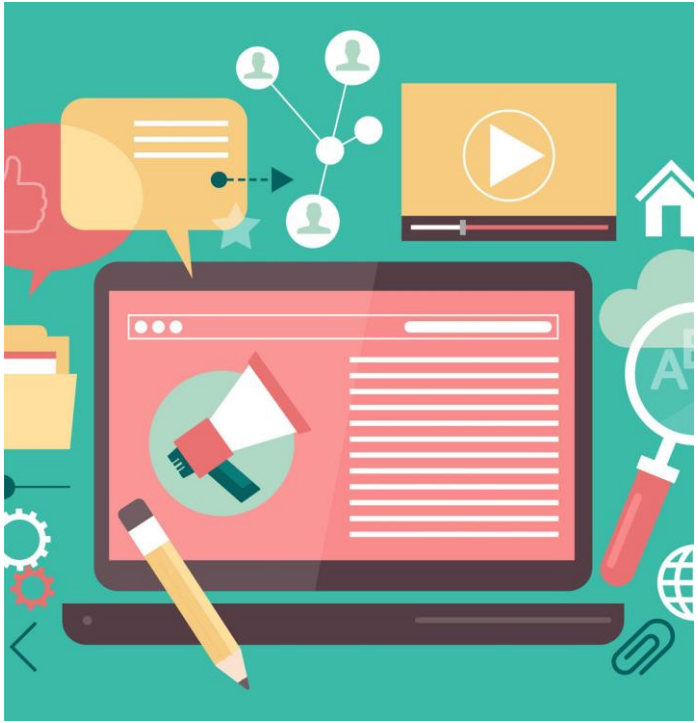
Digital Portfolios for World Language Students

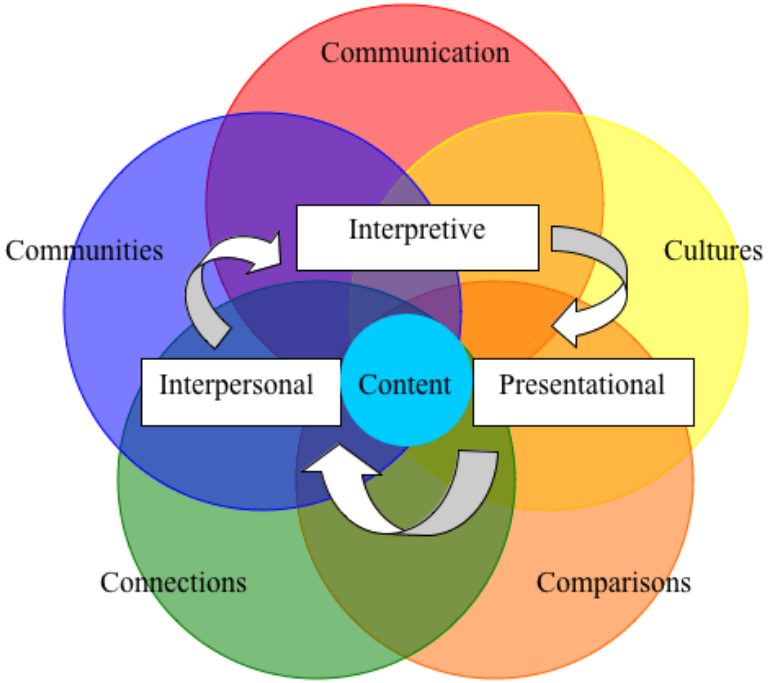


Brought to you by The World Language Team of Teachers at Herricks Public Schools

Departmental Goals & Philosophy

- Develop literacy skills in a language other than English
- Students are college, career, and world-ready!
- Put an end to monolingualism!
- Foster cross-cultural understanding and acceptance
- Create situations for students to use language in an authentic way
- Create a seamless transition for students as they move through our programs
- “We are all comfortable being uncomfortable!”
- “Accuracy is a destination, not a starting point!”
- “Reading and writing float on a sea of talk!”

How do we achieve our goals?



