

# Scoring Guide to P<sup>3</sup>

## Portfolio of Performance-Based Practice



## Performances & Scoring

### Scoring Portfolio Performances

Portfolios are scored on a continuum. Each collection is examined to assess the beginning level of performance with the post-assessment performance in the second semester. The difference between the beginning level and ending level is the annual growth. Below you will find the performance descriptors for Listening and Speaking scoring continuum.



#### 2015 Portfolio Scoring Continuum *Listening/Speaking*

Level	Description
Advanced	You can communicate with ease and confidence on topics of general interest and some new topics related to concrete social, academic, or work-related areas. You are able to <b>produce narrations and descriptions in all major time frames</b> and you can <b>efficiently deal with an unexpected turn of events</b> , resolving a problem you might encounter in your daily life or while traveling abroad. You speak in <b>well-formed paragraphs</b> that show organization, cohesion, and detail.
Intermediate 5	You keep the conversation going by <b>asking questions, telling stories, describing people, places, and things, and reporting events</b> . You can talk about some topics beyond yourself. You can also <b>resolve a problem</b> that you might encounter in your daily life. You speak in <b>well-connected sentences and some paragraphs</b> . You do all of this in a way that people who speak this language can understand you most of the time even if they are not used to language learners.
Intermediate 4	You keep the conversations going about yourself and your life by <b>asking questions and describing or telling stories</b> . You <b>easily</b> use your language to <b>express your own thoughts</b> . You can get the things that you need or want even if it requires extra effort. You speak in <b>well-connected sentences</b> . You do all of this in a way that your teacher and others who are used to language learners readily understand you. People who are not used to language learners understand what you are saying some of the time.
Intermediate 3	You maintain conversations about yourself and your life. You also use your language to <b>express your own thoughts</b> and get the things that you need. You can <b>connect some sentences together</b> . You <b>ask and answer a variety of questions</b> . You do all of this in a way that your teacher and others who are used to language learners easily understand what you are saying.
Intermediate 2	You can <b>maintain a conversation</b> about yourself and your life. You also use your language to express your own thoughts and get the things that you need. You can use <b>more than one sentence at a time</b> . You ask and answer questions. You do all of this in a way that your teacher and others who are used to language learners understand what you are saying.
Intermediate 1	You can have a conversation about yourself and your life. You can also use your language to express your own thoughts and get the things that you need. You tend to speak in <b>single sentences</b> . You <b>can ask and answer simple questions</b> . You can do all of this in a way that your teacher and others who are used to language learners can understand what you are saying.
Novice High	You can be part of a conversation about yourself and your life. Much of the time you can also use your language to express your own thoughts and get the things that you need. You tend to speak in <b>phrases and some sentences</b> . You can often <b>ask and answer simple questions</b> . You can do all of this in a way that your teacher and others who are used to language learners can understand what you are saying most of the time.
Novice Mid	You can say a number of things about yourself. You can <b>list, name, and identify</b> everyday things with <b>words and phrases and an occasional simple sentence</b> . You can ask and answer some very common and familiar questions. You can do all of this in a way that your teacher and others who are used to language learners can understand most of what you are saying.
Novice Low	You can say a few things about yourself. You can <b>list, name, and identify common things</b> with <b>single words</b> . You can answer one or two of the basic kinds of questions that you have learned and practiced in class. You can do this in a way that your teachers and others who are used to language learners.

## Performances & Scoring

### Scoring Portfolio Performances

The score on each collection is dependent on the total number of students who approach, meet or exceed the growth targets. Expected growth can be defined as meeting expectations. Those who are seeking to score a level 4 or 5 on the portfolio must demonstrate the capacity to grow students beyond the expected growth via the designated performances. To the right you will find the scoring rubric.

World Language			Portfolio Scoring Guide	
5	4	3	2	1
Nearly all students evidence demonstrate adequate progress toward the target	Many bodies of evidence demonstrate students exceeding the target.			
-----&----- A majority of the student evidence demonstrates students exceeding the target.	-----&----- Most of the remaining student evidence demonstrated adequate progress toward the target.	The majority of student evidence demonstrates adequate progress toward the target.	The majority of student evidence demonstrates students are not making adequate growth toward the target.	Majority of student evidence demonstrate minimal growth toward the target.

