BEST FOR ALL

We will set all students on a path to success.

Student Growth Portfolio

World Languages

BEST FOR ALL

We will set all students on a path to success.

ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

WHOLE CHILD

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS

EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE TO BECOME AND REMAIN A TEACHER AND LEADER

TN Department of Education

Agenda

- **Purpose**
  - Benefits
  - LOE Generation
- **Process**
  - Standards-Based
  - Rubrics
  - Point A and Point B
  - Purposeful Sampling
  - Calculating Growth
  - Managing Student Work
  - Peer Review
- **Platform**
  - Platform Registration
  - Platform Support
  - Technical Requirements

Purpose

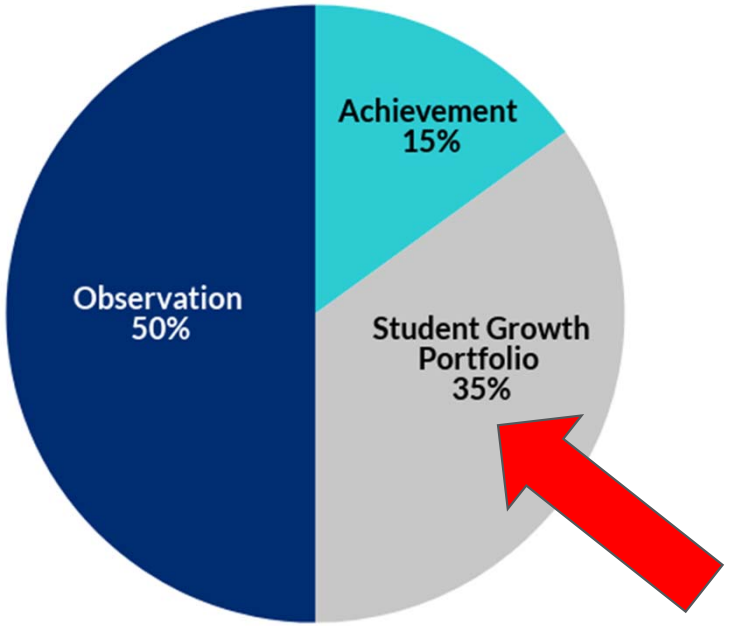
Benefits of Portfolios

- Ownership of growth scores
- Evaluation by peers familiar with the grade-level
- Reflection of instructional practices
- Differentiation of learning for various student groups
- Identification of student growth in authentic tasks

TN Department of Education

Portfolios in TEAM Evaluation

- Portfolios generate an individual growth score for some non-tested teachers.
- The growth score is essential in generating a teacher's LOE.

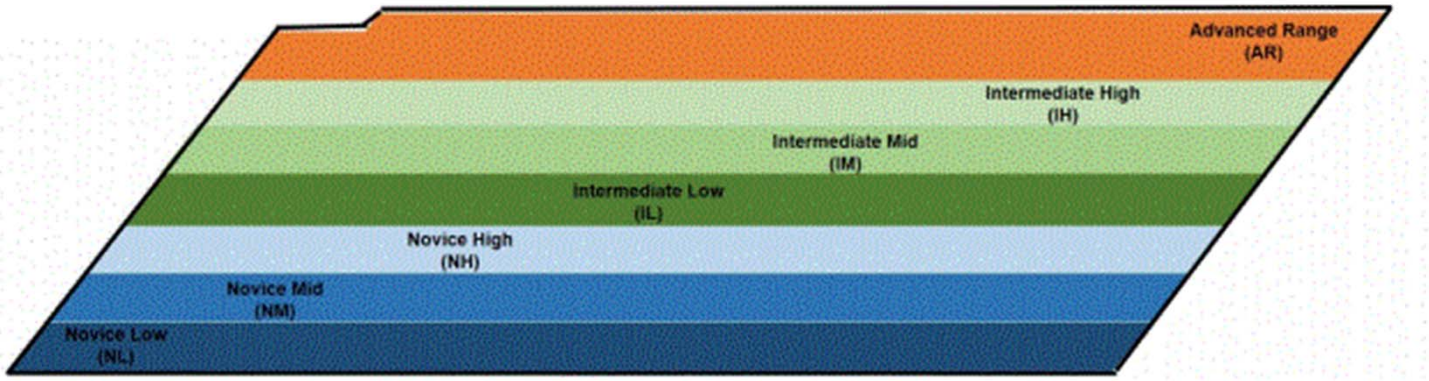


Process

Standards-Based

[Tennessee Academic Standards]

ACTFL
Language Connects



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World Languages Portfolio Collections

Perform:
Interpersonal Listening and Speaking

Perform:
Interpretive Reading

Perform:
Presentational Writing

Reflect:
Student reflection

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Rubrics

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.

