

# ASSEMBLE THE CLASS PORTFOLIO

## Teacher page

- The portfolio is to be generated and created by the students. Encourage creativity, include photos, articles, student communications.
- Share the scoring rubric with students so that they understand how their work will be judged.
- Help students analyze data to look for measurable changes from beginning to end (e.g., observable change, cause-and-effect relationships, long-term changes).
- Help students select a variety of artifacts and student pages from the DPC Handbook to include in the portfolio.
- Assign different portfolio tasks to student groups.
- Use the checklist on page 27 to assemble the portfolio.
- **MAKE COPIES OF EVERYTHING!**
- Visit the DPC Web site ([www.disney.com/planetchallenge](http://www.disney.com/planetchallenge)) for examples of Class Project portfolios.

### NOTES

# PORTFOLIO CHECKLIST - MIDDLE SCHOOL

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Be sure to review this check list prior to submitting your portfolio to Disney's Planet Challenge (DPC)!

**PROJECTS MUST BE SUBMITTED ON or BY - WEDNESDAY, FEBRUARY 15, 2012**

## Portfolio Specifications

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- MUST submit a **digital portfolio**.
  - Portfolio size may be no larger than **11" x 17"** (Including cover)
  - Portfolio must be no more than **16** pages.
  - Student and teacher Reflections are not counted as a page, they can be included in addition to the maximum page limit.
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## DPC documents that MUST be submitted (and are not counted as part of the maximum page limit)

The following documentation is required. All of these documents may be found in the Teacher Tools section of the website after logging in to your account and can be submitted online.

- Complete and attach COVER SHEET **PAGE 1**
  - Complete and attach COVER SHEET **PAGE 2**
  - No less than 5 and no more than **10** samples of STUDENT REFLECTIONS
  - Completed TEACHER REFLECTION
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**Your classroom portfolio should provide a clear description of your Class Project. When creating your portfolio be sure to think through the following criteria our judges will be looking for:**

- HOW the project was selected?
  - WHAT was the GOAL and what did the class hope to ACCOMPLISH?
  - How was the project IMPLEMENTED?
  - Why was your project IMPORTANT?
  - Evaluation of the PROJECT'S IMPACT
  - How were you able to incorporate CURRICULUM STANDARDS?
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Also, please review the **DPC scoring rubric and judging criteria** for detailed information on how your portfolio will be evaluated and to understand the scoring process. The rubric can be found at the back of this hand-book or on the DPC website in the Project Resources section.

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**Consider using the following visuals to represent the process:**

- Text
  - Letters to and from government, environmental organizations and others
  - Student drawings
  - Photos
  - Graphs & charts
  - Video
  - Related media coverage on your project
  - Anything else that might help our judges understand your project
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**Please submit the completed portfolio  
via our website:**

[www.dpcproject.com](http://www.dpcproject.com)

**Don't forget!**

**PROJECTS MUST BE POST-DATED  
ON or BY NO LATER THAN  
WEDNESDAY, FEBRUARY 15, 2012**





# 2011-2012 CLASS PROJECT Middle School Track COVER SHEET PAGE 1

REQUIRED: Please complete, sign and attach this cover sheet to the front of your Class Project Portfolio. All Class Projects must be post marked by February 15th, 2012.

School Name: \_\_\_\_\_ District: \_\_\_\_\_ County: \_\_\_\_\_

School Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP Code: \_\_\_\_\_ Phone Number (\_\_\_\_) \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Best Time to Call: \_\_\_\_\_

Teacher's E-mail: \_\_\_\_\_ Class Grade Level: \_\_\_\_\_

Co-Teacher(s)? Yes No If Yes, Co-Teacher Name(s): \_\_\_\_\_

Principal's Name: \_\_\_\_\_ Spring Break Dates: \_\_\_\_\_

Number of Students in Class: \_\_\_\_\_ Last Day of School: \_\_\_\_\_

Number of Students Reached by Project: \_\_\_\_\_ Number of Community Members Reached: \_\_\_\_\_

Project title: \_\_\_\_\_

Project Summary: \_\_\_\_\_

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If project is submitted without the Cover Sheet (Pages 1 & 2), your project will be disqualified.



