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 the pieces of work that you've chosen 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 attributes 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 –** 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'd like as well.

The portfolio uses the IB Learner Profile as its center. **All of your work – in school subjects, in service activities, in clubs and on teams – can be connected to the Learner Profile attributes.** The portfolio guidance gives your divider pages with the learner profile attributes. Use these sections to organize the materials you think best demonstrates your growth in knowledge and skills this year.

At Trondheim International School 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 **organize** the evidence of your work in a variety of areas
- You can **share** your accomplishments with your family and others at the Student-Led Conference in June. You will also use the portfolio during a Peer Conference during the year

Portfolio Checklist

I have completed my reflection on the Approaches to Learning (ATL) skills ☐

I have included my personal goals for each semester ☐

I have included evidence of my involvement in Service and Action ☐

I have included reflections and goal setting ideas to help show my progress in each of the following subject groups with work supporting my progress:

English	☐
Norwegian	☐
Visual Arts	☐
Music	☐
Physical and Health Education	☐
Mathematics	☐
Individuals and Societies	☐
Sciences	☐
Design	☐

I have included additional class work that shows my development of the following IB learner profile attributes with well thought out reflections. Classwork from this area may come from any or a just a few subjects based on your reflections:

Inquirer	☐	**Open-minded**	☐
Knowledgeable	☐	**Caring**	☐
Thinker	☐	**Risk Taker**	☐
Communicator	☐	**Balanced**	☐
Principled	☐	**Reflective**	☐

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

You will conduct a self-assessment of selected ATL skills 2 times throughout the year: at the beginning of the first semester (S1) and at the beginning of semester two (S2). Each time you will determine on your own where you think you are in relation to the skill by marking **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
I. Communication skills
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		

SOCIAL
II. 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
III. Organization skills
How can students demonstrate organization 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		

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SELF-MANAGEMENT
IV. Affective Skills
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 analyzing 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
V. Reflective Skills
How can students be reflective?

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
VI. Information Literacy Skills
How can students demonstrate information literacy?

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 analyze 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		

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VII. 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, analyze, 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
VIII. Critical Thinking Skills
How can students think critically?

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

Analyzing 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		
- Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding		
- Identify obstacles and challenges		

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THINKING
IX. 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
X. Transfer Skills
How can students transfer knowledge across disciplines and subject groups?

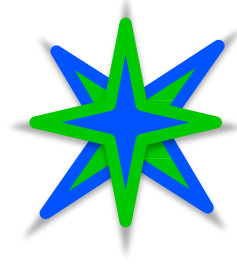N = Novice (Beginning)   L = Learner (Developing)   P = Practitioner (Using)   E = Expert (Sharing)

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		

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AtL Goal Setting

To be demonstrate your learning and personal growth, you need to review your self-assessment of the AtL's and determine which skills you would like to see improvement in this year. You can use the table below to help you clearly identify your goals as highlighted from your self-assessment.

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

First Semester Goals

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 that you didn't 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.

Second Semester Goals

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 that you didn't do as well as you could have or something that you would like to improve?