

Immanuel Lutheran College
Student Portfolio (ILCian Portfolio) 2008-2009

Guidelines on Student Submissions

1. For **S.1,2,3,4,6**, there will be **THREE submissions** of the ILCian Portfolio:
 - a. 24/10/2008
 - b. 4/2/2009 (before Parents' Day)
 - c. 29/5/2009 (before Final Examination)
2. For **S.5 and S.7**, there will be **TWO submissions** of the ILCian Portfolio:
 - a. 24/10/2008
 - b. 4/2/2009 (before Parents' Day)
3. This portfolio is a record and reflection of student's learning experience from July, 2008 to May, 2009.

First Submission on 24/10/2008 (Friday):

1. For the first submission, finish the following items:
 - a. Prepare an A4 file.
 - b. Design your own file cover; on the cover, there must be the words "ILCian Portfolio", the year 2008-2009, Class, Name, and Class No.
 - c. Draft Part I the "Personal Development Plan" Proposal (Fill the columns: my goals, my reasons and my strategies, English skills manual can be find in the school web page for reference).
 - d. Except S.1 students, all students have to include copy of last year's report card and student portfolio Part IV (overall self-evaluation) in the file.
 - e. **Seek class or supporting teachers' advices within 10/9 ~ 22/10/2008 and ask them to sign for the plan.**
 - f. Revise and type the plan after taking advices from teachers, then submit the file on 24/10/2008.
2. The ILCian Portfolio has to be completed in ENGLISH, except for S.1. S.1 students can choose to use either English or Chinese.
3. The soft copy of the development plan can be downloaded from School Website (<http://www.ilc.edu.hk>).

Second Submission (for S.1,2,3,4,6) on 4/2/2008 (Wednesday):

For the second submission, finish the following items:

- a. Choose forms from Part II to record your work.
- b. Fill in the "Record of Reading" for September, October, November, December, January and February.
- c. Fill in the records for any extra curricular activities / posts and duties/ competition / award etc. you have.
- d. Select valuable learning experiences to illustrate your skill learning by fill in forms in Part III.
- e. Students have to report the progress, reflection and learning of the personal plan to class or supporting teachers. Ask teacher to comment, give remarks and sign on Part V

Final Submission (for S.5 and S.7 on 4/2/09, Wednesday; S.1,2,3,4,6 on 29/5/2009 (Friday):

For the final submission, make sure you have finished the following:

a. **Finish ALL the sections**

Part I Personal Development Plan with My Action taken

Part II Records (Reading, Posts and Duties, Extra Curricular Activities, Competitions and Awards) with Personal Comments on quantities and qualities.

Part III Selection and Explanation of Valuable Experience in Target Skill Learning;

Part IV Review and Self-Reflection (Overall and Target Skill);

Part V Feedback (Class and Supporting Teachers and 2 Significant Others)

b. Students have to ask 2 significant others (parents, critical friends, coaches, activity instructors) to write comments/ feedback about their learning and the content of the portfolio in Part V.

c. You should attach photocopies of any certificates of awards or participation, photos to prove your records and explain your learning.

d. **You MUST also hand in a set of photocopies of Part IV.**

Important Reminder 重要備忘

同學必須準時遞交「學習生活檔案」。

(一) 同學遲交及欠交「學習生活檔案」的處理：

甲、按其他功課遲交/欠交制度(Δ、☆)處罰；

乙、遲交實在是不負責任和沒有計劃的表現；因此，遲交同學，在評估表的「自我管理能
力」、「獨立能力」及「策劃能力/領導才能」三項將被評級為「欠佳」(D:
Unsatisfactory)。

丙、「學習生活回顧」為每年指定的功課；故此，屢勸仍欠交同學將被罰留堂完成這份
功課，在評估表的「自我管理能
力」、「獨立能力」及「策劃能力/領導才能」三項將
被評級為「欠佳」(D: **Unsatisfactory**) 或「急需改善」(E: **Improvement Needed**)。

(二) 同學要明白三次提交「學習生活檔案」，並不是做三次編寫的工作，而是三次檢查
同學的進度。同學是可以恆常地紀錄、反思及檢討自己的學習生活。若有多項活動，
每次都可以從校網下載表格，填寫不同的部份。

(三) 「計劃—執行/發展—檢討」是學習的重要模式，請同學主動向班主任及支援老師請
教意見。

(四) 同學們請盡量善用檔案中不同部份：例

甲、可以附上校內校外的獎狀、相片副本。

乙、第二、三部份的不同表格，同學要自己選取合適的部份填寫及提交。

丙、「其他寶貴經驗」是一個萬用的部份，同學可以用這部份紀錄及檢視自己的學
習經驗。

丁、老師及其他人的意見及評語十分重要，請同學在最後一次提交檔案前緊記找
兩位人仕(父母/好友)寫下對檔案內容及學習的評語。

戊、為協助學生解讀自己的學習經歷，第三部份的表格上有4“F”的指引，同學可
參考附頁的4F解釋作各項的紀錄及反省。

己、同學須留意，所有範本(sample)只作參考，不應照抄，同學要按自己的情況，
建立個人獨特的檔案。

Questions for Reviewing

◆ 1. FACTS (事實)

These questions form part of the **Active Reviewing Cycle Tutorial** at <http://reviewing.co.uk/learning-cycle/index.htm>

- Tell the story of the event in five chapter headings.
- Make a short news report covering What? Who? Where? When? [Save Why? and How? for 'findings'.]
- Did anything unexpected happen? Any surprises?
- Did anything very predictable happen?
- What was most memorable / different / interesting?
- What were the turning points or critical moments?
- What happened next? What happened just before?
- What most influenced your attitude and behaviour?
- What did you think / hope / fear would happen, but didn't?
- Describe the event from the perspective of ... (e.g. a young child, your boss, a reporter from ...)
- Describe your role from the perspective of ...

