**JMCSS Honors Portfolio-Required Components**

**TEACHER COMPONENT PLANNING GUIDE**

The JMCSS Honors Portfolio was developed in response to the Tennessee Board of Education Policy 3.301, the Uniform Grading Policy, which states:

Local education agencies may elect to offer honors courses and National Industry Certification

(NIC) courses. Local educational agencies electing to offer honors courses will ensure that the

approved honors courses substantially exceed the content standards, learning expectations, and

performance indicators as approved by the State Board of Education. Further, each local

education agency offering honors courses will ensure that additional rigor is being provided by

implementing the framework of standards for honors courses listed below.

Teachers: As you plan the types of student work you will assign this year in your honors courses, be sure to include the rigor and depth described in at least five of the nine components. This is a requirement by the state of Tennessee. **JMCSS requires 3 or more artifacts be submitted to the individual student portfolio.** (Artifact Entry Slip is provided and must accompany all entries to the student portfolios)

**FRAMEWORK OF STANDARDS FOR HONORS COURSES**

**All of the following nine components will extend and/or link to a course content standard and enhance the depth of student understanding within the discipline.**

**Honors Component Option 1:** Extended reading assignments that connect with specified curriculum.

Content Criteria: *The reading selections…..*

* are representative of a reading level comparable with honors level work or enhance the depth of student understanding within the discipline,
* enrich, extend, or deepen student understanding of the course content, and
* connect course content to real-world applications, careers, or other disciplines.

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| **Required by:****English** **Foreign Languages** |

**Honors Component Option 2:** Research-based writing assignments that address and extend the course curriculum

Content Criteria: *The research-based writing assignment will….*

* include and document multiple credible resources (both print and electronic),
* show analysis and synthesis of the ideas and concepts researched with evidence-based conclusions
* result in a quality presentation of the work that is content specific and exhibits rigor.

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| **Required by:****Social Studies****Science****CTE** |

**Honors Component Option 3:** Projects that apply course curriculum to relevant or real-world situations

Content Criteria: *The project will…..*

* demonstrate understanding of content through application, and
* result in a quality presentation of the work that is content specific and exhibits rigor

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| **Required by:****Social Studies****Science****Fine Arts****CTE** |

**Honors Component Option 4:** Open-ended investigations in which the student selects the questions and designs the research

Content Criteria: *The open-ended investigation will….*

* begin with a student-generated problem/idea,
* include a written proposal for the investigation developed by the student, and
* provide opportunities for the student to collect data, develop a conclusion, and explain findings.

**Honors Component Option 5:** Writing assignments that demonstrate a variety of modes, purposes, and styles

Content Criteria: *The writing assignments…..*

* are well-developed, clearly articulated, and representative of honors level writing,
* utilize one of the following types (narrative, descriptive, persuasive, expository, or expressive), and
* contain a style (formal, informal, technical, analytical, or literary) that is compatible with the purpose.

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| **Required by:****Social Studies****Foreign Languages** |

**Honors Component Option 6:** Integration of appropriate technology into the courses of study

Content Criteria: *The technology integration…..*

* fulfills a course assignment by using technology appropriately as a tool,
* demonstrates the student’s mastery of appropriate technology for the assignment.

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| **Required by:****Math****Science** |

**Honors Component Option 7:** Deeper exploration of the culture, values, and history of the discipline

Content Criteria: *The cultural link will…..*

* identify and explain an innovation, discovery, belief, or theory that has impacted the discipline, and
* result in a quality presentation in any format approved by the teacher.

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| **Required by:****Social Studies****Fine Arts** |

**Honors Component Option 8:** Extensive opportunities for problem solving experiences through imagination, critical analysis, and application

Content Criteria: *The problem solving experience will….*

* demonstrate skills and knowledge gained in the course and applied to the problem,
* provide evidence of the problem-solving processes that were applied during the exploration of and solution of the problem, and
* present evidence of conclusions with supporting evidence/justification in an appropriate format.

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| **Required by:****Math****Science****CTE** |

**Honors Component Option 9**: Job shadowing experiences with presentations which connect class study to the world of work

Content Criteria: *The job shadowing experience will….*

* provide students with additional educational and training experiences that are linked to course content and
* result in a quality presentation in an appropriate format.