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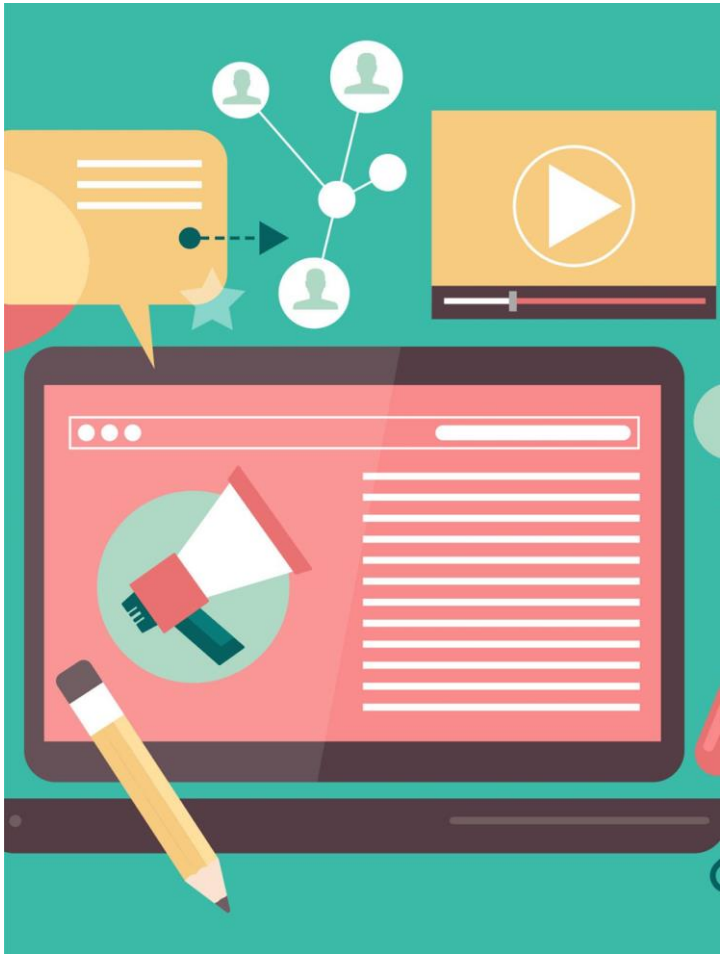
What is a Portfolio?

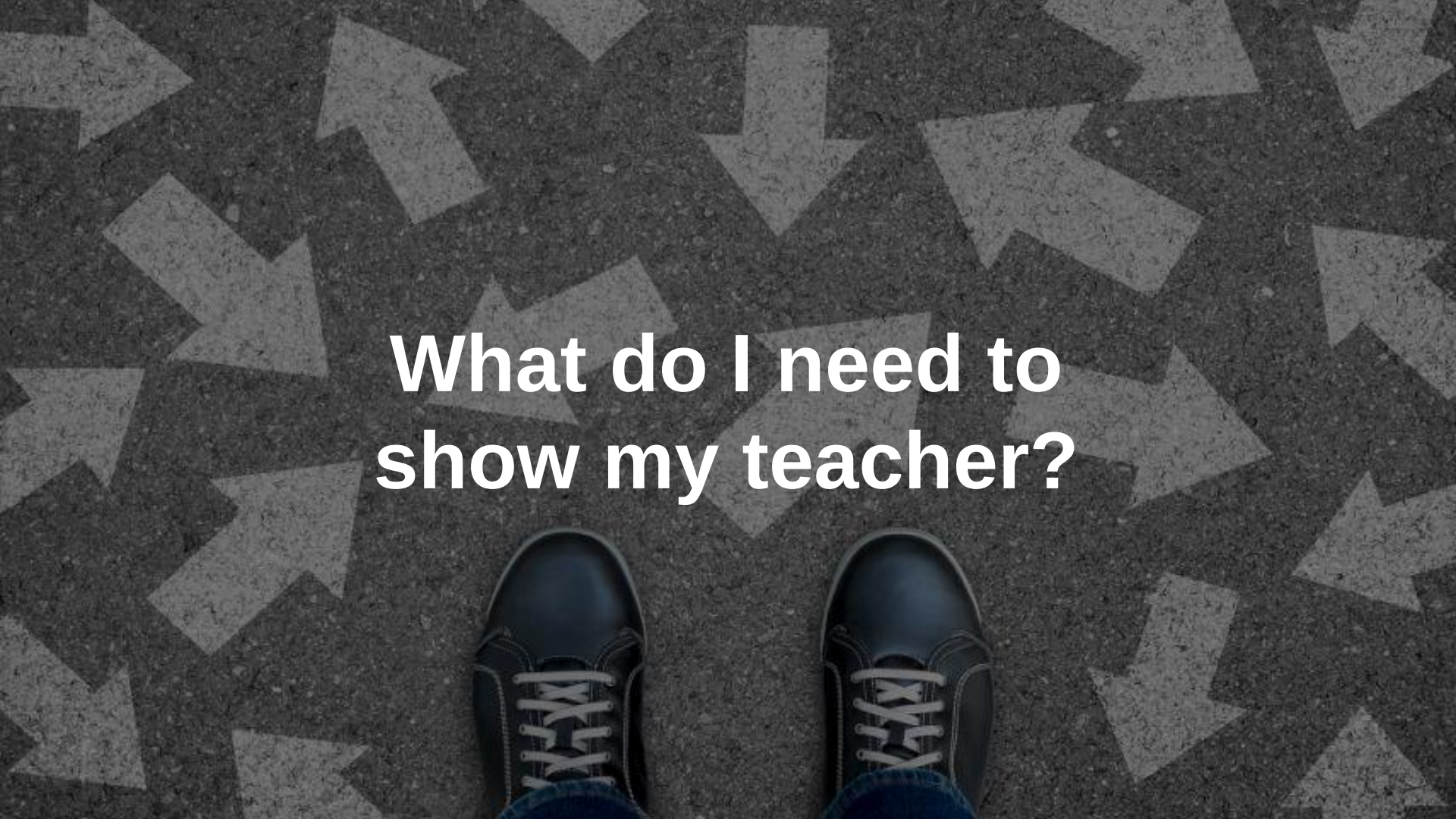
A portfolio is a purposeful collection of selective significant samples of student work accompanied by clear criteria for performance which evidence student effort, progress or achievement.

