Australian International Academy

MY PORTFOLIO

Name: _____

Form Class: _____

2020

What is a Portfolio

The portfolio is an essential part of the IB curriculum and allows you to show your growth within a year. It is a collection of work that you have choose to keep and share with your parents. There will be 5 areas that are evident:

1. **Learner Profile –** reflect on your experiences in and outside of school and how these demonstrate the attributions of the IB Learner Profile

2. **Service** –Reflect on your efforts to improve the lives of others. This work may be in school or in the community at large.

3. **Academic Progress –** Reflect on your work in the MYP subject groups. What are your strengths? What needs to be improved?

4. **Approaches to Learning (ATL) –** Reflect on your skills in the essential areas of Communication, Social, Self-management, Research and Thinking.

5. **Inquiry–** Demonstrate the inquiry cycle across the curriculum. (Inquiry, Action, Reflection)

What Belongs in a Portfolio?

The work that goes into the folder is entirely your choice. This work should show evidence of Inquiry, Action and Reflection. It could include a brainstorming activity, a summative assessment from one of your classes, certificates you earn from participating, photos of your service or anything else that shows your accomplishments

Most of what you collect will end up here, in your binder that you have been given by your contact teacher. You can supplement this collection with electronic files – presentations, movies, sound files, websites, etc – if you would like as well.

The portfolio uses the subjects as its centre; this means that every subject must be fairly represented. **All of your work – in school subjects, in service activities, in clubs and on teams – can be connected to the Global context, Approaches to Learning and the Learner Profile attributes.** The portfolio guidance gives your divider pages with the subject area. Use these sections to organise the materials you think best demonstrates your growth in knowledge and skill this year.

At **Australian International Academy of Education** students must keep a student portfolio.
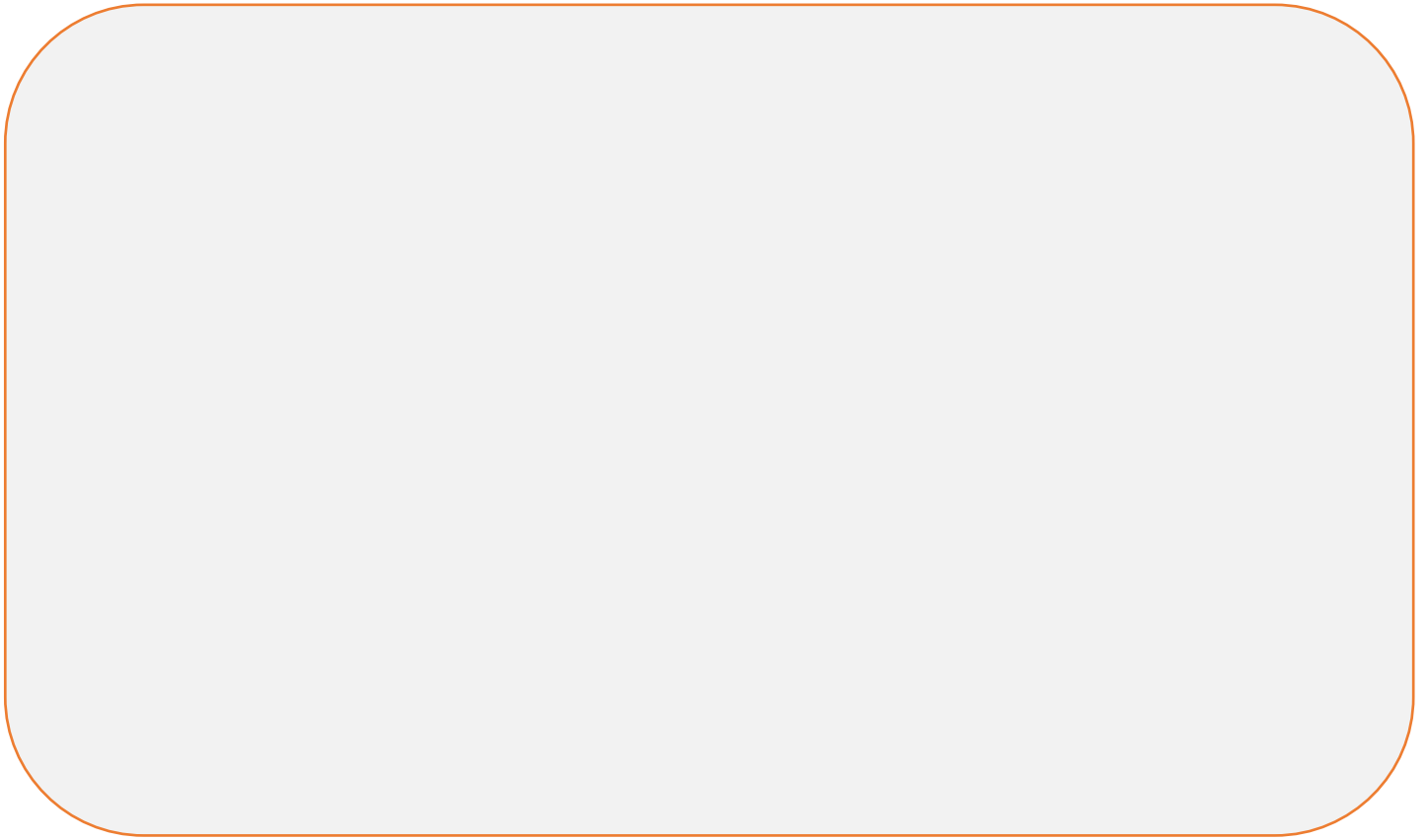
The portfolio will help you in three ways:

