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

MISSISSIPPI
DEPARTMENT OF
EDUCATION

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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 Senior 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 Senior 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 completion of the course. These standards have been determined to be relevant for students' successful transition to postsecondary and the workforce.

Implementation

The Mississippi College and Career Readiness Senior Seminar course curriculum for Early College High Schools is required for all 12th grade students enrolled in a Mississippi Early College High School program. The course is designed to incorporate a student advisory time when counselors and certified staff meet with students to review their Individual Success Plans (ISP) 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.

Unit 1: Introduction to Senior Seminar

Competencies and Suggested Objectives

a. **Create academic and personal S.M.A.R.T. goals for the current school year and postsecondary.**

   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 senior year.

b. **Schedule a meeting with the high school counselor to ensure that graduation requirements will be met, and postsecondary plans are current.**

   1. Revise the ISP.
   2. Develop a Senior Year checklist to provide feedback and evaluate to determine progress toward meeting postsecondary goals.
   3. Revise the student résumé to include the items below.
      - Work experience (e.g., internships, job shadowing experiences, summer jobs, part-time work)
      - Volunteering/community service projects
      - School information
      - Leadership activities
      - Extracurricular activities

c. **Create a senior checklist for college plans/career goals.**

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. By reflecting on who they are, creating 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, solve practical problems, make reasoned and ethical decisions, and 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 into 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/or 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 in 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
   - Leadership

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

Unit 3: Senior Portfolio and Exhibit

Competencies and Suggested Objectives

a. **Evaluate and prepare a senior portfolio exhibit.**

b. **Meet with a counselor/staff member to schedule meetings for the review, final revisions, and presentation of the senior portfolio exhibit.**

c. **Select artifacts from the portfolio that will demonstrate mastery of 21st Century skills for college, career, and life. Artifacts should also demonstrate social and academic skills. Artifacts will come from Grades 9-12.**

d. **Write and prepare formal invitations for a panel that should include a mentor/representative from the chosen career field and a faculty/staff member.**

e. **Meet with the assigned faculty to finalize the exhibit, reflections for each artifact, and the final reflection essay.**

f. **Exhibit evaluators will schedule a date for calibration of the scoring rubric for the senior portfolio exhibit.**

g. **Present the senior portfolio during an end-of-year student defense.**
   1. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to enhance presentations to provide an understanding of findings, reasoning, and evidence and to add interest.
   2. Communicate effectively how selected artifacts, based on a rubric, demonstrate the items below.
      - Proficiency of 21st Century skills
      - Proficiency in academic standards
      - Preparedness for a chosen career pathway/postsecondary program of study
      - Evidence of self-reflection
      - Academic and social growth
      - Leadership
      - How all the above will meet goals for a chosen career pathway/postsecondary

h. Write a reflective essay on the overall senior portfolio exhibit and high school experience that will answer the questions below.
1. What are the individual strengths, and have they been recognized?
2. How will the identified strengths and areas of growth impact the chosen career or postsecondary goals?
3. How have communication and presentation skills been enhanced?
4. What areas of academic and social growth have been experienced throughout the four years of high school?
5. What leadership skills have been acquired?
6. What impact will be made on the global community?

i. Write thank you notes to exhibit evaluators.

Unit 4: 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 or 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. 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.)
4. 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 5: College Transition/Summer Melt

Competencies and Suggested Objectives

a. Understand the differences between high school and college.

1. Discuss the major differences between high school and college.
2. Identify the various types of college offices and their purposes.
3. Explore college policies and procedures (e.g., credit hours, paying per credit hour, flexibility of scheduling classes, class attendance policies, dress code, grading, discipline, instructor, and teacher assistance, etc.).
4. Identify time management techniques, best practices for note taking, and tips for balancing collegiate, work, and personal life.
5. Create a mock 24-hour daily personal schedule as a college student for one week, including class time, study time, eating, etc.
6. Develop an understanding of important campus resources that assist students and how to best use them (e.g., learning labs, tutoring centers, multicultural office, student success, leadership, and student involvement, etc.).
7. Research student organizations and identify at least two to join (e.g., First-Generation Student Club, Student Government Association, intramural sports, etc.).
8. Create an outreach plan for connecting with professors (e.g., mentorship, study assistance, extra credit, references, etc.).
9. Define collegiate autonomy and develop approach techniques.

b. Identify the tasks needed to confirm enrollment in college/university.

