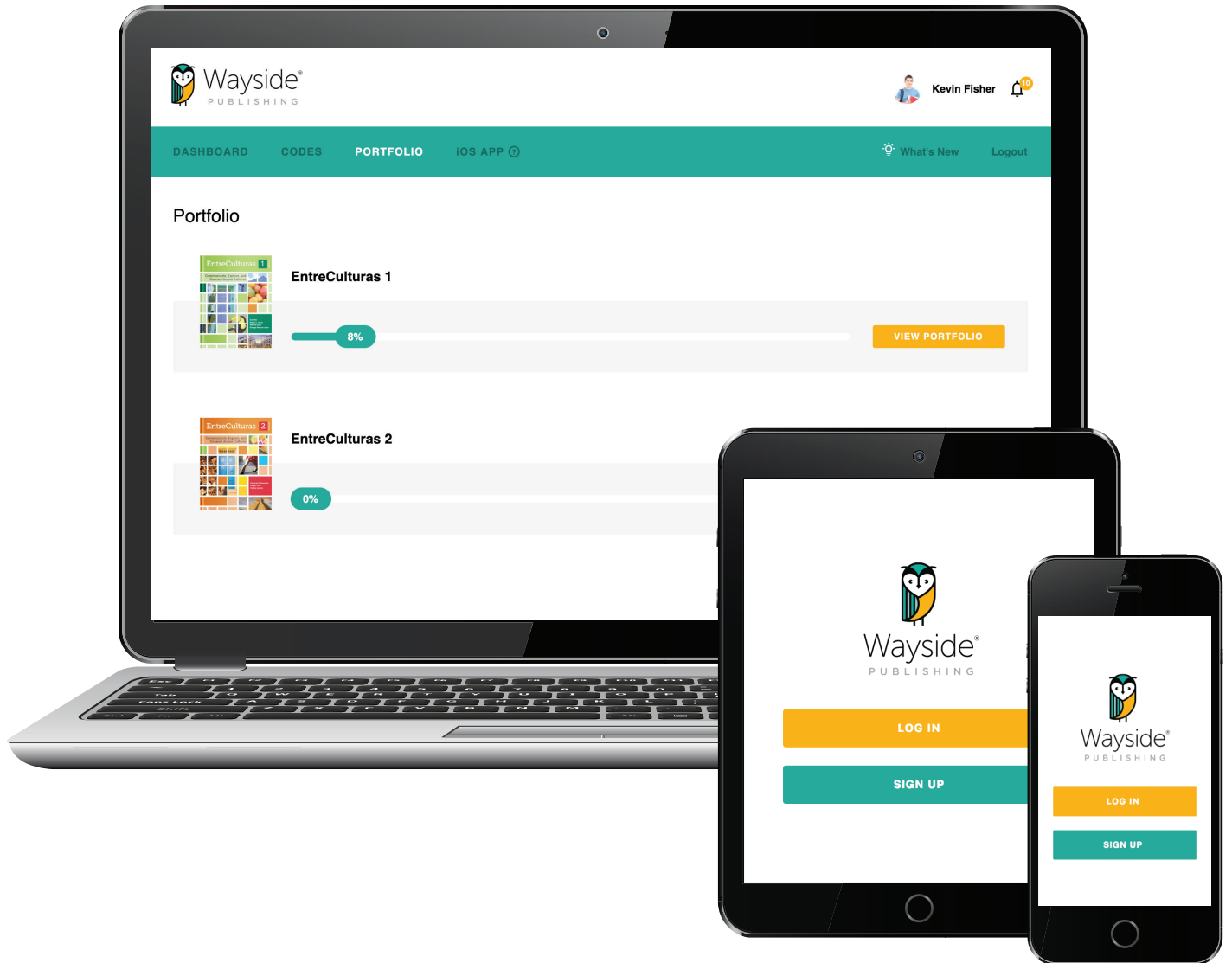


Learning Site

LANGUAGE PORTFOLIO GUIDE



FAQ for Using the Online Portfolio

Wayside supports student self-reflection and self-assessment via an online Portfolio linked to communicative and intercultural Can-Do statements that are attached to tasks in each unit. Regular use of the Portfolio allows students to answer these questions and empowers them to become autonomous and independent learners.

- What am I learning?
- How will I know if I've been successful?
- What is my next learning step?
- How can I communicate what I've learned to others?
- What evidence can I provide to support my answer to the question above?