**Connections to TEAM**

1. Component #2 correlates with level 5 of the TEAM instruction problem solving requirement of the Educator Rubric.
2. Component #4 correlates with level 5 of the TEAM instruction questioning requirement of the Educator Rubric.
3. Components #5 and #7 together correlate with level 5 of the TEAM instruction thinking requirement of the Educator Rubric.
4. Academic feedback of student artifacts needs to be focused, frequent, high quality with evidence of peer review, according to level 5 of the TEAM instruction academic feedback requirement of the Educator Rubric.
5. All components correlate with level 5 of the TEAM planning student work requirement of the Educator Rubric.
6. When writing daily lesson plans, have the artifact in mind when long and short-term planning, according to level 5 of all 3 components of the TEAM Educator Rubric for planning.
7. Quality academic feedback includes artifacts that are reviewed in stages along with peer reviews.
8. Students are encouraged to fulfill 2 options in one artifact, including cross-curricular artifacts. These entries must address all criteria of both components.
9. Rubric generator links: [www.rubrics4teachers.com](http://www.rubrics4teachers.com) and [rubistar.4teachers.org](http://www.rubistar.4teachers.org)
10. A high quality portfolio includes a rubric encompassing content and process.
11. A high quality portfolio includes a rubric to guide student reflections. Reflection rubric must gauge students’ depth of thinking beyond the superficial.
12. Component #9 goal (job shadowing) applies only for CTE courses per approval by CTE Coordinator. The CTE Coordinator will locate and list professionals who will be approved for job shadowing.

**HONORS COURSE STUDENT PORTFOLIO ENTRY SLIP**

**Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

9 weeks \_\_\_\_\_\_\_\_\_\_\_ Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Honors Component Option** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assignment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Common Core State Standards Addressed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Description of Assignment**:

**Honors Portfolio Entry Checklist**:

* Entry Slip
* Artifact
* Student Reflection of the Assignment
* Scoring Guidelines/Rubrics (include teacher provided rubric for artifact and teacher provided rubric for reflection)

**Jackson-Madison County Schools**

*Honors Portfolio Requirements*

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implementing the framework of standards for honors courses listed below.

Teachers: As you plan the types of student work you will assign this year in your honors courses, be sure to include the rigor and depth described in at least five of the nine components. This is a requirement by the state of Tennessee. **JMCSS requires 3 or more artifacts be submitted to the individual student portfolio.**

Teachers may choose between paper portfolios, electronic portfolios (jump drive or CD) and online portfolios through a share drive.

Student Portfolios should be kept in the school during the school year for audit purposes. At the end of the school year, teachers may return the work to the students, with the exception of samples (both weak and strong) to share with future students.

Guidelines for grading the artifacts:

* An artifact is graded only if it is complete (all aspects of the assignment are met) and has a completed entry slip with all required information completed.
* The artifacts may not all be submitted in one nine week grading period. It is the responsibility of the teacher to communicate with students and parents about the completion of the assignments in a timely manner.
* All students will receive honors credit at the end of the term by being enrolled in the honors course, but the student’s overall average will be affected by incomplete or poor quality work.
* School teams should collaborate and share work samples to discuss student work and ideas for artifacts.
* Principals will audit all honors portfolios. (Please include the attached audit form in the front of the entire set of portfolios.)
* Central office personnel will randomly audit portfolios during the school year.

**Jackson-Madison County Schools**

***Portfolio Audit Form***

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| Date | Teacher name | Audit conducted by: | Title of auditor |
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| **Student Reflections on Assignment for Honors Portfolio**Teacher Name: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Reflective Thinking** | The reflection explains the student's thinking and learning processes, as well as implications for future learning | The reflection explains the student's thinking about his/her own learning process. | The reflection attempts to demonstrate student's thinking about the learning process, but is unclear. | The reflection does not address the student's thinking and/or learning. |
| **Analysis** | The reflection is an in-depth analysis of the learning experience, the value of the learning to self or others, and the enhancement of the student's appreciation for the area. | The reflection is an analysis of the learning experience and the value of the learning to self or others. | The reflection attempts to analyze the learning experience, but the value of the learning to the student or others is unclear. | The reflection does not move beyond a description of the learning experience. |
| **Making Connections** | The reflection demonstrates multiple connections between this learning experience and content from other courses, past learning, life experiences and/or future goals. | The reflection communicates connections between this learning experience and content from other courses, past learning and/or future goals. | The reflection attempts to communicate connections between this learning experience and content from other courses, past learning or personal goals, but the connection is unclear. | The reflection does not communicate any connection to other learning or experiences. |

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Framework of Standards for Honors Courses

Contents of School-Wide Evidence Binder

Each high school that offers Honors Courses must submit a School-Wide Evidence Binder to the School Service Center

The School-Wide Evidence Binder must contain the following:

1. A guide in the front of the binder listing all Honors Courses taught at the school.
2. The courses divided by content area and separated by tabs.
3. A copy of the Framework of Standards for Honors Courses checklist in the front of each Honors course with the appropriate components for that course checked.
4. A list of the 5 (out of 9) Component Options evident per course with a description of how EACH component is incorporated into each course.
5. Syllabus with CONTENT information only. (No class rules, grading scales, etc...)
* Portfolio/Work/Artifacts should be available in each Honors level classroom.
* Audit forms should be placed in each teacher’s portfolio for proof of audit by a principal and/or Central Office staff.