# 2011-2012 CLASS PROJECT Middle School Track COVER SHEET PAGE 2

REQUIRED: Please complete, sign and attach this cover sheet to the front of your Class Project Portfolio. All Class Projects must be post marked by February 15th, 2012.

Project goal(s): \_\_\_\_\_

Explain the significance, impact, or benefit of your project to the environment:

Unique school characteristics: \_\_\_\_\_

I certify that the attached portfolio was created by and reflects the work of 6th-8th grade students at our school and that my school principal is aware of our participation in Disney's Planet Challenge.

Principal's Name

Teacher's Signature

If project is submitted without the Cover Sheet (Pages 1 & 2), your project will be disqualified.



# MIDDLE SCHOOL SCORING RUBRIC

## Component #1 Class Project

### A. Value Based on Local Action and Impact

#### Guiding Questions

- Why did the class choose to do this project? What is the need for this project?
- Why would this project be important to the community/school?
- How did outside resources add to the project goals? How did experts/mentors contribute to the overall project?
- In what ways did the project help students master critical-thinking skills that will prepare them to evaluate issues and make informed decisions regarding stewardship of the planet?

TOTAL POINTS

45

15	10	5	1
<p>Project <u>FULLY DEMONSTRATES</u> student understanding of <u>ONE</u> key environmental issue or concern in school/local community/global community, as characterized by:</p> <p>Project is <i>founded on science concepts and based on</i> <u>MULTIPLE sources</u>, (e.g., <u>guest speakers</u>, internet, books, interviews, educational materials) and appropriate learning experiences.</p> <p>AND</p> <p>There are <u>CLEAR INDICATORS</u> (teacher evidence, student evidence, evidence of school wide impact or community impact, etc.) that the project is sustainable beyond the life of the Class Project.</p>	<p>Project <u>FULLY DEMONSTRATES</u> student understanding of <u>ONE</u> key environmental issue or concern in school/local community/global community, as characterized by:</p> <p>Project is <i>founded on science concepts and based on</i> <u>MULTIPLE sources</u>, (e.g., <u>guest speakers</u>, internet, books, interviews, educational materials) and appropriate learning experiences.</p> <p>AND</p> <p>There are <u>LIMITED INDICATORS</u> (teacher evidence, student evidence, evidence of school wide impact or community impact, etc.) that the project is sustainable beyond the life of the Class Project.</p>	<p>Project <u>DEMONSTRATES MODERATE OR LIMITED</u> student understanding of <u>ONE</u> key environmental issue or concern in school/local community/global community, as characterized by:</p> <p>Project is <i>founded on science concepts and based on</i> <u>MODERATE OR LIMITED RESEARCH findings</u> from <u>SOME sources</u> and <u>SOME</u> appropriate learning experiences.</p> <p>AND</p> <p>There may or may not be <u>INDICATORS</u> (teacher evidence, student evidence, evidence of school wide impact or community impact, etc.) that the project is sustainable beyond the life of the Class Project.</p>	<p>Project includes <u>MORE THAN ONE</u> key environmental issue with multiple activities that may or may not connect to one another.</p> <p>AND</p> <p>There may or may not be <u>INDICATORS</u> (teacher evidence, student evidence, evidence of school wide impact or community impact, etc.) that the project is sustainable beyond the life of the Class Project.</p>



# MIDDLE SCHOOL SCORING RUBRIC

## Component #1 Content Connections

### B. Content Connections

TOTAL POINTS

45

#### Guiding Questions

- How was the project integral to students learning standards based content?
- How did this project improve upon or enhance student learning beyond the regular classroom curriculum?
- In what ways did the project help students master critical thinking skills that will prepare them to evaluate issues and make informed decisions regarding stewardship of the planet?

