



# DIGITAL PORTFOLIOS

for World Language Students K-8

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# Agenda

- Portfolios and Digital Portfolios
- Advantages & Challenges
- Development / Platforms
- Artifact Development
- Samples of Artifacts
- Reflection and Assessment
- Student Goal Setting

# Portfolios

- Purposeful collection of student work
- Represent an array of performance of student work
- Self-reflective and goal-driven
- Can be assessed by students, teachers, school officials, and parents

# Digital Portfolios

- Collection of student work in digital format
- Allow for a rich variety of media
- Address storage issues
- Enduring
- Green

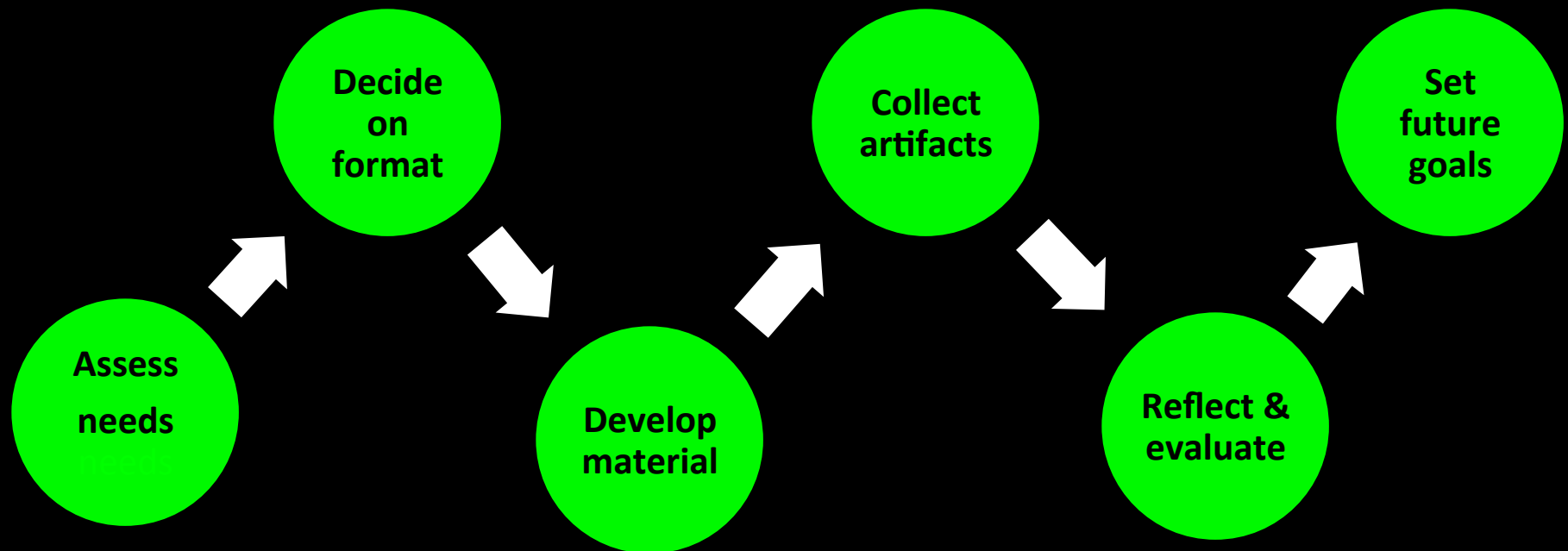
# Advantages

- Accessible
- Portable
- Flexes creativity
- Permanent
- Leverages 21<sup>st</sup> century skills

# Challenges

- Student accessibility to technology
- Level of teacher technical skill
- Level of student technical skill
- Time
- Cost\*

# Phases of Creation



# Platforms

- Evernote
- Voicethread
- Google sites/docs
- Wikis
- Glogster
- Haiku
- Blogger/Wordpress/Blogspot/Blogmeister
- Grady Profile
- A Network folder
- An external hard drive/flash drive



# Artifacts

- Writing
- Drawings / Photos / Cartoons
- Voice recordings
  - reading
  - monologues / dialogues
  - extemporaneous speaking
- Video
  - skits
  - interviews
- Powerpoint / Slideshow
- Website

# Creating Artifacts

- Computer/iPod recording device (audio/video)
- Digital camera / digital video camera
- Scanner
- Storykit / Storybird / Storyjumper / Zooburst
- Prezi
- PB Works
- Glogster
- Podbean/Soundcloud/Yodio/Voicethread
- Blabberize / Go! Animate
- Make Belief Comix / ToonDoo

# Examples

- Glogster – 5<sup>th</sup> grade Spanish artifact
- Glogster – 5<sup>th</sup> grade French artifact



## Zirkman

by [You](#), [Edit this glog](#)

