



Iste 2011
Student Showcase

Wednesday 6/29 11:00 AM - 1:00 PM



Katie Hulihan



Jake Malavsky



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Questions?
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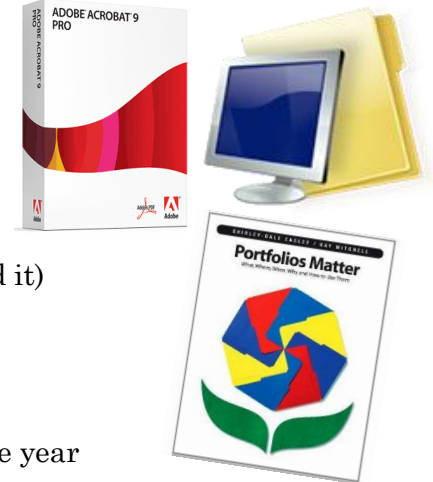


[kristenNsanchez](https://twitter.com/kristenNsanchez)



In Order to Do Digital Portfolios at NFS, We Use:

- Networked computer lab(s)
- Individual network save folders for each student with subfolders for each subject area
- Adobe Acrobat 9 Pro
- *Portfolios Matter* (Easley/Mitchell) as a professional resource for teachers (all of our middle school teachers read this concise and informative book 3 summers ago, and new hires are required to read it)

**Fast Facts About Portfolios at NFS:**

- Students archive in 6th-8th grade
- Students archive in each subject, including “specials” throughout the year and save in subject specific subfolders
- Items include PDF scans of written work, Word/Pages documents, PowerPoints, Excel spreadsheets, videos (we use MovieMaker, PhotoStory and iMovie), audio recordings (we use Audacity), screenshots with embedded links to blogs, wikis, glogs, prezis, etc. and digital photographs of work and performances(JPEGS)
- Two sections: content areas *and* student life → this reinforces commitment to whole child
- 8th graders write a culminating reflection and assemble their portfolios in the final term; they then present to parents and advisors using interactive whiteboards
- We just completed our third year of this process and have been tweaking and improving it each year!

Baselines:

- Student complete teacher-created baselines at the beginning of major units of study (see samples in packet).
- Baselines can and should assess content understanding as well as skills and ability to articulate learning process.
 Example → Note taking baseline prior to 6th grade note taking unit in Social Studies
“Read p.12 of your book and take note as best as you can. Then list all of the note taking strategies that you used.”
 Example → Content baseline prior to 6th grade religion unit in Social Studies
What do you know about Judaism? What do you know about Islam? ...
- Baselines are key to our portfolio process. We use the metaphor of a growth chart when explaining the process to students. “The baseline measures where you are now. When we choose items for your portfolio, you need the baseline in order to see how you’ve grown and what you’ve learned.”
- We do not grade baselines and encourage students to say “I don’t know” if that is so.

Regular Reflection & Assembly Process:

- Teachers embed discussion about what and how learning occurs into their instruction. Discussions lead to criteria charts for classes, such as “A good historian...” or “A good translator of Latin...”, and sometimes specific charts for specific units, such as “A good poet...”
- At the end of a unit or term (varies by teacher), teachers guide students in selecting artifacts of learning to archive for their portfolios. Students reflect about these choices by comparing to baselines and class constructed criteria charts (see samples in packet). Often these reflections are graded. The choice itself isn’t assessed, but the way in which the student explains the choice is.

- Chosen artifacts are put into content-area digital portfolio subfolders. Anything that isn't already digitized is scanned, photographed or recorded. Typically students do this work, but occasionally teachers do it to save time.

8th Grade Culminating Reflection & Assembly Process:

- In the final term of 8th grade, students are taught to craft a culminating reflection that goes across disciplines and integrates academic, social and spiritual growth. This reflection guides the student as she/he plans a presentation for parents and advisors. This reflection is not currently graded, but it is required (see samples in packet).
- In order to do the reflection and to assemble the portfolio using Adobe Acrobat Pro, students miss regularly scheduled classes. We set up a schedule to make it organized and fair to subject teachers (see sample in packet).

Presentation Process:

- We start with a "Welcome to Alumni" breakfast for all the 8th graders and their parents.
- Eighth graders then present to their parents, advisor and the rest of their advisory (our advisory groups are mixed 6th, 7th and 8th graders; we feel it's good for the 6th and 7th graders to see the presentations so they know what to expect). Depending on how many parents come for each 8th grader and how many 8th graders there are in the advisory group, the audience size varies from 15-30.
- Each 8th grader receives a DVD with her/his final portfolio. A few have reported back as having used them as evidence for placement in high school courses in both public and independent schools. We're curious to see how this evolves over the years.

Changes We've Made Over the Past Three Years:

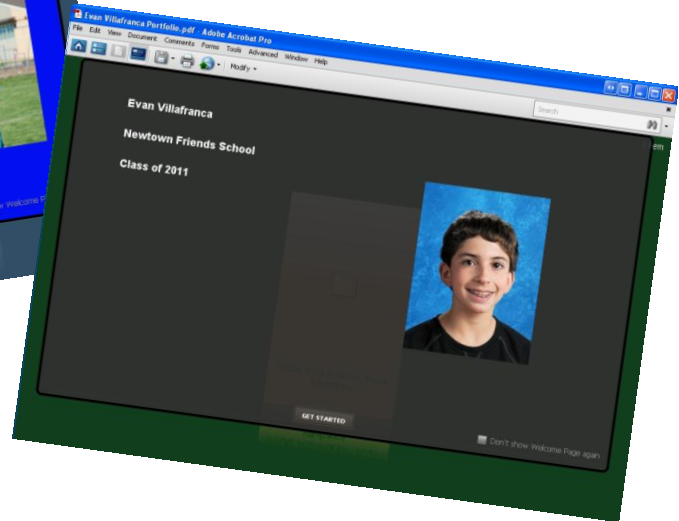
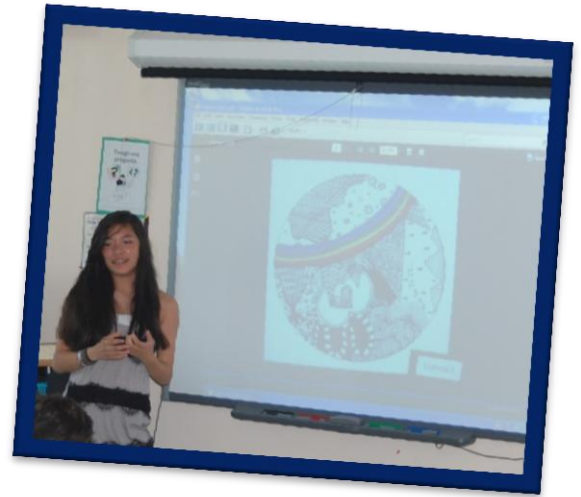
The first year the students' reflections weren't very good. The 8th graders weren't motivated and they didn't have a clear vision of what we wanted. This was our fault, not theirs! This year we included very direct mini-lessons on how to craft the culminating reflection *with examples*. We also established a due date (about two weeks prior to the presentations and just *before* most kids were ready to start the tech. process) to ensure completion and allow for editing and revisions. Kristen Sanchez, Director of Curriculum, read and commented on all of them (this year we had 37 8th graders), but this could be done differently in larger settings.



