

# Presentation of Learning ("POL") Details and Policies

Spring 2015



Each student will earn a letter grade for his/her POL based on the total score and the grade scale shown.

This letter grade will be reflected on the student's transcript. The POL is worth one credit, which is the same amount of credit earned for most seminar courses.

Score	Letter Grade
4.00 +	A+
3.70 – 3.99	A
3.50 – 3.69	A-
3.20 – 3.49	B+
2.90 – 3.19	B
2.60 – 2.89	B-
2.30 – 2.59	C+
2.0 – 2.29	C

## Daily Schedule 5/27-6/4

7:50am	Doors open. Students participating in morning session report to panel room if it is their day to present; otherwise they report to their assigned green room.
8:00am	Teachers take attendance in presentation rooms; green room supervisors take attendance in green rooms.
8:00am – 11:55 am	Teachers conduct Presentations of Learning
11:30am	Students in the green room may go to the lunch line. Students in the POL room will be required to stay in the room until presentations have concluded.
12:00pm	Gates open and students are dismissed
12:30pm – 3:55 pm	If student has completed POLs and does not have any Incompletes, he/she must leave campus. If you prefer that your student stays after POLs and requires a place to work, please contact Nathan. **Please note, if your student has an I in any class or is missing a major deliverable he/she will be required to stay on campus during this time working to improve his/her mastery scores.**

POLs will be scheduled between Wednesday 5/27-6/2 in the mornings.

Representation POL's will be scheduled for the afternoons of: Friday 5/29, Monday 6/1, and Tuesday 6/2.

Representations will also be scheduled for the morning and/or afternoon of Wednesday 6/3 and Thursday 6/4.

## POL Format- 18 minutes total

Introduction/hook	1 minute total-student introduces self, theme and hook for presentation
Student Presentation – Subject One	10 minutes total (3 minutes each for Physics/Engineering and Math/Project Based Math, 4 minutes total for English) – Students talk; panel listens
Student Presentation – Subject Two	
Student Presentation – Subject Three	
Habits of Mind / 21 <sup>st</sup> Century Skills Reflection Growth Goals	1 minute total – Students talk; panel listens
Question and Answer Session	3 minutes maximum – Each teacher asks 1 question & no follow-up questions; questions should provide opportunities for students to demonstrate deeper understanding of content; no leading questions or re-teaching of content during Q & A
Panel Feedback	3 minutes maximum- The panel will give the student warm and cool feedback on the presentation as well as ideas for improvement.

Here are the "Must Haves" for the POLs:

- 1) Every student gives a defense for each of their subjects, presenting to panel.
- 2) Every student creates a digital presentation (most often a PPT) in which work from this year is displayed.
- 3) Defenses are scored by the panels using a Google doc – one Google doc per student where all teachers (both panels) enter their scores and comments (scoring guide is the same for grades 9, 10, and 11).
- 4) Students' final defense score is an aggregate of their scores in each subject's defense. A student who earns 2.5 or better overall – even if they do not pass a particular subject – earns credit on their defense and is not required to re-present in front of a full panel.
- 5) Q&A time consists of one clarification/application question per panel member, without leading or "informing" questions or commentary.
- 6) The Defense may be used by students as a final opportunity to demonstrate mastery in one essential skill per course.

**Missed presentation Policy:**

Students who miss a panel presentation without a valid reason\* will receive a zero on the POL until they re-present it to the panel of teachers and at least one other staff member. The student can earn up to a 1 on his/her POL at the re-presentation. If the student presents something that demonstrates mastery in an essential skill that previously was not mastered, that mastery grade may be adjusted accordingly in that individual course.

*\* Valid reasons include doctor's appointments with doctor's note and parent confirmation, hospital visits with appropriate documentation and parent confirmation, and deaths in the family with appropriate documentation and parent confirmation.*

**Unprepared Policy (lack of professional dress and/or missing a script):**

Students who are not dressed professionally or who demonstrate a lack of preparedness will be permitted to present their defense, but will be awarded accountability scores that reflect his/her preparedness. Even if the student must re-present, the accountability score will remain unchanged for any makeup attempts.