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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

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

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Perform 1: Interpersonal Communication (Speaking and Listening)

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Perform 2: Interpretive Communication (Reading)

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Perform 3: Presentational Communication (Writing)

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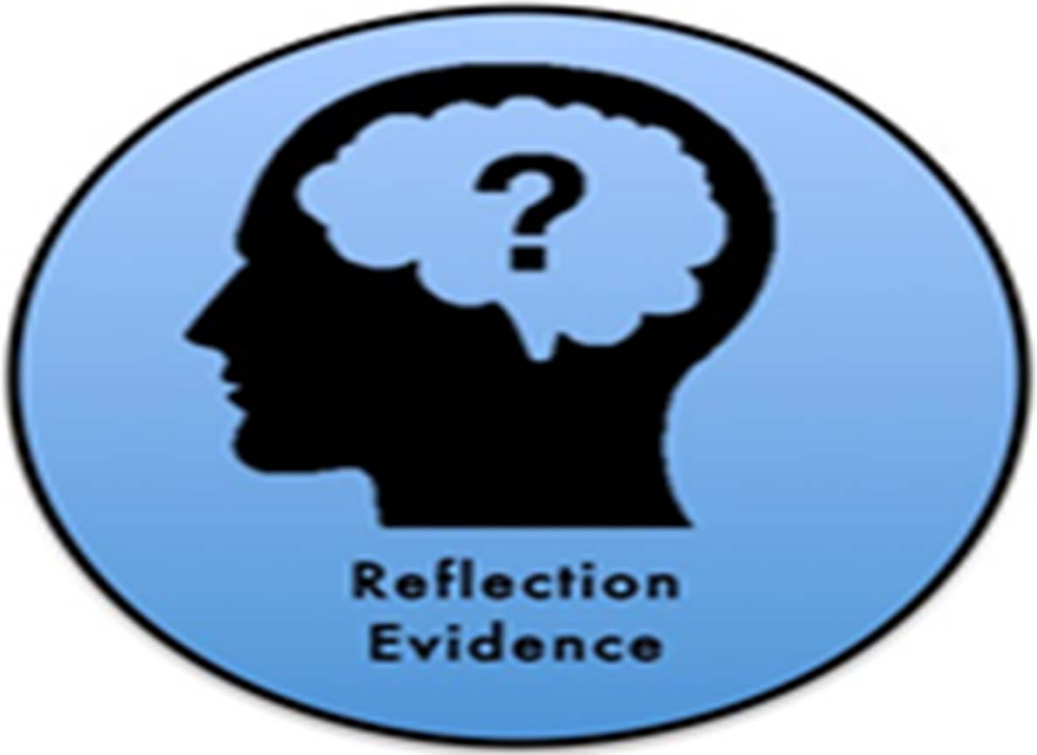
Reflect



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Point A Student Work Samples

- Work samples are collected at the **onset of learning**
- 3 differentiated groups
  - Emerging (approaching expectations)
  - Proficient (meeting expectations)
  - Advanced (exceeding expectations)
- Score with associated rubric

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Point B Student Work Samples

- Collect work samples at the completion of learning.
- Student work:
  - is from the same student as point A,
  - reflects the same standard as point A, and
  - is scored using the same rubric as point A.

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Purposeful Sampling

The process of selecting student work for inclusion in the portfolio collections after artifacts of student work for Points A and B are collected.

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

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Calculating Student Growth and Teacher Effectiveness

- Student growth score averages across the collections are used to calculate the teacher's effectiveness score.
- The teacher's effectiveness score is the score that will be calculated as 35% of your LOE in TNCompass.
- Scores are auto-calculated from the peer reviewer's scores of your collections.