As learners gain confidence and skill in self-assessment, they become more aware of how they learn best. The process of language acquisition will become more transparent and students will be able to set their own goals and take charge of their learning.

The online Portfolio is linked to the Can-Do statements in the student and teacher editions of the textbook. These are paired with activities that may be used as evidence for meeting the Can-Do targets, but students and teachers may also choose or create other tasks to demonstrate proficiency.

It is important to remember that the Portfolio belongs to the learner. Students should choose their own evidence and update the Portfolio as needed. However, teachers can and should guide students in learning to self-assess and provide feedback based on learners' self-assessment and evidence provided.

To understand more about how self-assessment using the Portfolio fits into the overall assessment program, consult the *Assessment Guidelines* in the Teacher Resources folder in your Explorer course.

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Purpose and Use of Can-Do Statements

How do students monitor their progress on the path to proficiency?

The Can-Do statements¹ are like landmarks on a journey. A complete list of the Can-Do statements for each unit is found in Appendix A of the student and teacher editions as well as in Explorer (in the Resources section and in the Portfolio itself). In addition, the Can-Do statements are found in the student and teacher editions next to activities with which they align. Finally, in the online Portfolio, students self-assess their progress and upload evidence of their accomplishment of each Can-Do statement.

There are two types of Can-Do statements that represent the learning targets for the unit: communicative Can-Do statements and intercultural Can-Do statements.

- Communicative Can-Do statements provide learners a means to focus on what they need to know and be able to do in the target language, and assess how well they can meet the learning targets for each mode of communication within the unit.
- Intercultural Can-Do statements provide learners a means to reflect on their intercultural learning in each unit by answering questions in the Intercultural Reflection sections. These reflections guide them to identify, describe, explain, or compare what they know in their own and other cultures. After students have participated in a classroom activity about the target cultures, they should write the answers to the intercultural reflections outside of class. These reflections can then serve as the basis for a discussion in the following class in the target language. At all levels, the reflections are conducted in English and may be answered in the discussion forum in Explorer. The French series **EntreCultures** also offers a handout for reflecting on interculturality for each unit, if preferred.




Mi progreso comunicativo

I can ask and answer questions to meet and greet a young person in an appropriate manner.










Mon progrès interculturel

I can identify some familiar products, landmarks, and monuments and what they represent to the francophone people.

¹ Disclaimer: Wayside Can-Do statements are customized for EntreCulturas and EntreCultures and are modeled after and aligned with the NCSSFL-ACTFL Can-Do Statements (ACTFL, 2015, 2017).

Are Wayside's Can-Do statements aligned with the NCSSFL-ACTFL Can-Do Statements®?

Yes! Within the Portfolio online, our Can-Do statements are aligned with the performance indicators of the NCSSFL-ACTFL Can-Do Statements® (ACTFL, 2017) by language function and proficiency sublevel. Our Can-Do statements are written with a target proficiency range in mind. As students continue to use the Can-Do statements and the Portfolio, they will become experts in understanding proficiency levels and their own path toward proficiency.

How can I make the Can-Do statements part of everyday learning?

There are several ways that teachers can use the Can-Do statements:

- Can-Do statements can be used as daily learning targets. Many school districts require teachers to post daily targets as well as success criteria for meeting them. Since the Can-Do statements are already paired with activities in the student edition, it is easy for teachers to choose an appropriate Can-Do statement and performance task for this purpose. In districts such as this, the collection of evidence into a portfolio is a natural extension of the process.
- Can-Do statements can serve as quick exit slips, allowing students to self-assess and reflect on their learning for the day.
- Our Can-Do statements are written in student (and administrator) friendly language and serve to clarify the main performance goals of each unit.
- Can-do statements may be infused into the district's local curriculum.

Are the Can-Do statements linked to assessment goals?

Formative assessments (*En camino* and *J'avance*) include a Can-Do statement for each task, usually one per mode of communication. These Can-Do statements (or very similar ones) also appear within the previous section of the unit, so that students have an opportunity to apply the skills prior to the assessment.

The **EntreCultures** series includes a single-point rubric for each **J'avance** assessment that allows teachers to provide quick feedback related to the Can-Do statements associated with the assessment. These rubrics are available in Explorer in the folders for each **J'avance**. They may be filled in electronically or printed and filled in by hand.

UNITÉ 4 | Formative Feedback Single-Point Rubric

EntreCultures 1

J'avance 1

Areas that need work	Criteria	Areas that were especially strong
	Presentational Communication (Étape 1) I can describe a typical meal in my community.	
	Interpersonal Communication (Étape 2) I can respond to text chats about my eating habits.	
	Interpretive Communication (Étape 3) I can understand and organize foods found in an ad.	

