**Instructions**

* This document is **NOT** required as part of the Honors Review process. However, it has been recommended by reviewers to facilitate the review process.
* If you choose to use this document, do NOT submit this first page of instructions.
* You will complete the information on page 2 of this document and submit it at the beginning of the 1st pdf (document A).
* The completed worksheet may take more than one page.
* See the “Honors Guidelines” page 2 for clarification regarding the submission of your portfolio and what should be included in each pdf.

Use the following as a guide to assist you.

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| **Component** | **Explanation/ Where is this component found?** |
| **Instructional Materials** | *Explain how the materials included in your lessons are honors level. How are they different from regular level coursework?* |
| **Acceleration Plan** | *Include the pre-assessment and student data. Explain how the data is used. What plan is in place for students who demonstrate mastery of the standards on the pre-assessment? (What will you do for the students already know the information?)* |
| **Interchange** | *How are students interacting with each other to learn the standards?* |
| **Independent Study/ Research** | *Explain how students are using research and/or independent study to further their learning.* |
| **Integration of Learning** | *How are you integrating other content areas into your instruction? Technology integration will satisfy this component IF the technology is being utilized BY the students in order to support learning.* |
| **Real World & Experiential Learning** | *What type of real world connections are the students making in order to support learning? Are there any experiential learning opportunities?* |
| **Higher Level Thinking Skills** | *Where and how are students expected to utilize higher level thinking skills in their learning? There should be evidence above and beyond fact recognition/recall. How are students using critical and creative thinking skills within the standards?* |
| **Instructional Diversity** | *Explain how your instruction is differentiated. What types of learning experiences are demonstrated in your lessons? Are you addressing cultural diversity? How are you meeting the needs of diverse learners?* |
| **Types/Forms of Assessment** | *What different types of assessments are being used (not just quizzes and tests)? Are students being assessed through demonstration? Presentations? Projects? Other products? How is assessment ongoing?* |
| **Teacher Use of Assessment** | *How are you using assessment data/information to refine/change your instruction to meet the needs of your students?* |
| **Student Use of Assessment** | *How do students use their individual assessment data/information? What opportunities are available for students to self-evaluate, reflect on their learning, and improve?* |

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| **Checklist of Honors Portfolio Requirements** |
| **Place an X here when completed** | **Requirements** |
|  | **Semester Plan*** Course standards with honors extensions embedded and highlighted
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|  | **Unit plan*** Use the template provided
* Honors extensions (embedded and highlighted) that are specific to that unit.
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|  | **3 lesson plans from the unit*** Use any lesson plan format
* Highlight honors extensions specific to each lesson plan
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|  | **Student samples with solution guides/rubrics*** Work samples
* Assessment samples
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*For each component, explain how it applies or where it can be found in the materials. Explanations should clarify how the documentation submitted is “honors level.” Be sure to read the rubric carefully to ensure you are satisfying the requirements for each component.*

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| **Acceleration Plan** |  |
| **Interchange** |  |
| **Independent Study/ Research** |  |
| **Integration of Learning** |  |
| **Real World & Experiential Learning** |  |
| **Higher Level Thinking Skills** |  |
| **Instructional Diversity** |  |
| **Types/Forms of Assessment** |  |
| **Teacher Use of Assessment** |  |
| **Student Use of Assessment** |  |