



Handout 7.12: Portfolio Checklist and Year Reflection

Name: _____ Date: _____ Period: _____

Unit 7, Lesson 7.12. The last day of the course. **Page 1 is the checklist. Page 2 is the reflection. Both go in the folder and the folder goes home with you.**

Page 1: Career Readiness portfolio checklist

Twelve items. Six of them are from these last two weeks. Six of them are one thing from each unit, and **you choose which one**.

For every item, write one line: **what skill does this prove?** Not what you did. What you can **do**.

The six from Unit 7

#	Item	In?	This proves I can...
1	My resume (the revised one)		
2	My three-part “tell me about yourself” answer		
3	My STAR story		
4	My interview feedback sheet (the one a peer filled in about me)		
5	My team’s pitch materials (the draft sheet, or a photo of the poster)		
6	My team’s numbers page (a copy)		

One artifact from each unit. You pick.

#	Unit	What I picked	In?	This proves I can...
7	Unit 1, Kitchen Skills and Smart Eating (a lab rubric, the safety exam, the \$40.00 meal plan, a label comparison)			
8	Unit 2, Me, My Goals, My Money (the budget, the			

	Investor Report, the career research card, the SMART goal plan)			
9	Unit 3, Growing Up, Getting Along (the kit card, the stress plan, the communication task)			
10	Unit 4, Spaces We Live In (the room plan, the design brief, the budget)			
11	Unit 5, Make It, Mend It, Wear It (the sewn item or a photo of it, the upcycle brief, the care-label comparison)			
12	Unit 6, From Farm to Table (the costing sheet, the station card, the flowchart, the reflection, a lab rubric)			

My six rubric scores from Rubric 07

Copy these off the rubric before the folder goes home.

Criterion	Score out of 4
1. The resume	
2. The interview	

3. The business brief and customer research	
4. The numbers	
5. The prototype	
6. The pitch	
Total	/ 24

Signatures

My signature (all twelve items are in and every proof line is written):

Teacher initials at the door: _____

Page 2: Year reflection

Write in silence. Every answer names something in your folder. There are no wrong answers here, and this is not graded for spelling.

You may write this in Turkish, Portuguese, or Spanish if that is easier. The thinking is the point.

1. What can you do now that you could not do in September?

Name the thing, and name what in this folder proves it.







The proof is _____

2. What was the hardest thing in this course?

Say what made it hard. Then say whether it got easier. **If it did not get easier, say that. That is a real answer.**







3. What are you proudest of?

It does **not** have to be the thing you got the best grade on. Point at it in the folder.







4. What is one skill from this class you will use first, and when?

Give a real week, a real month, or a real situation. **“Someday” is not an answer.**

The skill: _____

When and where: _____



5. Optional: What would you tell a sixth grader on the first day of this class?

One sentence. **If you say yes, this one may get typed up with no name on it and posted on the wall in September.**



May we post it (no name)? Yes / No

6. Grade 8 line, optional for everyone: the career line

One career I would try: _____

One career I ruled out this year, and why: _____



The first thing after eighth grade that gets me closer to the first one:

Sentence starters, four languages [check with a native speaker]

English	Turkish	Portuguese	Spanish
In September I could not . Now I can .	Eylül ayında ___ yapamıyordum. Şimdi ___ yapabiliyorum.	Em setembro eu não conseguia . Agora eu consigo .	En septiembre no podía . Ahora puedo .
The proof is ___ in my folder.	Kanıtı dosyamdaki ___.	A prova é ___ na minha pasta.	La prueba es ___ en mi carpeta.
The hardest thing was ___ because ___.	En zor şey ___ idi çünkü ___.	A coisa mais difícil foi ___ porque ___.	Lo más difícil fue ___ porque ___.
It got easier when ___ . / It never got easier.	___ olduğunda kolaylaştı. / Hiç kolaylaşmadı.	Ficou mais fácil quando ___ . / Nunca ficou mais fácil.	Se hizo más fácil cuando ___ . / Nunca se hizo más fácil.
I am proudest of ___ because ___.	En çok ___ ile gurur duyuyorum çünkü ___.	Eu tenho mais orgulho de ___ porque ___.	Estoy más orgulloso de ___ porque ___.
The skill I will use first is , and I will use it in when I ___.	İlk kullanacağım beceri ___ ve onu ___ ayında ___ yaparken kullanacağım.	A habilidade que vou usar primeiro é , e vou usar em quando eu ___.	La habilidad que usaré primero es , y la usaré en cuando ___.
This artifact proves I can ___.	Bu belge ___ yapabildiğimi kanıtıyor.	Este item prova que eu sei ___.	Este trabajo prueba que puedo ___.