The first year the presentations weren't very good either. This was surprising to us, because our students engage in public speaking all the time from a very young age. We realized, however, that we weren't giving them enough guidance OR enough practice time. We just expected them to figure it out by themselves. This year we did more modeling of good public speaking techniques and we also set up a special one hour period for all 8th graders to practice presenting on the whiteboards (two days before the final presentation). We also built in a safety

net study hall the next day (one day before the final presentation) for those who needed a little more time and direction. Another reason our presentations improved is that all students now present on interactive whiteboards. This really helps the student presenters to make eye contact and allows them to show off their “tech chops.” When they were using regular projectors, they constantly had their backs to the audience and weren’t able to transition between artifacts smoothly.

To make matters worse, early on our parent population didn’t really understand why we were doing this. When we made the decision to do digital portfolios, it was part of a larger decision not to conduct official final exams. Teachers can still give culminating assessments if they choose, but there is no official “exam week” with an exam schedule. Parents didn’t like exams, but they thought they were “good” for their kids in getting them ready for the demands and structure of high school. We’ve worked hard over the past three years to better educate our parent population about non-traditional assessments, 21st century skills and how these come together for us in the portfolio process. We explain that the final presentation is just the tip of the iceberg. The full portfolio process, from baseline to criteria chart to reflection to presentation, involves rigorous self-reflection and metacognition. This past September, all middle school parents attended a workshop about portfolios as part of Back to School Night.



Prior to Back to School Night for parents, 8th grade students were asked to reflect about the value of portfolios. This is the list that they constructed:

The Value of Digital Portfolios

According to the Class of 2011

What can a portfolio show about me?

The quality of my work
Academic growth and lasting proof of knowledge
My strengths
Values I've learned over the years
The variety of things I've learned
A reflection of the work I've done
My style of learning and what helps me learn better and enables me to continue learning
My skills and organization
Where I can improve and grow even more
My habits and interests
How I am as a person
How I learn from mistakes
My goals and if and how I reach them

We showed this list, along with sample baselines, criteria charts, and portfolios to parents at Back to School Night.

Sixth Grade Social Studies Baseline

Directions: Answer the following questions in the space below. Write as much as you can in complete sentences (except the list questions). Be sure to edit your work for spelling, capitalization and punctuation. When you are done, print and give me a copy. Then save this file in the "Religion Baselines" folder, found in the Social Studies folder in the Student Commons.

1. What do you know about Judaism?

They are Jewish.

2. What do you know about Christianity?

They believe in Jesus.

3. What do you know about Islam?

They are Islamic.

4. What do you know about Hinduism?

They are Hindu. They praise at least 1 god. Most Hindus live in India.

5. What do you know about Buddhism?

They praise buddas.

6. Why is religion important in Social Studies? What role(s) has it played in history?

The rights about free religion, and terrorists are sometimes strong believers in religion that disagree with something.

Sample 6th Grade Social
Studies Baseline

Katie Hulihan 8-1

8th Grade- Literary Essay Baseline

1. What is a literary essay? - A literary essay is an essay about book and what took place in the book.
2. What is a thesis statement? - A thesis statement is a statement that explains an idea of what something is about. A main point of what you are trying to get across.
3. Next to each of the following story elements describe what you think they mean:
 - a. Protagonist- the main character in a book, someone who you support.
 - b. Antagonist- a character that is hated and disliked by the reader or against the protagonist.
 - c. Character foil-
 - d. Climax- the most exciting and important part of a story where everything comes together.
 - e. Foreshadowing-
 - f. Plot- the story line
 - g. Theme- a recurring pattern in the story
 - h. Dynamic character- a creative character that is well liked with a big personality
 - i. Static character-
 - j. Exposition
 - k. Resolution- the end of the book or when things are resolved for the characters.
 - l. Flashback- when a character is remembering something from his or her past.
 - m. Irony- an odd coincidence
 - n. Symbolism- the meaning of the story or something in the story.
 - o. Conflict- an argument or rivalry of two or more characters or places.
4. Describe the way you might organize a literary essay? - First an introduction to the story. Second and third what happens in the story and the characters in it. Fourth a closing paragraph describing what happens or a question to what will happen to interest whoever is reading the essay to read the book.
5. What do you think makes for an interesting literary essay? – It has to be well written and intriguing to the reader that the book is good. It also has to be creative and not just meeting requirements it has to be interesting.

Sample 8th Grade English
Baseline

Danielle Rigau 8-1

8th Grade Social Studies – K. Sanchez*Civil War & Reconstruction Baseline*

1. What caused the Civil War? What were they fighting about? Did anyone try to stop it?

The Civil War was a war between the southern and the northern states in America. I think that slavery caused this war because people in the south wanted slavery and people in the north were against it. I think people tried to stop it I just don't know who.

