare WorkKeys Scale and Level scores and how they are used.**
- g. Analyze the WorkKeys Scale and Level score report from taken practice tests.**
 1. Determine if Scale and Level scores meet the requirements for the chosen CTE program.
 2. Develop a review plan and schedule to increase Scale and Level scores that did not meet CTE program requirements.

Unit 6: Community Service

Competencies and Suggested Objectives

a. Determine a service project that will meet a need within the local school and/or community.

1. Define community service and philanthropy.
2. Discuss the importance of community service.
3. Explain the purpose of a service project and how it can impact a school and/or local community.
4. Analyze potential service projects that would meet a need within the local school and/or community (e.g., children and schools, senior citizens, military, animals, environment, hungry or homeless, reducing crime, promoting safety, promoting community involvement or enhancement, maternal and child health, adult literacy, disease prevention and treatment, or financial literacy).
5. Determine how the selected service project or projects will be implemented within the local school and/or community (e.g., the whole class or grade, an individual student, groups of students, etc.).

b. Implement a student-led service project into the school and/or community.

1. Determine the roles and responsibilities of the service project work plan.
2. Establish a consistent form of communication with volunteers, project participants, and staff involved in the project.
3. Collect informational data on the progress of the project.
4. Maintain financial documentation of all aspects of the service project (if applicable).

c. Evaluate the success of the student service project.

1. Evaluate to determine whether the project benefitted and created a positive environment for the local school and/or community.
2. Create a report (e.g., make a video, write an article, create a slideshow, etc.) that includes a summary, key points, visuals, challenges, and recommendations for the service project.

*Note: It is recommended that the community service project during the sophomore year be completed by collaborative student groups.

Appendix A: References and Resources

The references and resources listed below are recommended and not endorsed by the MDE or its partnering institutions. The list may be modified or enhanced based on the needs and abilities of students and available resources.

ACT Center for Equity in Learning

ACT Center for Equity in Learning is committed to showcasing and supporting ACT's efforts to close opportunity and outcome gaps for all individuals including students of color, first-generation students, families with economic challenges and exceptional and diverse learners.

[ACT](#)

BigFuture

Big Future is an online free college search resource that provides scholarships and college planning resources and tools for students.

[Big Future](#)

College Board

College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity.

[College Board](#)

Common Sense Media

Common Sense is the nation's leading nonprofit organization dedicated to improving the lives of all kids and families by providing the trustworthy information, education, and independent voice they need to thrive in the 21st century.

[Common Sense](#)

Encourage

Encourage is a holistic exploration and planning resource that empowers students to understand their post-high school choices and helps them make informed decisions on their journeys.

[Encourage](#)

Get2College

Get2College is a program of Woodward Hines Education Foundation (WHEF), a non-profit organization. The Get2College mission is to help Mississippi students get to college and be successful there.

[Get2College](#)

Mississippi Council on Economic Education

The mission of the Mississippi Council on Economic Education (MCEE) is to increase economic and financial literacy in Mississippi by providing resources and training to K-12 educators, empowering students to create a more prosperous future for themselves and Mississippi.

[MCEE](#)

NextGen Personal Finance

The mission of Next Gen Personal Finance is having every high school student graduate with a one-semester course in personal finance completed.

[Next Gen](#)

Appendix B: Individual Success Plan (ISP)