The Why…..

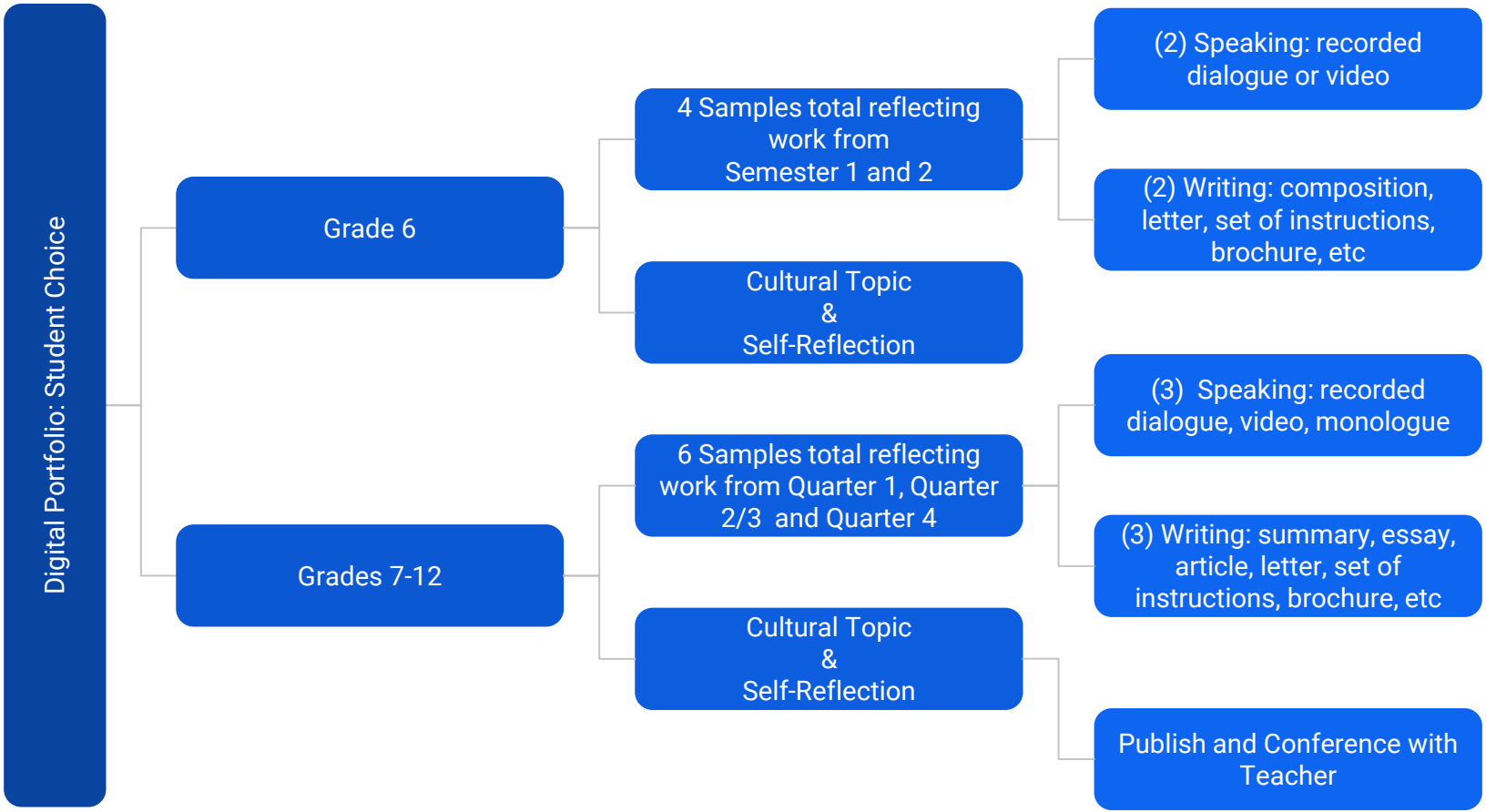
- Shows proficiency growth over time
  - Tangible evidence
- Student Choice / Responsibility
- Metacognition through self-reflection
- Helps with goal setting to increase proficiency
- Allows for increased dialogue between teacher and student / class
- Prepares students for their final exam that is performance-based
- Fun!



What do I need to show my teacher?