2. What happened to slaves during and after the war?

I think during the war some slaves were forced to fight in the war. I think others ran to the north to find freedom. I think some were kept as slaves. After the war, I think that the slaves were set free but they still did not have all of the rights they should have had.

3. How did the war affect Americans? How was the war experience shaped by gender, class, geography and race? Was it different for men? Women? Children? Southerners? Northerners? Rich people? Poor people?

I think that war in general affects everyone. People die, people are injured, some people become very racist. I think that different races experienced this differently. I think that people who were African American were treated badly during this time. I'm not sure but I think that the Southerners would have a different experience than the Northerners because they had there slaves with them all the time and they might have blamed them for the war, while the Northerners wanted to fight for the slaves' freedom.

4. How did the nation come back together after the war?

I honestly don't know.

5. "War has no winners." What does this quote mean to you? Do you agree? Disagree? Tell me about it.

I agree with this, I think that everyone suffers from war. Thousands of people from both sides die. So even if you "win" the war, so many lives were lost in the battle that it is a loss.

Sample 8th Grade Social
Studies Baseline

Service Learning Baseline

Directions: Answer the following questions in the space below. You may use extra paper if you like.

1. What is service? What does service look like?
2. What kinds of service have you done in your life? What kinds of service have the people you know done?
3. How do you feel when you engage in service?
4. What are some problems in the world you think could be addressed by service?

1. Service is helping others in need. Service looks like others helping and being kind to others.

2. I've done Friday Friends, JRA, and making donations. My friends have done Friday Friends, JRA, Walks/Runs, and made donations.

3. I ~~feel~~ feel good about it. ~~it~~

4. Some problems I think are ~~the~~ world hunger, and animal abuse. ~~the~~ global warming
littering pollution

Sample 7th Grade
Service Learning
Baseline

Introductory Latin Survey

Directions: Answer the following questions in the space below. You may use extra paper if you like.

1. What do you know about the ancient Romans? What do you like about them? What would you like to learn about them?
2. What do you know about the Latin language? What do you know about its relationship to other languages? What would you like to learn about Latin?
3. Can you speak or read a foreign language? If so, what is it? What languages are your friends, parents and other family members familiar with? What relationship do these languages have to Latin?
4. Make a list of the Latin words you know. (I bet you know at least one!)

1. I think that the Romans have some relation to Greek gods (if so I know alot), I know they wear togas and they wear helmets with feathers in them. I'd like to learn anything about them.
2. I hardly know anything about latin. I know that latin's relation to other languages helps doctors today. I'd like to learn anything about latin.
 ↑ Good connection!
 Do you know any medical words that come from Latin?
3. I can speak a little Spanish, hombra is hungry. Mostly everyone I know speaks Spanish.
4. preparedness, salviaatae.

Sample 6th Grade Latin
Baseline (Quarter 1)

8th Grade Latin Baseline

Directions: Using only the information you recall from last year, translate the following passage into English to the best of your ability. When you are not sure how to translate a word, tell me as much about it as you can.

Lingua Romanorum Latina erat. Lingua patriae nostrae¹ non Latina est, sed Angelica².

^{-gen.}
Language. Our father's language is not Latin, but English

Lingua Latinā scientiam³ linguae nostrae augemus. Lingua Latina primo⁴ nobis⁵ nova erat, sed

Latin language knowledge language. At first the Latin Language to us was new, but

nunc non terret. Disciplina nos⁶ non terret, quod magistrā⁷ bonam habemus. Linguam Latinam

not because. Student not us, teacher good work. Language

semper in memorial habebimus.

in memorial^{pl. nom.}

Sample 8th Grade Latin
Translation Baseline
(Quarter 1)

7th Grade Social Studies Criteria Chart

A Good Historian...

- Uses lots of resources
- Uses and compares primary AND secondary sources
- Reviews sources multiple times
- Analyzes the past – try to put facts together like a puzzle, then they think about it, and try to draw a conclusion or make a decision
- Looks at multiple perspectives from many groups and sources in order to analyze fairly (look at many/all sides to the story)
- Uses prior knowledge and logic
- Uses all kinds of knowledge (weather patterns, geography, written documents, artifacts)
- Gets help or more information when needed, doesn't give up, thinks deeply
- Form a theory or hypothesis about the past and then check sources to see if it can be supported or if it needs to be revised
- Works hard to comprehend a text
 - Highlighting
 - Reread
 - Stop & retell
 - Use context clues to figure out vocabulary and ideas
 - Answer any questions that are given
- Thinks about her/his own opinion and emotional response to the information

Sample 7th Grade Social
Studies Criteria Chart

Name: _____

Good Latin Translators...

- ...use their knowledge of culture to provide context for what they're reading.
- ...apply their knowledge of Latin to the world around them.
- ...find the way to study that works best for them.
- ...study a little bit at a time over a long-ish period of time.
- ...use all the tools and resources that they need.
- ...understand grammar and syntax enough to apply it to sentences.
- ...analyze each word in the context of its sentence.
- ...use T.E.R.o.T. or another means of anchoring their sentence.
- ...can decline nouns and conjugate verbs accurately and efficiently.
- ...set high goals and challenge themselves.
- ...stay focused on their Latin work.
- ...meet deadlines.
- ...collaborate with peers at appropriate times.

Sample 7th Grade
Latin Criteria Chart

Portfolio Reflection

Assignment Name: Page 56 Exercise A

I chose the page 56 exercise A because I did well with it, and it shows that I am a good Latin translator. It shows that because it was a translation exercise and I got a 100 on it, meaning that I got all of it correct. I learned that it is easier to translate Latin with the rules that we went over in class. The rule T.E.R.o.T. will really help me for the future and I wish I knew of it earlier.

The most useful thing I learned from this assignment was that it was easy for me if I translated every word, and then put it all together. So instead of trying to translate all at once, I did bit by bit until it was done.

This is a useful insight.

