

The background of the slide is a blue-tinted landscape. At the bottom, there is a body of water reflecting the light from the sky. Above the water is a range of dark mountains. The sky is a deep blue with some white clouds. A bright light, likely the sun, is visible on the horizon behind the mountains, creating a lens flare effect.

**HomeLink Reflections  
Portfolio Project  
(Senior Culminating Project)**

# Breakdown of the Reflections Project

- High School Plus Plan
- Portfolio and Collecting Assignments
- Reflection Sheets
- Community Service
- VIP Paper
- Culminating Project

# HIGH SCHOOL PLUS PLAN

- What are your goals for high school and for the year beyond high school?
- What is my career pathway?
- How does my post-high school goal impact the classes I take and the choices I make in high school?

# HOMELINK REFLECTIONS PORTFOLIO

- All students have a portfolio notebook.
- Each quarter all students are expected to add a entries for each credit class into their portfolio.
- The students will complete the portfolio work at home and submit their portfolios for review at quarterly conferences.
- The choice of any additions to the portfolio is up to the students.
- Students complete a “reflection” on their work from all core classes. Note: Students must complete a reflection for each class (including Running Start).

# REFLECTIONS

- **Grades K-1** 1 reflection
- **Grades 2-3** 2 reflections (include 1 off-site course, if any)
- **Grades 4-7** 3 reflections (include 1 off-site course, if any)
- **Grade 8** 4 reflections (include any credit course)
- **Grades 9-12** 1 reflection for every credit course

# Reflection Sheet

## High School

- Instructions:
- **Using the HomeLink Reflection Templates provided on your Learning Plan Disk:**
- Type or write your reflection in ink (blue or black).
- Your reflection should demonstrate critical thinking skills in evaluating your learning this quarter. Be specific in offering details, examples and insights to explain your progress. Listed below are learning characteristics for you to consider. For more details about each Learner Characteristic, see the attached explanations.
- **Generative Thoughtful      Resourceful      Industrious      Collaborative      Risk Taker**
- **Use this organization:**
- **Introductory Paragraph:**
- 1. Provide the title of your sample.
- 2. Identify the class, grade level, and teacher
- Describe this assignment: what was its purpose/focus; for instance, lab report, narrative essay, book review, math test, thematic map, etc.
- **Strengths:** Explain how this entry shows your strengths; provide at least three examples to demonstrate depth of reflection.
- **Essential Learnings:** Summarize the important things you have learned from this selection:
  - Identify the goal (listed below) that is fulfilled by this entry.
- **Goal 1:** Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings.
- **Goal 2:** Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness.
- **Goal 3:** Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems.
- **Goal 4:** Understand the importance of work and how performance, effort, and decisions directly affect career and educational opportunities.
  - On the back of this page **check** the boxes of the Essential Learnings that apply.
- Explain how this entry meets the Essential Learnings and goal that you selected. Support with evidence/ excerpts from your selection.
- **Practical Application**
- Explain how you will be able to use what you have learned from this entry in the future.
- **Conclusion/Evaluation**
- On a scale on **1-5** (with 5 being the highest), rate your work and support your rating with examples and/or explanations. Also address how you would change this assignment or the process you used in creating this assignment, were you to do it again.
- **Signature**
- Provide a place for your signature and the date.
- Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_
- **Present your portfolio during Quarterly Assessment Week. You are required to present 2 reflections per core subject per semester.**
- This form is available on the HomeLink website at [www.lkstevens.wednet.edu/HomeLink/](http://www.lkstevens.wednet.edu/HomeLink/).
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- Which EALRs do you think apply to this entry? Check as many as apply:

- **READING**

- You understand and can use different skills and strategies to read.
- You understand the meaning of what you read.
- You read different materials for a variety of purposes.
- You set goals and evaluate your progress to improve your reading.

- **WRITING**

- You write clearly and effectively.
- You write in a variety of forms for different audiences and purposes.
- You understand and can use the steps of the writing process.
- You can analyze and evaluate the effectiveness of written work.

- **COMMUNICATION**

- You use listening and observation skills to gain understanding.
- You can communicate ideas clearly and effectively.
- You use communication strategies and skills to work effectively with others.
- You analyze and evaluate the effectiveness of formal and informal communication.

- **MATHEMATICS**

- You understand the basic concepts and procedures of mathematics, how to use them, and why they work.
- You use mathematics to define and solve problems.
- You use mathematical reasoning.
- You effectively communicate mathematical ideas in both everyday and mathematical language
- You understand how mathematical ideas connect to other subject areas, real-life situations, and career goals.

- **SCIENCE**

- You understand and use scientific concepts and principles.
- You know and apply the skills and processes of science and technology.
- You understand the nature and context of science and technology.
- You understand how scientific ideas connect to other subject areas, real-life situations, and career goals.

