

# VIRTUAL PORTFOLIO DEFENSE

## QUALITY CRITERIA

A guide to designing authentic culminating  
assessment in the virtual space



## **EVIDENCE OF STUDENT AGENCY**

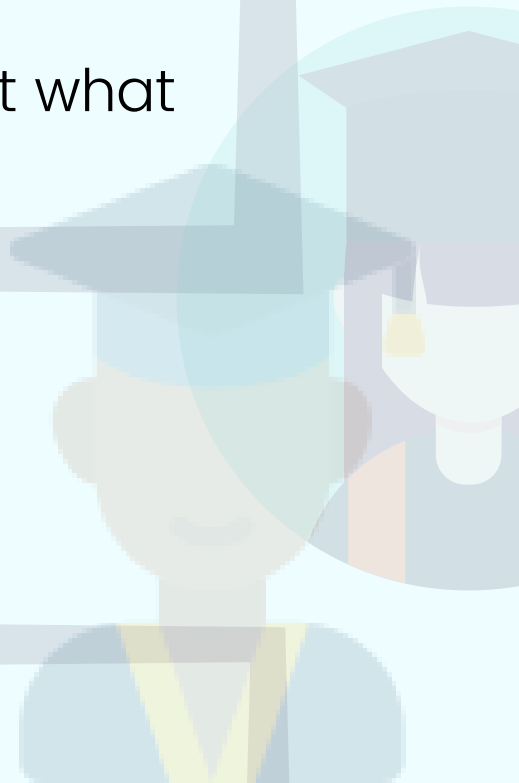
*STUDENTS DESIGN HOW THEY WANT TO SHOW UP*

- 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."**