♥ 2. FEELINGS (感受)

- FEELINGS_ Name five feelings that you experienced.
- CONTRASTS_ What were your personal highs and lows? What were your most contrasting experiences?
- INVOLVEMENT_ At what points did you feel most and least involved?
- EMPATHY_ Who did you feel was going through similar/different emotions?
- SELF CONTROL / EXPRESSION_ At what points were you most aware of controlling/expressing your emotions?
- CONNECTIONS_ Did you get a sense of 'déjà vu' at any time? What previous experience was this most like?
- ESSENCE / INTUITION_ What music (instrument / song / style) would have suited the event? (or not)
- METAPHOR / INTUITION_ If you were a ... (e.g. something found in the kitchen) during that event, what would you be?

♠ 3. FINDINGS (發現)

- Why ...? e.g. why did you take the role that you did?
- How ...? e.g. how did your feelings influence what you said or did?
- What are you finding out? e.g. about yourself / the group / the topic?
- Regrets? Missed opportunities? e.g. What would you like to have done differently / more of / less of?
- Achievements? e.g. How (or how well) did you achieve your group/personal objectives?
- Opinions, judgements? e.g. What was most / least valuable?
- Feedback, appraisal? e.g. What did you appreciate about others?
- Links, connections? e.g. In what ways was the experience like/unlike work?
- Learning processes? e.g. What is helping / hindering your learning?
- What have you found? Gold? A message? Questions? A solution? Energy? Synergy? ...

♣ 4. FUTURES (未來)

- BENEFITS_ How might this experience benefit you in future?
- CHOICES_ What possibilities and choices can you see?
- CHANGES_ What will you stop / start / continue?
- ACTION PLAN_ What do you want to take forwards from this experience? Why? How? When?
- LEARNING PLAN_ What do you want to explore further? Why? How? When?
- PREDICTIONS_ What are your pessimistic and optimistic predictions about the real value of this event?
- PRIORITIES_ I will be disappointed, pleased, delighted if ...
- RE-AWAKENING_ This event has renewed my ...

沐恩中學
Student Profile 學生能力發展及評估計劃
評估準則

評估項目及考慮：

評估項目	評估等級				
	Excellent (極佳)	Good (良好)	Average (一般)	Unsatisfactory (不理想)	Improvement needed (急需改善)
Self Management Skills (自我管理能力)					
Independence (獨立能力)					
Creativity (創造力)					
Social Skills (社交及協作能力)					
Analytic Power (分析能力)					
Problem Solving Skills (解難能力)					
Leadership (領袖才能)					
Emotional Competence (情緒處理)					
Self Reflection (自省能力)					

- (一) 各評估項目均為「素質」或「才能」，並非偶然的表現，評估時會考慮它們的持續性。
(二) 評估依據「學習生活檔案」中的資料及日常的觀察。

評估項目註釋：

項目	註釋	表現例證
自我管理 能力	對自己的認識、定立目標、時間的管理、做事的條理。	知道自己的強項弱點、自己的日常生活有條理、有目標、做事按步就班、自律、能夠按計劃續步邁向目標、有計劃地溫習、能夠堅持所定的時間表、能夠訂定個人計劃、能夠按現實情況修訂計劃。
獨立能力	獨立處理學習、校園生活等方面的事情或問題。	能夠獨自處理安排個人的日常生活、不需要別人過份照顧、能夠獨力完成工作、能夠獨力解決困難、能夠獨力面對及處理挫折。
創造力	正面、有建設性的創造力；創造力包括思考的流暢度、轉化力、引申等等。	能夠變通、能夠對日常的事物有新的演繹、有彈性、有獨特新穎的意見、有新穎的解困方法、善長藝術創作、有豐富的聯想。
社交技巧	與別人相處的技巧；不在於朋友多少，而在於相處的情況；亦包括師生的相處情況。	合群、與人相處融洽、與人有良好的溝通、與他人有良好的協作關係、能夠接納尊重他人、有禮貌、受別人愛戴、有效地處理誤會或衝突、懂得關心別人。
分析能力	從功課、學習、活動、興趣等各方面表現出來的分析能力。	善長破解推理問題、能夠多角度思考、有效地運用思考方法、能夠透視文章的深度意義、從功課習作中表現清晰的邏輯思維或精辟的分析、與同學進行清晰的辯論、策劃活動時能有條理有計劃地作各項安排、對果效有合理的估計。
解難能力	應付及解決難題、困難或挑戰的能力。	能夠鎮定地面對難題、困難或挑戰、能夠分析困難的關鍵、能夠找出或想到解決的方法、能夠驗證解決方法是否奏效。
領袖才能	自我管理、做事的條理、策劃活動、傳遞信念、帶領同學商討問題、推動發展、建立隊工等。	能夠帶領同學策劃活動、能夠有效分工和賦權、能夠使同學互相合作、能夠帶領同學克服困難、能夠帶領同學完成工作、能夠建立團隊士氣、能夠帶領同學建立遠景、能夠帶領同學向前發展。
情緒處理	情緒的認識及管理，在不同場合或處境中的反應是否合宜等。	情緒穩定、樂觀、能夠適當地表達情緒、能夠於文字中清晰地描述或流露情感、能夠向別人解釋自己的情緒、懂得找人分享抒發情緒、沒有情緒失控的表現、表裡能夠一致。
自省能力	自由我檢視及評估，從而進行自我計劃，自我管理，以致得到改善。	能夠清楚說明自己的強項和弱項、能夠清楚說明強項弱項的因由、能夠發揮自己的項、能夠有計劃地改善自己的弱點、能夠客觀地評估自己的表現。