Realistic Proficiency Expectations	
Starting Performance Level	Expected Growth (Meeting Expectations)
Novice Low	Novice High
Novice Mid	Novice High
Novice High	Intermediate 1
Intermediate Low	Intermediate 2
Intermediate Mid (Low)	Intermediate 3
Intermediate Mid (High)	Intermediate 4
Intermediate High	Advanced Low

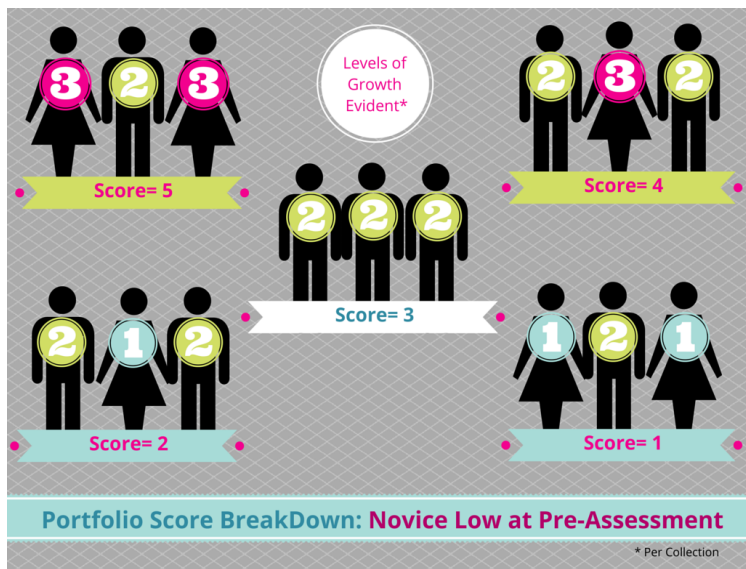
The Realistic Proficiency Expectations chart to the left, defines the annual expected growth needed to meet expectations. Each pre-post assessment pair should be evaluated on the scale to the left. For full descriptions of the levels see the Performance Scoring Continuum on page 4.

Knowing that teachers of Levels 2-4 have no control over the starting performance level of their students, the scale on the left is designed based on the starting performance level. For example if a level three student has somehow made it and only scores novice low on the pre-assessment, they are expected to perform at least as a novice high on the post-assessment to MEET Expectations.

## Performances & Scoring

### Sample Scoring Scenario A

For students scoring Novice Low on Pre-Assessment

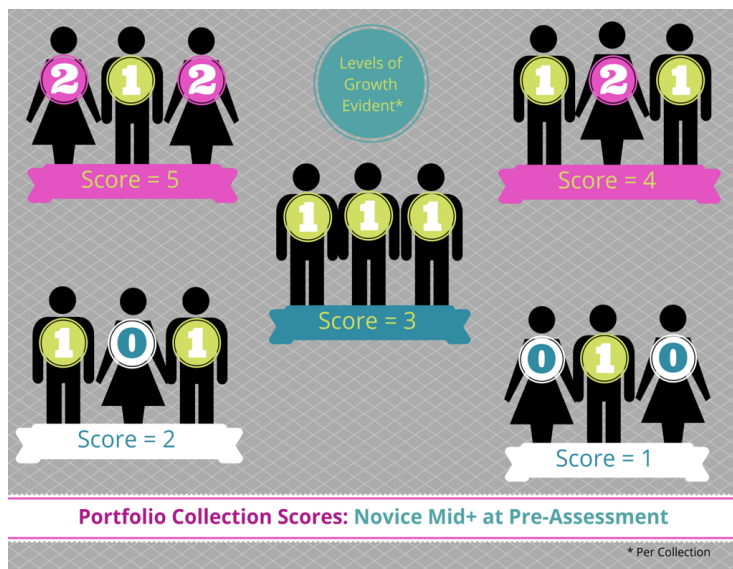


In the image above you will find the scenarios of growth that are aligned to each score. ***This image is directly related to students to Pre-Assess at Novice Low.*** According to the scoring Guide above, the following scenarios drive scoring:

- to receive a “5” on the collection, two or more students must grow a minimum of 3+ levels and the final student must grow one level.
- To receive a “4” one student out of three in the collection must grow three levels and two students need to grow one level
- A “3” means all students in the collection grew two levels.
- A “2” means two of the three students in the collection grew two levels and one grew one level.
- A “1” is earned if 2 students out of the three do not demonstrate growth.

