

Portfolios in the Language Classroom --Resources--

27 Great Resources on Using Portfolios for Language Learning and Literacy

<https://drsaraheaton.wordpress.com/2011/06/10/resources-on-using-portfolios-for-language-learning/>

An Introduction to Electronic Portfolios in the Language Classroom

<http://iteslj.org/Techniques/Alf-Portfolios.html>

Portfolio Assessment in the Foreign Language Classroom

<http://www.nclrc.org/portfolio/index.html>

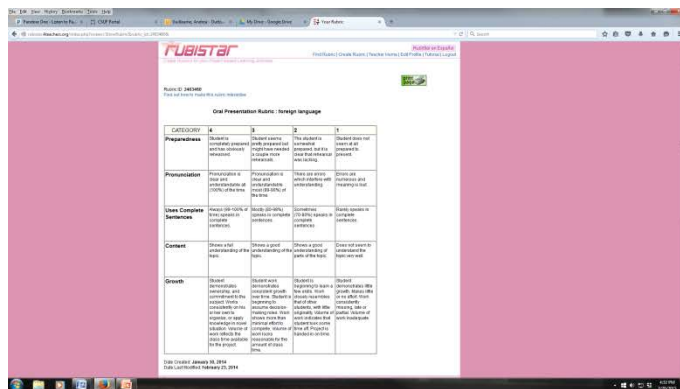
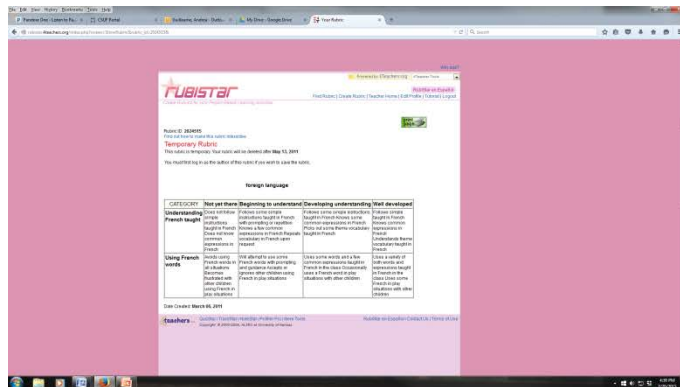
By the National Capital Language Resource Center

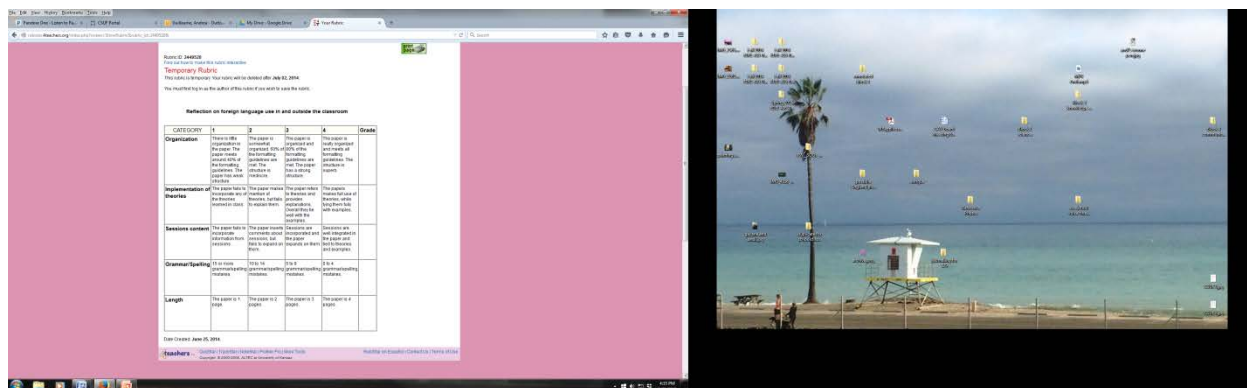
The European Language Portfolio

<http://elp.ecml.at/UsingtheELP/tabid/2323/language/en-GB/Default.aspx>

Pinterest board on the ELP

<https://www.pinterest.com/cchwedor/fsl-cefr-european-language-portfolio/>





Planning the audience

<http://www.nclrc.org/portfolio/5-2.html>

student reflections

<http://www.nclrc.org/portfolio/formStudentAnnotationForArtifacts.html>

Unit Theme: Exploring Culture Through Fairy Tales

Portfolio Purpose: Assessing communicative oral language abilities

Student	Goal 1: Students communicate orally to express personal preferences and exchange information	Goal 2: Students present ideas orally to their classmates on a variety of topics.
Anne's portfolio entries		Video tape of poster board fairy tale retelling Self-assessment of oral retelling
Paul's portfolio entries	Teacher observation checklist on small group practice/discussion of fairy tale · Group work self-assessment form	
Fran's portfolio entries		Poster board retelling practice audio tape Video tape of poster board fairy tale retelling

1. Set assessment purpose. What aspects of teaching and learning do you want to assess? Why? Who will be involved?
2. Identify instructional outcomes that reflect the assessment purpose. What exactly will you look for?
3. Identify instructional tasks that match the outcomes. Consider current and new tasks and assessment measures.
4. Determine how students will reflect on their work. What self-assessment, goal-setting, and metacognitive tasks will you include?
5. Decide how you will determine criteria for the portfolio assessment. How will you and your students decide what to include in the portfolio? How will you and your students assess individual pieces of work? What types of rubrics and checklists will you use?
6. Determine the organization and logistics. How will you set up, introduce, and maintain the portfolio project? Where will you store the portfolios? What media will students use? How long will students work on the portfolios?
7. Decide if and how parents will participate.
8. Identify other areas of concern regarding portfolios and identify resources for answering those questions.

Take an inventory of available material resources. Think about who will supply these resources

A. Materials available for portfolio contents:

paper
photographs
E-mail access
scanner
poster board
VCR/video tapes
computer diskettes
camera
construction paper
audio cassettes
Internet access
copier machine

Other ideas:

B. Materials available for containers:

Pocket folder
Boxes
Video tape
Manila Envelopes
Crates
Audio cassettes
Binders

Diskettes

Poster board

Other ideas:

C. Possible storage spaces for portfolios:

In the classroom (Is privacy an issue?)

Shelf

Closet

Desk

Office

Drawer

Window sill

Floor

Other ideas:

D. If you decide to work with technology, what technical support do you have?

Reminder: Do you have the resources available to implement your portfolio, given your purpose and objectives?