

# ePortfolio: Engaging Students in Showcase Learning

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# ePortfolio: The Power of Student Self-Assessment, Reflection & Goal Setting



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# How did we get here?

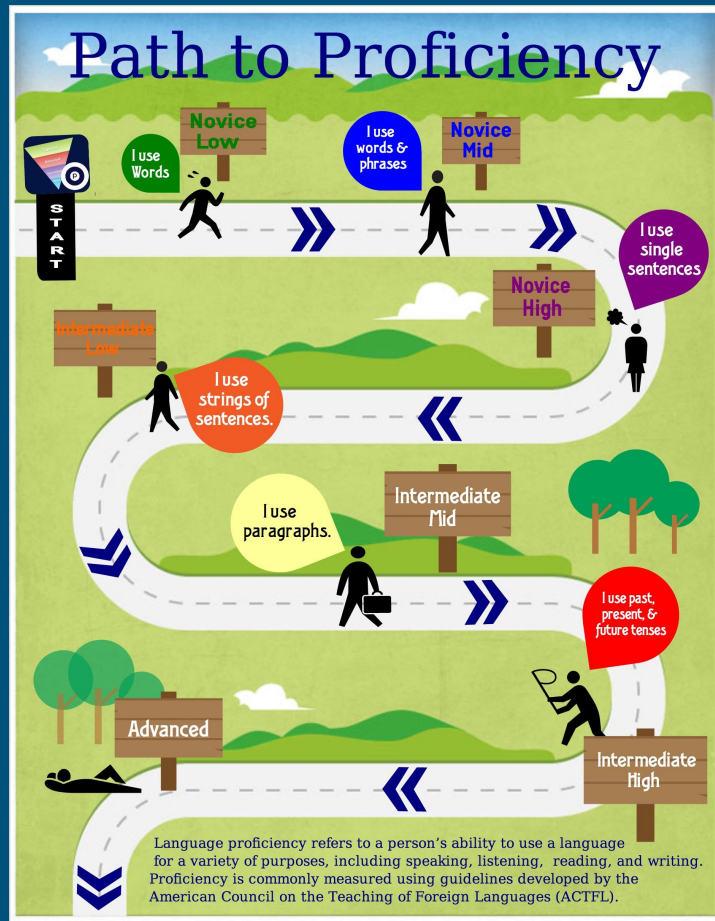
LSW Linguafolio

LPS Visual Art Curriculum Collaboration

Chromebook 1:1

Early Adapter Pilot

Closing the Feedback Loop



# LPS Four Strands

Proficiency Focus

Integrated Performance Assessments (IPAs)

Curriculum Design & Implementation

ePortfolios: Learning Over Time

## CORE PRACTICES

For World Language Learning



### Facilitate Target Language Comprehensibility

Students and teachers speak, listen, read, write, view, and create in the target language 90% or more during classroom time: comprehensible input, contexts, and interactions.

### Guide Learners through Interpreting Authentic Resources

Present interactive reading and listening comprehension tasks using authentic cultural texts with appropriate scaffolding while promoting interpretation.



### Design Oral Interpersonal Communication Tasks

Teachers design and carry out interpersonal communication tasks for pairs, small groups, and whole class instruction.

### Plan with Backward Design Model

Instructors identify desired results THEN determine acceptable evidence THEN plan learning experiences and instruction.



### Teach Grammar as Concept and Use in Context

Teach grammar as concept and use in context. Students focus on meaning BEFORE form.

### Provide Appropriate Oral Feedback

Oral corrective feedback is a tool for mediating learning and language development.



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# Focused Reading

What are you noticing  
about this article  
&  
Lincoln Public Schools  
World Language  
Curriculum?



## Putting Grammar in Its Place to Foster Proficiency Development



BY NICOLE SHERF AND TIESA GRAF

**W**hat do we want our learners to be able to do as a result of their language learning experience? Most teachers and other stakeholders will agree that we want them speaking the language. Students themselves increasingly value literacy in another language as a critical college- and career-readiness skill. Actively involving students in developing their proficiency is part of an effective strategy to move them along the proficiency continuum in a department that has set target proficiency goals. The more students understand about what it takes to develop proficiency, and the communicative strategies that will make them successful in doing so, the more easily they can transition up the proficiency scale. Additionally, in order to support and guide students effectively, the department needs to collaborate, come to consensus, and create programming that has proficiency development as a goal. Ultimately, this requires a reconsideration of the role that grammar and accuracy has traditionally held in teaching and assessment.