Professional Attire for Males	Professional Attire for Females
<input type="checkbox"/> Opaque, button-down dress shirt (shirt must be tucked in)	<input type="checkbox"/> Opaque, button-down dress shirt or non-revealing blouse (must cover shoulders)
<input type="checkbox"/> Khaki pants or dress pants (no jeans)	<input type="checkbox"/> Dress pants (no jeans)
<input type="checkbox"/> Dress shoes (no sneakers)	<input type="checkbox"/> Skirt/Dress (must cover knees & shoulders)
<input type="checkbox"/> Tie	<input type="checkbox"/> Closed-toe dress shoes (no sneakers or excessively high heels)
<input type="checkbox"/> Belt	<input type="checkbox"/> Hair should not cover face
<input type="checkbox"/> Suit jacket (optional)	
<input type="checkbox"/> Hair should not cover face	

**POL Makeup Policy:**

Students who are eligible for a makeup defense are those who presented at the date and time originally scheduled but who did not pass the defense on the first attempt. Makeups will be scheduled during the first available slot for the panel. Each student who did not pass on the first attempt is eligible for one makeup presentation per content area. If a student does not pass during his/her second attempt, he/she will receive a failing grade on his/her transcript. There will not be an opportunity for makeups beyond Thursday, June 4<sup>th</sup>.

Name: \_\_\_\_\_

## Presentations of Learning

Spring 2015

Here is the SEVEN step guide to use in preparing for your Spring 2015 Presentation of Learning (POL). Preparing ahead of time and using your time wisely are two of the most important things you can do to be successful. Please manage your time wisely and practice your presentation!

1. • Check your Appointment
2. • Follow Checklist and Due Date
3. • Pick EKS and Evidence
4. • Complete your Outline
5. • Write your Script!
6. • Answer the sample questions
7. • Practice, practice, practice!

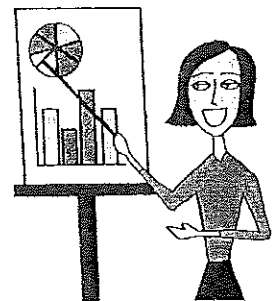
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### **First**, check your **appointment time**:

Check the official schedule for your appointment time block and date. Students will be given their appointment times on Tuesday May 12, 2015

**Time Block: 8:00 am – 12:00 pm or 12:00 pm-4:00 pm**

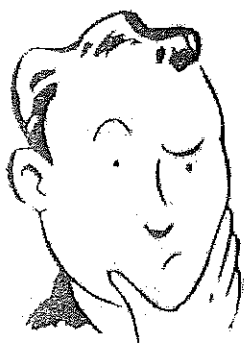
**Appointment Date:** \_\_\_\_\_ **Time :** \_\_\_\_\_.



**Second**, follow checklist and due dates. Put these due dates in your agenda book RIGHT NOW. And be sure to meet all of these deadlines.

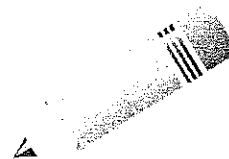
Due Date and Teacher	Teacher Initials	Description
Thursday May 14		Parent Receipt of POL Packet
		Essential Knowledge & Skills <u>and</u> Evidence selected for your panel
Wednesday May 20		Defense Outline
Thursday May 21		Defense Script ( <i>A separate document you create, type, and print out. Use your Outline and Reflection to write this.</i> )
Friday May 22		Practice in front of <i>three</i> people. Have them sign page 4 and have each of them provide you with one piece of warm and one piece of cool feedback.
Tuesday May 26		Presentation (PowerPoint or Keynote) ( <i>you create</i> )

**Third**, pick the Essential Knowledge and Skills for all of the classes on your panel as well as the corresponding evidence choices. You will receive a separate essential skill option sheets for each of your classes.



**Fourth**, complete your defense outline. This is handed out separately and should be completely filled out before trying to write your script.

**Fifth**, write your outline and script.



**Script must be typed in MLA format**

**Sixth**, be prepared to answer all of these questions based on your panel. Also, please read through the "Do's and Don'ts" List.