Notes:

1 UNITÉ 4 Formative Feedback Single-Point Rubric
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The summative Integrated Performance Assessments (**Vive entre culturas** and **J'y arrive**) do not include Can-Do statements, but reflect the types of tasks students have been doing all along in the unit and on the formative assessments.

Portfolio

What is the Portfolio?

The Portfolio is an integral part of Explorer, allowing students to self-assess their progress and demonstrate understanding. Teachers are able to provide oral or written feedback online about each student's self-assessment and choice of evidence. Both teachers and students are encouraged to reflect on their learning and artefacts at appropriate times of the learning process.

How do I use the Portfolio with my students?

Set learning objectives and long-term goals.

- By reviewing the Can-Do statements at the onset of a unit, you are allowing learners to set their expectations for this unit of study and you are setting their learning objectives.
- Reviewing the Can-Do statements will lead to reviewing the unit goals in the textbook. The two steps do not need to appear in a particular order.
- The existing Can-Do statements can be used as daily learning targets. Successful performance on the related activity can serve as the success criteria for the learning targets and provide evidence for the Portfolio.
- Once students understand the learning objectives and unit goals, they can set some long-term goals similar to the unit goals. Here the point is for learners to self-determine how they will apply the learning objectives and unit goals to their personal life and experience with the target language.

Why should I use the Portfolio with my students?

1. Foster self-assessment.

The main purpose of any language portfolio is to encourage and strengthen autonomous learning. Our Portfolio helps learners to:

- make the learning process transparent by connecting short-term, achievable goals to learning activities;
- understand where they are on the proficiency continuum in each mode of communication;
- become aware of their growth as they provide evidence and assess themselves at higher levels;
- set their own learning objectives based on Can-Do statements that reflect the World Readiness Standards;

- make a plan and make choices to accomplish their objectives (learning strategies are provided along the way);
- produce evidence that exemplifies their achievement; and
- have ample opportunities to reflect on whether they have met their learning objectives, and therefore how they will attain their long-term goals.

Do not expect students to become autonomous learners overnight. Be sure to give your learners the support they need and include opportunities for learners to reflect on their learning and use the Portfolio in your lesson plans. When setting learning objectives and long-term goals, use posters or other visual representations to display them in class. The Portfolio not only allows learners to self-assess, it also trains them how to be successful at self-assessing in the long term. Reflecting on one's own learning is a strategy that needs to be developed over time by fostering healthy habits in and outside of the classroom.

2. Foster reflection on performance.

Building the habit of reflecting and doing so efficiently is not an easy feat. However, Wayside offers the following support:

- We allow learners to learn who they are within the context of their own culture. This is the first step in becoming a reflective and autonomous learner.
- We provide teachers with strategies on how to model activities and how to employ comprehensible input/output (throughout the teacher edition as well as in the Instructional Strategies Appendix in the teacher edition and the Instructional Strategies Toolkit in Explorer) to help students attain their goals.
- Our online Portfolio is private between you and individual students, allowing for a safe environment for students to provide evidence, discover what they can do, receive specific feedback, and inquire about what they can do to improve.
- We allow learners to build habits leading them to efficiently continue learning beyond the classroom.

3. Foster shaping an online Portfolio presence.

Via our Portfolio, learners are able to collect all of their artefacts in one single place. They will never lose access to any of the work they have done in the past for as long as they have an account in Explorer. Once again, this allows students to retrieve any information they may need at any point in their lives. As students progress through the levels in their chosen language, they and their teachers can look back at their previous work, reflect, celebrate progress, and plan for future growth. By doing so, they ensure that they will be prepared to easily demonstrate what they can do in the target language.

4. Foster understanding that learning a language is not a linear process.

Learners are expected to reflect on Can-Do statements based on what they truly can do at that particular point in their journey toward greater proficiency. They are encouraged to go back to any Can-Do statements (even ones they can confidently do well) and update the evidence as they build their skill set. The circular process allows and encourages learners to keep reflecting, thereby building healthy habits of continuous self-reflection not only in learning language, but in learning in general.

Is the Portfolio useful beyond the classroom?

The Portfolio may be shown to parents, counselors, and others as evidence of a learner's current proficiency level.