### Sample Scoring Scenario B

For Students Scoring Novice Mid or Better on the Pre-Assessment



In the image above you will find the scenarios of growth that are aligned to each score. ***This image is directly related to students to Pre-Assess at the Novice Mid level or higher.*** According to the scoring Guide above, the following scenarios drive scoring:

- to receive a “5” on the collection, two or more students must grow a minimum of 2+ levels and the final student must grow one level.
- To receive at “4” one student out of three in the collection must grow two levels and two students need to grow one level
- A “3” means all students in the collection grew one level.
- A “2” means two of the three students in the collection grew one level.
- A “1” is earned if 2 students out of the three do not demonstrate growth.

**You may also receive a score of “1” for a collection in the following cases:**


- If the collection only presents evidence from one point in time (ie only pre or only post assessment samples) the collection will receive a “1”.
- If pre-evidence is in one mode and post is in another mode. For example if the pre-evidence is an presentational speaking activity and the post-evidence is a presentational writing sample.
- If evidence cannot be read or played


## Performances & Scoring

### Formative Performance Feedback

Maintaining a focus on performances that lead to proficiency is essential. It is no secret that which is tested is what gets the attention of students. Therefore, regular performance feedback helps to maintain this focus. Additionally students can use the following Performance Feedback Forms to self and peer assess. The more we engage students in the performance feedback process the better they will understand and apply the performance guidelines. Examples along the Novice and Intermediate continuum are provided below under the descriptions to help you comprehend the performances of your students.

To support language development as process, there are two categories. You see students either score at level or not at level. The goal depends on the targets. For example a student aiming for a Novice High performance would actually aim at Intermediate Some evidence. The “Full Evidence” refers to the **Mid Sub-levels** as the mid sub-levels are embodiment of the level. High sub-levels mean they act like the next level but cannot sustain it. While low sub-levels mean they are closer to mid but cannot sustain mid-level performances.

Performance Level	Characteristics	✓	Level Up
Intermediate 3	<input type="checkbox"/> I use more than one sentence at a time. <input type="checkbox"/> I often use compound sentences. <input type="checkbox"/> I use transitional words between thoughts. <input type="checkbox"/> I ask and answer questions.	(98) <input type="checkbox"/>	Keep the conversations going about yourself and your life by asking questions and describing or telling stories. Use your language to express your own thoughts. You speak in well-connected sentences.
Intermediate 2	<input type="checkbox"/> At times, I use more than one sentence. <input type="checkbox"/> I use isolated compound sentences. <input type="checkbox"/> I ask and answer questions.	(95) <input type="checkbox"/>	Continue to string sentences together aiming at paragraph level responses. Add more detail to your sentences or keep the conversation going.
Intermediate 1	 <input type="checkbox"/> I use discrete simple sentences all the time. <input type="checkbox"/> I use very few transitional words. <input type="checkbox"/> I ask and answer simple questions about myself.	(93) <input type="checkbox"/>	Work on stringing sentences together. Be sure to ask questions. Add more detail to your sentences using words such as because to lengthen simple sentences.
Novice High	<input type="checkbox"/> I use a combination of sentences, phrases, and sentence fragments related to the topic and task. <input type="checkbox"/> I may combine memorized chunks of language with simple transition words.	(88) <input type="checkbox"/>	Work on building your lists and fragments into sentences. Build memorized simple sentences into complex sentences by using transition words.
Novice Mid	<input type="checkbox"/> I use lists of topic specific words or phrases. <input type="checkbox"/> I may use a sentence if it was taught as a chunk (e.g. <i>My name is...</i> ). <input type="checkbox"/> I may revert to English when I do not know the word/phrase.	(80) <input type="checkbox"/>	Focus on forming complete sentences.
Novice Low	<input type="checkbox"/> I use only isolated, single word answers. <input type="checkbox"/> I may revert to English to respond.	(68) <input type="checkbox"/>	Turn your words into more by using them with sentence frames.