Assignment Name: Page 59 translation passage

This assignment shows that I am a good Latin translator is because it is a translation passage on what vocabulary and grammar we were doing. It shows that I got a perfect score on it and I got everything correct. Even though it takes a while to finish the passage, and I don't like homework, I think it helps my skills as a Latin translator to do the exercise. *→ what skills do you use when you*

This passage was about Columbus' voyage to the "New World" and what happened. In the *translate* passage, there a lot of accusitive of place to which, and Indirect Objects. When I was completing the *a passage?* assignment I knew that I was going to do well on it because I understood that in peticular lesson really well.

Assignment Name: Lesson 7 vocabulary quiz

If you want to be a good latin translator, you need to know your vocabulary, and I personally think that is keeping me alive with the translating. I am not the best at grammar, so I need to know the vocab to find out what the words mean, and that will lay the pressure off of trying to figure out the grammar.

I chose this assignment because I got a 104%, which is the best I have ever got on a test or quiz. When I got it back I was absolutely thrilled because I really worked hard and studied for this test and I got what I worked for. So I am proud of it.

I like how you know your strengths and weak-nesses.

Goal #1 (plus 2 strategies): I would like to become a better Latin translator by focusing more on the grammar aspect of the translating, and studying more on it.

Goal #2 (plus 2 strategies): I am going to try to focus my translating on T.E.R.o.T. I want to do that because I think I would do better on my translating and I think it would be easier. I am going to write little notes to myself, and I am going to just give myself little mental notes on it.

Sample 8th Grade Latin
End of Term Portfolio
Selection & Reflection

Name:

Date:

Sixth Grade Latin TERM 3

Portfolio Reflection**Sample 6th Grade Latin
End of Term Portfolio
Selection & Reflection****Directions:**

Step 1: Open the "Term 3 Criteria Chart" in the Student Common folder. You will want to refer to it as you choose your pieces and write your reflections.

Step 2: Go through all the graded assignments you completed in Latin class this term (February 14-May 20). Select three assignments which you feel best demonstrate the skills and strengths listed in the criteria chart.

Step 3: Save a copy of this document into your Latin Portfolio folder. Type your name and the date at the top. **Do not save in Student Common!**

Step 4: Type the name of the assignment you're reflecting on below. Then, using the six questions listed below, write one paragraph (minimum of 5 sentences) about each assignment **for a total of three paragraphs**. You can spend the whole paragraph answering one of the six questions, or you can answer all six questions in one paragraph, or anything in between.

Step 5: Choose two goals you set for yourself for next year in Latin. Describe what will happen when you meet these goals, and list two strategies that you will use to meet each goal.

Step 6: Delete these steps from your final document. Print out your reflections and turn them in with the assignments they talk about. Reflections and assignments are due at the end of the period on Friday, May 27 for 6-1 and Thursday, May 26 for 6-2.

Step 7: You may take your remaining assignments home and save them, or you may recycle them. Do not leave them in the lab!

Project name: Clay Sculpture

Sample 8th Grade Art

End of Term Portfolio
Selection & Reflection

ART PORTFOLIO REFLECTION

Fill in the blanks:

The materials I used for this project were: Clay, Acrylic Paints,
Colored Wire, Super Glue

The techniques I used were: Color choice, Sculpting,
Clay management, and wire management.

Write a description of your piece. Imagine you are talking on the phone to a friend who cannot see the piece. Use art terms!

This project was a Clay Sculpture. The name of the game for this project was Color Choice. My piece includes a variety of colors that do not necessarily go together. Somehow in the end they fit into the piece. The texture is mostly smooth because of the globe like design. The piece sits in a small silver base. To top of the sculpture a small curl of multi-color wire is glued to the top. I really enjoyed this project!

Complete the statements that apply to you:

I chose this piece for my portfolio because it demonstrates my skill in: Color Choice

effort in: time management

understanding of: the best way to utilize clay

creativity in: overall sculpture

7th Grade Social Studies Portfolio Pieces
January, 2010

Name: Margo

| Brief Description | Why I Chose This Piece (write at least 7 sentences) |
|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Constitutional Convention Blogs | I chose this piece because it was interesting to write from George Washington's perspective. I think it was nice to figure things out like what he thought about slavery and when he signed the Constitution. I always thought that he had signed the Declaration of Independence, but he was at war at that time so he didn't sign it. It was also interesting to click through other people's blogs, the blogs of historical people I had never heard of. This project made me more aware of how the government worked (like how we get bills ect. passed), whereas before I only knew how we elected people. This also made me respect Washington more. The amount of restraint he must have had in order to say "President will do," and to set up only two terms instead of being supreme ruler for life is astounding. This also made me a good historian because I had to use a LOT of resources to find all of the information in this. |
| Figuring out what the item Sally Huxley brought in was and writing the story | I chose this item because I enjoyed trying to find out what the things were. I also liked wrapping the items into the story I wrote about Martha Washington. I thought this project showed me a lot about how normal Colonial people lived. I think this goes with the People's History theme of the year quite a bit. It helped me picture what the time was like for them. The project made me use prior knowledge and logic to find out what the items were. I also had to form a theory or hypothesis about the past in then check sources in order to complete this. |
| The American Army Recruit Poster | I put this in my portfolio because it was really interesting to research the Army. I had known that we didn't have uniforms, but I hadn't known how incredibly hard it was for the soldiers. It made me admire the people of the Revolution so much more than I had. I realized that not only did they have to have unbelievable courage to go against the greatest army in the world, but they were literally dying (even before they fought at all!). In the criteria chart, it says that a good historian reviews sources multiple times, and I definitely did that. I also worked hard to comprehend the text. |
| Practice cause, effect, neither questions #1 | I chose this because it opened up a whole new way of thinking for me. I'm very good at thinking critically, but making connections like this is sometimes hard for me. I was very proud of myself for thinking so hard about the questions. Even though I didn't get 100% on this test, I'm okay with it because it was a completely new thing for me. I didn't directly use lots of recourses on this, but I did indirectly, because I had studied the material earlier. I used prior knowledge to complete this, and I also thought about my opinion and emotional response to the information during this practice test. I feel very good about what I accomplished this term. |

Sample 7th Grade Social
Studies End of Term Portfolio
Selection & Reflection

8th Grade Digital Portfolio Culminating Reflection Guidelines

You should answer each of the questions below thoughtfully and thoroughly. We expect that each response will be about one page doubled-spaced. You should reference specific items from your portfolio as examples and evidence as necessary. You have three workshop periods to complete your reflection. If you miss those workshops, or don't use your time efficiently, you will need to complete your reflection on your own time.

