VIR\(\text{TUAL}\) PORTFOLIO DEFENSE

QUALITY CRITERIA

A guide to designing authentic culminating assessment in the virtual space.
**EVIDENCE OF STUDENT AGENCY**

**STUDENTS DESIGN HOW THEY WANT TO SHOW UP**
- Are students being asked a meaningful Driving Question, and are they able to address that question with their own unique answer?
- Are students leading on how they want to tell the story of their learning journey?
- Are students being asked to make meaningful choices about what work they highlight and what skills they demonstrate?

**EVIDENCE OF PUBLIC LEARNING**

**THE EVENT SHOULD BE AS PUBLIC AS POSSIBLE**
- Are students presenting to an audience of their choosing?
- Have you leveraged the virtual platform for a broader audience of people from near and far?
- Is the student presenting to a panel of diverse voices (teachers, students, industry/community members) who will offer meaningful feedback?
**EVIDENCE OF AUTHENTIC EXCHANGE**

**Dialogue is the primary mode**

**Presentation is the secondary mode**

- Does the process place more value on dialogue between the presenter and panel, in whatever form it can occur, than on prepared remarks?

- Is the panel prepared with high-quality questions that allow for authentic dialogue/meaningful discussion in order to reveal and celebrate student thinking and reflection?

**EVIDENCE OF OUTCOMES ALIGNMENT**

**The defense is designed to measure what you want to measure**

- Is the defense organized around a list of meaningful skills (a Graduate Profile) that are relevant to students’ lives?

- Are students asked to make authentic connections between these skills and completed academic work as well as life experiences?

- Does the structure of the defense ask students to share original reflections about their learning and thinking, rather than attempt to re-litigate content knowledge?
“TIGHT ON CRITERIA. LOOSE ON PATH.”