Student Planning Tool for the Traditional Diploma

I. STUDENT INFORMATION				
Student Name:				MSIS#:
Career Cluster: (select one) Refer to guidance document for additional information.	<input type="checkbox"/> Agriculture, Food, and Natural Resources <input type="checkbox"/> Architecture and Construction <input type="checkbox"/> Arts, A/V Technology, and Communications <input type="checkbox"/> Business, Management, and Administration	<input type="checkbox"/> Education and Training <input type="checkbox"/> Finance <input type="checkbox"/> Government and Public Administration <input type="checkbox"/> Health Science	<input type="checkbox"/> Hospitality and Tourism <input type="checkbox"/> Human Sciences <input type="checkbox"/> Information Technology <input type="checkbox"/> Law, Public Safety, Corrections, and Security	<input type="checkbox"/> Manufacturing <input type="checkbox"/> Marketing <input type="checkbox"/> STEM <input type="checkbox"/> Transportation, Distribution, and Logistics
II. TRADITIONAL DIPLOMA AND ENDORSEMENT OPTIONS (select at least one)				
Academic Endorsement (26 Credits) Date Selected:		Career and Technical (CTE) Endorsement (26 Credits) Date Selected:		Distinguished Academic Endorsement (28 Credits) Date Selected:
	Earn an overall GPA of 2.5.		Earn an overall GPA of 2.5.	
	Courses must meet MS IHL College Preparatory Curriculum (CPC) requirements.		Must complete a four-course sequential program of study.	
	Earn MS IHL and community college-readiness benchmarks (ACT sub scores of 17 in English and 19 in math as approved by postsecondary for non-remediation at most community colleges and IHL college-ready courses in senior year or the equivalent SAT score as defined by IHL).		Earn two additional Carnegie units for a total of 26.	
	Earn two additional Carnegie units for a total of 26.		Earn silver level on ACT WorkKeys.	
				Earn four additional Carnegie units for a total of 28 (four science and four social studies credits)
				Courses must meet MS IHL CPC recommended requirements.
				Earn national college-readiness benchmarks on each subtest established by ACT (18 in English and 22 in math or SAT equivalency as established by College Board and IHL).

Must successfully complete one of the following:		Must successfully complete one of the following:		Must successfully complete one of the following:	
	One AP course with a C or higher and take the appropriate AP exam		One CTE dual credit or earn articulated credit in the high school CTE course		One AP course with a B or higher and take the appropriate AP exam
	One Diploma Program IB course with a C or higher and take the appropriate IB exams		Work-based learning experience or career pathway experience		One Diploma Program IB course with a B or higher and take the appropriate IB exams
	One academic dual credit course with a C or higher in the course		Earn a State Board of Education-approved national credential		One academic dual-credit course with a B or higher in the course

III. REQUIREMENTS AND RECOMMENDATIONS

Date Met	Requirements
	Student identifies an endorsement prior to entering ninth grade. Endorsement requirements can only be changed with parental permission. (Refer to Section VI for parent signature.)
	For early release, student must have met college- or career-readiness benchmarks (ACT sub scores of 17 in English and 19 in math or earned a Silver level on ACT WorkKeys or SAT equivalency subscores). Alternately, a student must meet ALL the following: <ul style="list-style-type: none"> • Have a 2.5 GPA • On track to meet diploma requirements • Passed or met all MAAP assessment requirements for graduation. • Concurrently enrolled in Essentials of College Math or Essentials of College Literacy
Date Met	Recommendations
	For early graduation, a student should successfully complete an area of endorsement.
	Student should take a math or math equivalency senior year.

IV. PROGRAM OF STUDY: (Coursework must match endorsement option selected. See MS Public School Accountability Standards for course substitutions.)							
Curriculum Area	Traditional Diploma Carnegie Units	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade
English	4						
Math	4						
Science	3						
Social Studies	3.5						
*Physical Ed	.5						
*Health	.5						
Art	1						
College & Career Readiness	1						
Technology or Computer Science	1						
Electives	5.5						
Additional & CTE Electives (if applicable)							
TOTAL Carnegie Units Earned/GPA		/GPA:	/GPA:	/GPA:	/GPA:	/GPA:	/GPA:

V. ASSESSMENT INFORMATION															
ACT							SAT				National Certification			WorkKeys	
Date(s)	Math	Science	STEM	English	Reading	Composite	Date(s)	Reading/Writing	Math	Composite	Test Name	Date(s)	Score	Date(s)	Score