Last updated 1 minute ago

**FINISHED  
PRIVATE**



Hola, me llamo Máximo. Me gustan los animales domésticos. Mi animal es el perro. Se llama Snow. Snow es blanco y medio.



mon animal de compagnie  
par Sophie Vural



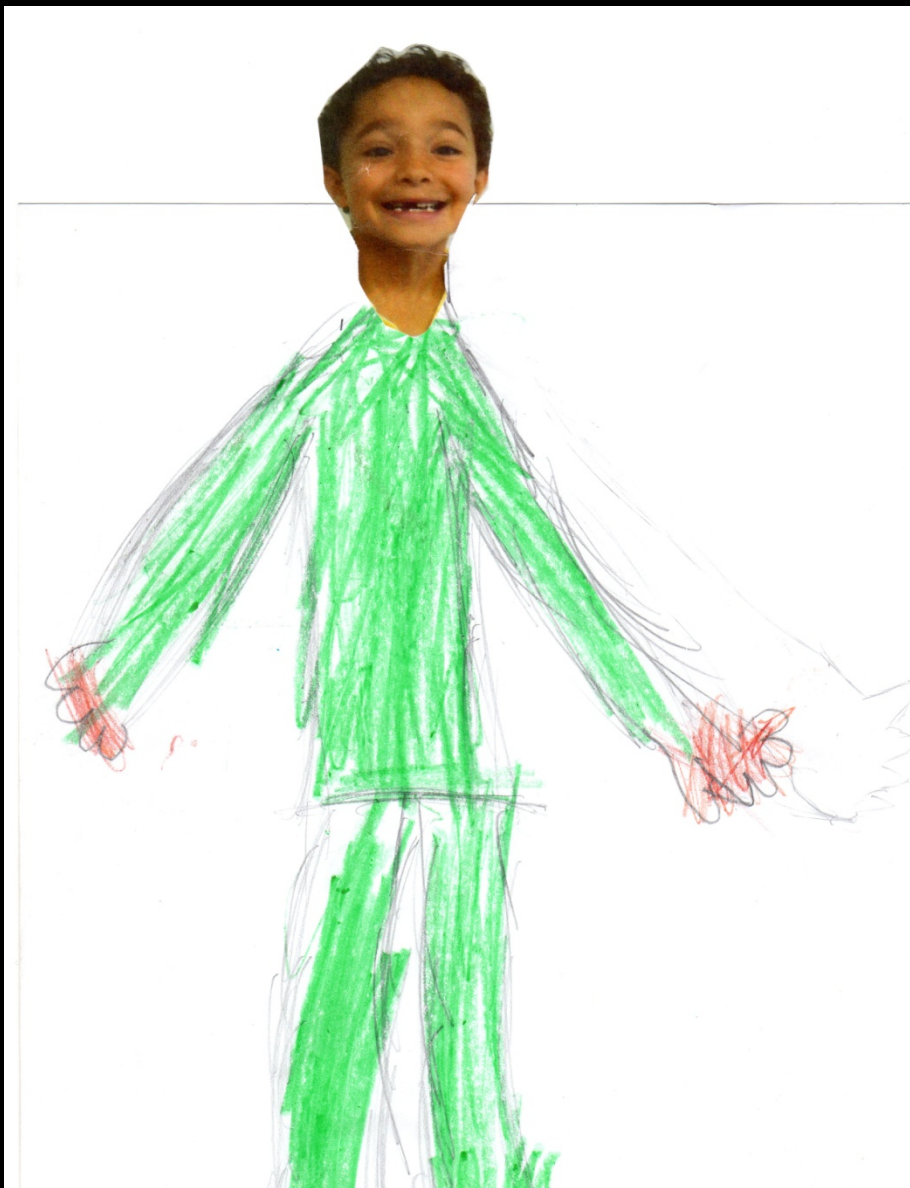