15	10	5	1
<p>Project <u>CLEARLY DEMONSTRATES</u> it is an integral part of the regular classroom curriculum.</p> <p>AND</p> <p>Project connects science with reading, writing, AND math as well as other subjects as appropriate.</p> <p>AND</p> <p>Project cites and uses <u>SPECIFIC GRADE APPROPRIATE</u> state content standards for English language arts, math, and science. Project may also cite the National Science Education Standards (NSES).</p>	<p>Project <u>CLEARLY DEMONSTRATES</u> it is an integral part of the regular classroom curriculum.</p> <p>AND</p> <p>Project connects science with reading, writing, AND math as well as other subjects as appropriate.</p> <p>AND</p> <p>Project cites and uses <u>GENERAL GRADE APPROPRIATE</u> state content standards for English language arts, math, and science. Project may also cite NSES.</p> <p>OR</p> <p>Project <u>CLEARLY DEMONSTRATES</u> it is an integral part of the regular classroom curriculum</p> <p>AND</p> <p>Project connects science with reading, <u>AND/OR</u> writing, <u>AND/OR</u> math <u>AND/OR</u> other subjects as appropriate.</p> <p>AND</p> <p>Project cites and uses <u>SPECIFIC GRADE APPROPRIATE</u> state content standards for most content areas addressed above. Project may also cite NSES.</p>	<p>Project <u>CLEARLY DEMONSTRATES</u> it is an integral part of the regular classroom curriculum.</p> <p>AND</p> <p>Project connects science with reading, <u>AND/OR</u> writing, <u>AND/OR</u> math <u>AND/OR</u> other subjects as appropriate.</p> <p>AND</p> <p>Project cites and uses <u>GENERAL GRADE APPROPRIATE</u> state content standards for English language arts, math, and science. Project may also cite NSES.</p> <p>OR</p> <p>Project has <u>LIMITED</u> <u>INTEGRATION</u> of science, reading, writing <u>OR</u> math activities <u>AND/OR</u></p> <p>Project has <u>LIMITED CITATIONS</u> for appropriate state content standards. Project may also have limited citations for the National Science Educational Standards.</p>	<p>Project is <u>NOT AN INTEGRAL PART</u> of the regular classroom curriculum.</p> <p>AND</p> <p>Project <u>MAY OR MAY NOT HAVE CITATIONS</u> for appropriate state content standards or National Science Educational Standards.</p>



# MIDDLE SCHOOL SCORING RUBRIC

## Component #1 Content Connections

### C. Student Participation

TOTAL POINTS

45

#### Guiding Questions

- In what ways were students actively involved in the selection, research, investigation and evaluation of the project?
- How did this project improve upon or enhance student learning beyond the regular classroom curriculum?
- Is student participation representative of the school's student population?

15	10	5	1
<p>Project demonstrates <u>CLEAR EVIDENCE</u> that students participated in <u>ALL</u> aspects of the project (inquiry, design, research, implementation, evaluation and documentation)</p> <p>AND</p> <p>Student participation is <u>REPRESENTATIVE</u> of the school's student demographics.</p>	<p>Project demonstrates <u>SOME EVIDENCE</u> that students participated in <u>ALL</u> aspects of the project (inquiry, design, research, implementation, evaluation and documentation)</p> <p>AND</p> <p>Student participation is <u>REP-RESENTATIVE</u> of the school's student demographics.</p>	<p>Project demonstrates <u>CLEAR</u> or <u>SOME EVIDENCE</u> that students were involved in <u>SOME</u> of the following: inquiry, design, research, implementation, evaluation and documentation.</p> <p>AND</p> <p>Student participation <u>MAY OR MAY NOT BE REPRESENTATIVE</u> of the school's student demographics.</p>	<p>Project demonstrates <u>CLEAR</u> or <u>SOME EVIDENCE</u> that students were involved in <u>FEW OR NONE</u> of the following: inquiry, design, research, implementation, evaluation and documentation.</p> <p>OR</p> <p>There is no evidence of student involvement.</p> <p>AND</p> <p>Student participation <u>MAY OR MAY NOT BE REPRESENTATIVE</u> of the school's student demographics.</p>





# MIDDLE SCHOOL SCORING RUBRIC

## Component #2 Long Term Environmental Impact

### A. Action Plan

TOTAL POINTS

30

#### Guiding Questions

- What is the relationship between the goals, action plan and outcomes? Are the project goals educational (e.g., to inform others about an issue) or about environmental impact (e.g., to change the issue) or both?
- How was this project important to students, the school and/or community?