# Defense Dos and Don'ts

*Written BY your teachers based on things we have noticed in actual POL's*

Preparation	Actual Defense
<ul style="list-style-type: none"> <li>➤ You must show the <b>overall</b> conceptual understanding, the <b>skills</b> expertise, and the <b>importance</b> of what it is that you are doing</li> <li>➤ <b>Evidence</b> will further prove that you still know that material OR that you do know the material now</li> <li>➤ <b>Preparation</b>/preparation/preparation: We can tell when someone isn't prepared. Show your script/evidence/etc to someone first.               <ul style="list-style-type: none"> <li><input type="checkbox"/> Make sure there are NO SPELLING or GRAMMATICAL ERRORS, no matter what subject you're presenting.</li> <li><input type="checkbox"/> Each subject presentation should be 3 minutes long.</li> </ul> </li> <li>➤ <b>Practice</b>/practice/practice: We can tell when someone hasn't practiced. Do a practice run with an audience first.</li> <li>➤ PowerPoints: Use only to present evidence. Slides are not to be used as notecards. Use bullet points for key ideas only. In other words: DO NOT READ from your slides.</li> <li>➤ You can't defend the knowledge of an entire semester by showing <b>one</b> skill (i.e. factoring one problem); you must go in-depth with the concept as well. Give the big picture.</li> <li>➤ Suggestion: "This is what I learned and why it is important"</li> <li>➤ Use <b>real evidence</b> for the Reflection piece, do not tell us only why you think these are your Strengths &amp; Weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>➤ Be aware of your <b>poracity</b> – your ability to use tone/body language/etc in addition to your words to convey an idea /feeling / understanding</li> <li>➤ You, in general, must follow the script. You are allowed some leeway, but <b>ad-libbing</b> up there will count against you. It will affect your time and show that you did not prepare enough for your presentation.</li> <li>➤ In Q&amp;A, just answer the question asked. <b>Do not</b> try to find where the answer is on your PowerPoint/digital portfolio. This is not an assessment of your PowerPoint/digital portfolio.</li> <li>➤ We will <b>end</b> your presentation at the actual end time (if given 12 min, you will be cut off at 12 min)</li> <li>➤ You must be in <b>full</b> presentation dress for any and all presentations (including redos).</li> </ul>

## Seventh, Practice, Practice, Practice!

You should practice delivering your final POL in front of an audience at LEAST three separate times before the "big day." Practice in front of your parents, relatives, friends, classmates. Also, practice having your audience ask you questions (sample questions and questions based on your presentation) to prepare you for the teacher Q&A at the end of your POL.

You need to practice your final timed POL in front of *at least* **THREE** people by Friday May 22, 2015. Have them sign this form and give you at least one piece of warm and one piece of cool feedback.

Signature		Date
Warm Feedback	Cool feedback	

Signature		Date
Warm Feedback	Cool feedback	

Signature		Date
Warm Feedback	Cool feedback	

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**Parent Receipt of POL Packet**

My student, \_\_\_\_\_, has explained the POL process to me and the requirements that he/she will be required to perform in order to be successful.

He/she has also shown me his/her school planner with all of the important deadlines (including the panel, day, and time that he/she will be doing his/her POL) written down.

Parent/Guardian Name (print): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please sign and return to your student's

Science teacher (Meredith or Allie) on

Thursday May 14, 2015









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Habits of Mind & 21 <sup>st</sup> Century Skills Reflection	
HoM Weakness <u>with evidence</u> :	HoM Strength <u>with evidence</u> :
21 <sup>st</sup> Cent Weakness <u>with evidence</u> :	21 <sup>st</sup> Cent Strength <u>with evidence</u> :
Growth goal for next semester	
Clarifying & content questions	
<i>Be prepared to answer a content question for EACH Essential Skill you presented (one question per teacher) – you should study &amp; discuss all notes, tests, quizzes, and project content to be ready for this!</i>	

THANK YOU FOR LISTENING TO MY PRESENTATION. I WILL NOW TAKE YOUR QUESTIONS.

Transfer to Script! SCRIPT IS DUE THURSDAYMAY 21, 2015!!

Directions: Once you have completed this outline, you must have this sheet signed and then write the content of your outline as an exact script for your presentation. This script should be typed in MLA format. Both this outline AND your script must be completed and turned in at the time of your Defense Presentation.

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My Signature

Teacher Signature

Date

# English 9 Spring 2015 POL

You must do all three!

## 1. Subordinate clauses

Teach us:

- What they are
- How to create them

Show us:

- Two examples of them from your English deliverables

## 2. Quotation blends within paragraphs

Teach us:

- How to choose a quotation to support our claim(s)
- How to blend it into the paragraph
- How to follow it up with commentary

Show us:

- One example of a strongly crafted quotation blend from one of your English deliverables.

## 3. MLA formatting and citation

Teach us:

- How to format a quotation
- How to cite a quotation (in-text and in works cited)

Show us:

- Two examples of correctly formatted and cited quotations from your English deliverables

## POL Math Essential Skill Choices

For mathematics, you will have to present on two essential skills. You will want to focus on teaching me about the essential skill. Imagine I had no idea about the topic and you are being very detailed. Since my class is “two classes,” you will have to present an essential skill you learned in a project and an essential skill you have learned on ALEKS. Below is a more detailed list of these essential skills and the evidence you can use. You will need to pick an essential skill, then choose 1 problem listed that you will teach me. **Circle which one you will use.**

### Algebra

- Functions and Lines (Test #s 6, 9, 11)
- Systems (Test #s 2, 6, 8)
- Exponents (Test #s 4, 6, 10)
- Polynomials and Factoring (TBD)