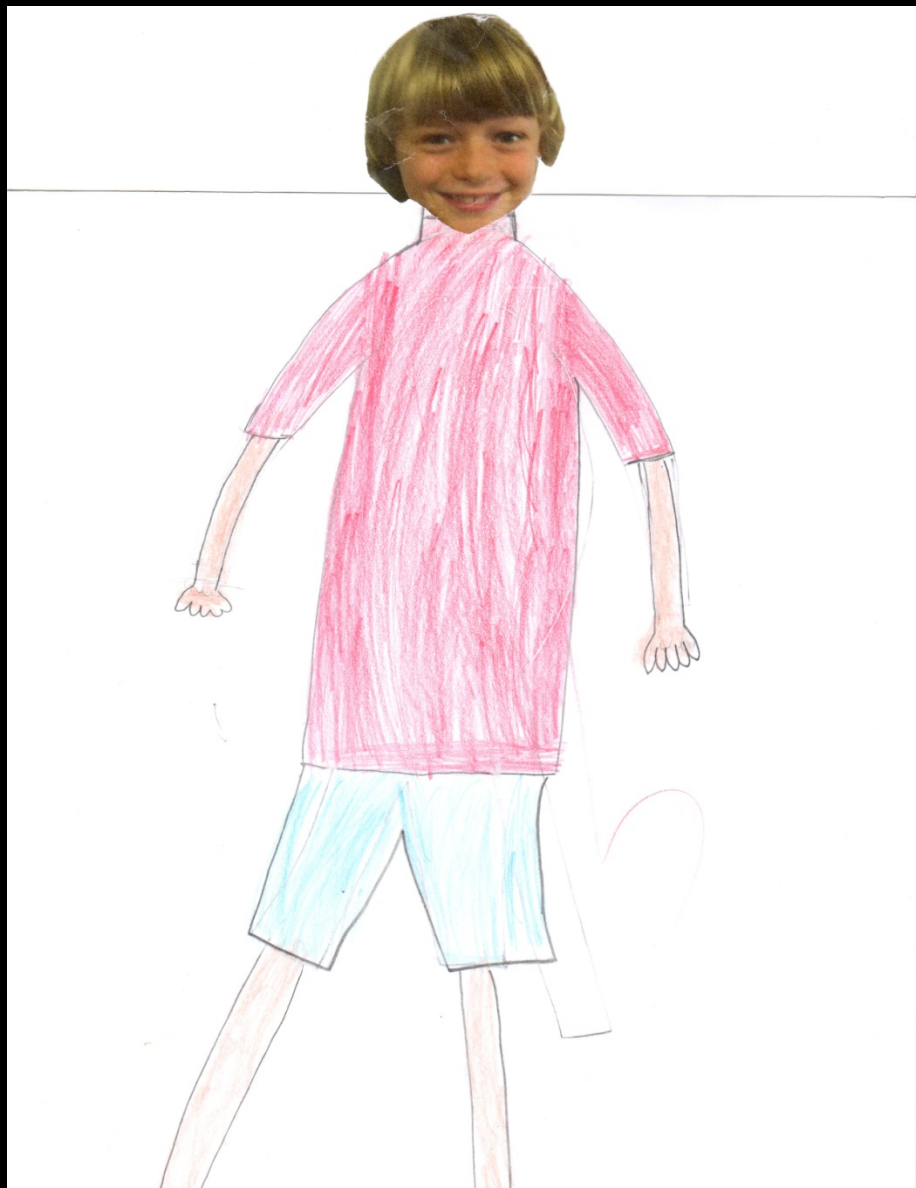
Salut! Je m'appelle Sophie. J'ai 10 ans. Mon animal de compagnie est un serpent. Il s'appelle Monty. Il mange des souris. Il adore manger des souris. Monty est chouette! Il n'est pas méchant. Il est super. Mama déteste les souris.