Mississippi Academic Assessment Program (MAAP)				DP-IB			Advanced Placement		
MAAP Algebra 1	MAAP English 2	SATP-3 Biology	SATP-3 US History	Test Name	Date(s)	Score	Test Name	Date(s)	Score
<input type="checkbox"/> Passed Assessment <input type="checkbox"/> Concordance chart <input type="checkbox"/> Composite score <input type="checkbox"/> ACT <input type="checkbox"/> Dual Credit <input type="checkbox"/> CTE Requirements with WorkKeys <input type="checkbox"/> CTE Requirements with ASVAB <input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state	<input type="checkbox"/> Passed Assessment <input type="checkbox"/> Concordance chart <input type="checkbox"/> Composite score <input type="checkbox"/> ACT <input type="checkbox"/> Dual Credit <input type="checkbox"/> CTE Requirements with WorkKeys <input type="checkbox"/> CTE Requirements with ASVAB <input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state	<input type="checkbox"/> Passed Assessment <input type="checkbox"/> Concordance chart <input type="checkbox"/> Composite score <input type="checkbox"/> ACT <input type="checkbox"/> Dual Credit <input type="checkbox"/> CTE Requirements with WorkKeys <input type="checkbox"/> CTE Requirements with ASVAB <input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state	<input type="checkbox"/> Passed Assessment <input type="checkbox"/> Concordance chart <input type="checkbox"/> Composite score <input type="checkbox"/> ACT <input type="checkbox"/> Dual Credit <input type="checkbox"/> CTE Requirements with WorkKeys <input type="checkbox"/> CTE Requirements with ASVAB <input type="checkbox"/> Transfer from accredited nonpublic school or out-of-state						
Date:	Date:	Date:	Date:						

VI. DOCUMENTATION OF REVIEW OF INDIVIDUAL SUCCESS PLAN (ISP):
 Requirement at exit of seventh grade (pending accreditation approval)
 Signatures are only required in the second semester

Grade	Date of Review	Supervising Educator	Parent/Guardian Signature and Date	Student Signature and Date
7 th				
8 th				
9 th				
10 th				
11 th				
12 th				

VII. NOTES

Appendix C: Student Portfolio Guidelines and Resources

The student portfolio provides students an opportunity to demonstrate knowledge, skills, and attributes of College and Career Readiness through exemplary artifacts that answer the question, “How am I prepared for college, career, and life?” The portfolio is individualized in that it will uniquely demonstrate the culmination of students’ aptitude in academics, 21st Century skills (listed below) and personal growth. Reflecting on who they are while showing what they want to do, the portfolio allows students to communicate their preparedness of 21st Century skills and knowledge of postsecondary and career interests.

The final portfolio presentation should affirm students’ ability to think critically and creatively, to solve practical problems, to make reasoned and ethical decisions, and to communicate effectively. This portfolio will require cooperation and collaboration among faculty members to ensure students have the resources needed to complete the portfolio (i.e., administrator, academic teacher, counselor, and/or media specialists).

Artifacts

The following list includes examples of areas from which students can select exemplary artifacts. This list should not be considered all inclusive. The recommended number of artifacts is 10. However, the total number of artifacts included is up to individual schools/districts.

- Classwork (e.g., papers, assessments, essays, projects, journal entries, artwork, etc.)
- Photographs and videos
- Documentation from community service projects
- College essays
- Scholarship applications
- ACT scores
- PSAT scores
- WorkKeys scores
- Professional résumés
- Mock interview videos
- Internship notes and reflections
- Other

Exemplary Artifact Checklist

Use the following statements to determine whether the artifact chosen could be an exemplary artifact.

- I worked on this artifact for more than one week, either independently or in class.
- I played a significant role in creating this artifact.
- I revised this artifact based on received feedback.
- I was challenged while working on this artifact.
- I can demonstrate my understanding of content standards through this artifact.
- I can explain what 21st Century skills I learned or developed through this artifact.
- I can explain how this artifact connects to life outside of school and/or my future.
- I grew as a student and as an individual through this artifact.

Digital Portfolio Assessment Rubric Sample

If a review panel is selected, this panel could consist of staff, school counselors, administration, professionals from the local community and/or student collaborators. It is recommended that the portfolio review panel meet prior to presentations to review and discuss the scoring rubric. A sample scoring rubric has been provided below.

Individual students should meet with their staff/school counselor to schedule the date and time of their portfolio presentation. This presentation will showcase selected artifacts, self-reflections, and other assigned items that demonstrate a student’s ability to meet the demands of postsecondary and/or a career.