Building a digital portfolio using your HerricksK12 account

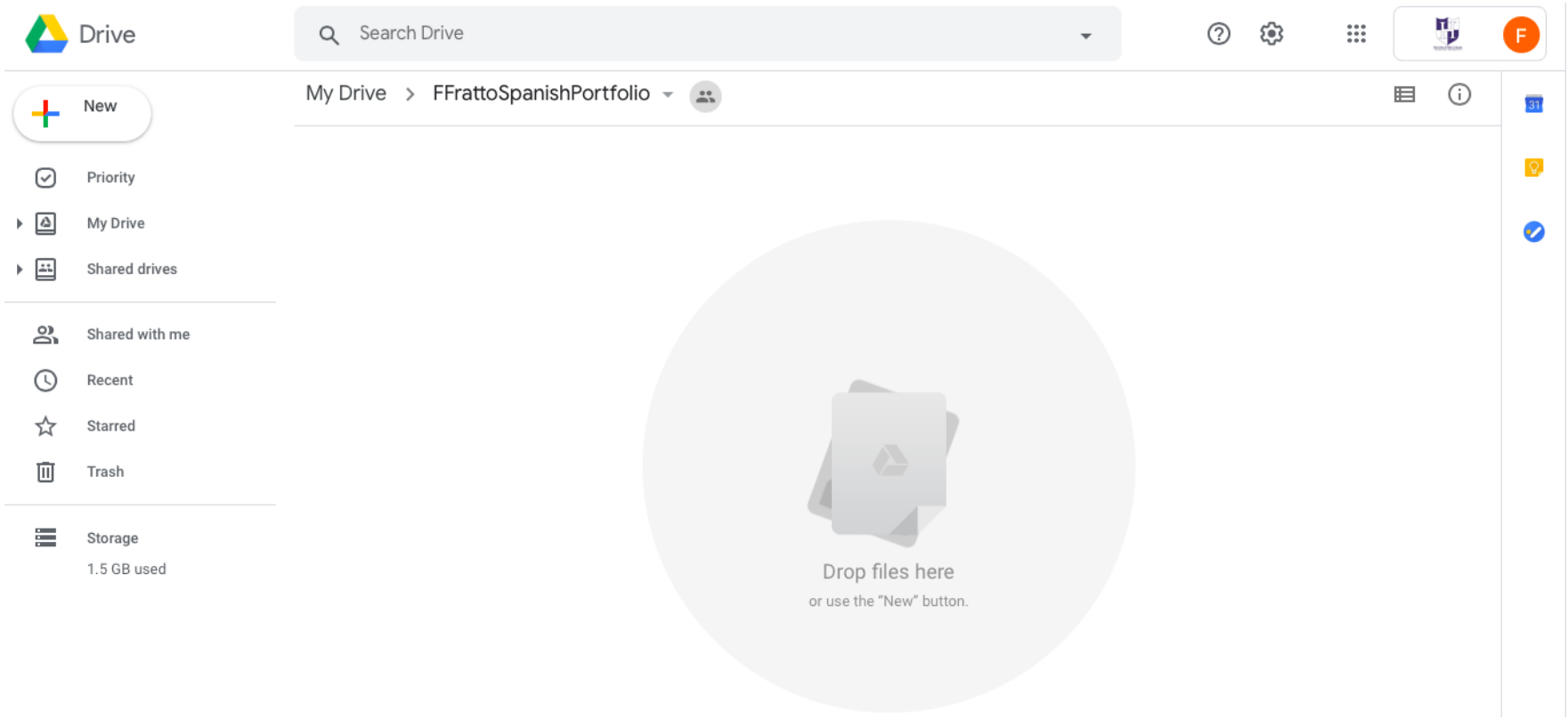

Digital Portfolio: Student Choice
Grade 6
Grades 7-12
4 Samples total reflecting work from Semester 1 and 2
Cultural Topic & Self-Reflection
6 Samples total reflecting work from Quarter 1, Quarter 2/3 and Quarter 4
Cultural Topic & Self-Reflection
(2) Speaking: recorded dialogue or video
(2) Writing: composition, letter, set of instructions, brochure, etc
(3) Speaking: recorded dialogue, video, monologue
(3) Writing: summary, essay, article, letter, set of instructions, brochure, etc
Publish and Conference with Teacher

How do I keep myself organized?