- You can *reflect* on your learning throughout the year
- You can *organise* the evidence of your work in a variety of areas
- You can *share* your accomplishments with your family and others during the year. Your portfolio will be on display for the broader school community to see during the MYP-Portfolio, Personal Projects and Art Exhibition.
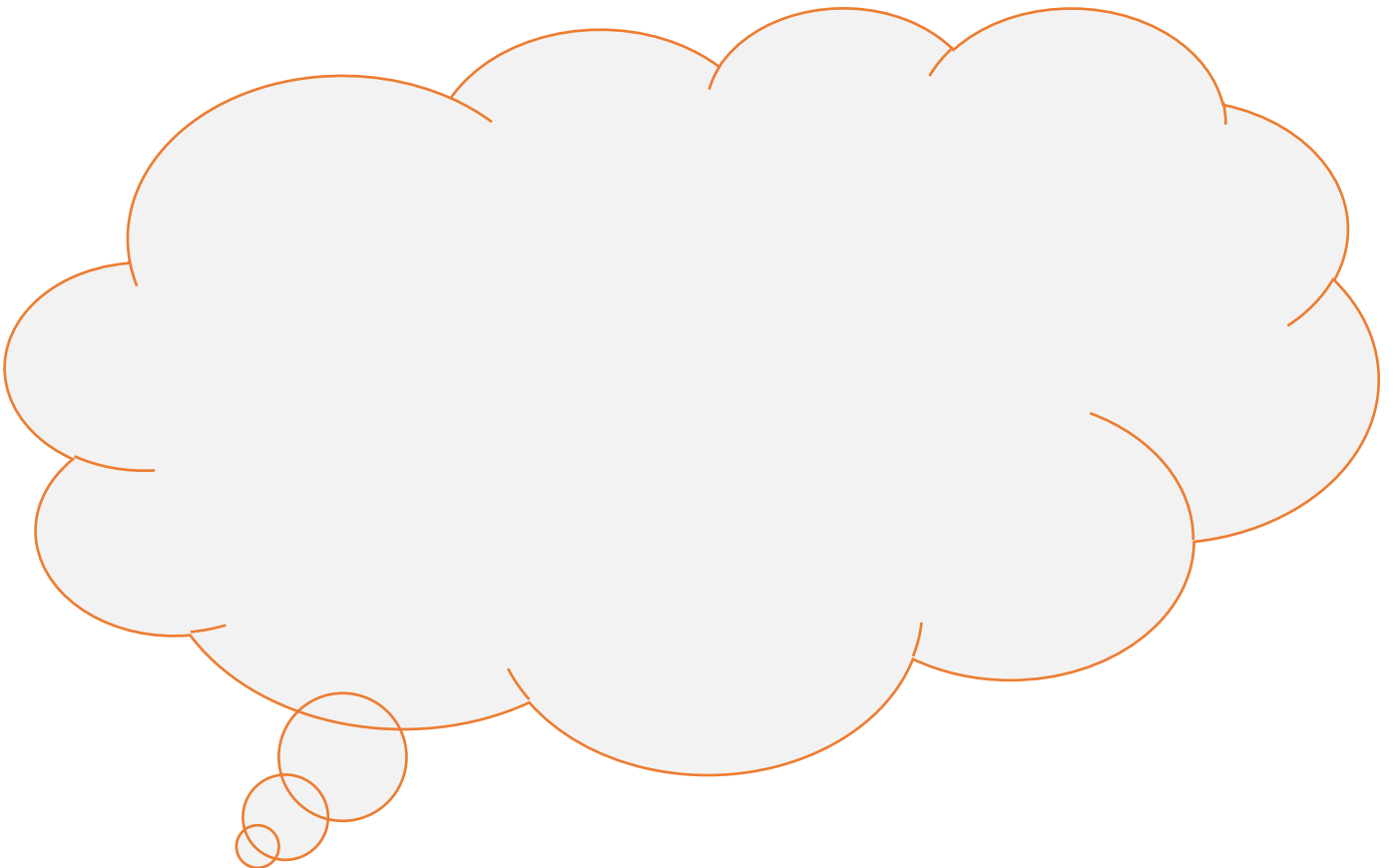
Student Portfolio Checklist

Items required	✓
Blue AIA MYP Portfolio folder	
Display plastic pockets – pack of 100	
Dividers for each subject/area- pack of 10	
Portfolio content	
'MYP Portfolio' booklet, containing:	
Portfolio cover page- 'My Learning Journey'	
Personal page	
Global Context	
IB Learner Profile Self-Assessment	
Goal setting/goal reflections	
Approaches to Learning/ATL goal setting	
Overall Self Evaluation of student portfolio	
Overall Teacher assessment of student portfolio-Semester 2	
Contents page (portfolio to be divide as follows):	
1. Religious Studies (Quran & Islamic Studies)	
2. Language and Literature	
3. Mathematics	
4. Individuals and Societies	
5. Sciences	
6. Language acquisition	
7. Design	
8. Arts (Visual and Performing Arts)	
9. Physical and Health Education	
10. Extra- curricular activities- Photos with annotations of sporting events, competition, debating, chess, Leadership activities, certificates, etc.	