# Examples



Google Voice (grade 5 French)





# Examples

français 1

Je m'appelle \_\_\_\_\_

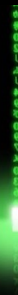
homework: leçons 1 - 4

Directions to Parents/Guardians: Have your child interpret the following images, which are arranged as sentences. Listen to your child and check based on what is on the back of this paper (a phonetic transcription is included for you, but we never use phonetic transcriptions in class). When finished, please send Mr. Lutz a quick email stating that your child completed the homework ([nlutz@mph.net](mailto:nlutz@mph.net)). **MERCI!!**



Answers:

1. Le chien blanc joue avec le ballon rouge.  
(leuh shee-ehh blahn zhoo ah-vek leuh bah-john roozh)
2. Lili a un chien marron.  
(lee-lee ah uhn shee-ehh mah-rohn)
3. David porte une chemise orange.  
(dah-veed port oon sheuh-meez oh-ranzhe)
4. Lili regarde un pantalon violet.  
(lee-lee reuh-gard uhn pahhn-tah-john vee-oh-leh)



iPhone Voice Recorder (grade 1 French)



# Examples



iPhone Video Recorder– (Pre-Kindergarten French)

# Reflection

"We do not learn from experience.

We learn from **reflecting** on experience."

~ John Dewey

~ John Dewey

# Evaluation



# Artifact Self-Evaluation

## Artifact Self-Evaluation

TITLE: \_\_\_\_\_

AUTHOR(S): \_\_\_\_\_

DATE: \_\_\_\_\_

TYPE:   \_\_\_ VIDEO  
          \_\_\_ GLOG  
          \_\_\_ VOICETHREAD  
          \_\_\_ OTHER: \_\_\_\_\_

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Task Description: \_\_\_\_\_

What did I learn by completing this task?  
\_\_\_\_\_  
\_\_\_\_\_

What did I do well?  
\_\_\_\_\_  
\_\_\_\_\_

What could I have done better?  
\_\_\_\_\_  
\_\_\_\_\_

What were some difficulties I encountered?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Artifact Teacher Evaluation

## Artifact Evaluation by Teacher

TITLE: \_\_\_\_\_

AUTHOR(S): \_\_\_\_\_

DATE: \_\_\_\_\_

TYPE: \_\_\_\_\_ VIDEO  
 \_\_\_\_\_ GLOG  
 \_\_\_\_\_ VOICETHREAD  
 \_\_\_\_\_ OTHER: \_\_\_\_\_

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### SPEAKING COMPONENT

DIMENSION	DISTINGUISHED	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Accuracy	Few to no errors few errors frequent errors	few errors	frequent errors which do not interfere with communication	excessive errors which interfere with communication
Pronunciation	easily understood with minimal effort	occasional errors; understood with minimal effort	many mispronounced words; comprehension is difficult	speech is not comprehensible
Fluency	sounds natural; minimal to no hesitation	some hesitation; communication is clear	frequent pauses that do not interfere with communication	excessive pauses that interfere with communication
Effort	exceeds all task requirements	meets all requirements	partial completion of task requirements	does not meet minimum task requirements
Vocabulary	extensive, accurate use of vocabulary	wide use of vocabulary in context; mostly accurate usage	listing vocabulary; somewhat accurate usage	listing vocabulary; inaccurate usage
Listening	exceptional response; thorough comprehension is evident	accurate response; adequate comprehension is evident	limited response; comprehension is somewhat evident	inadequate, inaccurate response

### WRITTEN COMPONENT

DIMENSION	DISTINGUISHED	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Content	Exceeds requirements; superior work	Meets all requirements; well executed; above average work	Meets most requirements; average work	Incomplete; missing some key requirements
Accuracy	Very few/no errors; spelling, agreement and word order are correct	Some minor errors; correct use of grammar and vocabulary is evident most of the time	Some errors; main idea is comprehensible; grammar and vocabulary are simple and limited	Frequent errors that limit comprehension; grammar and vocabulary limited
Neatness, Organization, Presentation	Exceptionally neat and well organized; excellent presentation	Well organized and neat; good presentation	Somewhat organized; average neatness and presentation	Lacking organization and neatness
Comprehension	Very clear and comprehensible; used appropriate grammatical forms to communicate ideas	Clearly comprehensible; some errors, but ideas are well communicated	Mostly comprehensible; some parts unclear, but able to communicate the main idea	Somewhat comprehensible; some ideas distorted due to improper use of language
Effort	Exceeds requirements and shows great evidence of thoughtful input	Meets all requirements; shows good evidence of thoughtful input	Meets most requirements; shows some evidence of thoughtful input	Meets some requirements; minimal evidence of thoughtful input

SOMETHING I REALLY LIKED: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

SOMETHING I AM WONDERING ABOUT: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# Entire Portfolio Self-Evaluation

## MY PORTFOLIO SELF-EVALUATION

- What is the title of your most effective artifact?

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- What is the title of your artifact with which you are the least satisfied?

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- What makes your most effective piece different from your least effective piece?

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- What is your favorite type of artifact to create and why?

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- What growth did you see in your work this year?

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- What are your goals for future work?

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# Entire Portfolio Teacher Evaluation

## Assessing the Quality of Portfolios

This rubric suggests standards and criteria that teachers can use to assess portfolios. The standards and criteria should be shared with students before they begin building their portfolios.

	Superior	Excellent	Good	In Progress
<b>Appearance</b>	extremely eye appealing, professional looking	attractive, neat	somewhat attractive or neat	sloppy, effort not shown
<b>Creativity</b>	creativity abounds, much original thinking and/or elaboration	much creativity, original thinking, and/or elaboration	some evidence of creativity, original thinking or elaboration	little or no evidence of creativity, original thinking or elaboration
<b>Content</b>	all quality artifacts chosen demonstrate a high level of reasoning	quality artifacts chosen demonstrate clear reasoning	some artifacts chosen demonstrate clear reasoning	few or none of the artifacts chosen demonstrate clear reasoning
<b>Organization</b>	striking organization that makes the reading flow smoothly	organized, definite transition between works and parts of the portfolio	fairly organized, good transition in topics	nothing in order, appears thrown together, no transition
<b>Completeness</b>	contains required pieces, shows much extra effort with additional pieces	contains required piece, some additional pieces	contains required pieces	missing some required pieces
<b>Reflection</b>	high level of analytical thinking backed by sound evidence	obvious time on reflection, honest; excellent details	adequate reflection shown	very brief, done hurriedly, not sincere or honest

# Goal Setting

- Looking ahead and setting goals for the future.
- Students see patterns in their work.
- These observations can help identify goals for future learning.



# Questions & Comments

THANK  
YOU!

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