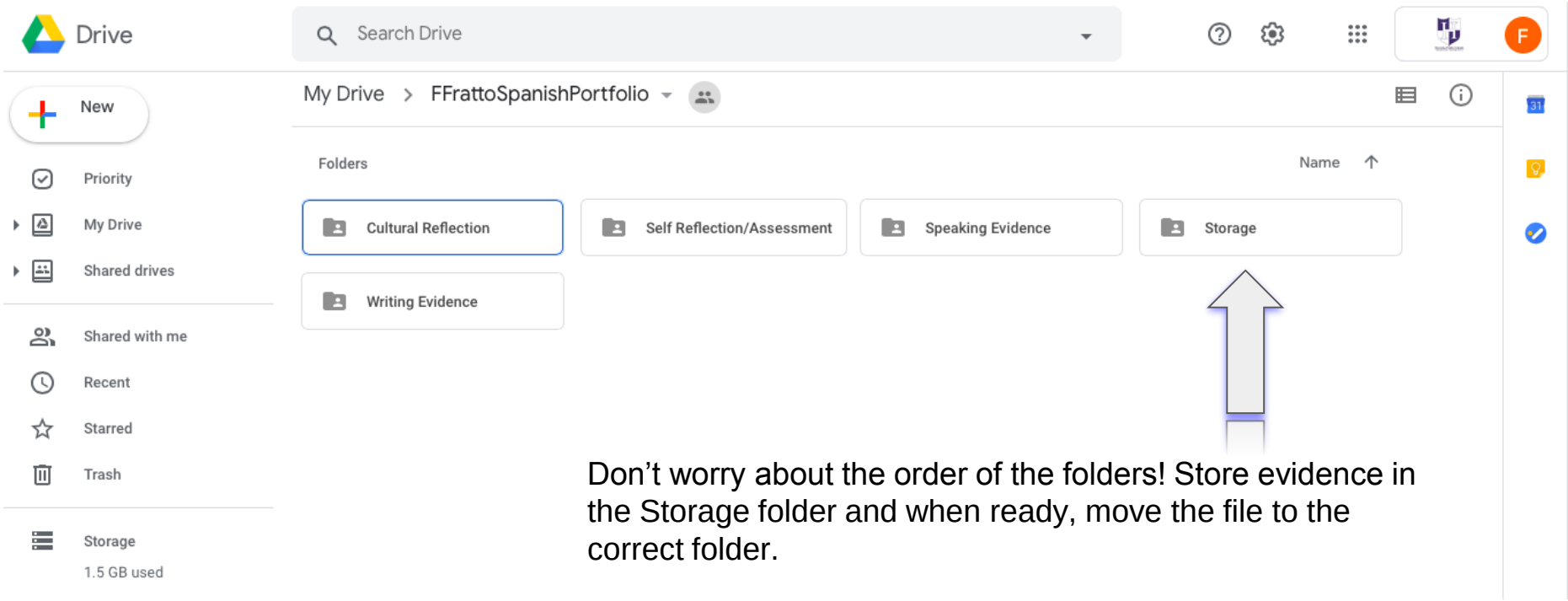
Let’s start with how we name our files on HerricksK12!

- Create the folder and subfolders and share it with your teacher!
- Name the main folder - for example: FFrattoChinesePortfolio / FFrattoFrenchPortfolio / FFrattoItalianPortfolio / FFrattoSpanishPortfolio
- Create five subfolders within the main folder FFrattoLANGUAGEPortfolio
  - 1. Storage - store files (documents, audio, video, rubrics, etc) to select from at a later date
  - 2. Speaking Evidence - evidence once selected is placed in this folder to reflect the mode
  - 3. Writing Evidence - evidence once selected is placed in this folder to reflect the mode
  - 4. Cultural Reflection - one document that answers the questions in a thoughtful and reflective manner
  - 5.Self-Reflection/Assessment - one document that answers the questions in a thoughtful and reflective manner
- Every document/audio or video file should be named or renamed with your First Initial and Last Name with a description - for example: FFrattoCommunityLetter / FFrattoCommunityVideo