Approaches to Learning Skills	Semester 1	Semester 2
Reflection on skills		

Service and Action	Semester 1	Semester 2
Evidence of service and action/booklet		

Learner Profile	Semester 1	Semester 2
Self-Assessment		

Goals	Semester 1	Semester 2
Goal setting + Reflections		

Work samples (A minimum 3 pieces of work a semester per subject)	Semester 1			Semester 2		
	1	2	3	1	2	3
Religious Studies (Quran & Islamic Studies)						
Language and Literature						
Mathematics						
Individuals and Societies						
Sciences						
Language Acquisition						
Design						
Arts (Visual and Performing Arts)						
Physical and Health Education						

PERSONAL PAGE

Who am I?

My personal motto

Global Context –When reflecting be sure to mention the Global Context you used to examine your unit of study and how it promoted your international mindedness to make connections between local and global issues.

Who am I?
Who are we?
What does it mean to be human?

What are the consequences of our common humanity?

Orientation in Space and Time

What is the meaning of "where" and "when"?

Identities and Relationships

MYP Global Contexts

Personal and Cultural Expression

What is the nature and purpose of creative expression?

How is everything connected?

Fairness and Development

Globalization and Sustainability

Scientific and Technical Innovation

How do we understand the world in which we live?

Created by Elizabeth Solomon (soloelsie@gmail.com)

LEARNING IN THE MYP

IB Learner Profile Self-Assessment

Informed by the International Baccalaureate (IB) mission to develop active, compassionate and lifelong learners, the IB programmes foster a distinctive set of attributes. These qualities—embodied in the IB learner profile—prepare IB students to make exceptional contributions to create a better and more peaceful world.

Identify to which degree you demonstrated the attributes of the IB Learner Profile over the year.