1. What does your portfolio reflect about you as an individual? What does it suggest about your strengths, talents, traits, attitudes and beliefs?
2. What items in your portfolio best demonstrate your growth, academically and socially? What does your portfolio show about your ability to overcome challenges? What does it show about your learning style?
3. How has your understanding of the Quaker SPICES grown in your time at NFS? How does your portfolio work connect to the SPICES and your personal values and ethics?

You must submit your reflection to Kristen Sanchez by the end of the day on Tuesday, May 10th. You can submit it digitally (ksanchez@newtownfriends.org) or leave a paper copy in her box in the office. Once it has been edited and approved, you should submit a copy to your advisor and save it as a PDF file in your FINAL PORTFOLIO folder.

8th Grade Digital Portfolio Reflection Strategies:

- Tell a story...*your* story...use dialogue, sensory details, etc.
- Follow through – so what? what does this mean?
- Be honest and be yourself
- Look forward and out – climbing the mountain matters but so does what you see, think and feel once you're at the top!



Culminating Digital Portfolio Reflection Examples

The following examples from the Class of 2010 have been excerpted.

•

Community is the SPICE I would like to begin with because it has changed the most in my mind. A community, by definition, is a group of people who live together as a whole. In my younger years at Newtown Friends, 10 State Street was my home. My mom, dad and little sister were my family. Sure, I had friends at school and playmates at soccer, but really my direct family was my community. Now I am an eighth grader and things have changed. I realize that people you love don't have to be related to you or live with you. Your home doesn't have to be a house. Newtown Friends has become my community, my other family that I feel like I am truly a part of. Thought most kids would reject the idea of loving your school, I can honestly say I do love NFS. I have grown up here, becoming a different person as I bridged from Lower School to Upper School. And the feeling of community doesn't just exist outside of the classrooms. The teachers support us and treat us like parents...My friends read my ideas, edit my spelling, and give me suggestions. Teachers collect our first drafts and revise them to make them better. They help us to stop making the same mistakes. Every piece of work in this portfolio has been changed by someone at the school. My entire writing style is different because of the atmosphere here. Our community really affects what we do and how we grow as students...

•

I didn't fully grasp the meaning of simplicity when I first came to NFS. I thought that it just meant keeping everything simple. But now I realize that simplicity means much more than that. Simplicity to me means that you value and appreciate little things and that you understand that even small things can make a difference. Several of my pieces from my English portfolio connect to my definition of simplicity. For example, we needed to write five final poems. I learned from this that every idea and experience is special and can be expanded to make a great poem...

•

Math is the subject that I really have to pay attention to and always go to Ms. Hoppel for help if I do not understand the lesson. Thought it is my favorite subject, this subject doesn't come easily to me. I went through a time period in Math when I was not scoring the grades that I was satisfied with. I did not know what to do. I went to Ms. Hoppel for help, but the lesson never seemed to 'click' in my mind. I then began to look at the lesson that was planned for the next day the night before so that I would have the gist of it and if I had questions, I could ask them in class. I finally mastered this strategy in term three...

•

When I first came to NFS in second grade, I came from public school so I really didn't know what Quakers were and what the SPICES were either... I think integrity means being true to yourself, being honest to yourself and others, acting with common sense, and trying to be a good person. I think when you act with integrity it motivates others to be better people too. If we all act with integrity, the world could be a much better place, and NFS has taught me that.

•

My portfolio shows all the great things that I never knew about myself. I've always had pride in myself academically and as a dancer. Now looking back at everything I see that I'm actually good at a lot more things. For example, I've always been a terrible artist, but my self-portrait turned out amazing (at least I think so)! I've also found a new passion in acting; I've always liked it but never pursued it, and now that I have I'm definitely going to continue it in high school...

One of the great things my portfolio shows about me is the commitment I have to the community. I've shown this commitment by attending committee meetings and events for TASC. Throughout my Upper School career, I've done my best to contribute and stand up for what I believe is right...All of these things have made a great foundation for me, and it makes me feel like I am able to do whatever I want next year and be successful... I feel I've been given the tools and motivation to try new things and enjoy myself with whatever I do. I've also learned not to limit myself to what my friends think is fun or cool, and just do what I want. If they're really my friends, they'll stand by me no matter what. I think that is a very important lesson to learn sooner rather than later, and I'm glad that I know that now.

Example #1 of a
Complete Culminating
Reflection

Haley Huxley :: NFS Class of 2011

My Culminating Reflection

I am an eight- year survivor of Newtown Friends School. I think I should be in the yearbook, but that distinction is reserved for kids who have been here for ten years. I may not have been at NFS at the beginning, but I am certainly here at the end. Through the power of Newtown Friends School, I have discovered me and what I feel is a good understanding of who I am, how I've grown, and how I feel about the spices.

I am not only numbers on a page. Tests show only a small part of me. When I was younger, people were always telling me that, in what I used to call my "Mom and Dad" pep talk voice. I used to pretend I agreed with them, but it was hard to see my friends do better than I did. In fact sometimes it hurt to see my best friend soar in math. I still believe numbers matter, especially on SSAT's and all, but I now look at those numbers in a different way. They are only part of the story of me. I still worry about my scores on standardized tests, but not as much as I used to. I was accepted at a good secondary school and I want to go to a good college, so a certain amount of worry is okay. I have what my dad describes as "a white coat" syndrome. I'm not seeing a doctor, but I still freeze when I see that white paper in front of me. I've learned strategies, but most of all I've learned that it is only one test and not a true portrait of how smart I am. I think I am the most proud of what I have accomplished in math. I have gone from the kid who couldn't remember whether she should add or subtract to someone who can work with negative integers. I can write a poem, a short story, and a research paper (a small one). I can sculpt a fox, NFS's mascot. I can sing and dance and act. Standardized tests don't test you on those things. In my years at NFS, I have gained confidence in my abilities and myself.