### A Shift to Proficiency

Although the ACTFL Proficiency Guidelines were first published in 1986, it is only in the last five or so years that the language teaching profession is seeing a shift to proficiency as an organizing principle for planning, teaching, and assessment. In this shift, departments can plan for proficiency development by setting proficiency targets for each level of instruction. Students are taught to perform tasks at the desired



[illegible]

A holistic and meaningful digital documentation by students of their own language learning journey.

# Why ePortfolios

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- a window into & showcase of student learning over time
- foster critical thinking and reflection upon students own work
- make classroom learning more accessible to students, parents, teachers and administrators
- provide additional assessment information beyond what can be collected from traditional letter grades that often are not measured on standardized tests
- increase student engagement, & promote a continuing conversation about learning between teachers, parents, and students
- extend academic lessons beyond school walls





# Lincoln Public Schools

## ePortfolio Models

[ABOUT ME](#)[K](#)[1ST](#)[2ND](#)[3RD](#)[4TH](#)[5TH](#)[6TH](#)[7TH](#)[8TH](#)[9TH](#)[10TH](#)[11TH](#)[12TH](#)[ELL](#)[CAREER ACADEMY](#)[9th >](#)

## World Language

¡Hola! Me llamo [REDACTED] Yo soy de Lincoln, Nebraska. Fui a Culler escuela secundaria. Yo voy a Lincoln Northeast escuela secundaria ahora. Yo iría a Universidad de Lincoln Nebraska en el futuro. Es a joven me en la camiseta roja. Yo era siete años en la foto. Yo tengo catorce años ahora. A mi me gusta la pizza y alguno camida. Yo también te gusta historia de la guerra. Yo consigo bueno grados en la escuela secundaria.

[REDACTED] SPANISH 2

TITLE

LAST



File\_000.mov

11/7/16 [REDACTED]



IMG\_0036.MOV

11/9/16 [REDACTED]



IMG\_0043.MOV

11/11/16 [REDACTED]





## Culture/History



La fiesta nacional llamada el Día de los Muertos se celebra en muchos países, incluyendo México, Filipinas, Guatemala, Belice y incluso en el estado de California en los Estados Unidos. El día está dedicado a la oración y el recuerdo de amigos y familiares que han muerto. La gente crea altares y come comida, y dar regalos en las tumbas. Las celebraciones del Día de los Muertos en México se desarrollaron de antiguas tradiciones entre sus culturas precolombianas. Rituales celebrando las muertes de los antepasados habían sido observados por estas civilizaciones durante tanto tiempo como 2.500-3.000 años.