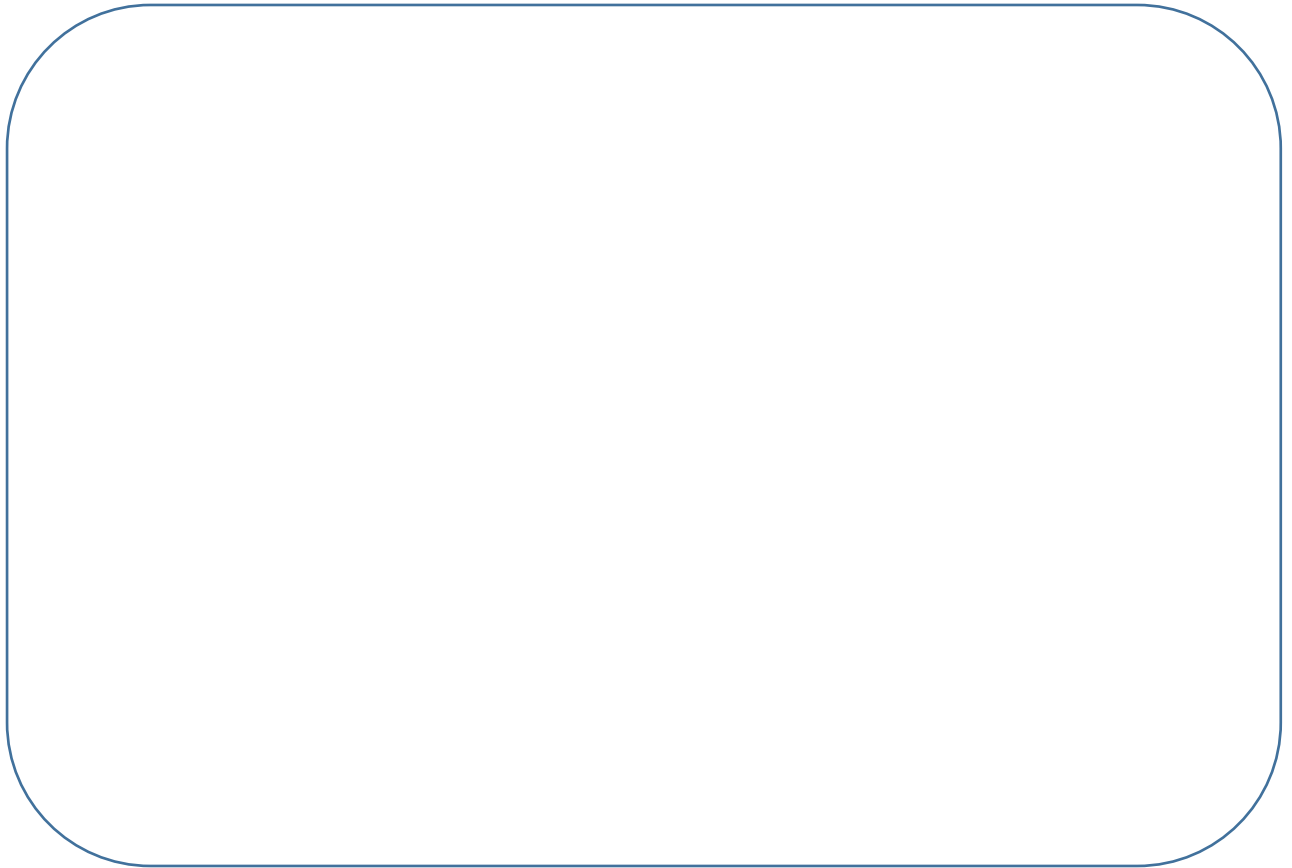> *NA – not applicable   2 - very little   3 – somewhat   4 - quite a lot   5 - a great deal.*
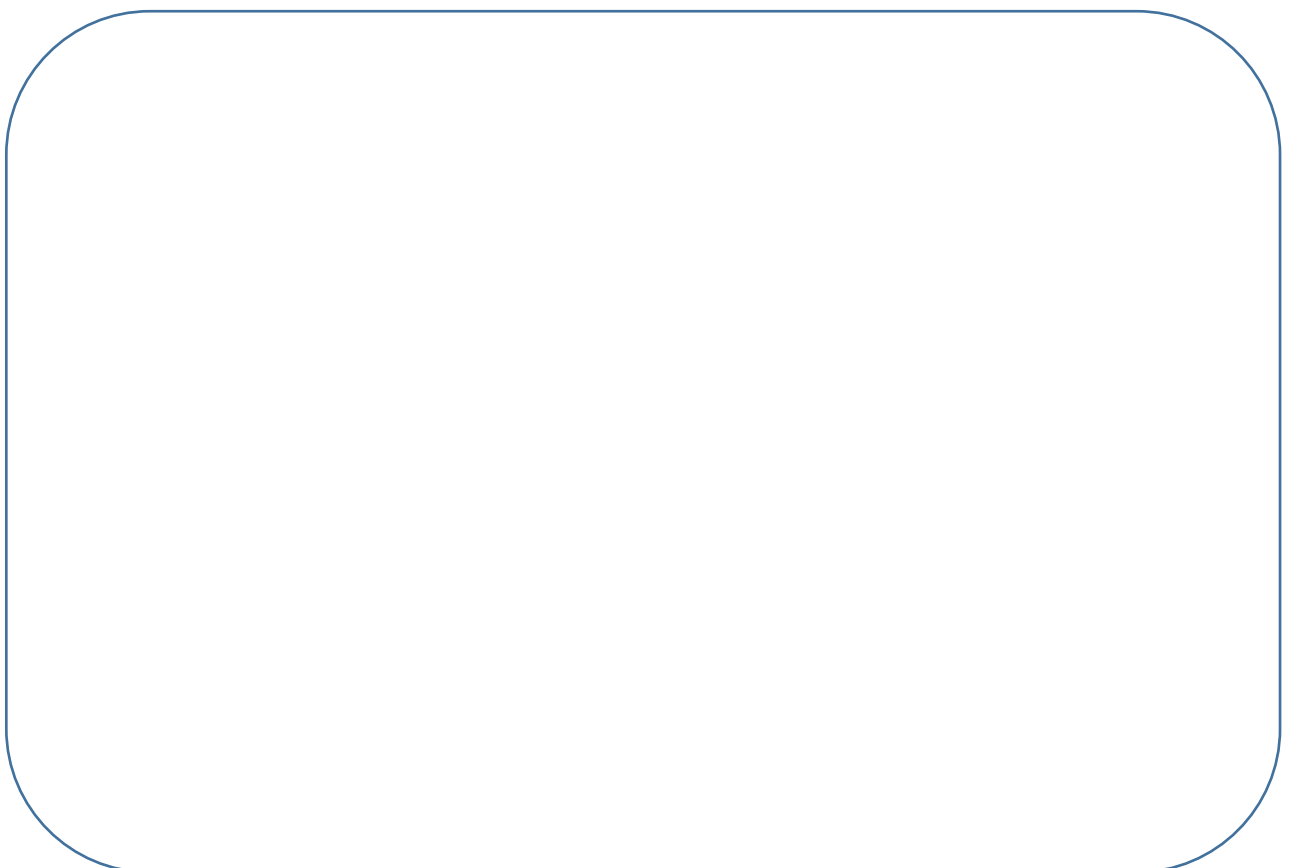
IB learners strive to be:

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	
	Semester 1	NA 2 3 4 5
	Semester 2	NA 2 3 4 5

Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.	
	Semester 1	NA 2 3 4 5
	Semester 2	NA 2 3 4 5

Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	
	Semester 1	NA 2 3 4 5
	Semester 2	NA 2 3 4 5

Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.	
	Semester 1	NA 2 3 4 5
	Semester 2	NA 2 3 4 5

Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.	
	Semester 1	NA 2 3 4 5
	Semester 2	NA 2 3 4 5

Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.	
	Semester 1	NA 2 3 4 5
	Semester 2	NA 2 3 4 5

Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.	
	Semester 1	NA 2 3 4 5
	Semester 2	NA 2 3 4 5

Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.	
	Semester 1	NA 2 3 4 5
	Semester 2	NA 2 3 4 5

Balanced	We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for others and ourselves. We recognize our interdependence with other people and with the world in which we live.	
	Semester 1	NA 2 3 4 5
	Semester 2	NA 2 3 4 5

Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.	
	Semester 1	NA 2 3 4 5
	Semester 2	NA 2 3 4 5

Goal Setting

Semester 1 goals:

Semester 2 goals:

Semester 1 Goals Reflection

1. Which of your goals did you achieve during semester one? What helped you be successful? What prevented you from achieving your goals?

