

## Student Portfolio Introduction

In Jaci Collin's segment, she uses a rubric (portfolio evaluation) to evaluate each student's portfolio three times a year: at fall conferences, spring conferences, and mid-May conferences. Students may earn up to 20 points on the portfolio and five points by completing the conferencing/return of the parent validation form for a total of up to 25 points in each grading period. The Portfolio Evaluation form (rubric) is used to ensure the portfolio meets some criteria of professionalism.

Students also complete a weekly self-evaluation form each Friday which becomes a part of their portfolio. In addition, they complete a reflection sheet on the Integrated Performance Assessments (IPA's) which allows them to consider the three modes of communication: interpersonal, interpretive (reading/listening/viewing), and presentational.

All of the self-evaluation tasks are 10% of the total grade. If assignments are done according to the rubrics and the self-evaluations are completed, students gain the full points for this portion of their grade.

The following information is included in each student's portfolio: course expectations; preface; weekly self evaluations; all tests/quizzes; all Integrated Performance Assessments (IPA's): evidence on CD/photo or paper with the grading rubric and a completed reflection sheet; 3-5 samples of student's homework during that quarter; self evaluation/goal setting form; a grade-to-date form; parent validation form; completed LinguaFolio.

Here are explanations of the documents on the website that Jaci uses for her portfolio evaluations:

**Portfolio Evaluation**—Jaci checks her students' portfolios after conferences to make sure everything is completed. Jaci insures that her students have done the parent conference if it wasn't done at school. 25 points total may be given, which is one portion of the 10% self evaluation/goal portion of their overall grade.

**Parent Validation Form**—Used in her French class, Jaci has a parent sign this after doing a student-led conference other than at school.

**Portfolio Preface French 1<sup>st</sup> Semester**—The preface is one of the components of the portfolio (usually the first page) and is the usual opening to the conference; the guide for the first semester preface.

**Portfolio Preface French 2<sup>nd</sup> Semester**—The guide for the second semester preface.

**Self Evaluation Japanese Weekly**—This is the once a week (Friday) Japanese self-evaluation; not graded, but checked off as completed.

**The Reflection**—This is completed at the end of a unit once the work has been returned. It asks students to describe the assessment; write about why the piece of work is exemplary; what they did well; and what they would do the next time they have to complete a similar task. There is space for the student to write in the standards.

**Self Evaluation Goal Setting**—This part of the portfolio is completed in preparation for conferences (November, February, and May) and reviewed occasionally to self-monitor progress toward goals.

**Parent Prompts for Conference**—This is a one-page reference for parents to use as a guide through the conferencing process. It provides suggested starter sentences if needed.