

Demonstrations of Learning: Exhibitions, Portfolios, and Capstones

Providing students the opportunity to demonstrate their learning progress and achievement is the cornerstone of the district's approach to proficiency-based education, promotion, and graduation. All students are expected to demonstrate achievement of the knowledge, skills, and work habits articulated in the content areas standards of the Maine Learning Results and the cross-curricular standards outlined in the Guiding Principles. In addition to daily and periodic assessments administered by teachers, the Rangeley Lakes Regional School supports and promotes deeper learning through performance-based assessments such as exhibitions, portfolios, and capstones. In contrast to other methods of assessment, a demonstration of learning may take a wide variety of forms and should provide students with opportunities to design their own projects and connect there they are learning to global, national, and local issues, resources, and opportunities. Some examples include, but are not limited to, projects such as:

1. Oral presentation, speeches, or spoken-word poems
2. Video documentaries, multimedia presentations, websites, audio recordings, or podcasts.
3. Works of art, illustration, music, drama, dance, or performance.
4. Works of fiction and nonfiction published in print or online.
5. Essays, poems, short stories, or plays.
6. Galleries of print for digital photography.
7. Scientific experiments, studies, and reports.
8. Physical products such as models, sculptures, dioramas, musical instruments, or robots.
9. Portfolios of work samples and academic accomplishments that students collect overtime.
10. Presentations or slideshows that provide a summary of the knowledge, skills, and work campus students have learned Andy learning standards they have met.

A. Exhibitions

During the elementary, middle, and high school experiences students have opportunities to engage in project learning through exhibitions, Intel short and long-term research, interdisciplinary study, and depending on the context formal presentation to educators, peers, families, and the public. Exhibitions are both a learning experience and a formal performance assessment that enables students to demonstrate the achievement of expected learning standards for a course, learning experience, subject area, or grade level, including contact area and cross curricular standards required for promotion and graduation.

To ensure that students have the support they need to successfully complete exhibitions that meet high academic standards, the schools educators, counselors, advisors, and community mentors will provide all necessary and appropriate guidance, scaffolding, and resources. Students will be given opportunities to contribute to the design of exhibitions, and the standards and expectations of exhibitions should be aligned with the students personal learning play.

B. Portfolios

As a companion to personal learning plans and exhibitions, students at Rangeley Lakes Regional School are encouraged to develop a portfolio of their academic work, progress, and achievement. Portfolios are a comprehensive collection of work samples compiled to demonstrate the achievement of proficiency on content area and cross-curricular standards. Samples of work maybe drawn from courses and learning experiences offered by the school or through alternative learning pathways such as internships for dual enrollment courses. The presentation of the portfolio is a form of exhibition and performance-based assessment.

C. Capstones

Satisfactory completion of a capstone exhibition or a project is a Ranger Lakes Regional School graduation requirement. To be eligible for a diploma, all students will successfully complete a culminating demonstration of learning during a students final year(s) of high school that demonstrates the achievement of content area and cross curricular standards.

D. Community Resources and Involvement

Student engagement in learning can be enhanced with exhibitions, portfolios, and capstones that allow students to explore topics, issues, and problems that are raveling to their lives, their community, and their personal interests and aspirations, and when these learning experiences allow students to engage members of the public as resources, advisors, mentors, and teachers. Students are encouraged to make use of community based resources, expertise, institutions, and learning opportunities during the process of preparing and presenting exhibitions, portfolios, and capstones. The District is encouraged to invite community members to serve as reviewers and panelist during in school or public presentation of students work and achievement.

Cross Reference:

IKA: Grading and Reporting System

IKC: Transcripts

IKF: Graduation Requirements

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