2. What is something you did really well or tried your best at during this semester?

3. What is something you did not do as well as you could have or something that you would like to improve?

4. Would you adjust any of your goals for the rest of the academic year? If so which one and what will it become.

Semester 2 Goals Reflection

1. Which of your goals did you achieve during semester two? What helped you be successful? What prevented you from achieving your goals?

2. What is something you did really well or tried your best at during this semester?

3. What is something you did not do as well as you could have or something that you would like to improve?
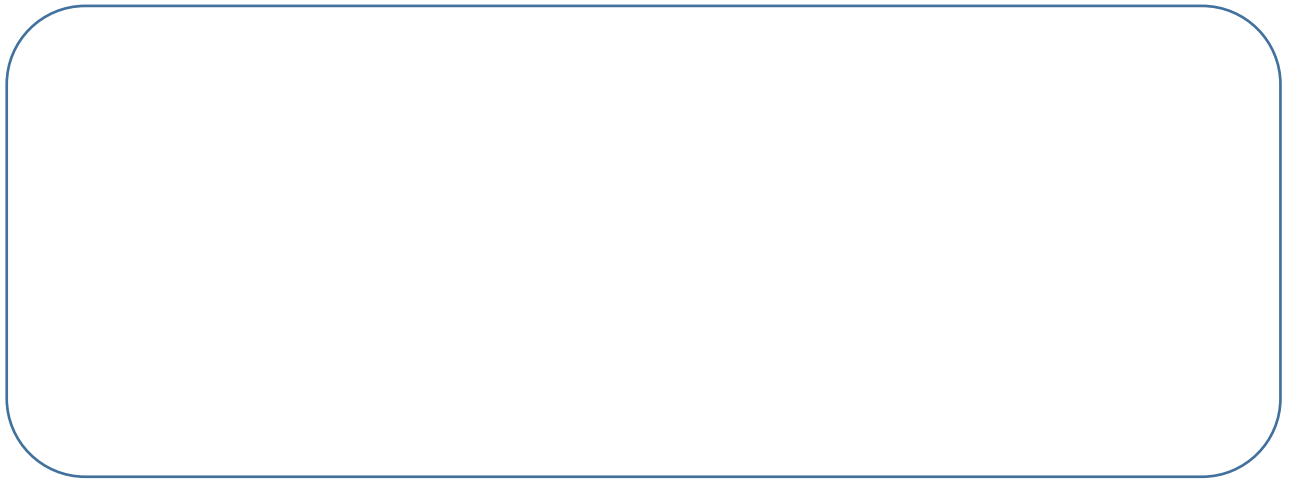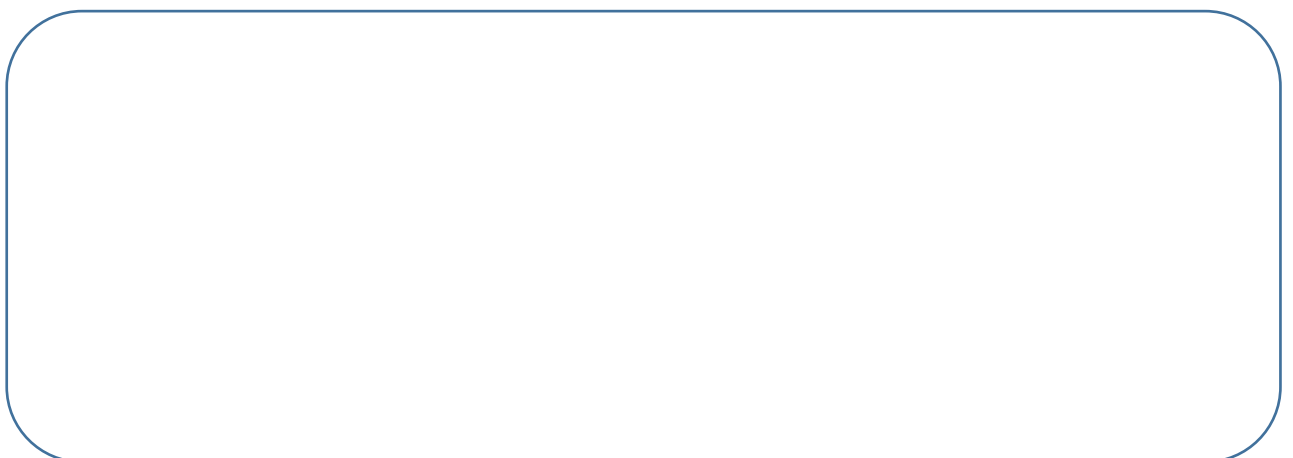
Approaches to Learning

The **Approaches to Learning** are used in all three IB programs. They are skills that have relevance throughout your education.