Main Folder

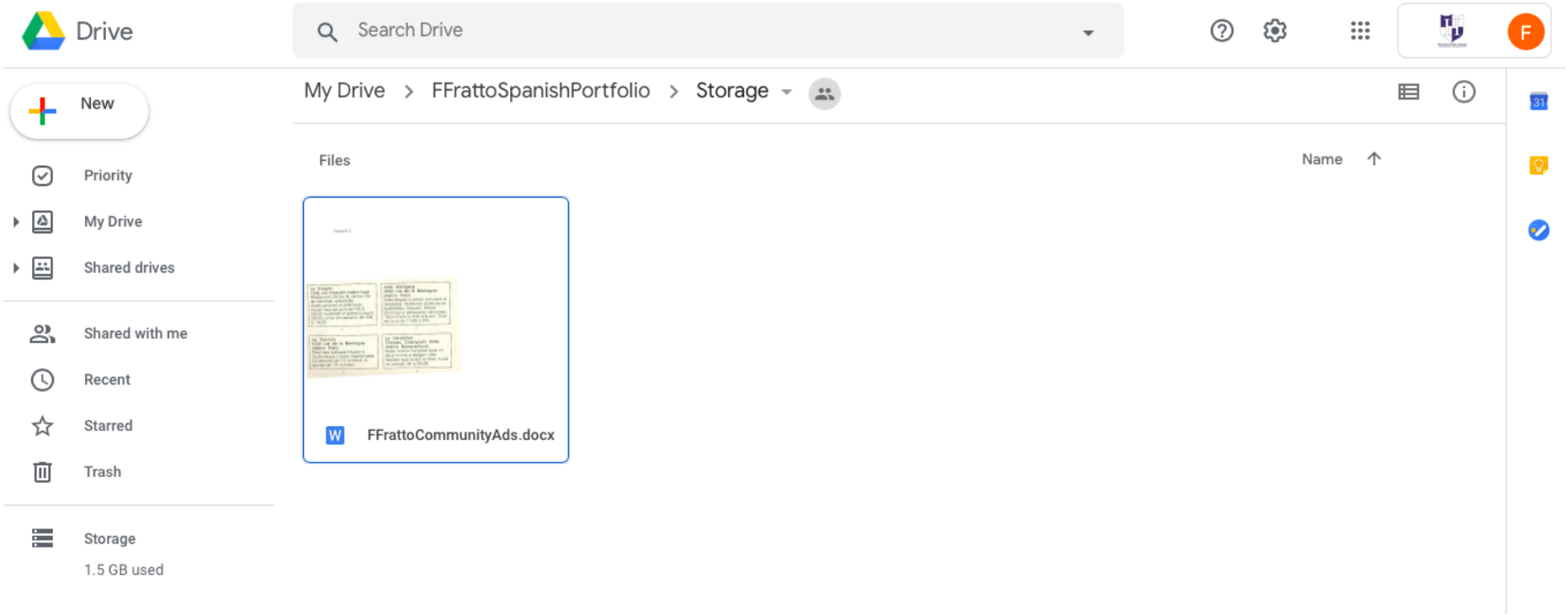

Drive
Search Drive
New
My Drive
FFrattoSpanishPortfolio
Priority
My Drive
Shared drives
Shared with me
Recent
Starred
Trash
Storage
1.5 GB used
Drop files here
or use the "New" button.

Subfolders



Don’t worry about the order of the folders! Store evidence in the Storage folder and when ready, move the file to the correct folder.

Naming files to help organize your files



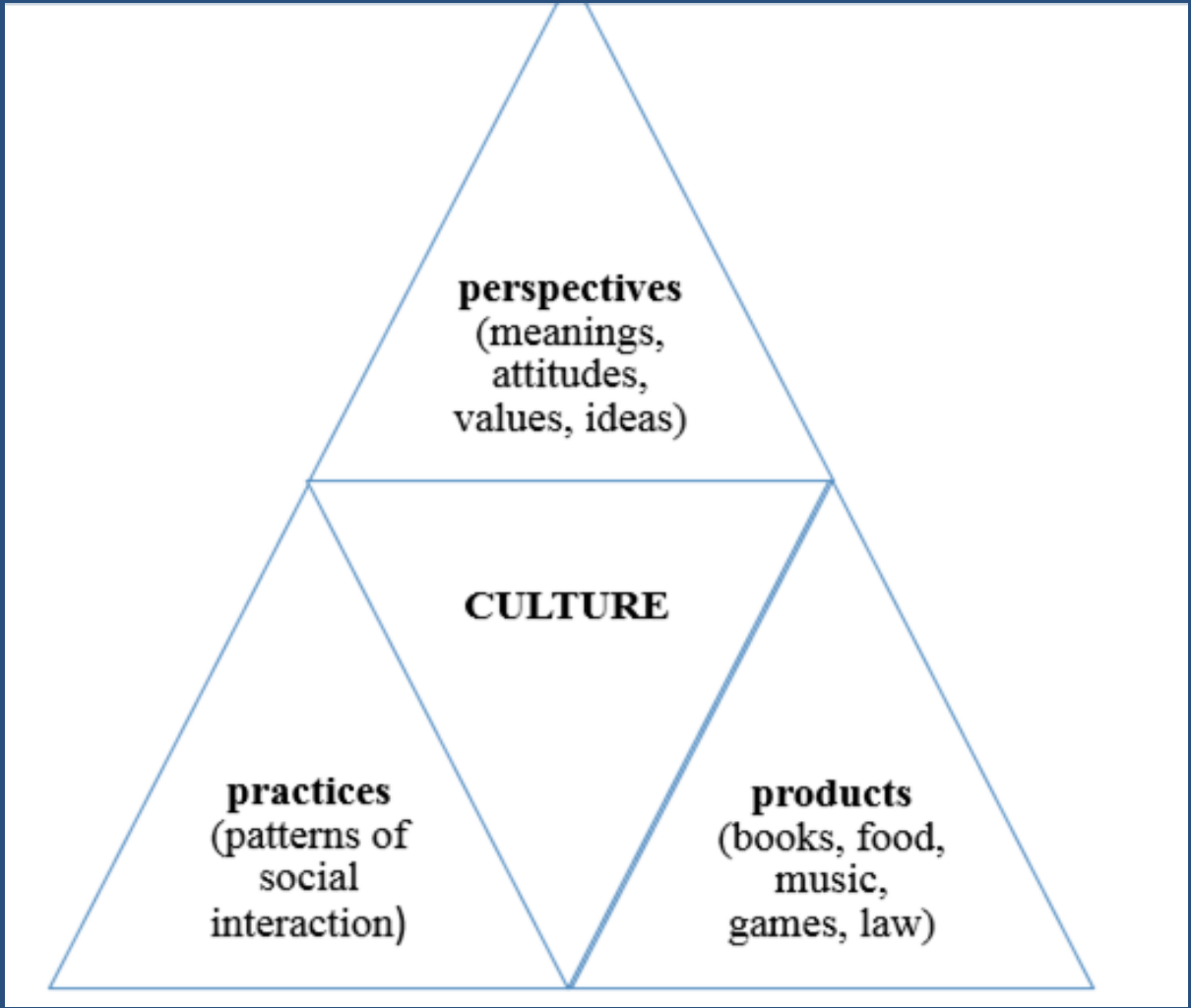
Sample Evidence: advice and additional information