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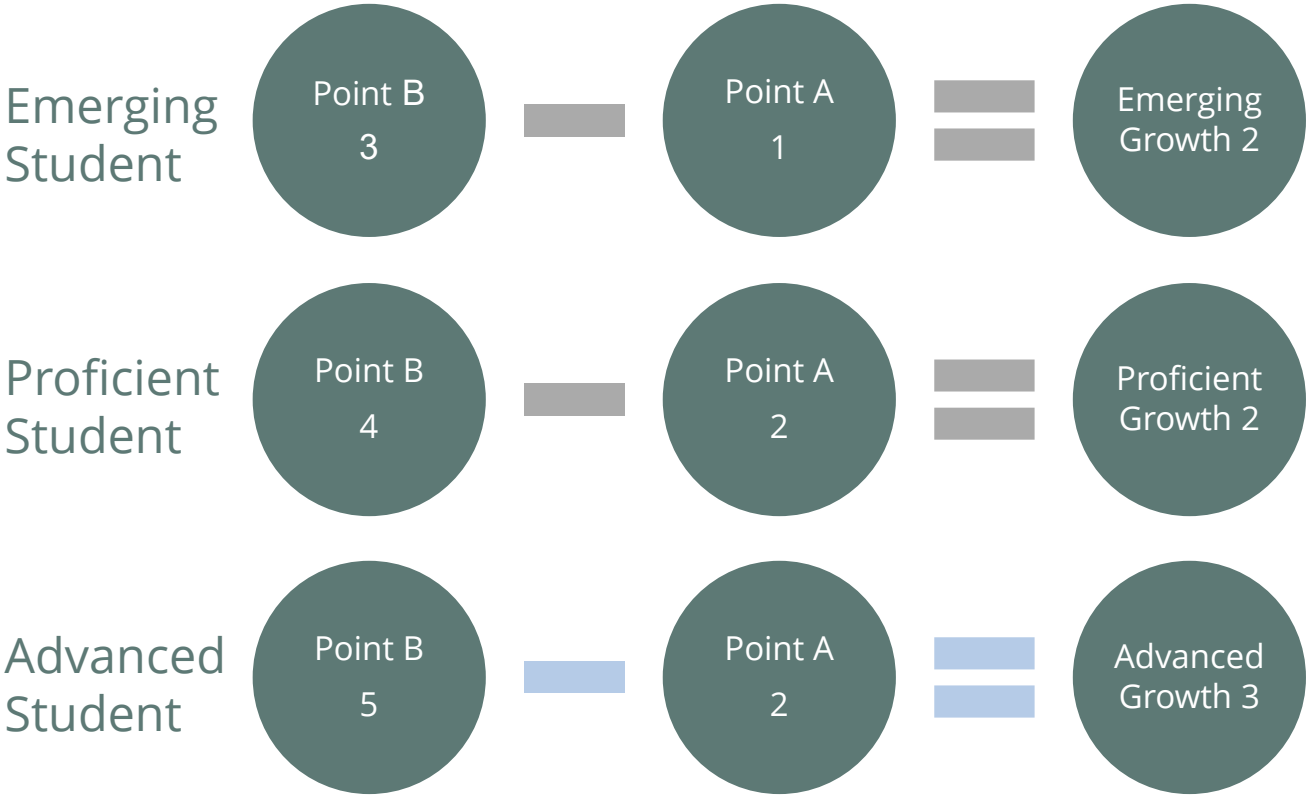
Scoring Algorithm

