



Sophomore Roundtables

Thank you for your willingness to serve on a Compass Graduation Portfolio Roundtable. This is our most important rite of passage at the school, when Sophomores demonstrate their readiness to move into their Junior year.

They present their portfolio to this committee consisting of their advisor, teachers, guardian(s), and possibly peers. The role of the committee is to determine if the student is ready to move into their Junior year, using their judgment as a member of the larger community.

There are rubrics included here to use as guidelines for what is expected of each sophomore. At the same time, this Portfolio Roundtable is meant to be a highly personalized process, and we hope each committee considers each student as an individual. It is important to remember that every student has completed their course requirements thus far, so the Roundtable can be a verification of competency as well as a reflection and celebration of learning.

The Roundtable is a chance to look back on a student's work and growth, to reflect, to highlight accomplishments, to assure quality, and to celebrate with the student and family this significant milestone in their high school journey. In advance, thanks for your time and interest.

We will try to follow this schedule...

Minutes	
5	Introduction and Overview
5	Cover Letter
20	Realm Letters Reading and folders
5	Questions
5	Closed-Door Discussion
5	Feedback

A portfolio should include the following

- 1 Introductory Letter
- 4-6 Pieces in the following 5 realms:
 - Knowledge
 - Critical Thinking
 - Community Involvement
 - Personal Development
 - Communication

A letter should accompany each realm, explaining at least four of the accompanying pieces of work

This roundtable will decide if the candidate has:

Passed Successfully met all the requirements

Passed w/ conditions Needs to complete additional requirements before passing

Did not Pass Needs to complete the requirements and re-present

KNOWLEDGE	
Indicator	Meets Expectations
<p>How does the sophomore acquire, select, and use critical information?</p> <p>(Application of Knowledge)</p>	<p>Gathers and selects a variety of reliable and credible resources representing a wide range of viewpoints, can pick out and understand most critical information and supporting details, and synthesizes information to organize thinking</p>
<p>How well does the sophomore understand and organize the major concepts in a subject area?</p> <p>(Knowledge and Understanding)</p>	<p>Has broad and deep understanding of major concepts and uses these concepts to organize information</p>
<p>How does the sophomore apply and make connections with knowledge?</p> <p>(Making Connections)</p>	<p>Can independently apply knowledge and thinking from a range of disciplines in diverse situations and make connections between information and ideas</p>

CRITICAL THINKING	
Indicator	Meets expectations
<p>How does the sophomore demonstrate the use of reasoning and logic?</p> <p>(Reasoning and Logic)</p>	<p>Analyzes and synthesizes information and is open-minded to other viewpoints and can see the whole as well as the parts</p>
<p>How well does the sophomore demonstrate problem solving and decision making skills?</p> <p>(Problem Solving and Decision Making)</p>	<p>Identifies problems, generates options and solutions, evaluates and tests ideas, begins to choose options suited to the problem, justifies choices, and accesses appropriate resources</p>
<p>How does the sophomore question relationships and concepts?</p> <p>(Question and Inquiry)</p>	<p>Seeks to determine relationships, their causes and effects, begins to consider credibility and quality</p>
<p>How creative is the sophomore's thinking and expression?</p> <p>(Creative Thinking and Expression)</p>	<p>Seeks out original ideas, integrates and expands on them and shows some flexibility in thinking</p>

PERSONAL DEVELOPEMENT	
Indicators	Meets Expectations
How does the sophomore respect self and the learning process? (Respect for Self and the Learning Process)	Takes on challenges and perseveres, brings questions to class
How well does the sophomore take responsibility for, his or her own learning? (Self-Direction)	Takes on responsibilities, independently establishes goals and works toward achieving them, always acts appropriately and leads others to do the same
What strategies does the sophomore use to be organized? (Organization)	Independently uses a variety of organizational strategies
Does the sophomore demonstrate knowledge of his or her strengths and weaknesses? (Personal Insight)	Acts upon strengths and weaknesses

COMMUNICATION	
Indicator	Meets expectations
How clearly does the sophomore present ideas? (Writing)	Communicates with fluid and easily comprehensible style, form, and content
How appropriately does the sophomore express tone and emotion? (Verbal Expression)	Consistently displays tone and expression appropriate for the occasion or audience and can adapt them as necessary
How well does the sophomore consider audience? (Listening, Verbal Expression, Writing)	Demonstrates awareness of needs of a wide range of potential audiences. Communication accessible to diverse audiences
How well does the sophomore derive meaning from communications? (Information Handling)	Synthesizes information and derives meaning. Comprehends subtleties of information to extract and construct meaning

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