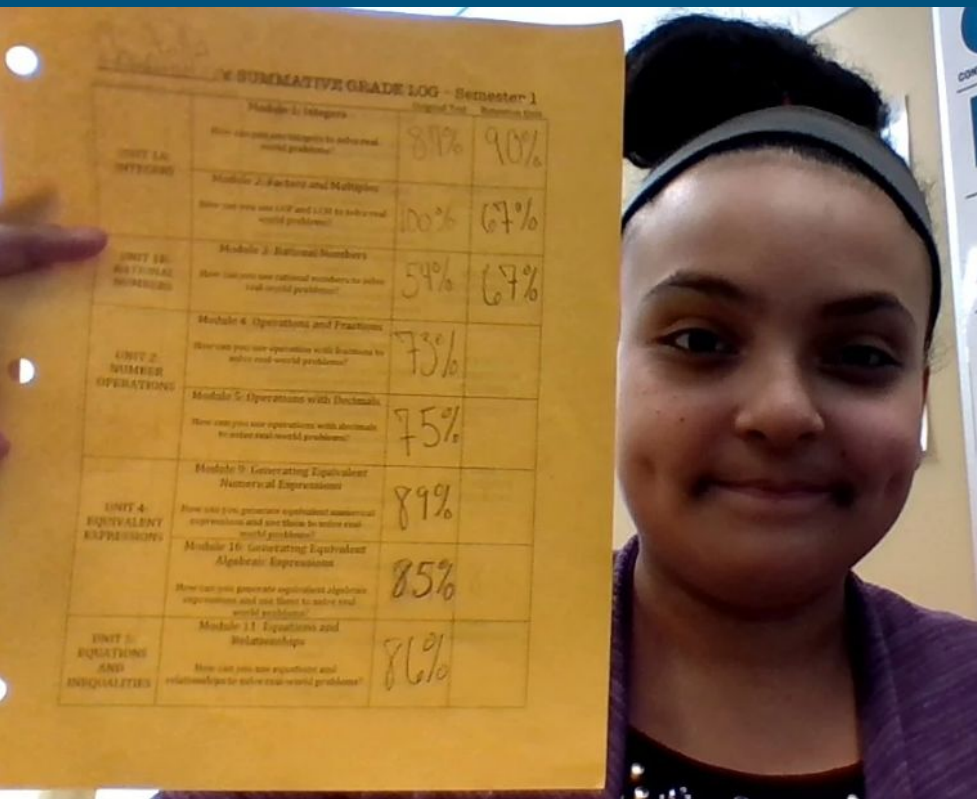




# District-wide ePortfolios



# District-wide ePortfolios



## MATH CONFERENCE REFLECTION

I have earned a total grade of B (81%). I have 0 missing assignments.

I want to maintain or improve (underline one) my grades.

To do this I will take notes and actually use them and use my graded homework .

One thing I do very well in math class is listening so that i can get better at math

One thing I can improve on in math class is completing all my homework.

My goal for this semester of math class is to get an A.

# Student Self-assessment

— “We do not learn from experience...we learn from reflecting on experience.”

– John Dewey

“I scored myself to be novice high over all because I am not able to carry on a conversation without help very well. Also based on tests I can make at least a paragraph with some thinking. But I still struggle to continue to write or answer some questions if I do not have help. Answering questions on tests can still be kind of hard for me, but most of the time I can do it with some thought.” - SL

“**Listening:** I scored myself at Intermediate Low because I usually just get the main ideas when I'm interpreting someone speaking in Spanish. **Reading:** I scored myself at Intermediate Mid because I can understand a few more details when a text is presented before me rather than someone speaking. **Person to Person Communication:** I'm not the greatest at speaking to another person in Spanish, so I put myself at Intermediate Low. **Spoken Production:** I am also not the greatest at this either (I can only connect basic sentences to connect *familiar* topics), so I put myself at Intermediate Low. **Writing;** I would say that I am somewhat proficient at writing in Spanish, so I would give myself an Intermediate Mid” - LS



I place myself in the Low Intermediate section for listening and reading. I understand the main ideas of a text and familiar/known vocabulary. Additionally, I understand few unfamiliar vocabulary.

As for communication, I placed score myself as Novice high. I can exchange info. on familiar topics and I can handle short conversations. However, I may need help in order to keep the conversation going.

Finally, I score myself as Intermediate mid for presentation. I can create/connect sentences in order to describe or explain familiar topics or experiences to narrate a story or make a factual presentation. - KS