- In student-led conferences, learners can explain their growth and share some artefacts that demonstrate their language skills as well as describe their goals for reaching higher levels of proficiency.
- The next-level teacher can have a clear picture of each student's progress at the start of the year.
- School counselors can make informed decisions about placement in language courses.
- A screenshot of the Portfolio can be shared with potential employers. Proficiency Trackers (available in the Teacher Resources folder) can provide a hard copy summary of proficiency growth, with information based on the Portfolio.
- Aggregated data collected by the teacher about student self-assessment can be shared with the school board or the community at large to show what students can do with language, celebrate success, and advocate for programs.

Getting started

How do I introduce the concept of self-assessment to students?

In districts that do not use daily learning targets, this may be a new concept for students. We strongly recommend that you start by introducing Can-Do statements as daily learning targets without collecting evidence for the Portfolio. The activities linked to the Can-Do statements can serve as an opportunity for students to reflect on how well they were able to meet the target. Exit slips asking students to self-assess based on the Can-Do statement and the related activity are a great way to introduce self-assessment.

Another strategy for introducing the concepts of self-assessment and reflection is to post a running list of the Can-Do statements for the current unit on the classroom wall. This can be motivating to students, as they see the list of what they can do grow over time.

Once students become used to seeing and reflecting on Can-Do statements, you can introduce the online Portfolio itself. However, students will need some guidance in how to assess themselves. You can introduce them to the NCSSFL-ACTFL Can-Do Statements[®] (ACTFL, 2017) online to help them understand the modes of communication, proficiency levels, and language functions. The Performance Indicators are useful for explaining how well students should be able to perform an individual Can-Do statement. You may also wish to introduce them to the difference between performance vs. proficiency. Please see the *Assessment Guidelines* in Explorer for more information about these topics.

Bear in mind that, typically, learners will assess themselves more critically than the teacher would. As they learn to self-assess more accurately, they will begin to feel more in control of their own learning.

How often do learners self-assess and upload evidence?

This will vary by teacher, and we encourage you to find the best schedule for you and your students. The student edition includes a reminder to access the Portfolio with each formative assessment. This allows for a manageable number of Can-Do statements to work with at one time and for you to build a regular routine of having students reflect on their learning prior to an assessment. More frequent, but shorter sessions are easier to manage. We recommend that you set aside some class time and guide the process in the beginning.

What is my role as a teacher?

In addition to introducing the concept of self-assessment and helping students learn to assess themselves more accurately, you will have the opportunity to provide oral or written feedback online. You can review and comment on the learner's self-assessments as well as the evidence chosen to demonstrate each Can-Do statement. This feedback is essential for guiding students to become independent learners.

It can be eye-opening to see how learners assess themselves. You are encouraged to use the students' self-assessments to reflect on your own teaching. Insight into how students view their own learning can transform your ability to plan meaningful lessons that differentiate learning.

Should students receive a grade for their Portfolio?

While students may receive grades for the individual tasks they later choose as evidence, they should NEVER be given grades for completing the Portfolio or based on their self-assessed proficiency levels. This would defeat the purpose of the Portfolio, which is designed to encourage learners to take risks and to reflect openly about their progress.

To ensure that the Portfolio is used, set aside some class time for students to self-assess and upload evidence before each formative assessment as a way for students to gauge their readiness. Learners can also review or update their self-assessments and upload new evidence at the end of each unit. You may also wish to have students work in pairs to discuss their self-assessments and choices of evidence, especially when getting them used to using the Portfolio. Since this type of reflection and discussion will need to take place in English, the time allotted for this activity should be limited to 5-10 minutes at the end of the class period. You can begin to scale back on the amount of class time needed for this as use of the Portfolio becomes routine.

Can learners set their own Can-Do goals?

At this time, the Portfolio can only be used with Wayside’s existing Can-Do statements. Teachers and students cannot add Can-Do statements of their own. However, the ultimate goal of student self-assessment and reflection is for students to take charge of their own learning. You are encouraged to help students create their own individual learning goals for each unit, quarter, or semester. They may keep track of these in a separate log. Can-do statements typically follow the following format:

I can + language function + context/topic (+ mode specifics if desired)

I can understand what to buy from listening to a voicemail.

I can exchange information about plans for the future in a conversation.

I can express my preferences about which movie to see in an online forum.

Of course, the wording can be simplified: I can understand a voicemail about what to buy. It may also be helpful to add details such as “using simple sentences” based on the targeted proficiency level.