Category	Skill Cluster	Explanation
Communication	Communication	Exchanging thoughts, messages and information effectively through interaction Reading, writing and using language to gather and communicate information
Social	Collaboration	Working effectively with others
Self-Management	Organisation Affective Reflection	Managing time and tasks effectively Managing state of mind (Mindfulness, Perseverance, Emotional Management, Self-motivation, Resilience) Considering the process of learning; choosing and using ATL skills
Research	Information Literacy Media Literacy	Finding, Interpreting, judging and creating information Interacting with media to use and create ideas and information
Thinking	Critical Thinking Creative Thinking Transfer	Analysing and evaluating issues and ideas Generating novel ideas and considering new perspectives Using skills and knowledge in multiple contexts

The skills can be **learned and taught**, and they can **be improved** with **practice.**
Working on these skills will better prepare you for work in school and for your life in the future.

N (Novice-Beginning),

L (Learner-Developing),

P (Practitioner - using) or

E (Expert-Sharing)

Here is a simple way to think of where you should place yourself on this scale with the skills:

- **Novice:** I have just been introduced to the skill and I am watching others performing it.

- **Learner:** I copy other who use the skill and use the skill with scaffolding and guidance

- **Practitioner:** I employ the skills confidently and effectively

- **Expert:** I am competent with this skill. I am even at the point where I can help others working on the skill.

COMMUNICATION SKILLS

1. How can students communicate through interaction?

N = Novice (Beginning)	L = Learner (Developing)	P = Practitioner (Using)	E = Expert (Sharing)

Exchanging thoughts, messages and information effectively through interaction I demonstrate good **COMMUNICATION** skills because I:	S1	S2
- Give and receive meaningful feedback		
- Use a variety of speaking techniques to communicate with a variety of audiences		
- Use appropriate forms of writing for different purposes and audiences		
- Use a variety of media to communicate with a range of audiences		
- Interpret and use effectively modes of non-verbal communication		
- Participate in, and contribute to, digital social media networks		

Reading, writing and using language to gather and communicate information I demonstrate good **COMMUNICATION** skills because I:	S1	S2
- Read critically and for comprehension		
- Read a variety of sources for information and for pleasure		
- Make inferences and draw conclusions		
- Write for different purposes		
- Understand and use mathematical notation		
- Take effective notes in class		
- Make effective summary notes for studying		
- Use a variety of organizers for academic writing tasks		
- Structure information in summaries, essays and reports		
- Preview and skim texts to build understanding		

1.   **Collaboration skills: How can students collaborate?**

N = Novice (Beginning)	L = Learner (Developing)	P = Practitioner (Using)	E = Expert (Sharing)	
Working effectively with others I demonstrate good **COLLABORATION** skills because I:			**S1**	**S2**
- Practice empathy				
- Delegate and share responsibility for decision-making				
- Help others to succeed				
- Take responsibility for my own actions				
- Manage and resolve conflict, and work collaboratively in teams				
- Build consensus				
- Listen actively to other perspectives and ideas				
- Encourage others to contribute				
- Exercise leadership and take on a variety of roles within groups				

SELF-MANAGEMENT- Organisation Skills

1.   **How can students demonstrate organisation skills?**

N = Novice (Beginning)	L = Learner (Developing)	P = Practitioner (Using)	E = Expert (Sharing)	
Managing time and tasks effectively I demonstrate good **ORGANIZATION** skills because I:			**S1**	**S2**
- Plan short- and long-term assignments and meet deadlines				
- Create plans to prepare for summative assessments				
- Keep and use a weekly planner for assignments				
- Set goals that are challenging and realistic				
- Plan strategies and take action to achieve personal and academic goals				
- Bring necessary equipment and supplies to class				
- Keep an organized and logical system of information files/notebooks				
- Use appropriate strategies for organizing complex information				
- Understand and use sensory learning preferences (learning styles)				
- Select and use technology effectively and productively				

SELF-MANAGEMENT- Affective Skills-

1. How can students manage their own state of mind?

N = Novice (Beginning)	L = Learner (Developing)	P = Practitioner (Using)	E = Expert (Sharing)

Managing state of mind I demonstrate **MINDFULNESS** because I:	S1	S2
- Practice focus and concentration		
- Practice strategies to develop mental focus		
- Practice strategies to overcome distractions		
- Practice being aware of body–mind connections		

Managing state of mind I demonstrate **PERSEVERANCE** because I:	S1	S2
- Demonstrate persistence and perseverance		
- Practice delaying gratification		

Managing state of mind I demonstrate **EMOTIONAL MANAGEMENT** because I:	S1	S2
- Practice strategies to overcome impulsiveness and anger		
- Practice strategies to prevent and eliminate bullying		
- Practice strategies to reduce stress and anxiety		

Managing state of mind I demonstrate **SELF-MOTIVATION** because I:	S1	S2
- Practice analysing and attributing causes for failure		
- Practice managing self-talk		
- Practice positive thinking		

Managing state of mind I demonstrate **RESILIENCE** because I:	S1	S2
- Practice "bouncing back" after adversity, mistakes and failures		
- Practice "failing well"		
- Practice dealing with disappointment and unmet expectations		
- Practice dealing with change		