	Level 4	Level 3	Level 2	Level 1
<p>Artifacts Support the Following 21st Century Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Critical thinking <input type="checkbox"/> Collaboration <input type="checkbox"/> Communication <input type="checkbox"/> Creativity <input type="checkbox"/> Citizenship <input type="checkbox"/> College and Career Readiness 	<p>Artifacts included in the portfolio clearly connect and support the objectives under each of the 21st Century Skills.</p> <p>A thoughtful and thorough explanation is given for the selection of each of the chosen artifacts and how they support 21st Century Skills.</p>	<p>Artifacts included in the portfolio sufficiently connect and support the objectives under each of the 21st Century Skills.</p> <p>An adequate explanation is given for selection of each of the chosen artifacts and how they support 21st Century Skills.</p>	<p>Some artifacts included in the portfolio partially connect and support the objectives under each of the 21st Century Skills, but others do not.</p> <p>A limited explanation is given for the selection of each of the chosen artifacts and how they support 21st Century Skills.</p>	<p>Artifacts included in the portfolio do not connect and support the objectives stated under each of the 21st Century Skills.</p> <p>An explanation is not given for the selection of each of the chosen artifacts and how they support 21st Century Skills.</p>
<p>Evidence of Growth</p>	<p>Through the selected artifacts and written explanations, the student demonstrated an extraordinary level of academic and personal growth from the beginning of the school year to the end of the year.</p>	<p>Through the selected artifacts and written explanations, the student demonstrated a moderate level of academic and personal growth from the beginning of the school year to the end of the year.</p>	<p>Through the selected artifacts and written explanations, the student demonstrated a minimal amount of academic and personal growth from the beginning of the school year to the end of the year.</p>	<p>Through the selected artifacts and written explanations, the student demonstrated no growth from the beginning of the year to the end of the year.</p>

	Level 4	Level 3	Level 2	Level 1
Evidence of Self-Reflection	<p>There is extensive evidence of self-reflection of each artifact woven throughout the entire portfolio.</p> <p>The reflection demonstrates higher-level thinking, and great consideration has been factored into the connections between the reflections and artifacts.</p>	<p>There is some evidence of self-reflection woven throughout the entire portfolio.</p> <p>The student has demonstrated some consideration of the connections between the reflections and the artifacts.</p>	<p>There is minimal evidence of self-reflection throughout the portfolio.</p> <p>The student has made some connections between the reflections and the artifacts.</p>	<p>There is no evidence of self-reflection in any part of the portfolio.</p> <p>The student has not made any connections between the reflections and the artifacts.</p>
Variety of Artifacts	<p>There is a variety of 10 or more artifacts included in the portfolio.</p> <p>The artifacts were creatively chosen to show academic and personal growth while reflecting 21st Century skills.</p>	<p>There is a variety of less than 10 and more than six artifacts included in the portfolio.</p> <p>Some creativity was used, with artifacts chosen to show academic and social growth while reflecting 21st Century skills.</p>	<p>There is a variety of six artifacts included in the portfolio.</p> <p>Minimal creativity was used to show how each artifact reflects 21st Century skills.</p>	<p>There is a variety of five or fewer artifacts included in the portfolio.</p> <p>No creativity was used in choosing artifacts to show academic and personal growth while reflecting 21st Century skills.</p>
Visual Appeal and Organization	<p>The portfolio is professional and well-organized, and there is extensive evidence the student carefully planned the appearance of the portfolio.</p> <p>The portfolio is organized so that the audience can easily identify significant connections between artifacts, explanations, and reflections without any confusion.</p>	<p>The portfolio is aesthetically pleasing and organized. There is some evidence that the student carefully planned the appearance of the portfolio.</p> <p>The portfolio is organized so that the audience can identify some connection between artifacts, explanations, and reflections with minimal confusion.</p>	<p>The portfolio is limited in aesthetically pleasing characteristics. There is little evidence the student sufficiently planned the portfolio.</p> <p>The portfolio is arranged in sections that may not have a specific order or organization. The audience has moderate difficulty identifying some connections between artifacts, explanations, and reflections.</p>	<p>The portfolio is not aesthetically pleasing in any way. There is no evidence that thought was put into planning the appearance of the portfolio.</p> <p>The portfolio has no order or organization. The audience is unable to identify a connection between artifacts, explanations, and/or reflections.</p>