Performance Level	Characteristics	✓	Level Up
Intermediate 5	<input type="checkbox"/> I use more than one sentence at a time regularly and some paragraphs. <input type="checkbox"/> I often convey things that happened in the past and in the future. <input type="checkbox"/> I can resolve a problem that I might encounter in your daily life. <input type="checkbox"/> People who are not used to language learners have few problems understanding what you are saying.	(98) <input type="checkbox"/>	Work on producing paragraph-level speech consisting of interconnected sentences. Focus on your ability to narrate and describe in major timeframes (past, present and future) I can communicate things that happened in the past and future events. Continue to improve your accuracy so you are clearly comprehensible to others
Intermediate 4	<input type="checkbox"/> I mostly use more than one sentence at a time and may use a paragraph somewhat successfully. <input type="checkbox"/> I use compound sentences regularly. <input type="checkbox"/> I convey things that happened in the past or in the future sometimes. <input type="checkbox"/> You can get the things that you need or want even if it requires extra effort. <input type="checkbox"/> People who are not used to language learners understand what you are saying some of the time.	(95) <input type="checkbox"/>	Build toward paragraph level speech. Improve linguistic accuracy to ensure you can be understood by those who are not familiar with language learners. Add transition words to improve flow of language and between thoughts.
Intermediate 3	 <input type="checkbox"/> I use more than one sentence at a time. <input type="checkbox"/> I often use compound sentences. <input type="checkbox"/> I use transitional words between thoughts. <input type="checkbox"/> I ask and answer questions.	(93) <input type="checkbox"/>	Keep the conversations going about yourself and your life by asking questions and describing or telling stories. Use your language to express your own thoughts. You speak in well-connected sentences.
Intermediate 2	<input type="checkbox"/> At times, I use more than one sentence. <input type="checkbox"/> I use isolated compound sentences. <input type="checkbox"/> I ask and answer questions.	(90) <input type="checkbox"/>	Continue to string sentences together aiming at paragraph level responses. Add more detail to your sentences or keep the conversation going.
Intermediate 1	<input type="checkbox"/> I use discrete simple sentences all the time. <input type="checkbox"/> I use very few transitional words. <input type="checkbox"/> I ask and answer simple questions about myself.	(88) <input type="checkbox"/>	Work on stringing sentences together. Be sure to ask questions. Add more detail to your sentences using words such as because to lengthen simple sentences.
Novice High	<input type="checkbox"/> I use a combination of sentences, phrases, and sentence fragments related to the topic and task. <input type="checkbox"/> I may combine memorized chunks of language with simple transition words.	(80) <input type="checkbox"/>	Work on building your lists and fragments into sentences. Build memorized simple sentences into complex sentences by using transition words.

### Additional Proficiency & Performance Information

ACTFL Performance Guidelines: <https://www.actfl.org/sites/default/files/pdfs/PerformanceDescriptorsLanguageLearners.pdf>

ACTFL Proficiency Guidelines: <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>

AAPPL Rubrics: <http://aappl.actfl.org/scores>



## Modes of Communication & Portfolio Collections

### Perform 1: Interpersonal Communication



The **Interpersonal Mode of Communication** is two-way oral or written communication. It is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meaning and intentions are being communicated. Adjustments and clarifications can be made accordingly. As a result, there is a higher probability of ultimately achieving the goal of successful communication in this mode than in the other two modes. The Interpersonal Mode is most obvious in conversation, but both the interpersonal and negotiated dimensions can be realized through reading and writing, such as the exchange of personal letters or electronic mail messages. For purposes of the portfolio the Interpersonal mode should focus on oral communication. **The best scores are yielded from teacher interviews of students.**

### Perform 2: Interpretive Communication



The **Interpretive Mode of Communication** involves comprehension of written, oral, and/or visual communication, including embedded cultural perspectives, **without** the ability to negotiate meaning with the creator of the message. The Interpretive Mode is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of “one-way” reading or listening include the cultural interpretation of texts, oral or written, must be distinguished from the notion of reading and listening “comprehension,” where the term could refer to understanding a text with an American mindset. Put another way, interpretation differs from comprehension in that the former implies the ability to “read (or listen) between the lines.”

Since the Interpretive Mode does not allow for active negotiation between the reader and the writer or the listener and the speaker, it requires a much more profound knowledge of culture from the outset. The more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretations of a written or spoken text. It must be noted, however, that cultural literacy and the ability to read or listen between the lines are developed over time and through exposure to the language and culture.