SELF-MANAGEMENT -Reflective Skills
1. **How can students be reflective?**

N = Novice (Beginning)	L = Learner (Developing)	P = Practitioner (Using)	E = Expert (Sharing)	
Considering the process of learning; choosing and using ATL skills I demonstrate good **Reflective** skills because I:			S1	S2
- Develop new skills, techniques and strategies for effective learning				
- Identify strengths and weaknesses of personal learning strategies				
- Demonstrate flexibility in the selection and use of learning strategies				
- Try new ATL skills and evaluate their effectiveness				
- I consider course content by asking, What did I learn about today?; What don't I yet understand and What questions do I have now?				
- I consider ATL skills development by asking, What can I already do? How can I share my skills to help peers who need more practice and What will I work on next?				
- Focus on the process of creating by imitating the work of others				
- Consider ethical, cultural and environmental implications				
- Keep a journal to record reflections				

RESEARCH - Information Literacy Skills
How can students demonstrate information literacy?

N = Novice (Beginning)	L = Learner (Developing)	P = Practitioner (Using)	E = Expert (Sharing)	
Finding, interpreting, judging and creating information I demonstrate good **INFORMATION LITERACY** skills because I …			S1	S2
- Collect, record and verify data				
- Access information to be informed and inform others				
- Make connections between various sources of information				
- Present information in a variety of formats and platforms				
- Collect and analyse data to identify solutions and make informed decisions				
- Process data and report results				
- Identify primary and secondary sources				
- Understand and implement intellectual property rights				
- Create references and citations, use footnotes/endnotes and construct a bibliography according to MLA conventions				
- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks				

RESEARCH - Media Literacy Skills
How can students demonstrate media literacy?

N = Novice (Beginning)	L = Learner (Developing)	P = Practitioner (Using)	E = Expert (Sharing)	

Interacting with media to use and create ideas and information I demonstrate good **MEDIA LITERACY** skills because I:	S1	S2
- Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)		
- Demonstrate awareness of media interpretations of events and ideas (including digital social media)		
- Make informed choices about personal viewing experiences		
- Understand the impact of media representations and modes of presentation		
- Seek a range of perspectives from multiple and varied sources		
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats		
- Compare, contrast and draw connections among (multi)media resources		
- Use appropriate strategies for organizing complex information		
- Understand and use sensory learning preferences (learning styles)		
- Select and use technology effectively and productively		

THINKING - Critical Thinking Skills
How can students think critically?

N = Novice (Beginning)	L = Learner (Developing)	P = Practitioner (Using)	E = Expert (Sharing)	

Analysing and evaluating issues and ideas I demonstrate good **CRITICAL-THINKING** skills because I:	S1	S2
- Practice observing carefully in order to recognize problems		
- Gather and organize relevant information to formulate an argument		
- Recognize unstated assumptions and bias		
- Interpret data		
- Evaluate evidence and arguments		
- Draw reasonable conclusions and generalizations		
- Consider ideas from multiple perspectives		
- Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding		
- Identify obstacles and challenges		

THINKING - Creative Thinking Skills

How can students be creative?

N = Novice (Beginning)	L = Learner (Developing)	P = Practitioner (Using)	E = Expert (Sharing)	
Generating novel ideas and considering new perspectives I demonstrate good **CREATIVE THINKING** skills because I:			S1	S2
- Use brainstorming and visual diagrams to generate new ideas and inquiries				
- Create novel solutions to authentic problems				
- Make unexpected or unusual connections between objects and/or ideas				
- Apply existing knowledge to generate new ideas, products or processes				
- Create original works and ideas; use existing works and ideas in new way				
- Practice visible thinking strategies and techniques				
- Compare, contrast and draw connections among media resources				
- Use appropriate strategies for organizing complex information				
- Select and use technology effectively and productively				

THINKING - Transfer Skills

How can students transfer knowledge across disciplines and subject groups?

N = Novice (Beginning)	L = Learner (Developing)	P = Practitioner (Using)	E = Expert (Sharing)	
Using skills and knowledge in multiple contexts I demonstrate good **TRANSFER** skills because I:			S1	S2
- Use effective learning strategies in subject groups and disciplines				
- Apply skills and knowledge in unfamiliar situations				
- Inquire in different contexts to gain a different perspective				
- Compare conceptual understanding across multiple subject groups and disciplines				
- Make connections between subject groups and disciplines				
- Combine knowledge, understanding and skills to create products or solutions				
- Transfer current knowledge to learning of new technologies				
- Change the context of an inquiry to gain different perspectives				

Approaches to Learning Goal Setting

To demonstrate your learning and personal growth, you need to **review** your **self-assessment** of **ATL skills** at the end of semester 1 and determine which ATL skills you would like to see improved next semester.

You can use the table below to help you clearly identify your goals.

ATL skill	Details of Goal	Describe how this goal can be measured

Overall Self-Evaluation of Student Portfolio

Evaluate the quality of your portfolio by circling or highlighting one value for each of the criteria listed below. Remember to be honest as it is a self-assessment (semester 2).