15	10	5	1
<p>There is a <u>CLEAR LINK</u> from the goals to the action plan and to the outcomes</p> <p>AND</p> <p>Actions/activities/experimentation of project are <u>BASED ON SOUND</u> scientific principles related to the topic</p> <p>AND</p> <p>Findings and applications from actions/activities are <u>COMMUNICATED</u> to school AND community.</p>	<p>There is a <u>CLEAR LINK</u> from the goals to the action plan and to the outcomes</p> <p>AND</p> <p>Actions/activities/experimentation of project are <u>BASED ON SOUND</u> scientific principles related to the topic</p> <p>AND</p> <p>Findings and applications from actions/activities are <u>COMMUNICATED</u> to school AND/OR community.</p>	<p>There is a <u>MODERATE LINK</u> from the goals to the action plan and to the outcomes</p> <p>AND</p> <p>Actions/activities/experimentation of project are <u>MOSTLY BASED</u> on sound scientific principles related to the topic</p> <p>AND</p> <p>Findings and applications from actions/activities <u>MAY OR MAY NOT BE COMMUNICATED</u> to school AND/OR community.</p>	<p>There is a <u>MODERATE</u> or <u>NO LINK</u> from the goals to the action plan and to the outcomes</p> <p>AND</p> <p>Actions/activities/experimentation of project <u>MAY OR MAY NOT BE BASED</u> on sound scientific principles related to the topic</p> <p>AND</p> <p>Findings and applications from actions/activities <u>MAY OR MAY NOT BE COMMUNICATED</u> to school AND/OR community.</p>



# MIDDLE SCHOOL SCORING RUBRIC

## Component #2 Long Term Environmental Impact

### B. Long-Term Benefits

TOTAL POINTS

30

#### Guiding Questions

- Will we see the effects of this project in 5 years? What is (are) the enduring aspect(s) of this project?
- How did students move from awareness, to stewardship and possible long-term, responsible action?

15	10	5	1
<p>There is <u>CLEAR EVIDENCE</u> that the project resulted in a change in student thinking about short- and long-term responsible actions related to the goal(s) of the project.</p> <p>AND</p> <p>Potential <u>LONG-TERM</u> impact of environmental benefits within the school AND community are <u>CLEARLY EVIDENT</u>.</p>	<p>There is <u>CLEAR EVIDENCE</u> that the project resulted in a change in student thinking about short- and long-term responsible actions related to the goal(s) of the project.</p> <p>AND</p> <p>Potential <u>LONG-TERM</u> impact of environmental benefits within the school OR community is <u>CLEARLY EVIDENT</u>.</p>	<p>There is <u>SOME EVIDENCE</u> that the project resulted in a change in student thinking about short- and long-term responsible actions related to the goal(s) of the project.</p> <p>AND</p> <p>Potential <u>LONG-TERM</u> impact of environmental benefits within the school OR community is <u>CLEARLY OR SOMEWHAT EVIDENT</u>.</p>	<p>A change in student thinking that may lead to short- and long-term responsible actions related to the goal(s) of the project <u>IS NOT EVIDENT</u>.</p> <p>AND</p> <p>Only <u>SHORT-TERM</u> impact is <u>EVIDENT</u>.</p>



# MIDDLE SCHOOL SCORING RUBRIC

## Component #3 Assessment and Reflection

### A. Student Self-Assessment and Reflection

TOTAL POINTS

30

#### Guiding Questions

- What is the evidence that the project was successful and is making a difference for students?
- What is the evidence of student learning? How will that learning be sustained?
- How did this project improve upon or enhance student learning beyond the regular classroom curriculum?