### Perform 3: Presentational Communication



The **Presentational Mode of Communication** is spoken or written communication prepared for an audience and rehearsed, revised or edited before presentation. The Presentational Mode refers to the creation of messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for active negotiation of meaning between members of the two cultures exists. Examples of the “one-way” writing and speaking require a substantial knowledge of language and culture from the outset, since the goal is to make sure that members of the other culture, the audience, will be successful in reading and listening between the lines. For the purposes of portfolio writing samples have been the best presentational evidence due to the limited speaking skills at the novice proficiency levels.

## Reflection & Portfolio Collections

### Reflect



Developing skills requires introspection and reflection over what we have done and what feedback we have received. Focusing students on the metacognitive aspects of language learning assist students in growing in proficiency. As students reflect over their performances using a teacher provided tool, students become more aware of how to learn languages. The **Reflection Collection** of the portfolio examines how these metacognitive skills develop over the course of the year.

## EVIDENCE



Growth is determined as the change in performance between two points in time. Therefore all portfolio evidence requires a pre and post assessment for each student included in the portfolio. The more time between these two performances creates the opportunity to demonstrate increased levels of growth. Evidence cannot be scored if there is only evidence from one point in time.



Interpersonal evidence can be captured via video. There are many ways to capture interpersonal evidence. Due to file upload limitations, it is important to be aware of file sizes. Previous evidence has successfully been collected via cell phone cameras, iPads, computers. These devices create small file sizes with good resolution and sound. If you are using a camera or video camera be aware of the resolution of the video and avoid HD if at all possible as these are much larger file sizes that will complicate uploads later in the process.



If video is not a viable option for some reason, audio files can capture the interpersonal evidence. There are many ways to capture audio including programs such as audacity on the computer, voice memos on a cell phone, or voice recorders. Again it is important to be sure to monitor file sizes.



When capturing written evidence, photographs or scans are best. Monitor the quality of these files. If the print is too light or the image too blurry, the evidence cannot be scored and the collection will receive a one. Evidence can be typed if the evidence is also accompanied by the original document in the student's handwriting.

# APPENDIX:

## Scoring Continuums

### Score tracking form







## 2015 Portfolio Scoring Continuum

### *Listening/Speaking*

Level	Description
Advanced	You can communicate with ease and confidence on topics of general interest and some new topics related to concrete social, academic, or work-related areas. You are able to <b>produce narrations and descriptions in all major time frames</b> and you can <b>efficiently deal with an unexpected turn of events</b> , resolving a problem you might encounter in your daily life or while traveling abroad. You speak in <b>well-formed paragraphs</b> that show organization, cohesion, and detail.
Intermediate 5	You keep the conversation going by <b>asking questions, telling stories, describing people, places, and things, and reporting events</b> . You can talk about some topics beyond yourself. You can also <b>resolve a problem</b> that you might encounter in your daily life. You speak in <b>well-connected sentences and some paragraphs</b> . You do all of this in a way that people who speak this language can understand you most of the time even if they are not used to language learners.
Intermediate 4	You keep the conversations going about yourself and your life by <b>asking questions and describing or telling stories</b> . You <b>easily</b> use your language to <b>express your own thoughts</b> . You can get the things that you need or want even if it requires extra effort. You speak in <b>well-connected sentences</b> . You do all of this in a way that your teacher and others who are used to language learners readily understand you. People who are not used to language learners understand what you are saying some of the time.
Intermediate 3	You maintain conversations about yourself and your life. You also use your language to <b>express your own thoughts</b> and get the things that you need. You can <b>connect some sentences together</b> . You <b>ask and answer a variety of questions</b> . You do all of this in a way that your teacher and others who are used to language learners easily understand what you are saying.
Intermediate 2	You can <b>maintain a conversation</b> about yourself and your life. You also use your language to express your own thoughts and get the things that you need. You can use <b>more than one sentence at a time</b> . You ask and answer questions. You do all of this in a way that your teacher and others who are used to language learners understand what you are saying.
Intermediate 1	You can have a conversation about yourself and your life. You can also use your language to express your own thoughts and get the things that you need. You tend to speak in <b>single sentences</b> . You <b>can ask and answer simple questions</b> . You can do all of this in a way that your teacher and others who are used to language learners can understand what you are saying.
Novice High	You can be part of a conversation about yourself and your life. Much of the time you can also use your language to express your own thoughts and get the things that you need. You tend to speak <b>in phrases and some sentences</b> . You can often <b>ask and answer simple questions</b> . You can do all of this in a way that your teacher and others who are used to language learners can understand what you are saying most of the time.
Novice Mid	You can say a number of things about yourself. You can <b>list, name, and identify</b> everyday things with <b>words and phrases and an occasional simple sentence</b> . You can ask and answer some very common and familiar questions. You can do all of this in a way that your teacher and others who are used to language learners can understand most of what you are saying.
Novice Low	You can say a few things about yourself. You can <b>list, name, and identify common things</b> with <b>single words</b> . You can answer one or two of the basic kinds of questions that you have learned and practiced in class. You can do this in a way that your teachers and others who are used to language learners.