Can-Do statements written by learners or teachers should be similar to the examples given in the NCSSFL-ACTFL Can-Do Statements® (ACTFL, 2017) and in line with the performance indicators in that document. Longer-term goals should follow the SMARTER model and be:

Specific

Measurable

Achievable

Relevant

Time-bound

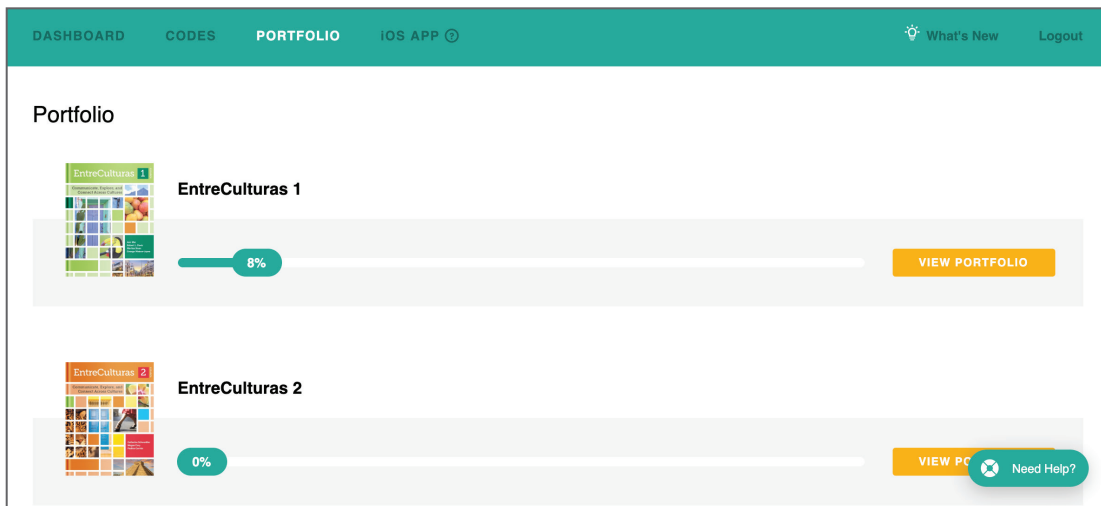
Evidenced

Relected

The Online Portfolio Environment

How do learners access the Portfolio?

The Portfolio is easily accessible from the student's Explorer account by clicking on "Portfolio" from the menu bar at the top.



Once the student has selected the portfolio they would like to access, they will see the full list of Can-Do statements. Each Can-Do statement is followed by the page number(s) for where it appears in the student edition, so that students can see the context and mode of communication.

Students can filter the list by whether they have completed the Can-Do, whether it is communicative or intercultural, or by unit.

Profile Account Personal Password Orders

Filter by result: Filter by category: Filter by unit:

Can-do Statement	Evidence/Comments	Teacher Review	Progress
I can recognize the importance of Spanish as a language of real-world and online communication. (p. 8)	1	✘	<input type="text" value="0"/>
I can identify places where Spanish is spoken around the world. (p. 8)	2	✔	<input type="text" value="100"/>
I can recognize and use appropriate words, gestures, and body language to greet people in different cultures (p. 12)	1	✘	<input type="text" value="0"/>
I can ask and answer questions to meet and greet a young person in an appropriate manner. (p. 14)	1	✘	<input type="text" value="0"/> Need Help?

Filter by category:

- Show all
- MI progreso intercultural
- MI progreso comunicativo

Filter by result:

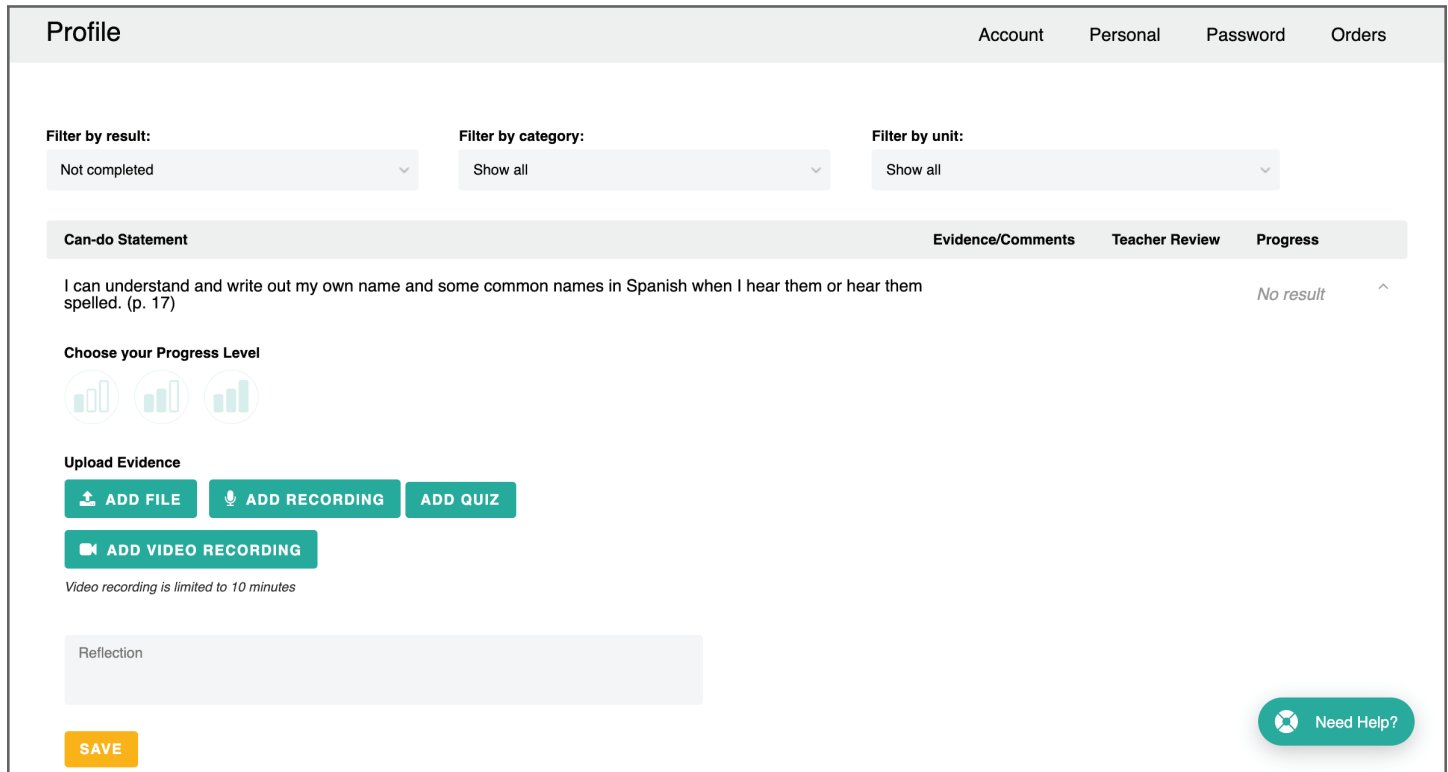
- Show all
- Completed
- Not completed

Filter by unit:

- Show all
- 0
- 1
- 2
- 3
- 4
- 5
- 6

How do learners choose Can-Do statements, assess themselves, and provide evidence?

When students are ready to self-assess, they simply click on the appropriate Can-Do statement to see further options.



Students begin by choosing their progress level:



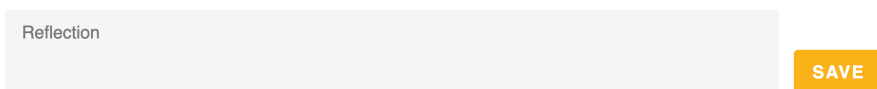
Next, students choose the evidence they wish to use to demonstrate their progress. They may upload a file, such as Word, PDF, PowerPoint, etc.; record themselves in audio or video; or add an Explorer quiz or activity that has been completed.