- **SOCIAL STUDIES**

- Geography: You can use tools (maps, charts) to understand various spatial arrangements; you can analyze the physical and human characteristics of places and regions; you can analyze the interaction between humans and the environment.
- History: You can analyze themes, turning points, chronology and cause-effect relationships in U.S. and world history; you understand the impact of ideas of technology on history.
- Civics: You understand the principles of U.S. democracy and the rights and responsibilities of citizenship; you can analyze systems of government and laws.
- Economics: You understand the characteristics and impact of modern economies.

- **TECHNOLOGY**

- You are an information navigator.
- You are a critical thinker and analyzer of technology.
- You are a creator of knowledge using technology, media and telecommunications.
- You are an effective communicator using a variety of technical tools and media.
- You are a discriminating selector of appropriate technology for specific purposes.
- You are a student technician.
- You are a responsible citizen, worker, learner, community member and family member in a technological age.

- **CAREER READINESS**

- You understand the world of work and the range of available options.
- You understand your own personal career attributes.
- You can apply knowledge of personal attributes and the world of work to career exploration and investigation for your future.
- You have and can apply career planning skills to your future.

- **PERSONAL MANAGEMENT**

- You are responsible to yourself and to others.
- You are a productive team member.
- You have the ability to manage yourself by planning, using resources wisely, setting goals, and understanding how to make good decisions.
- You have a five-year plan to meet your educational and career goals.

- **THE ARTS**

- You understand and apply arts concepts and vocabulary to communicate ideas.
- You can generate and analyze solutions to problems using creativity and imagination.
- You can reflect and respond critically to the use of arts in all forms of communication.
- You recognize the influence of the arts in shaping and reflecting cultures and history.
- You can incorporate arts knowledge and skills into your daily life and the workplace

- **HEALTH and FITNESS**

- You understand the concepts of movement activities and physical fitness and can develop and monitor your progress on personal fitness goals.
- You understand nutrition and how it affects physical performance and the body.
- You recognize patterns of growth and development.
- You understand the transmission and control of communicable and non-communicable diseases, and have acquired skills to live safely.
- You can gather, analyze, and evaluate health information.
- You can assess your health and fitness needs and access resources to meet these needs.

# COMMUNITY SERVICE

- Community service is a method by which students learn and develop through active participation in organized activities designed to improve the quality of life of community members or to help solve particular problems related to their needs.
- Community service fosters civic responsibility by providing students with the opportunity to involve themselves in a variety of enriching, useful, and practical experiences which serve the school and community.
- Through community service, students can learn new skills, assume responsibilities, become aware of the needs of others, and learn the importance of unselfish serving and giving. Community service links students to the wider community and exposes them to people and situations outside their previous experiences.
- Student are expected to donate 15 hours of their free time every school year. A minimum total of 25\* documented hours is a HomeLink graduation requirement. \*For students who come to HomeLink after the 9th grade.
- When choosing a community service experience, students should ask themselves this question: “How does the community benefit from my volunteer time?”

- The following criteria describe community service hours that are accepted at HomeLink:

- Must be completed with a recognized organization and/or an organized event
- Must be completed outside of normal school hours
- Must be volunteer work only
- Cannot be used for class requirements
- Cannot be completed for relatives or friends

Examples of **acceptable** community service hours:

- Serving dinner for senior citizens at the Senior Center
- Working at an animal shelter
- Tutoring students as organized by HomeLink or a specified organization
- Volunteering for a sports organization such as LSJAA
- Joining a community service project such as the Walk-A-Thon for the March of Dimes
- Volunteering at any community outreach program, such as Goodwill, United Way, Boys and Girls Club, YMCA, Lake Stevens Family Center, AquaFest, KlaHaYa Days, etc

Examples of **unacceptable** community service hours:

- Working for your neighbors, babysitting, yard work for neighbors, tutoring your friend's brother (unless you are involved with an organization)
- Fundraising that benefits school or youth club, sport activity, or church
- Participating in leadership/ASB class projects

- Community Service hours will be due at the beginning of the next school year; for example, freshman hours will be due at the beginning of the students' sophomore year.
- This applies to all students except for students in their senior year, who must complete required hours during their senior year.

# VIP Paper

- The three “talking points” of the VIP paper –
  - Who am I?
  - Where am I going?
  - How will I get there?
- Provide an infrastructure upon which the student can build his/her Culminating Project Presentation.
- Serves as an organizational link between the HomeLink Reflections and the Culminating Project.

# Culminating Project

- Project will include a culmination of portfolio collections, community service hours, and VIP paper.
- Information about and assistance with completing the project will be part of regular high school student/parent meetings during the senior year. If the student attends Running Start, times need to be set aside for completing the project.
- Project will be an oral presentation in front of a group from 5-7 people, which may include family members, teacher of the student's choosing, and other community and staff members. Time in May and/or early June is set aside for presentations.

# Questions?

- Please feel free to contact John Ovall or Anne DeHaven, either through e-mail or phone with questions regarding the HomeLink Reflections Project:
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