Criteria	Exemplary	Very Good	Satisfactory	Incomplete	Unsatisfactory
Meeting deadlines – overall portfolio	Portfolio submitted **before due date**	Portfolio submitted **on due date**	Portfolio submitted **1-2 days late**	Portfolio submitted **3-4 days late**	Portfolio submitted more than **7 days late**
Meeting deadlines – task reflections	Task reflections submitted **before due date**	Task reflections submitted **on due date**	Task reflections submitted **1-2 days late**	Task reflections submitted **3-4 days late**	Task reflections submitted more than **7 days late**
Completeness	**All** parts of the portfolio are complete with 6 or more pieces of work for each subject area	The portfolio is **largely complete** with 5 pieces of work for each subject area	The portfolio is **partially complete** with 3-4 pieces of work for each subject area	The portfolio is **largely incomplete** with 1-2 pieces of work for each subject area	Has not reached the minimum standard of achievement
Appearance of student's work	**All** tasks selected for the portfolio are neat, organised, well-written, well-presented	**Most** of the selected tasks for the portfolio are neat, organised, well-written and well-presented	**Some** of the selected tasks for the portfolio are neat, organised, well-written and well-presented	The **majority** of the selected tasks for the portfolio are **not** neat, organised, well-written and well-presented	Has not reached the minimum standard of achievement
Reflections	**All** reflections illustrate the ability to effectively critique work, acknowledge skill development and provide suggestions for improvement	**Most** of the reflections illustrate the ability to effectively critique work, acknowledge skill development and provide suggestions for improvement	**Some** of the reflections illustrate the ability to effectively critique work, acknowledge skill development and provide suggestions for improvement	Reflections illustrate **minimal** ability to effectively critique work, acknowledge skill development and provide suggestions for improvement	Has not reached the minimum standard of achievement
Overall assessment of portfolio	- Shows a **high** level of awareness of learning - Sets **clear** personal learning goals and takes steps to achieve them - **Clearly** identifies strengths and weaknesses	- Shows an awareness of learning - Sets **some** personal learning goals and takes some steps to achieve them - Identifies strengths and weaknesses	- Shows **some** awareness of learning - Is **beginning** to set some personal learning goals - **Attempts** to identify strengths and weaknesses	**Lacks** awareness of learning	Has not reached the minimum standard of achievement

Overall Teacher Assessment of Student Portfolio

Semester 2- MYP Portfolio **final** Assessment Rubric

Student name: _____ Date: _____ Class: _____

	Criterion A Personal Engagement	Criterion B Planning	Criterion C Presentation	Criterion D Reflection
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1-2	The student is able to: I. demonstrate **limited** enthusiasm and self-motivation to the pieces of work presented in his or her Portfolio II. show **limited** commitment to follow the guidelines and deadlines	The student is able to: I. present **limited** or partial plan and record of the development process of his or her portfolio II. demonstrate **limited** self-management skills.	The student is able to: I. demonstrate **limited** creativity and originality to visual and written documentations II. demonstrate **limited** application of skills and techniques to create, a portfolio.	The student is able to: I. present **limited** reflection on how the portfolio has extended his or her knowledge and understanding of different topics and the global context II. Present **limited** reflection on his or her development as an IB learner through the portfolio.
3-4	The student is able to: I. demonstrate **adequate** enthusiasm and self-motivation to the pieces of work presented in his or her Portfolio II. show **adequate** commitment to follow the guidelines and deadlines	The student is able to: I. present an **adequate** plan and record of the development process of his or her portfolio II. demonstrate **adequate** self-management skills.	The student is able to: I. demonstrate **adequate** creativity and originality to visual and written documentations II. demonstrate **adequate** application of skills and techniques to create, a portfolio.	The student is able to: I. present **adequate** reflection on how the portfolio has extended his or her knowledge and understanding of different topics and the global context II. present **adequate** reflection on his or her development as an IB learner through the portfolio.
5-6	The student is able to: I. demonstrate **substantial** enthusiasm and self-motivation to the pieces of work presented in his or her Portfolio II. show **substantial** commitment to follow the guidelines and deadlines	The student is able to: I. present a **substantial** plan and record of the development process of his or her portfolio II. Demonstrate **substantial** self-management skills.	The student is able to: I. demonstrates **substantial** creativity and originality to visual and written documentations II. Demonstrate **substantial** application of skills and techniques to create, a portfolio.	The student is able to: I. present **substantial** reflection on how the portfolio has extended his or her knowledge and understanding of different topics and the global context II. Present **substantial** reflection on his or her development as an IB learner through the portfolio.
7-8	The student is able to: I. demonstrate **excellent** enthusiasm and self-motivation to the pieces of work presented in his or her Portfolio II. show **excellent** commitment to follow the guidelines and deadlines and submitted the portfolio on time	The student is able to: i. present a **detailed** and accurate plan and record of the development process of his or her portfolio ii. demonstrate **excellent** self-management skills.	The student is able to: I. demonstrate **excellent** creativity and originality to visual and written documentations II. Demonstrate **excellent** application of skills and techniques to create, a portfolio.	The student is able to: I. present **excellent** reflection on how the portfolio has extended his or her knowledge and understanding of different topics and the global context II. Present **excellent** reflection on his or her development as an IB learner through the portfolio.

Total portfolio mark:……………./32   **MYP mark: ………………..…../7**