The closing round

One sentence, standing. Any line from this page. **You may pass.**

My sentence: _____



Teacher key

Setup that makes this period work

Sort the year's loose paper into six piles by unit on the counter before the bell.

Twenty-seven students searching one crate is fifteen minutes gone, and the reflection is what gets cut. Put every student's named folder on their desk next to their FACS folder, so the room looks like an inventory when they walk in.

The proof line

The question is “**what can you do,**” not “what did you do.” Ask it out loud twice. Students default to narrating the activity; the resume work in Lesson 7.1 already taught them the difference, so the reminder is short: “Same move as the resume bullet. What can you do?”

Model one on the board with a lab rubric: “This is Lab 3. It proves I can prepare and serve a dish for a station of seven inside a forty-minute period, on a written time plan.”

Sample proof lines, for modeling only. Do not hand these out.

Artifact	Proof line
A lab rubric	I can cook and serve a dish for a table inside a 40-minute period, following a written recipe and a role card.
The kitchen safety exam	I can name and prevent the hazards in a working kitchen, and I have worked seven labs with no safety stop.
The \$40.00 meal plan	I can plan three days of meals for four people inside a fixed budget, using real prices.
The personal budget	I can build a spending plan from an income and track it.
The Investor Report	I can explain every decision I made about money with a reason.
The kit card	I can plan an activity that matches what a four-year-old can actually do.
The room plan	I can measure a real space and draw it to scale, and place furniture with walkways that work.
The sewn item	I can hand-sew a seam and a hem that holds.
The costing sheet	I can price eleven ingredients from a real store ad, compute unit prices, and come in under a budget.
The station card	I can write ten steps another person can

	follow with no questions.
The resume	I can write about my own work so an employer can picture it.
The numbers page	I can work out what one unit costs me, what to charge, and how many I have to sell to stop losing money.

Scoring

The checklist is scored complete, partial, or missing and is recorded with the project in the Labs and projects category.

- **Complete:** twelve items present and twelve proof lines written, plus the six rubric scores copied.
- **Partial:** eight to eleven items, or proof lines that narrate the activity instead of naming a skill.
- **Missing:** fewer than eight items.

The reflection is scored complete on four answers with evidence from the folder. **It is not graded for writing quality, spelling, or language.** Under the course grading plan the reflection, together with Rubric 07, is the final for the course, which is why it needs nine protected silent minutes and why there is no unit test.

The one thing to read for: answer 4. A “got it” answer names a month, a week, or a situation (“in July when I ask about the summer job at the deli I will use the three-part answer”). A “needs more” answer says “in the future.” One question fixes it: **“When? Give me a month.”**

Protect Step 3

Nine silent minutes. **Write your own reflection at the front where students can see you doing it, and do not circulate for the first four minutes.** The room goes quiet because you did.

The closing round

One rule and it is the one that matters: **nobody comments, including the teacher.** Not “that’s great,” not a nod, nothing. Twenty-seven sentences with no commentary is a serious thing and students can feel it. The moment you praise one, the rest start performing. Pass is allowed with no explanation and no required return. The teacher goes last, not first.

What to do with the portfolios

- **The folder goes home with the student.** Say it four times during the period. Students assume everything gets collected, and the fact that this one does not is the point of it.
- **Photograph three pages per student before it leaves:** the resume, the year reflection, and this checklist with the twelve proof lines. Four minutes a class with a

phone against a wall, done during Step 3 while students are writing. *[Sal: name where these live, on your own drive and not the school's, so you keep them when you move.]*

- **Nothing with a student's name goes on the website, ever.** The site shows the templates, this checklist, and the rubric. The resume shown on the site is the fictional worked example from Handout 07.02.
- **Type the answer-5 sentences over the summer**, with permission and no names, and post them in September. Twenty anonymous sentences from last year's class, read by a sixth grader on the first day, are worth more than any syllabus.
- **Read five reflections at random in August before planning next year.** Answer 2, the hardest thing, is the best free curriculum feedback you will get and it will tell you which lesson to rebuild.
- **Offer the resume copy in July.** A student applying for a summer job will have lost the folder. A teacher who can email them a scan of their own resume in July is doing something almost nobody does, and the four minutes of photographing on day 180 is what makes it possible.

A student with a thin folder

A student who was absent for much of the year will feel it today. Have three things ready for them from the counter piles and say one sentence privately: **"This is what you have. It is real, and it counts."** Do not make the last day a lesson about attendance. Grade 6 support applies to anybody who needs it: eight items instead of twelve, and prompts 1 and 4 only.