15	10	5	1
<p>Student self-assessment and reflection indicates:</p> <p><u>QUALITY LEARNING</u> (i.e., multiple opportunities to develop and demonstrate skills and knowledge) <u>ABOUT THE ENVIRONMENTAL ISSUE</u> addressed in the project.</p> <p>AND</p> <p><u>QUALITY LEARNING</u> (i.e., multiple opportunities to develop and demonstrate skills and knowledge) <u>ABOUT OTHER ASPECTS</u> of the project (e.g., using technology, writing, art, working as a team, etc.)</p> <p>AND</p> <p>Identifies appropriate personal action to sustain <u>BOTH</u> learnings.</p>	<p>Student self-assessment and reflection indicates:</p> <p><u>QUALITY LEARNING</u> (i.e., multiple opportunities to develop and demonstrate skills and knowledge) <u>ABOUT THE ENVIRONMENTAL ISSUE</u> addressed in the project.</p> <p>AND</p> <p><u>QUALITY LEARNING</u> (i.e., multiple opportunities to develop and demonstrate skills and knowledge) <u>ABOUT OTHER ASPECTS</u> of the project (e.g., using technology, writing, art, working as a team, etc.)</p> <p>AND</p> <p>Identifies appropriate personal action to sustain <u>EITHER</u> learning.</p>	<p>Student self-assessment and reflection indicates:</p> <p><u>QUALITY LEARNING</u> (i.e., multiple opportunities to develop and demonstrate skills and knowledge) <u>ABOUT THE ENVIRONMENTAL ISSUE</u> addressed in the project.</p> <p>AND</p> <p><u>QUALITY LEARNING</u> (i.e., multiple opportunities to develop and demonstrate skills and knowledge) <u>ABOUT OTHER ASPECTS</u> of the project (e.g., using technology, writing, art, working as a team, etc.)</p> <p>AND</p> <p><u>DOES NOT</u> identify appropriate personal action to sustain <u>EITHER</u> learning.</p>	<p>Student self-assessment and reflection indicates <u>LITTLE OR NO</u> meaningful learning or personal action.</p>





# MIDDLE SCHOOL SCORING RUBRIC

## Component #3 Assessment and Reflection

### B. Teacher Reflection

TOTAL POINTS

30

#### Guiding Questions

- What is the evidence for changes in teacher's thinking or practice?
- What evidence does the teacher provide to determine the impact on student learning? How will that learning be sustained?
- How did this project improve upon or enhance Teacher learning beyond the regular classroom curriculum?

15	10	5	1
Teacher Reflection indicates <u>IN DEPTH REFLECTION</u> (e.g., challenges and success; educational benefits such as changes in student learning, interactions, and classroom culture; next steps for sustainability).	Teacher Reflection indicates <u>MODERATE REFLECTION</u> on topics such as: challenges and success; educational benefits such as changes in student learning, interactions, and classroom culture; next steps for sustainability.	Teacher Reflection indicates <u>LIMITED REFLECTION</u> on topics such as: challenges and success; educational benefits such as changes in student learning, interactions, and classroom culture; next steps for sustainability.	No Teacher Reflection included with project.





# MIDDLE SCHOOL SCORING RUBRIC

## Component #4 Portfolio Presentation

### Overall Quality of the Presentation of the Portfolio

TOTAL POINTS

15

#### Guiding Questions

- Can the reader understand the goals and outcomes of project from the presentation?
- How does the presentation demonstrate originality and creative efforts by the students and teacher?
- How were students involved in completing the presentation of the project?

15	10	5	1
<p>Portfolio <u>IS COMPLETE</u> and displays all project components, linking goals with project activities.</p> <p>AND</p> <p>Overall presentation of project is original, creative, and artistic showing <u>SUSTAINED EFFORT</u> and <u>QUALITY</u> attention to detail.</p> <p>AND</p> <p>There is <u>CLEAR EVIDENCE</u> that students were involved in the preparation of the portfolio.</p>	<p>Portfolio <u>IS COMPLETE</u> and displays all project components, linking goals with project activities.</p> <p>AND</p> <p>Overall presentation of project is <u>MODERATELY</u> creative, showing <u>SOME EFFORT</u> and attention to detail.</p> <p>AND</p> <p>There is <u>CLEAR EVIDENCE</u> that students were involved in the preparation of the portfolio.</p>	<p>Portfolio <u>IS COMPLETE</u> and displays all project components, linking goals with project activities.</p> <p>AND/OR</p> <p>Overall presentation of project is <u>MINIMALLY</u> creative, showing <u>SOME EFFORT</u> and attention to detail.</p> <p>AND/OR</p> <p>There is <u>SOME EVIDENCE</u> that students were involved in the preparation of the portfolio.</p>	<p>Portfolio <u>IS NOT COMPLETE</u>.</p> <p>AND/OR</p> <p>Overall presentation of project shows <u>LITTLE EFFORT</u> and attention to detail.</p> <p>AND/OR</p> <p>There is <u>SOME OR LITTLE EVIDENCE</u> that students were involved in the preparation of the portfolio.</p>