Student Scores and Equivalent Growth Within One Collection



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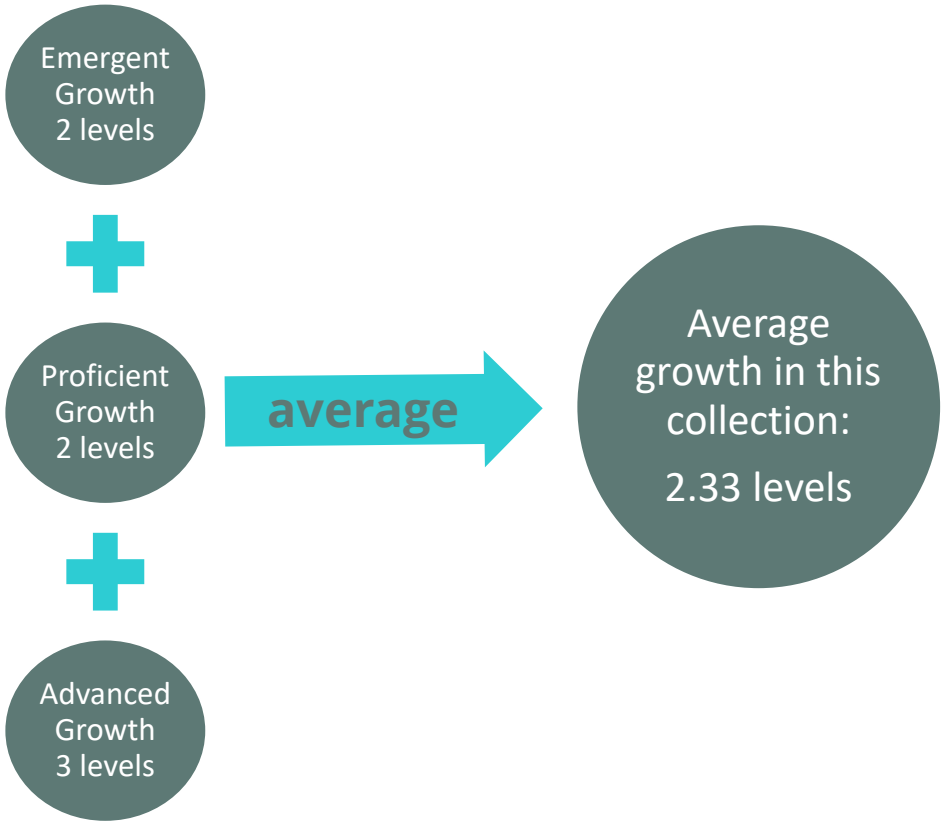
Scoring Algorithm

Student Growth Within One Collection



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Scoring Algorithm

Average growth in this collection:

2.33 levels

Student Growth Indicator Chart

Level 5 Significantly Above Expectations	Students demonstrate, on average, ***three or more levels of student growth (= or >3 levels of growth)***
Level 4 Above Expectations	Students demonstrate, on average, ***two levels of student growth, but less than three levels of student growth (=2 levels of growth, but < 3 levels of growth)***
Level 3 At Expectations	Students demonstrate, on average, ***one, but less than two levels of student growth (=1 level of growth but <2 levels of growth)***
Level 2 Below Expectations	Students demonstrate, on average, ***less than one level of student growth (>0 levels of growth but <1 level of growth)***
Level 1 Significantly Below Expectations	Students demonstrated, on average, ***no growth or negative growth***

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Scoring Algorithm

Collection 1
Student Growth Score
Level 4

Collection 2
Student Growth Score
Level 4

Collection 3
Student Growth Scor
Level 3

Collection 4
Student Growth Score
Level 3

3.5

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

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Creating a High-Quality Portfolio

- Access the TEAM Portfolio Guidebook for Administrators and Teachers, p. 6.
- Notice the bullet points that relate to practices you do on a normal basis to prepare for instruction and assessment in the classroom.
- Notice the bullet points that relate to things specific to the portfolio that you do not do on a normal basis to prepare for instruction and assessment in your classroom.

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Managing Student Work

Student work includes, but is not limited to:

- written student work,
- video segments that demonstrate student performance or speaking,
- audio recordings of student conversations or think alouds, and
- photographs of student work.

Student work may be stored on the following platforms:

- Google
- Dropbox
- Evernote
- Box
- Github
- OneDrive

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Portfolio Submissions

- All completed collections must be submitted by **11:59 p.m. local time on May 1.**
- Ensure Points A and B are same group/student.
- Ensure emerging, proficient, advanced are different students.
- Ensure each piece of student work is available and working (picture, PDF, audio, video, etc.).
- Ensure no duplicated work.
- Ensure all work within one collection refers to the chosen standard.

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Peer Review

- Certified peer reviewers who are intimately familiar with the standards, rubrics, and grade-level content
- Use the same scoring rubrics for points A and B
- Discrepancy policy
- TEAM Portfolio Guidebook for Administrators and Teachers, p. 9

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Peer Review Scoring Notes

Peer Reviewers will assign a differentiated group the score of 1 if one or more of the following occur:

- no growth is demonstrated;
- the **same** student/group work is:
  - uploaded for point A and point B
  - uploaded in another group sample within a collection, or
  - in each sample within a collection.
- student work is missing;
- the task is not aligned to the standard for one or more students;
- student work is not produced by the student;
- point A and point B are different students; or
- technology (audio/video/picture) is not available.