1. Set up a college/university email account to begin reviewing communications related to enrollment.
2. Understand and be able to complete housing requirements (e.g., deadlines, application location, fees, costs, roommate preference instructions, etc.).
3. Check the status of admission and financial aid in the college/university student portal (e.g., provide any required documentation, review financial aid notifications, pay enrollment deposit if applicable, etc.).
4. Register and plan for college/university orientation.
5. Review degree plan and course offerings and create a semester-by-semester guide of the college courses needed for degree attainment.
6. Explore transfer requirements from 2-year colleges to 4-year colleges (e.g., hours, pre-requisites, program specifics such as ACT or GPA, etc.) and Mississippi reverse transfer degree options.

c. **Explore summer prep options.**

1. Research summer bridge programs and make note of the requirements, costs, and deadlines.
2. Review Mississippi Summer Developmental Program (SDP) requirements before fall enrollment and research details on completion.
3. Request final transcript from high school and college (if completed dual enrollment courses) to be sent to the college/university where enrolling.
4. Search for internship and/or volunteer opportunities coordinating with prospective major.
5. Explore requirements of additional standardized testing (e.g., ACT for admission or scholarship purposes, WorkKeys, etc.).
6. Identify college/university career center employment opportunities and check availability for upcoming semester for on-campus and/or internship opportunities.
7. Identify barriers to college entry (e.g., transportation, justice involvement, legal documentation, etc.) and solutions to overcome them (e.g., college admissions offices, guidance counselors, community college navigators, etc.)

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 6: Applying for Financial Aid

Competencies and Suggested Objectives

a. **Develop a college financial plan that identifies funding sources for, and sustainability for, each year required for a degree or certification in a selected academic or technical program**.

   The following objectives can be met by following the College Planning Guide found in the online resource *Get2College*.

   1. Explain the difference between a scholarship, a student loan, a work study program, and a Pell Grant as financial aid options and what order they should be used when applying to a college/university. Explore financial aid options that will apply for each selected college/university (e.g., scholarships, grants, the G.I. Bill, etc.)
   2. Calculate the amount of financial aid needed for selected colleges/universities using the financial aid calculators on each college/university website.
   3. Research available scholarships that will apply to selected academic or technical programs (e.g., outside scholarships, university or college scholarships, Mississippi aid).
   4. Explore military options for college financial aid.
   5. Investigate the types of student loans, loan amounts, interest rates, repayment options, etc. (*studentloans.gov*)

b. **Complete applications for financial aid.**

   1. Develop an understanding of what the Free Application for Federal Student Aid (FAFSA) is, how it is used, and why it is important.
   2. Create a Federal Student Financial Aid username and password (FSA ID) to be used for all studentaid.gov applications such as FAFSA and federal student loans.
   3. Determine eligibility for Mississippi's grant programs based on information obtained from the ISP.
   4. Research and apply for available private scholarships (national, regional, and/or local).
   5. Research and complete the scholarship application for each chosen college/university.
   6. Complete the FASFSA at *studentaid.gov* between October 1 and March 31 or complete a mock FAFSA via the Federal Student Aid FAFSA Demo site.
   7. Complete the Mississippi Aid Application (MAAPP) at *msfinancialaid.org* between October 1 and March 31.

   Students who are undocumented are not eligible to complete and submit federal or Mississippi aid applications.

c. Update calendar of important dates created in Unit 3, Competency C, Objective 5 to include scholarship/financial aid deadlines and requirements to maintain each while enrolled in college.

d. Compose a writing submission to use when applying for scholarships.
1. Identify whether college/university admissions, special programs, and/or scholarships require writing submissions and the requirements (e.g., relevant topics, word count, spacing, font, sourcing, etc.).
2. Explore the different types of writing submissions that may be required— personal statement, response to essay topic prompt, creative writing piece, etc.
3. Use sample prompts to create and submit a draft of a college essay for review.
4. Draft a personal statement for review.
5. Create a final draft of a writing submission (e.g., personal statement or college essay) for submission to colleges/universities.

e. Participate in mock scholarship and academic interviews.
1. Explore how scholarship/academic interviews are used by colleges.
2. Identify and examine questions that may be asked during a scholarship/academic interview.
3. Review appropriate attire, behavior, and best practices for an interview.
4. Participate in a mock scholarship interview with peers and/or teachers.
5. Write a reflection on the scholarship/academic interview process and determine strengths and areas of growth.