Upload Evidence



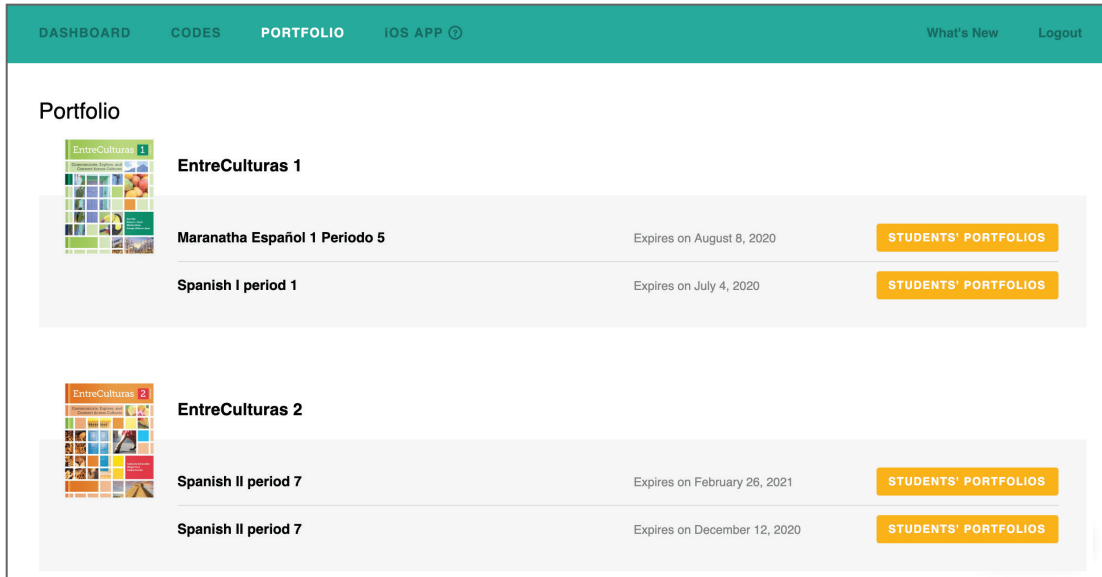
Video recording is limited to 10 minutes

Finally, students reflect on their learning, explain why they rated themselves as they did and why they chose this piece of evidence, and save their self-assessment. Note that students can revisit Can-Do statements to reassess themselves and add new evidence or remove outdated items.

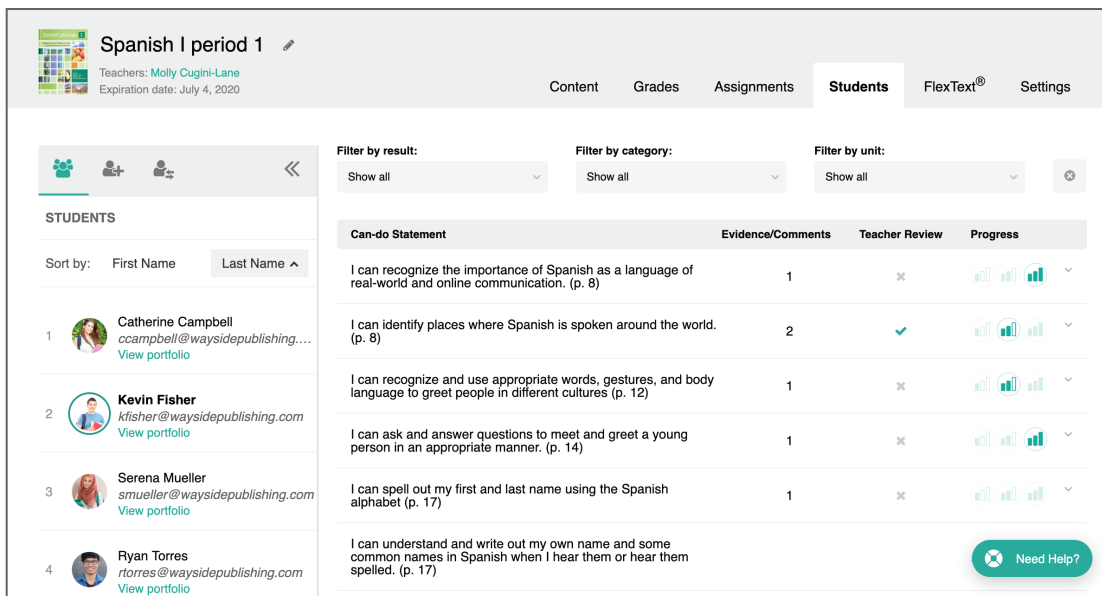


How do I access my students' Portfolios?

From within your Explorer account, simply click on “Portfolio” in the menu bar at the top. Then choose the course or group of students whose Portfolios you want to access.