- Speaking
  - Video and/or audio recordings must be uploaded to your Google folder. Include the rubric
  - It is your responsibility that the upload is successful and can be viewed and heard via Google Classrooms. Seek technical assistance ASAP if you are uncertain of how best to upload a audio/video file

- Writing
  - If the writing task was done over time, please include with the final product (essay/letter, etc): outline/graphic organizer, all rough drafts, editing process that includes feedback from classmates, rubric score (student and teacher)
  - If the writing task was done and timed during one period, please upload the final product and rubric that was used by your teacher to score the task.

Cultural Topic Reflection

- What are some of the major lessons you learned about the cultural traditions, history, perspectives, practices, and/or products of the Chinese/French/Italian/Spanish speaking world? Why do you consider these lessons important?
- How are these cultural traditions, perspectives, practices, and/or products similar and/or different than your culture(s)?
- What more might you want to know about the culture(s) in the future?
- The cultural topic piece can be written in English



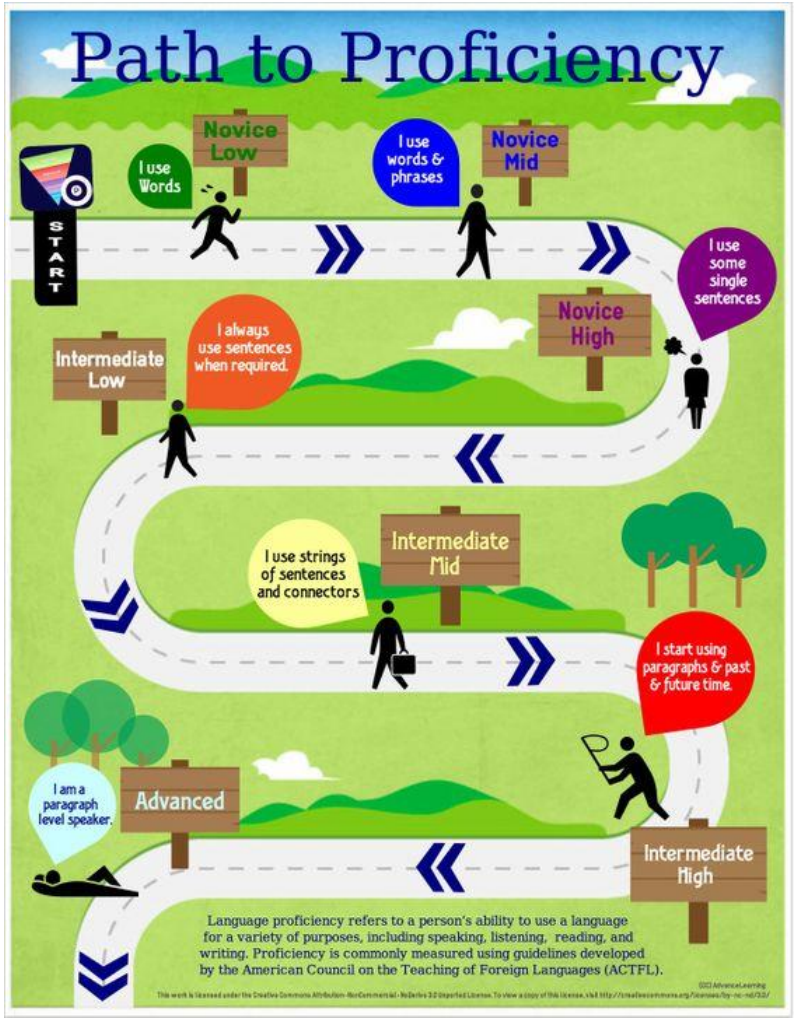
Self-Reflection

- Why did you choose these two/three supporting documents/recordings for the Portfolio?
- What major challenges did you face as a world language student and how did you overcome them?
- How have you grown since the beginning of the program as a language learner?
- How have the Can Do Statements assisted you in your growth? Can you share your growth with evidence from the documents/recordings through the Can Do Statements?
- What do you see as your next goal to build your speaking and writing skills?
- The self-reflection piece can be written in English