	Level 4	Level 3	Level 2	Level 1
Presentation Preparation	All aspects of the presentation are well prepared, and the student demonstrates a complete grasp of the portfolio's purpose.	Most aspects of the presentation are well prepared. Most aspects of the portfolio's purpose are completely understood by the student.	Most aspects of the presentation are well prepared. Some major aspects of the portfolio's purpose are not completely understood by the student.	Some aspects of the presentations were not well prepared. Some aspects of the portfolio's purpose were not completely understood by the student.
Public Speaking Skills	The student has good voice inflection and does an outstanding job in the speaking aspect of the presentation.	The student has generally good voice inflection and makes very few errors in speaking or communicating	The student has some voice inflection and attempts to communicate clearly, making a few errors in communicating.	The student has very few changes in voice inflection and makes some major errors in communicating.
Balance of Product and Process	The student has been highly engaged with the entire portfolio process throughout the whole year. The student took optimal pride in selecting the artifacts.	The student has been engaged with the portfolio process throughout the year. There is evidence that the student took pride in selecting the artifacts.	The student has been somewhat engaged with the portfolio process throughout the year.	The student has not been engaged with the portfolio process throughout the year.

Student Artifact Reflection Sheet (Sample)

Which 21st Century skills is addressed with this artifact?

- | | | |
|--|--|---|
| <input type="checkbox"/> Critical thinking | <input type="checkbox"/> Collaboration | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Creativity | <input type="checkbox"/> Citizenship | <input type="checkbox"/> College and Career Readiness |

Describe the artifact that you have chosen. Where and when is it from? If applicable, describe the assignment or activity.

How does this artifact support the objectives under the identified 21st Century skill?

How can this skill be applied in college, career, and/or life?

Appendix D: 21st Century Skills

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
21 st Century Standards							
CS1							
CS2						X	
CS3							
CS4							
CS5							
CS6		X					X
CS7	X	X		X		X	X
CS8	X	X	X	X		X	X
CS9	X	X	X	X	X	X	X
CS10		X	X	X			
CS11	X	X	X	X	X	X	X
CS12	X	X	X	X	X	X	X
CS13	X	X	X	X	X	X	X
CS14	X	X	X	X		X	X
CS15	X	X	X	X	X	X	X
CS16	X	X					X

CSS1-21st Century Themes

CS1 Global Awareness

1. Using 21st Century skills to understand and address global issues
2. Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
3. Understanding other nations and cultures, including those that speak non-English languages

CS2 Financial, Economic, Business, and Entrepreneurial Literacy

1. Knowing how to make appropriate personal economic choices
2. Understanding the role of the economy in society
3. Using entrepreneurial skills to enhance workplace productivity and career options

CS3 Civic Literacy

1. Participating effectively in civic life through knowing how to stay informed and understanding governmental processes

2. Exercising the rights and obligations of citizenship at the local, state, national, and global levels
3. Understanding the local, state, national, and global implications of civic decisions

CS4 Health Literacy

1. Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that enhance health
2. Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction
3. Using available information to make appropriate health-related decisions
4. Establishing and monitoring personal and family health goals
5. Understanding national and international public health and safety issues

CS5 Environmental Literacy

1. Demonstrating knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as it relates to air, climate, land, food, energy, water, and ecosystems
2. Demonstrating knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)
3. Investigating and analyzing environmental issues and making accurate conclusions about effective solutions
4. Taking individual and collective action toward addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues, etc.)

CSS2-Learning and Innovation Skills

CS6 Creativity and Innovation

1. Think creatively.
2. Work creatively with others.
3. Implement innovations.

CS7 Critical Thinking and Problem Solving

1. Reason effectively.
2. Use systems thinking.
3. Make judgments and decisions.
4. Solve problems.

CS8 Communication and Collaboration

1. Communicate clearly.
2. Collaborate with others.

CSS3-Information, Media, and Technology Skills

CS9 Information Literacy

1. Access and evaluate information.
2. Use and manage information.

CS10 Media Literacy

1. Analyze media.
2. Create media products.

CS11 ICT Literacy

1. Apply technology effectively.

CSS4-Life and Career Skills

CS12 Flexibility and Adaptability

1. Adapt to change.
2. Be flexible.

CS13 Initiative and Self-Direction

1. Manage goals and time.
2. Work independently.
3. Be self-directed learners.

CS14 Social and Cross-Cultural Skills

1. Interact effectively with others.
2. Work effectively in diverse teams.

CS15 Productivity and Accountability

1. Manage projects.
2. Produce results.

CS16 Leadership and Responsibility

1. Guide and lead others.
2. Be responsible to others