f. Understand the financial aid award process.
1. Discuss the timeline for financial aid awarding and reimbursements/refund checks within the academic year.
2. Review the Student Aid Report (SAR) generated after submitting the FAFSA.
3. Explore verification and the financial aid awarding process.
4. Discuss the different types of federal student loans, interest rates, and repayment options.
5. Understand and be able to complete the Professional Judgment (PJ) or financial aid appeals process at the college/university.
6. Understand and be able to complete required verification from the college/university and/or the Mississippi Office of Student Financial Aid.
7. Compare financial aid awards offered from each college/university.
8. Compare colleges/universities' cost of attendance to the anticipated financial aid award package they offer to determine the best financial option.
9. Select and accept financial aid awards for the chosen college/university through an online student account.

10. Understand and be able to complete a work-study application and accept the position if selected.
11. Review the Mississippi Aid Application (MAAPP) portal to check for any missing documents and to track Mississippi grant awarding timeline.
12. Review and be able to complete student loan acceptance requirements (e.g., loan entrance counseling, Master Promissory Note, etc.).

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.

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. | ☐ Agriculture, Food, and Natural Resources
☐ Architecture and Construction
☐ Arts, A/V Technology, and Communications
☐ Business, Management, and Administration | ☐ Education and Training
☐ Finance
☐ Government and Public Administration
☐ Health Science | ☐ Hospitality and Tourism
☐ Human Sciences
☐ Information Technology
☐ Law, Public Safety, Corrections, and Security | ☐ Manufacturing
☐ Marketing
☐ STEM
☐ 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.		Earn an overall GPA of 3.0.
	Courses must meet MS IHL College Preparatory Curriculum (CPC) requirements.		Must complete a four-course sequential program of study.		Earn four additional Carnegie units for a total of 28 (four science and four social studies credits)
	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.		Courses must meet MS IHL CPC recommended requirements.
	Earn two additional Carnegie units for a total of 26.		Earn silver level on ACT WorkKeys.		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: • 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
☐ Passed Assessment ☐ Concordance chart ☐ Composite score ☐ ACT ☐ Dual Credit ☐ CTE Requirements with WorkKeys ☐ CTE Requirements with ASVAB ☐ Transfer from accredited nonpublic school or out-of-state	☐ Passed Assessment ☐ Concordance chart ☐ Composite score ☐ ACT ☐ Dual Credit ☐ CTE Requirements with WorkKeys ☐ CTE Requirements with ASVAB ☐ Transfer from accredited nonpublic school or out-of-state	☐ Passed Assessment ☐ Concordance chart ☐ Composite score ☐ ACT ☐ Dual Credit ☐ CTE Requirements with WorkKeys ☐ CTE Requirements with ASVAB ☐ Transfer from accredited nonpublic school or out-of-state	☐ Passed Assessment ☐ Concordance chart ☐ Composite score ☐ ACT ☐ Dual Credit ☐ CTE Requirements with WorkKeys ☐ CTE Requirements with ASVAB ☐ 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
7th				
8th				
9th				
10th				
11th				
12th				

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
Artifacts Support the Following 21st Century Skills: ☐ Critical thinking ☐ Collaboration ☐ Communication ☐ Creativity ☐ Citizenship ☐ College and Career Readiness	Artifacts included in the portfolio clearly connect and support the objectives under each of the 21st Century Skills. A thoughtful and thorough explanation is given for the selection of each of the chosen artifacts and how they support 21st Century Skills.	Artifacts included in the portfolio sufficiently connect and support the objectives under each of the 21st Century Skills. An adequate explanation is given for selection of each of the chosen artifacts and how they support 21st Century Skills.	Some artifacts included in the portfolio partially connect and support the objectives under each of the 21st Century Skills, but others do not. A limited explanation is given for the selection of each of the chosen artifacts and how they support 21st Century Skills.	Artifacts included in the portfolio do not connect and support the objectives stated under each of the 21st Century Skills. An explanation is not given for the selection of each of the chosen artifacts and how they support 21st Century Skills.
Evidence of Growth	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.	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.	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.	Through the selected artifacts and written explanations, the student demonstrated no growth from the beginning of the year to the end of the year.

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

	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?

☐ Critical thinking   ☐ Collaboration   ☐ Communication

☐ Creativity   ☐ Citizenship   ☐ College and Career Readiness

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

_____

_____

_____

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_____

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

_____

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_____

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

_____

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Appendix D: 21ˢᵗ Century Skills

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