## 2015 Portfolio Scoring Continuum

### *Reading Comprehension*

Level	Description
Advanced	You are able to understand and translate as literally as possible unadapted prose and poetry texts that contain all levels of grammar syntax and general vocabulary, though comprehension may be uneven. Main ideas and supporting details are comprehensible with basic grammar syntax and high-frequency vocabulary and structures. Some new vocabulary directly related to the passage will be generally understood.
Intermediate 5	You fully understand and with ease main ideas and supporting facts in short passages, simple narratives and descriptive passages from unadapted prose and poetry texts. In addition, you understand passages with complex grammar syntax and vocabulary contain within these texts. You may need to read the unadapted passages more than once. Your knowledge of grammar and vocabulary, your ability to tell the difference between a main idea and a detail, and your ability to use context clues, English derivatives and inferencing may help you understand what you read and translate as literally as possible.
Intermediate 4	You fully understand main ideas and supporting facts in short passages, simple narratives and descriptive passages from adapted passages and simple unadapted texts. You may need to read complex passages more than once in order to translate as literally as possible. Context clues, English derivatives or prior knowledge may help you understand what you read.
Intermediate 3	You understand main ideas and supporting facts in adapted passages from Latin literature with familiar grammar and vocabulary. You may need to read complex passages more than once. Context clues, English derivatives or prior knowledge may help you understand what you read and to translate as literally as possible.
Intermediate 2	You understand main ideas and supporting facts in short passages from adapted poetry and prose texts. You may need to read the passage more than once. You usually need vocabulary glosses, context clues and prior knowledge to help you understand what you read and to translate as literally as possible.
Intermediate 1	You likely understand the main idea and possibly some supporting facts in short passages with very familiar basic grammatical structures. You usually need to read the passage more than once. You may need teacher guidance, familiarity with words that are similar to English and instruction in English grammar in order to understand what you read and to translate as literally as possible.
Novice High	You likely understand the main idea and basic grammar in short adapted passages but rarely the supporting facts. You usually need to read a passage more than once. You may need teacher guidance, familiarity with words that are similar to English and instruction in English grammar in order to understand what you read and translate as literally as possible.
Novice Mid	You understand words and phrases. You may need to read something more than once. You may need teacher guidance, familiarity with words that are similar to English and instruction in English grammar in order to understand what you read and translate as literally as possible.
Novice Low	You understand individual words. You need to read something more than once. You need constant teacher guidance to understand what you read.