I have always been a creative person, but Newtown Friends has given me a chance to let that part of me shine in art, music, and in school projects. Art class has given me a wide range of things to do from the small clay figures to the self-portraits. I really enjoyed making my clay figure, and I think it turned out great, it shows that I have some talent for art. In music, I enjoyed doing musicals and getting to work on the eighth grade show. My part as Cinderella's mother has shown me that I can sing and act. I hope I can go further with this talent. In addition, getting up and performing in front of my school has lessened my shyness to the extent that some people have said, "Haley, you do have a loud voice." I am working on speaking up, but not all things come at once. I am an evolving person, and I like what I see. I know there is more to come. I have really grown a lot in many subjects like math and science. In math I used to expect B's and C's but now I expect A's and B's. I think help by being tutored in math and by me studying and checking my answers more I've really been able to improve. Science has always been difficult for me. I never really did that well on tests and quizzes. However, this year I have been studying a lot more with flash cards, and it also helped that I did well on the bridge project. I worked really hard on it and it paid off. Because I have been working hard in all of my subjects, I was on honor roll in term two. I was very proud of myself for accomplishing this, and I am happy that I can see my improvements. When I look back I see myself trying hard but not quite hard enough. I would end up feeling as if I hadn't accomplished anything. But now I see that if I do my best I can really improve even in things that have always been hard for me.

Spiritually, I'm not sure how that works out. I had my beliefs before I came to NFS and those have not changed. When you are young, it's hard to separate what you believe in from what your parents believe in. Both my parents are Christian, Presbyterians, and went to church every

Sunday when they were young. At some point, my parents lost faith in organized religion. They taught me the good things about religion and told me that I didn't have to go to church every Sunday to be a good person. NFS taught me the same thing—the Golden Rule, the Spices. Whatever you call them, it's just being nice and decent to one another. I'm still working on all the spices, especially simplicity. That one's not real easy for me. Peace is probably the easiest for me. When I was younger, my mom took me to a garden in New York, Strawberry Fields, and told me about one of the Beatles. He wrote a song called "Imagine," about peace. I've been lucky to travel to a lot of places and I know that most people just want to live in peace, to have the same opportunities as the next person. That's just common sense to me. Why wouldn't anyone want to live in peace and be just as good as the next person? For me, community says it all. We need to be a part of something, a family, a town, a school.

My mom keeps saying that NFS is not the "real world," but she wishes it were. It sounds kind of corny, but NFS has taught me that each of us can make a difference. Whatever we believe in is important, but if someone believes differently, that's okay, too. We all matter.

It's hard for me to find the words to describe what NFS has meant to me. Friendship, a lot of great classes, but its more than that. I think NFS has allowed me to be me. And I like me.

A Culminating Reflection on Myself as an Individual by Lena Zlock

Example #2 of a Complete Culminating Reflection

The metamorphosis from a bungling four-year-old in Ragini Dave's Pre-Kindergarten to an 8th grader in serious reflection is quite an interesting transition to observe. For ten years, I have walked a fine line in the journey to define myself as a person, choosing my ethics and values as I would deem fit. I have been greatly influenced by the Quaker SPICES, which are excellent examples of what people should consider their central morals: simplicity in all tasks, peace in negotiations, integrity in transactions, a sense of community, equality to all people, and finally stewardship to your surroundings. I strive to make my everyday life, from academics to athletics, fit to those standards.

1. What does your portfolio reflect about you as an individual? What does it suggest about your strengths, talents, traits, attitudes and beliefs?

In selecting certain works for my final portfolio, I struggled to outline myself as a person. Among the first things that come to mind, I believe that thoroughness, hard work, persistence, inquiry, and stick-to-itiveness are my prominent strengths. These skills were vigorously put to the test in writing our history research papers in the spring of 8th grade. Most arduous is the research aspect of it, which requires diving into a trove of pedestrian-looking books, grey pages of websites, and overblown essays from Ivy League professors. Even a person such as myself, who is very much interested in American history, can be discouraged, frightened, and bored at the sight of these things. One must set their mind to picking out the important details from the lines of a textbook, make inferences based on facts, and in the end, synthesize this mass of information to uphold a thesis. I truly believe I have done a good job in this task: my paper includes various citations from reliable sources such as the author Ron Chernow, quotes that I examined and researched to certify as authentic, and my own ideas- these personal

theories make the project not just a report, but rather an intense study of a certain pinpoint in American history that is engaging and thought-provoking. Beyond the grade that I received, I believe I have disciplined myself to apply my total efforts to things that may perhaps not be fun and entertaining, but rather necessary and important.

Of course, school assignments should be taken seriously, etc., but one cannot be a stoic and unsmiling scholar all the time. One cannot go through school without enjoying it; I usually tend to be that stoic scholar, but I was persuaded by Mrs. Melissa Carroll to have a bit of fun with my poetry slam poem. I had originally planned to read a solemn ode to light bulbs, but instead opted for a lighthearted reminiscence on my dead fish. It was at this point that I realized that everything we do, both inside and outside of school, must be approached with enthusiasm, with a certain passion for the task ahead. I think this is an essential element in any student. Education on the whole is something to admire and appreciate, for the opportunity to experience it is not available to a critical mass of the world. After all, how much could we unlock if only we paid attention in class?

2. What items in your portfolio best demonstrate your growth, academically and socially? What does your portfolio show about your ability to overcome challenges?

The first thing that comes to mind on this issue is my math portfolio, particularly my tests and quizzes. I have a long history of struggles with this discipline, and perhaps have not always received the grades I hoped for. But at the start of this year, I began practicing a new strategy of studying. Originally, I briefly skimmed over the material that we were to be tested on, or sometimes not having reviewed it all, which I suppose was my lackadaisical element. But I thought of something new; my theory was that the material was right there in front of you in the textbook, you just had to put your brain to it and understand it. I took notes on the chapters, including the rules, exceptions, and examples. I studied the example word problems –as these are my main source of trouble–, and gave my own explanation of how to solve them and how the concepts of that section applied there. The final step was to practice, practice, and even more practice, tackling problems that I had previously shied

away from. I achieved great success with this, seeing my grades literally skyrocket. I was especially proud, perhaps a little foolishly, when I achieved three Math Ace pencils in a row. Now that I truly comprehend the material, I can enjoy math class and participate fully.