### Geometry

- Polygons and Circles (Test #s 3, 4, 5, 6, 7, 8)
- Similarities and Transformations (Test #s 3, 4, 5)

### Algebra 2 (ALEKS Proof problem will need to be approved by me)

- Quadratic and Polynomial Functions (ALEKS Proof)
- Radicals and Advanced Functions (ALEKS Proof)
- Exponential and Logarithmic Functions (ALEKS Proof)
- Rational Expressions and Functions (ALEKS Proof)
- Conic Sections (ALEKS Proof)

### **Sample Questions can be ANYTHING from the test you chose!!!**

Evidence for the above essential skills is either a test that you have taken or ALEKS Proof. When using a test as evidence, choose a problem you did **NOT** get correct. When you are explaining how to solve the problem **CORRECTLY** during your POL, be sure to **point out your mistake on the evidence, where you went wrong**. If you choose to do ALEKS Proof, you will have to explain the essential skill and how ALEKS helped you in mastering this essential skill. Provide proof with pictures.

For the second half of the math POL defense, you will need to present on your Made With Code project.

## **Made With Code Project (Twine)**

- Explain how to use Twine. This means, where do you start, how do you make passages, how do you link passages, how do you have a link be a different name than the passage. Then show me how to do some code. This can be how do you change the font color, size, style. You can also talk about any code that you may have used besides editing the text.

**Sample Questions: How do you link passages? How do you make a link have different text than the passage name it is linked to? Why do passages need to have unique titles? Does spacing matter when referring to passages? What is the line of code to change the font color/font size/font text style? Given a line of code, tell me what it would do to the text.**

You will need to get all of your evidence together and show it to David so he can sign this paper. Once you do so, you can move forward with preparing your script and making your PowerPoint presentation.

Be sure to ask ANY questions you have so you can be well prepared for your POL. Remember that if you prepare and practice, your actual POL will be easy and less stressful. You are all more than capable to rock this out and I know you will do great!!!

**This is due with a signature on Thursday May 14, 2015**

Student Name: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

## POL Physics and Engineering Essential Skill Choices

For Physics, you will have to present on one essential skill, and you will present on one essential skill for Engineering. You will want to focus on teaching me about the essential skill. Imagine I had no idea about the topic and you are being very detailed. Below is a more detailed list of these essential skills and the evidence you can use.

Subject	Essential Skill	Evidence
Physics (Choose 1)	<b>Electromagnetism:</b> I can clearly demonstrate mastery of electromagnetism and induction through identifying, explaining, and modeling the phenomena.	<b>Headphones AND process paper</b> Optional additional evidence-PHET, electromagnetism activity, headphone dissections
	<b>Waves and Sound :</b> I can identify, explain, and calculate how transverse and longitudinal waves propagate. I can clearly demonstrate mastery of how waves are created, move, and are received	<b>Headphones AND process paper</b> Optional additional evidence-Sound Intro activities, Waves Investigation
	Energy-choose 1 of the following sets of topics -Kinetic and Potential Energy -Renewable vs. Nonrenewable Energy -Energy Transformations and the Law of Conservation of energy	<b>Energy proposal paper from Cultivating Community</b>
Engineering: (You must do this skill)	<b>Engineering Design Process</b> I can apply the engineering design process to respond to a design brief.	<b>Engineering Notebook</b> evidence of the entire process for EITHER the Cultivating Community project (green spaces) OR Be Heard (headphones)

Possible Sample Questions:

Physics:

Electromagnetism:

1. Explain how you made the electromagnetism induction stronger in your headphones and exactly what that action did.
2. Explain the role electromagnetic induction plays in creating sound in headphones

Waves and Sound:

1. Explain the differences and similarities between longitudinal and transverse waves. Include properties, shape, and propagation of the wave.
2. Be able to solve a wave equation problem using the wave equation.
3. Be able to identify source, medium, and receiver for various situations

Energy:

1. Be able to identify and explain how your chosen topic impacts green spaces and climate change
2. Be able to give and explain real life examples of your chosen topic.

Engineering-Engineering Design Process.

1. Explain each step of the Engineering design process. What is the significance of that step? How do you know when you are able to move on to the next step?
2. Explain which step of the process was most significant for your project and why.
3. Explain how you might use the engineering design process to solve a new problem.

You will need to get all of your evidence together and show it to Meredith so she can sign this paper. Once you do so, you can move forward with preparing your script and making your PowerPoint presentation.

Be sure to ask ANY questions you have so you can be well prepared for your POL. Remember that if you prepare and practice, your actual POL will be easy and less stressful. You are all more than capable to rock this out and I know you will do great!!!

**This is due with a signature on Thursday May 14, 2015**

Student Name: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_