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/Ali-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

Pinterest board on the ELP
**Planning the audience**

[http://www.nclrc.org/portfolio/5-2.html](http://www.nclrc.org/portfolio/5-2.html)

**Student reflections**

[http://www.nclrc.org/portfolio/formStudentAnnotationForArtifacts.html](http://www.nclrc.org/portfolio/formStudentAnnotationForArtifacts.html)

**Unit Theme:** Exploring Culture Through Fairy Tales  
**Portfolio Purpose:** Assessing communicative oral language abilities

<table>
<thead>
<tr>
<th>Student</th>
<th>Goal 1: Students communicate orally to express personal preferences and exchange information</th>
<th>Goal 2: Students present ideas orally to their classmates on a variety of topics.</th>
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</table>
| 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?