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 21st century skills
Challenges

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

1. Assess needs
2. Decide on format
3. Develop material
4. Collect artifacts
5. Reflect & evaluate
6. Set future goals
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 – 5th grade Spanish artifact
- Glogster – 5th grade French artifact
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

Examples

Google Voice (grade 5 French)
Examples

français 1

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 (mlutz@mhs.net). MERCI!

1. [Images of various objects and characters]

2. [More images of various objects and characters]

3. [Additional images of various objects and characters]

4. [Further images of various objects and characters]

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
Artifact Self-Evaluation

TITLE: ________________________________

AUTHOR(S): ______________________________________
____________________________________________________

DATE: ________________________________

TYPE: __ VIDEO
       __ GLOG
       __ VOICETHREAD
       __ OTHER: ________________________________

*******************************************************************************

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
- BLOG
- VOICE THREAD
- OTHER: ____________________________

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### SPEAKING COMPONENT

<table>
<thead>
<tr>
<th>DIMENSION</th>
<th>DISTINGUISHED</th>
<th>PROFICIENT</th>
<th>PARTIALLY PROFICIENT</th>
<th>NOVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy</td>
<td>Few to no errors; few errors frequent errors</td>
<td>few errors; frequent errors which do not interfere with communication</td>
<td>excessive errors which interfere with communication</td>
<td>Incomplete; missing some key requirements</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>easily understood with minimal effort; occasional errors; well pronounced with minimal effort; pronunciation is difficult</td>
<td>some hesitations; communication is clear</td>
<td>frequent pauses that do not interfere with communication</td>
<td>Speech is not comprehensible</td>
</tr>
<tr>
<td>Fluency</td>
<td>sounds natural; minimal to no hesitation</td>
<td>some hesitations; communication is clear</td>
<td>frequent pauses that do not interfere with communication</td>
<td>Excessive pauses that interfere with communication</td>
</tr>
<tr>
<td>Effort</td>
<td>exceeds all task requirements</td>
<td>meets all requirements</td>
<td>partial completion of task requirements</td>
<td>Does not meet minimum task requirements</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>extensive; accurate use of vocabulary</td>
<td>wide use of vocabulary in context; mostly accurate usage</td>
<td>listing vocabulary; somewhat accurate usage</td>
<td>Listing vocabulary; inaccurate usage</td>
</tr>
<tr>
<td>Listening</td>
<td>exceptional response; thorough comprehension is evident</td>
<td>accurate response; comprehension is evident</td>
<td>limited response; comprehension is somewhat evident</td>
<td>Inadequate, inaccurate response</td>
</tr>
</tbody>
</table>

### WRITTEN COMPONENT

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

### SOMETHING I REALLY LIKED:

__________________________

__________________________

### SOMETHING I AM WONDERING ABOUT:

__________________________

__________________________
**Entire Portfolio Self-Evaluation**

<table>
<thead>
<tr>
<th>MY PORTFOLIO SELF-EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What is the title of your most effective artifact?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>• What is the title of your artifact with which you are the least satisfied?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>• What makes your most effective piece different from your least effective piece?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>• What is your favorite type of artifact to create and why?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>• What growth did you see in your work this year?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>• What are your goals for future work?</td>
</tr>
</tbody>
</table>
# 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.

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