My involvement in TASC and other school events and groups had been heretofore relatively small. That has since changed, with my membership in the Darfur Task Force, as well as being co-clerk of the Yearbook Committee, plus several times as George the Fox, and volunteer duties at large events. I firmly believe that, if you wish to learn and thrive in a pleasant and vibrant community, the responsibility rests on you. Actually, it is everybody's responsibility, to uphold and preserve this friendly and living place. Just attending TASC meetings or keeping score at the Darfurnament make a huge difference. In the fall, I applied to be on the Yearbook Committee, as I enjoy design and technology. I also felt that this was a good outlet to make a positive impact on the community. I am now co-clerk, and knowing that everyone gets very excited for the Yearbook, am proud that my work will make a whole good deal of people very happy. On more than one occasion, I have been in that behemoth of a costume that is George the Fox. While the fan may be broken, and the heat ruthless, I represent the spirit of Newtown Friends School, and, like the Yearbook, bring joy to people of all ages.

Through my participation in these various venues, I am no longer an outsider. I am also confident of the knowledge that I done my part in enriching the general community, and that when I leave, I will have left my mark in a good way.

3. How has your understanding of the Quaker SPICES grown in your time at NFS? How does your portfolio work connect to the SPICES and your personal values and ethics?

Perhaps most perplexing in definition for me is the spice of integrity. The base definition is being honest. But I think there is something deeper. For me personally, it is the responsibility of being your own person, and not molding yourself to what perhaps may be the popular image. In the past, I felt very much pressured to shed

what many called my “geekiness,” or perhaps to wear the high-top Converse or watch TV. In retrospect, I realize that the world only goes ‘round because of the immense diversity in people. After all, there’s little use being something else if you do not enjoy it. It takes courage to stand away from the crowd and that crowd’s persuasion. If you follow this concept, as well as those such as honesty, integrity will make your life much more enjoyable.

Eighth grade is an especially busy time, what with the load of homework, projects, extracurricular affairs, etc. Organization, focus, and a clear mind are especially key. This is where simplicity plays in. Many people tend to perceive simplicity as keeping your clothes not too gaudy (calling to mind the drab colors of 17th-century Puritans and Quakers), or to lead a very simplified version of life. In my opinion, simplicity is a mind that thinks straightforward, that breaks down the complex problems into steps, and that keeps everything in its proper place, as well as cutting to the bone. I have been striving to achieve this goal for this year; several examples include attempting to make my writing lean and not chock full of unnecessary elements (despite a bad case of prolixity).

I also order my binders correctly on a regular basis- this alleviates a good deal of hassle when finding homework.

A very prominent spice to me is community, which I think truly encompasses a good deal of what I do at school. In my Student Life folder, I have included several pictures from TASC events, as well as a shot from a Pennswood Lunch Bunch. The very essence of community is to bring together every one of all ages and backgrounds. For two years, I have been attending Lunch Bunch on Wednesdays, where several Pennswood residents gather with us, and we converse on various topics, and overall have a very good time. To hear their stories, and for them to hear ours, this tightens the bond between our two communities.

In looking over my portfolio, the pieces I have chosen especially reflect my hard work and determination to get things done in a proper fashion, and my willingness to endeavor to make my work the best it can possibly be. It is these components that form the center of my values and ethics. In applying the spice of integrity, all my

work is done on my own; my sources are cited, and I never check a problem in the answer key until I have done it. In being true to myself, I express my opinions loud and clear, even if they may perhaps not be what most other people share. This, after all, can sometimes serve to make the piece even more so interesting. Additionally, I exercised my denotation of simplicity, in that I trimmed my writing so that it would not be overwhelming to the reader.

Overall, I have developed the **SPICES** as my core principles. I believe that they have so many meanings that apply to so many situations, and now as I leave Newtown Friends School, I will essay greatly to never lose hold of them.

Now as I stand on the top of the mountain, what do I see behind me? I have changed and changed again countless times: I have changed to resolve issues, I have changed to mature, I have changed with my interests, but I have never changed because I was pressured into it. Here at Newtown Friends School, these first formative years, I have found my interests, my values, my ethics, my beliefs, my friends, my potential niche in high school and the years beyond. 10 years in one spot serve as my foundation for the rest of my life. If you think about it, four years in high school and four more in college will never add up to all the years I have spent here. The first chapter of my life is colored by the **SPICES** of Quakerism, indelible friendships, experiences that have shaped my views, and struggles that have taught me valuable life lessons that no textbook can. As this period comes to the close, and the page turns to the next, my next stumbling steps in high school will be supported by all that I have seen and been taught here. I have discovered myself here time and time again: I was once a bungling Pre-K child, blind and oblivious, but now I can see the world with confidence.

Handout for Tech.
Procedures

Class of 2011 Final Digital Portfolio Process:

Stage 1 – Choosing and reflecting:

- Copy and paste the FINAL PORTFOLIO template folder from the 8th grade common folder into your documents.
- Organize your folders within MyDocuments:
 - Cut and paste each subject area's portfolio folder files into the appropriate CONTENT AREAS folder inside FINAL PORTFOLIO. Combine 7th and 8th grade work into one folder for each area (ex. You should have ONE Social Studies folder, ONE Music folder).
 - Choose third term or loose-end items for each subject area. Scan in anything that you haven't yet scanned. Make sure each subject area, including specials, has the required number of elements (10+ for content areas, 6+ for specials).
 - Choose items for your school life section (athletics, TASC, ski club, community service, yearbook, trips, buddy meeting, etc.). Put these items into the SCHOOL LIFE folder. You can create subfolders if you like.
- Write your culminating reflection (3 questions = about 3 pages). Edit it carefully! You must turn in a draft of your reflection to Kristen Sanchez by the end of the school day on Tuesday, May 10th.

