ePortfolio: Engaging Students in Showcase Learning

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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
LPS Four Strands

- Proficiency Focus
- Integrated Performance Assessments (IPAs)
- Curriculum Design & Implementation
- ePortfolios: Learning Over Time
What are you noticing about this article & Lincoln Public Schools World Language Curriculum?
What are ePortfolios?

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

- 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
World Language


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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 desarrolló de antiguo 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
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
2nd year student self-assessment

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
“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
“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