LINGUA-FOLIO SELF-ASSESSMENT GRID											
		BASIC			INTERMEDIATE			ADVANCED			SUPERIOR
		Low	Mid	High	Low	Mid	High	Low	Mid	High	
PROFICIENCY	Listening	I can understand a few familiar words. I can understand some words that are similar to those in my own language.	I can understand some everyday words, phrases and sentences, especially those that are similar to those in my own language.	I can understand some familiar topics expressed through phrases, short sentences, and frequently used expressions, and I can understand the main points in messages and announcements.	I can understand topics that I hear in the news, in sentences, short conversations and some forms of media.	I can understand about six familiar topics mentioned through a series of sentences. I can understand short, direct messages in conversations and through some forms of media.	I can understand some extended speech as a series of familiar and unfamiliar topics delivered through conversations and other media.	I can understand some extended speech on a variety of familiar topics delivered through a variety of media.	I can understand some extended speech on a variety of familiar topics delivered through a variety of media.	I can understand some extended speech on a variety of familiar topics delivered through a variety of media.	I can understand any level of spoken language, including mass media and broadcasts.
	Reading	I can identify some words in pictures, especially those that are similar to words in my own language.	I can understand familiar words and simple phrases or sentences.	I can understand the main ideas and some details in simple texts that contain familiar vocabulary.	I can understand the main ideas and some details in texts that contain familiar vocabulary.	I can understand short texts that contain familiar vocabulary and the main ideas and some details in texts that contain familiar vocabulary.	I can understand short texts that contain familiar vocabulary and the main ideas and some details in texts that contain familiar vocabulary.	I can understand the substance of texts on familiar topics and information that has been in common topics.	I can understand long, complex texts and recognize some literary and historical texts.	I can understand long, complex texts and recognize some literary and historical texts.	I can comprehend with ease virtually all forms of written language.
PROFICIENCY	Speaking	I can use single words and simple memorized phrases.	I can interact with help using memorized words and phrases. I can answer simple questions in very familiar topics.	I can exchange with familiar topics, topics and activities.	I can begin to carry on a short conversation on a limited number of familiar topics. I can ask and answer simple questions and exchange information in highly familiar situations.	I can make my ideas and begin to carry on a conversation on a limited number of familiar topics and in uncomplicated situations.	I can state and support my ideas and take an active part in discussions on familiar topics and in some complicated situations.	I can express myself on a range of familiar and some unfamiliar topics.	I can express myself on a range of familiar and some unfamiliar topics.	I can communicate with fluency and flexibility on concrete social and professional topics.	I can effectively and coherently use language for all purposes. I can take part effectively in any conversation or discussion.
	Writing	I can use single words and memorized phrases to provide information about myself and my immediate surroundings.	I can use simple phrases and memorized phrases to provide information about myself and my immediate surroundings.	I can use a series of phrases and memorized phrases to provide information about familiar topics.	I can express basic information to provide information on familiar topics. I can write with some details, information about what I read, hear and see.	I can express information in short sentences, paragraphs, and lists. I can write a letter and make a simple presentation.	I can present ideas and detailed descriptions and arguments in short sentences and paragraphs. I can express the viewpoint on an issue and support my opinion.	I can deliver a clear and detailed presentation appropriate to a variety of topics.	I can deliver a clearly structured presentation on general, academic, or professional topics.	I can deliver a clear and detailed presentation on general, academic, or professional topics.	I can deliver a presentation for a variety of audiences in a wide variety of contexts.
PROFICIENCY	Interacting	I can say some characters and words.	I can provide some basic information on familiar topics in short and simple forms.	I can write about familiar topics and express my views in simple forms.	I can write about familiar topics and express my views in simple forms.	I can express ideas in short sentences, paragraphs, and lists. I can write a letter and make a simple presentation.	I can express ideas in short sentences, paragraphs, and lists. I can write a letter and make a simple presentation.	I can express ideas in short sentences, paragraphs, and lists. I can write a letter and make a simple presentation.	I can express ideas in short sentences, paragraphs, and lists. I can write a letter and make a simple presentation.	I can express ideas in short sentences, paragraphs, and lists. I can write a letter and make a simple presentation.	I can effectively and coherently express myself in a variety of contexts for academic and professional purposes.
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# ePortfolios and Students

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*“I really enjoyed being able to speak and practice my Spanish without being in front of my whole class. I also enjoy being able to go back and listen to myself and be able to find my mistakes. I thought as the year went on, i got better and more fluent. It was easier for me to speak it since i wasn't in front of a bunch of people. I felt like I improve from the beginning of the year. I slowly am getting better and am learning the words and the language. I feel that I am getting more and more fluent as I continue to read the words and the sentences over. My words are still chopping and my pronunciation is still beginner level, but from the beginning of the year to now, I have improved a lot. I can now look at words and guess what the pronunciation is.” - CH, Freshman, Level 2*

# ePortfolios and Students

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*“What I liked most about the portfolio and my videos, is that it gave me a chance to see myself perform at speaking. I like being able to listen to myself speak because it helps me catch my mistakes so I can fix them next time. It also gives me a chance to see how well I am doing and how much I have improved throughout the semester. I think for the most part in my videos, my pronunciation was pretty good and I rarely made a mistake. I also think I sounded clear and was easily heard and understood.” - AS, Junior, Level 1*

# Opening the Feedback Loop



“Effective *feedback* occurs during the learning, while there is still time to act on it.”

-Jan Chappuis