Stage 2 – Converting:

- All Word, Publisher and PowerPoint files should be converted to PDFs. When you convert to PDF, title the piece appropriately (ex. 8th Grade SS Research Paper - Salem Witch Trials, not SuperFlyAwesomePaperonDaWitchesBabyFINALTHISONE!!!) because the title will be visible in the final portfolio.
- JPEGs should also be converted to PDFs.
- Movie files can be WMVs or MOVs.
- If you need to take screenshots (Ctrl + Print Screen) of website pages (blogs, Glogster, wiki pages, etc.), paste them into Microsoft Word or Publisher, edit (crop, stretch, etc.), and then convert that file to a PDF. Again, title your files properly.
- If you want screenshot images to link to the web site, select the PDF of that image. From the TOOLS tab select *Advanced Editing* and then *Link Tool*. Your cursor will now be a + shape. Use the cursor to create a box around the entire image. Then a box, titled *Create Link*, will appear. Make sure you select *Open a Web Page*. Select *Next* and then copy and paste the URL for the site you want to open. Hit OK and you're done! You should save the PDF but don't need to save the Publisher file.

Stage 3 – Adobe Acrobat:

- Open Adobe Acrobat Pro. Under the CREATE tab, choose *Create PDF Portfolio*.
- Select one of three layouts: revolve, on image, or sliding row.
- Select *Add existing folder* from the footer area and upload your FINAL PORTFOLIO folder.
- Choose *Add Welcome & Header* from sidebar on the right. Choose *Welcome Page* and then *Image and Text*.
- Upload the *NFS Tile* from the 8th grade common folder.
- In the text box, type the following:

First Name, Last Name
Class of 2011
Newtown Friends School

- If you have time, you may play with color scheme; add a simple header, add a photo, etc.



Final Digital Portfolio Workshops:

Schedule For
Students and
Teachers

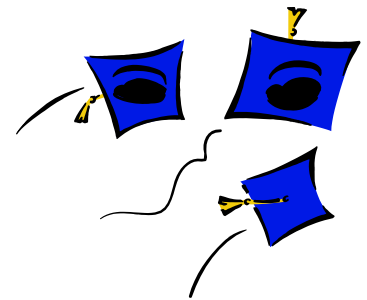
- Introduction, tech process, reflection requirements, presentation expectations, etc.
 - ALL Monday 4/18 in Lab 2 from 1:45-2:30 with Kristen and Mr. Davis [no SS for 8-1, no Science for 8-2]
- Tuesday 4/19 – Reflection Mini-Lesson
 - 8-2 Science in Lab 2 from 1:45-2:30 with Kristen [no Science]
 - NOTE: 8-1 Social Studies will have Science from 1:45-2:30 instead of Social Studies
- Wednesday 4/20 – Reflection Mini-Lesson
 - 8-1 Community Service in Lab 2 from 1-2:30 with Mr. Haines and Kristen [no Woods]
- Friday 5/6
 - 8-6 Math in Lab 2 from 8:30-9:30 with Ms. Hoppel and Kristen [no Math]
 - 8-5 Math in Lab 2 from 9:30-10:30 with Ms. Hoppel and Kristen [no Math]
- Tuesday 5/10
 - 8-7 Spanish in Lab 1 from 9:30-10:30 with Maria Feinman and Kristen [no Spanish]
 - 8-8 Latin in Lab 2 from 9:30-10:30 with Ms. Chiko and Kristen [no Latin]



YOU MUST TURN IN A PRINTED COPY OF YOUR REFLECTION TO KRISTEN SANCHEZ BY THE END OF THE DAY ON TUESDAY, 5/10.

We will review them, note any major changes that must happen, help you with editing, etc. We will get them back to you by Monday, 5/16.

- Monday 5/16
 - 8-3 Music in Lab 1 from 10:45-11:30 with Katie and Kristen [no Music]
 - 8-1 Social Studies in Lab 2 from 1-2:30 with Kristen [no SS]
- Tuesday 5/17 – Presentation Mini-Lesson
 - 8-6 Health in Lab 2 from 10:45-11:30 with Mr. Haines and Kristen [no Health]
 - 8-5 Health in Lab 2 from 11:30-12:15 with Mr. Haines and Kristen [no Health]
- Thursday 5/19
 - 8-4 Music in Lab 3 from 8:30-9:30 with Katie and Kristen [no Music]
 - 8-3 Music in Lab 3 from 9:30-10:15 with Katie and Kristen [no Music]
 - 8-2 Social Studies in Lab 1 from 1-2:30 with Mr. Haines and Kristen [no SS]
- Monday 5/23
 - 8-4 Music in Lab 1 from 10:45-11:30 with Katie and Kristen [no Music]
 - 8-1 Social Studies in Lab 1 from 11:30-12:15 with Kristen [no SS]
 - 8-2 Social Studies in Lab 2 from 1-1:45 with Mr. Haines and Kristen [no SS]
- Tuesday 5/24 – Presentation Practice
 - ALL Practice Presentations using SMART Board in Small Groups from 8:30-9:30 [no PE]
 - Johnson and Haines advisees in Science Lab with Mr. Haines
 - Young and Davis advisees in Meg's Room with Meg and Kristen
 - Feinman advisees in Maria's room with Maria Feinman
 - Hoppel and Smith advisees in Lab 3 with Jody and Neil
 - Chiko and Carroll advisees in 4th Grade Room with Ms. Chiko and Melissa
 - Final Tech Touches/Presentation Revisions/Continued Practice
 - 8-5 Health in Lab 1 from 1-1:45 with Mr. Haines and Kristen [no Health]
 - 8-6 Health in Lab 1 from 1:45-2:30 with Mr. Haines and Kristen [no Health]
 - Your final portfolio **must** be saved to the designated folder on the network by the end of the day. This will allow me to test drive them all on Wednesday.
- Wednesday 5/25 – Last Minute Needs
 - Meet with your advisor in regular advisory spot during Study Hall from 2:30-3 IF NEEDED



Thursday 5/26

Present portfolios to parents in advisory groups following the Welcome to Alumni Breakfast!

