**Portfolio Defense Handbook Decision Points**

What are the key decision points that pathway teams need to discuss, and eventually document in writing through the portfolio and defense handbook?

* Discussion #1: *What artifact categories and how are they aligned to our outcomes? (handbook pages 3–4)*
  + How many *artifacts* (aligned to the list of 8 categories) does your pathway want students *to collect in the pathway portfolio*?
    - Shoot for 1 from the first 4 academic categories (analysis, argument, problem-solving, student-directed inquiry)
    - Shoot for 1 from the next 4 categories (personal statement essay, resume, community engagement, pathway theme artifact)
  + How might your *Pathway Outcomes/SLOs* be represented or expressed in each artifact?
* Discussion #2: *What opportunities will students have to produce artifacts for the each of the respective categories? (handbook pages 6–8)*
  + What *projects and/or performance assessments* are we teaching this year that *give students opportunities* to produce our desired artifacts?
  + What are the *examples of artifacts* that our students can pull from to build/curate their individual portfolios?
  + How do the artifacts represent high levels of rigor (levels 3 and 4 DOK)?
  + What opportunities will students have to *reflect* upon their artifacts and growth?
* Discussion #3: *How do we define the design of our defense? (handbook pages 12–13)*
  + How many *artifacts* (aligned to the list of 8 categories) does your pathway want students *to defend*?
  + To whom are students defending (*nature of the panel* - community/industry partners, families, teachers, etc.)?
  + What is the *theme* of the defense? What pulls the defense together for students?
  + How will students be *evaluated* during their defenses?
* (Maybe not explicitly stated in the Student handbook) Discussion #4: *How is this effort distributed across our pathway (ILT, by grade-level, etc.)?*
  + How do we share this effort beyond the senior teachers? What is the role of grades 9-11 teachers?
  + What do we need to do to get all stakeholders (students, teachers, parents) bought into to the purpose of the defense, as well as implementation?
  + How do we get started, and get it into writing, knowing that this is imperfect, but will continue to improve over time?
  + How does the portfolio align with other initiatives (SBAC, DOK, WASC, certification)?