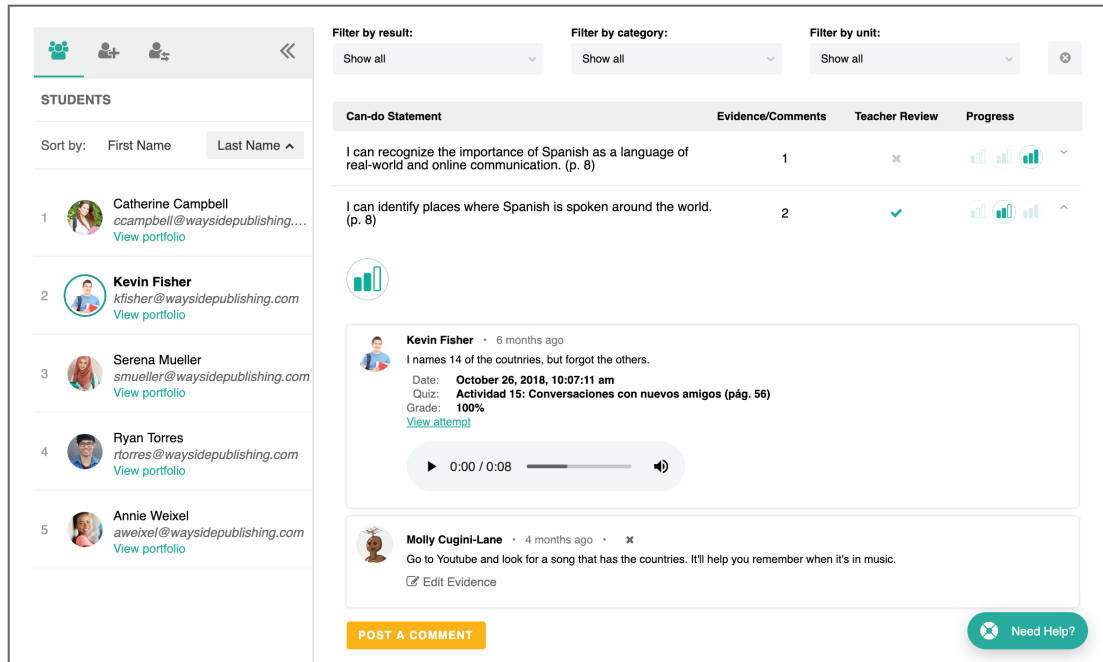


Once a class has been selected, click on “View portfolio” for the student whose Portfolio you wish to review. You can browse the entire list or apply the filters at the top to narrow the results, just as students can do. Let’s check in on Kevin’s progress:



You can see at a glance that Kevin has assessed himself on the first four Can-Do statements and provided evidence for each of them, and that his teacher has already reviewed the second one.

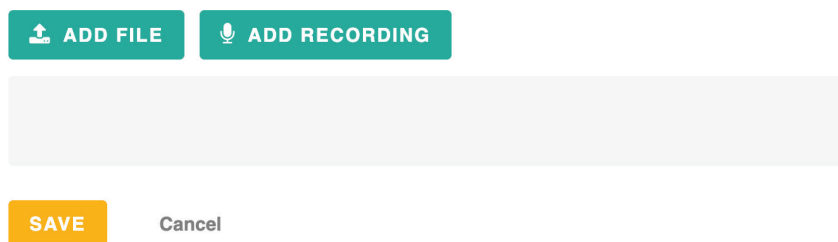
By clicking on the Can-Do statement, you can open up more details. Here we can see Kevin’s self-assessment rating (two bars), read his reflection/justification, click “View attempt” to listen to his response for **Actividad 15**, and see whether or not the teacher has previously reviewed this self-assessment and given feedback.



The screenshot shows a user interface for a language portfolio. On the left, a sidebar lists students: Catherine Campbell, Kevin Fisher, Serena Mueller, Ryan Torres, and Annie Weixel. The main area displays a table of self-assessments. The selected entry for Kevin Fisher shows a self-assessment rating of 2 bars, a reflection: "I names 14 of the countries, but forgot the others.", and a video attempt titled "Actividad 15: Conversaciones con nuevos amigos (pág. 56)". A "POST A COMMENT" button is visible at the bottom.

How do I provide feedback online?

You can provide oral or written feedback directly in the Portfolio for each self-assessment. By clicking the gold “Post a Comment” button, you will be able to record your comments as an audio file, upload a file, or simply type your comments. You can provide feedback for the same Can-Do statement multiple times, just as students can revisit them to reassess themselves or add new evidence. Your feedback should be specific and provide concrete steps for improvement.



The feedback interface includes two buttons at the top: "ADD FILE" (with a file icon) and "ADD RECORDING" (with a microphone icon). Below these is a large, empty text input area. At the bottom, there are two buttons: a gold "SAVE" button and a "Cancel" button.

Additional Information

Where can I find more information?

For more information on any of these topics, check out the following links:

- [ACTFL Performance Descriptors for Language Learners](#)
- [NCSSFL-ACTFL Can-Do Statements](#)
- [World-Readiness Standards for Learning Language](#)