



TEAM
Student Growth Portfolios
Resource Guide
World Languages

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Introduction

This document provides world language educators with content-specific resources for implementing the student growth portfolio model. It should be used in conjunction with the TEAM Portfolio Guidebook for Administrators and Teachers and other resources found on the [TEAM website](#).

All world language rubrics, guidance, training, and resources were developed in collaboration with Shelby County Schools.

As teachers, leaders, instructional coaches, principals, and district personnel explore and implement the contents of this resource guide, it is recommended that they do so within a professional learning community (PLC) or other collaborative group that focuses on long-term and short-term planning, ongoing formative assessment, standards-based instruction, differentiated and targeted instructional practices, and student work. The art of analyzing student work when grounded in collaborative thinking, self-reflection, and differentiated instruction can have a profound impact on student growth. Teachers should consider which standards, instructional strategies, and supports are needed to ensure that all students meet grade-level expectations.

Portfolio Development

Point A: Student Work Artifacts

As part of regular instructional planning, a teacher should determine the best point in time to administer a standards-aligned task from which *point A student work artifacts* will be collected. After developing or identifying the task, teachers should create task-specific expectations, or characteristics which further define the measurement criteria in the performance level, as they relate to concrete skills and content knowledge. The task-specific expectations, along with the scoring rubrics, will inform scoring and differentiated grouping.

Point B: Student Work Artifacts

As part of regular instructional planning, a teacher should determine the best point in time to administer the portfolio standards-aligned task from which *point B student work artifacts* will be collected. After developing or identifying the task, teachers should create task-specific expectations aligned to the scoring rubrics to assist in scoring point B student work artifacts.

Scoring

Portfolios are scored on a continuum. Each collection is examined to assess the beginning level of performance (point A) with the post- assessment performance (point B) in the second semester. The difference between the beginning level and ending level represents the student's annual

growth. Point A and point B student work artifacts should be scored in terms of a preponderance of evidence for **each standard** based on the scoring rubrics.

Speaking, Writing, and Reading Continuums	
Level	Numerical value
Advanced	9
Intermediate 5	8
Intermediate 4	7
Intermediate 3	6
Intermediate 2	5
Intermediate 1	4
Novice high	3
Novice mid	2
Novice low	1

Using the Student Reflection Rubric, score each domain within the rubric according to the indicators. Add the total score and divide by three.

Student Reflection	
Level	Numerical value
Superior	5
Strong	4
Emerging	3
Vague/Unclear	2
No understanding	1

Purposeful Sampling

Purposeful sampling is the process of selecting student work for inclusion in the portfolio collections after artifacts of student work for points A and B are collected. When reviewing the scored student work sample pairs (point A and point B) for each student, the teacher selects one sample (point A and point B) from each of the three differentiated groups (emerging, proficient, advanced) which is representative of the growth demonstrated in that differentiated group. For students in level one courses, grouping may occur via a variety of tasks and student work samples.

For example:

- Five students are in the emerging group at point A.
- Three students grow two performance levels from point A to point B
- Two students grow one performance level from point A to point B.
- The teacher selects a sample to submit in which the students grow two performance levels.

This process is repeated for the proficient and advanced groups. The paired samples of point A and point B for each of the students in the differentiated groups are submitted via the online platform. The platform calculates the growth for each collection. The table below illustrates purposeful sampling.

Differentiated Group: Emerging			
Student	Point A Score	Point B Score	Levels of Growth
Student 1	1	3	2
Student 2	1	3	2
Student 3	1	3	2
Student 4	1	2	1
Student 5	2	3	1

- Select one student from each of the three categories (emerging, proficient, and advanced) that best represents student growth from that category.
- Add the three student scores. Divide the level of growth by 3.
- With this average, determine the final collection score based on the chart below.

Level 5: Significantly above expectations	Above 3 levels of growth
Level 4: Above expectations	Between 2-3 levels of growth
Level 3: At end of course expectations	Between 1-2 levels of growth
Level 2: Below expectations	Between 0-1 level of growth
Level 1: Significantly below expectations	No growth or negative growth

- Repeat this process for the other 3 collections.
- Within the platform, once each collection has been calculated, the final score for each collection is added and divide by 4. The average determines the teachers growth score for LOE:

Teacher Effectiveness Indicator Chart	
Teacher Effectiveness Indicator	Student Growth Indicator Scores
Level 1	1.00 – 1.79
Level 2	1.80 – 2.59
Level 3	2.60 – 3.39
Level 4	3.40 – 4.19
Level 5	4.20 – 5.00

Modes of Communication

Perform 1: Interpersonal Communication (Speaking and Listening)

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 described below. 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 (Reading)

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, and must be distinguished from the notion of reading and listening “comprehension,” where the term could refer to understanding a text with an American mindset. In other words, interpretation differs from comprehension in that the former implies the ability to “read (or listen) between the lines.”



Perform 3: Presentational Communication (Writing)

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 profound knowledge of culture. 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.

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, 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. Due to the limited speaking skills at the novice proficiency levels, for the purposes of portfolio, writing samples provide the best presentational evidence.



Reflect

Developing skills requires introspection and reflection over what has been done and feedback 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.