## 2015 Portfolio Scoring Continuum

### *Reading Comprehension*

Level	Description
Advanced	You are able to understand and translate as literally as possible unadapted prose and poetry texts that contain all levels of grammar syntax and general vocabulary, though comprehension may be uneven. Main ideas and supporting details are comprehensible with basic grammar syntax and high-frequency vocabulary and structures. Some new vocabulary directly related to the passage will be generally understood.
Intermediate 5	You fully understand and with ease main ideas and supporting facts in short passages, simple narratives and descriptive passages from unadapted prose and poetry texts. In addition, you understand passages with complex grammar syntax and vocabulary contain within these texts. You may need to read the unadapted passages more than once. Your knowledge of grammar and vocabulary, your ability to tell the difference between a main idea and a detail, and your ability to use context clues, English derivatives and inferencing may help you understand what you read and translate as literally as possible.
Intermediate 4	You fully understand main ideas and supporting facts in short passages, simple narratives and descriptive passages from adapted passages and simple unadapted texts. You may need to read complex passages more than once in order to translate as literally as possible. Context clues, English derivatives or prior knowledge may help you understand what you read.
Intermediate 3	You understand main ideas and supporting facts in adapted passages from Latin literature with familiar grammar and vocabulary. You may need to read complex passages more than once. Context clues, English derivatives or prior knowledge may help you understand what you read and to translate as literally as possible.
Intermediate 2	You understand main ideas and supporting facts in short passages from adapted poetry and prose texts. You may need to read the passage more than once. You usually need vocabulary glosses, context clues and prior knowledge to help you understand what you read and to translate as literally as possible.
Intermediate 1	You likely understand the main idea and possibly some supporting facts in short passages with very familiar basic grammatical structures. You usually need to read the passage more than once. You may need teacher guidance, familiarity with words that are similar to English and instruction in English grammar in order to understand what you read and to translate as literally as possible.
Novice High	You likely understand the main idea and basic grammar in short adapted passages but rarely the supporting facts. You usually need to read a passage more than once. You may need teacher guidance, familiarity with words that are similar to English and instruction in English grammar in order to understand what you read and translate as literally as possible.
Novice Mid	You understand words and phrases. You may need to read something more than once. You may need teacher guidance, familiarity with words that are similar to English and instruction in English grammar in order to understand what you read and translate as literally as possible.
Novice Low	You understand individual words. You need to read something more than once. You need constant teacher guidance to understand what you read.

SHELBY COUNTY SCHOOLS

# Reflection Assessment Rubric

	5	4	3	2	1
<b>Reflective thinking about performance</b>	The reflection explains the student's own thinking and learning processes in detail.	The reflection explains the student's own thinking and learning processes, as well as some implications for future learning.	The reflection explains the student's thinking about his/her own learning processes.	The reflection demonstrates some reflective thinking about learning but is vague and unspecific.	There is little or no reflective thinking about the student's learning.
<b>Reflective thinking about proficiency</b>	The student demonstrates a superior understanding of language proficiency.	The student demonstrates a strong understanding of language proficiency.	The student demonstrates an emerging understanding of language proficiency.	The reflection is vague and/or unclear about language proficiency.	The student shows little or no understanding of language proficiency.
<b>Impact on future learning</b>	The student accurately identifies areas for growth and describes a concrete action plan for future improvement	The student reflection explains strategies to improve future learning but does not include a concrete plan of action.	The student reflection identifies areas in need of improvement but does not address how growth will occur.	The student reflection explains ideas to improve future learning but does not include a concrete plan of action.	The reflection does not address plans or strategies for future learning.
<b>Analysis</b>	<p>The reflection is an in-depth analysis of the learning experience and the student can relate their learning to the world beyond the classroom.</p> <p>The student is able to explain how language proficiency may help them in their career or life after school.</p>	<p>The reflection is an in-depth analysis of the learning experience and the value of the learning.</p> <p>It shows an enhancement of the student's appreciation for the discipline.</p>	The reflection is an analysis of the learning experience and the student can state the value of the learning experience.	The reflection attempts to analyze the learning experience but the value of the learning to the student is vague and/or unclear.	The reflection does not move beyond a description of the learning experience or focuses only on their grades.

### Portfolio Rating Tally Sheet

Perform _____	Interpersonal		Levels of Growth	Total score and initials
	Pre	Post		
Student 1			0 1 2 3	
Student 2			0 1 2 3	
Student 3			0 1 2 3	

Perform _____	Interpretative		Levels of Growth	Total score and initials
	Pre	Post		
Student 1			0 1 2 3	
Student 2			0 1 2 3	
Student 3			0 1 2 3	

Perform _____	Presentational		Levels of Growth	Total score and initials
	Pre	Post		
Student 1			0 1 2 3	
Student 2			0 1 2 3	
Student 3			0 1 2 3	

Reflect	l		Levels of Growth	Total score and initials
	Pre	Post		
Student 1			0 1 2 3	
Student 2			0 1 2 3	
Student 3			0 1 2 3	

**REMEMBER TO ADD COMMENTS TO EACH PORTFOLIO!!!!**