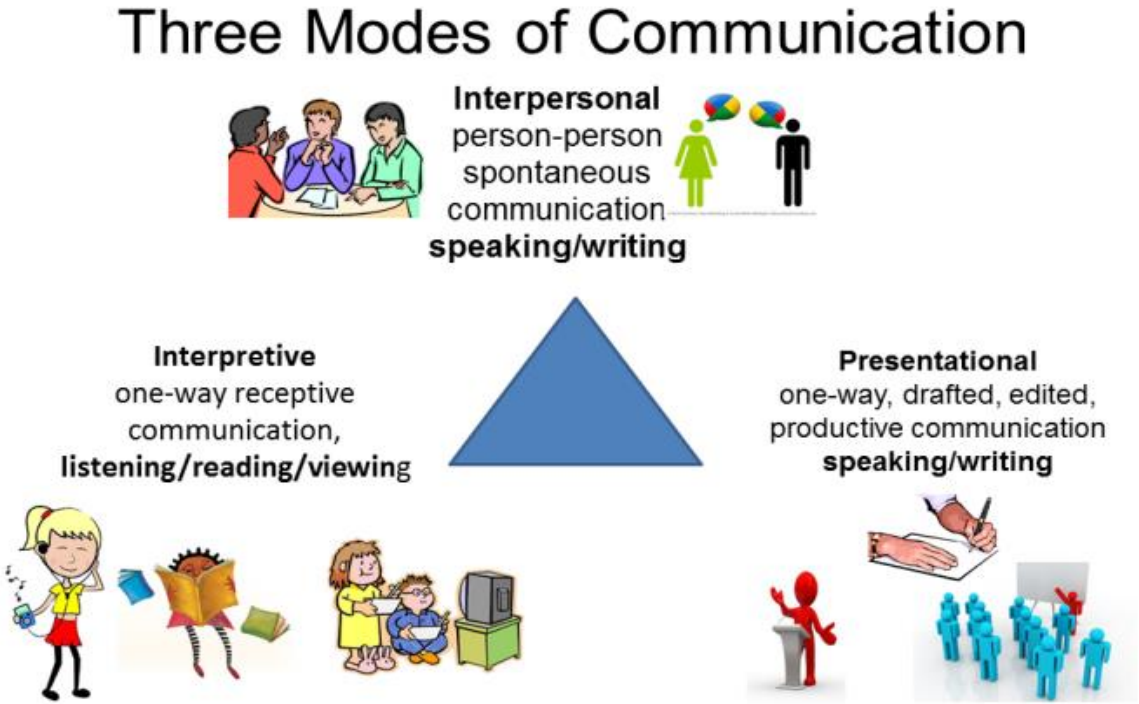
How is my digital portfolio assessed?

- You ultimately decide the grade!
- Rubric
- Portfolio - 100 points
- Part of Quarter 4

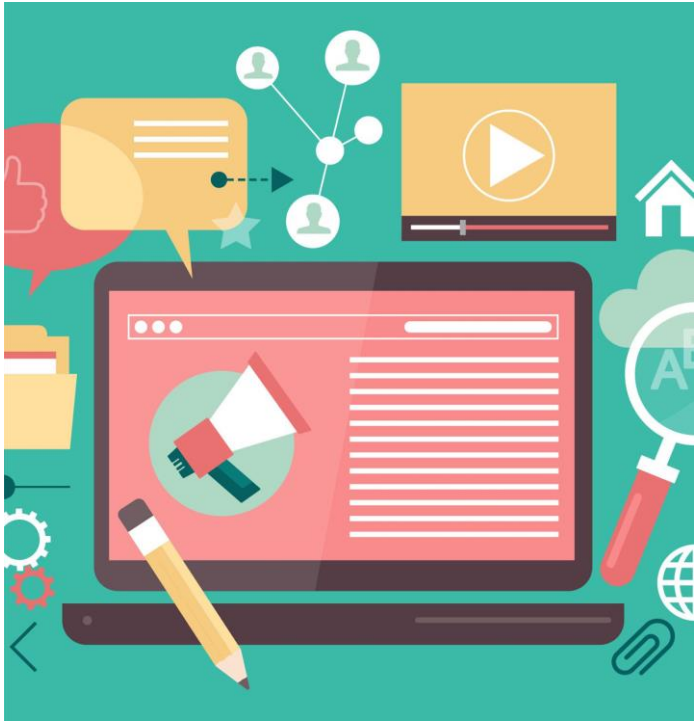
How do the digital portfolios help students over time?


Path to Proficiency
START
Novice Low
I use Words
Novice Mid
I use words & phrases
Novice High
I use some single sentences
Intermediate Low
I always use sentences when required.
Intermediate Mid
I use strings of sentences and connectors
Intermediate High
I start using paragraphs & past & future time.
Advanced
I am a paragraph level speaker.
Language proficiency refers to a person's ability to use a language for a variety of purposes, including speaking, listening, reading, and writing. Proficiency is commonly measured using guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL).

Portfolios ⟹ Performance-based Assessments



Questions?



Ask or email one of The World Language Team of Teachers