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Platform

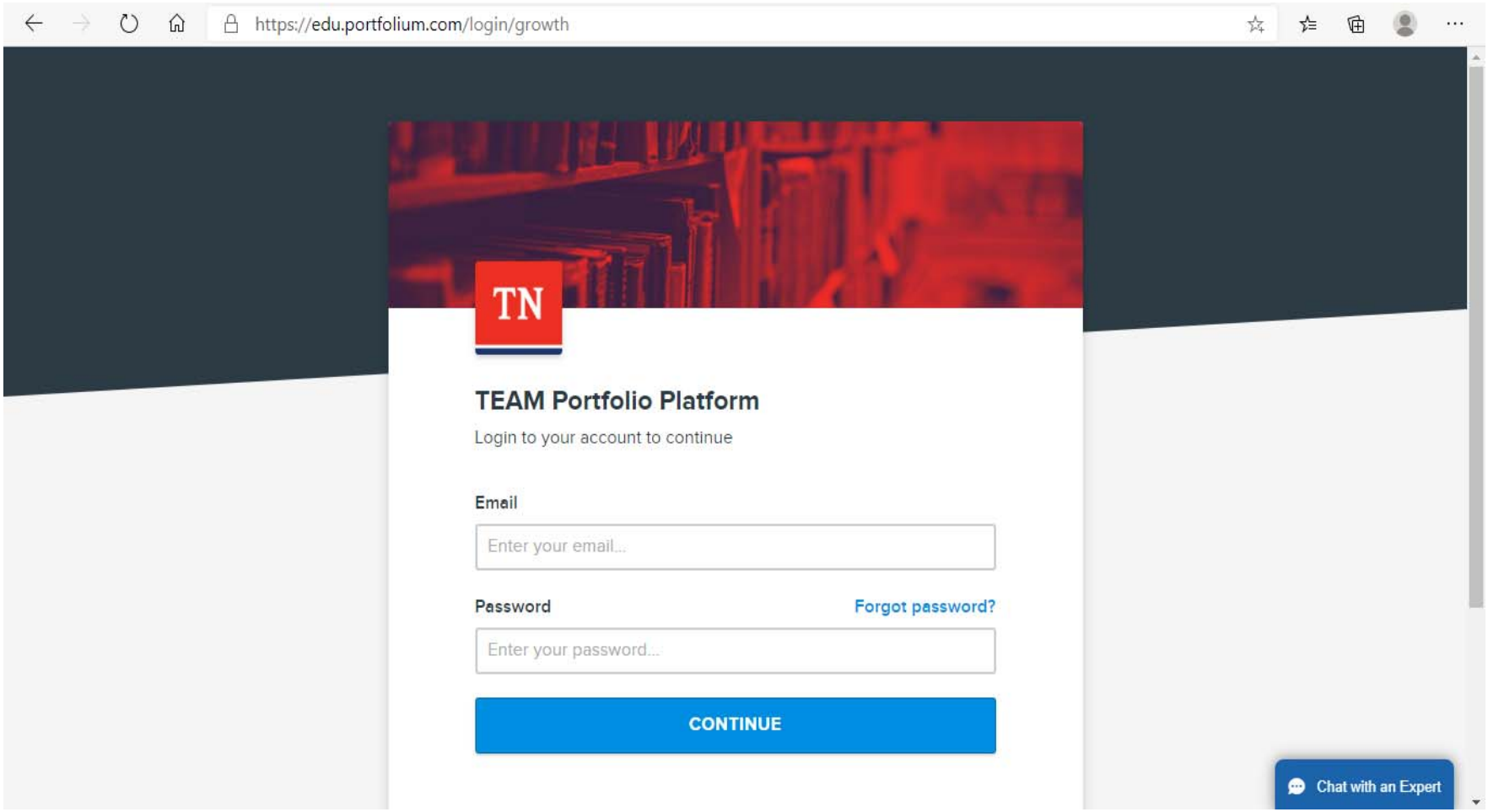
Platform Support: Tech Requirements

- **Chrome** and **Firefox** are best for Portfolium access.
- **Microsoft Edge** is also supported.
- Internet Explorer is NOT a supported browser.
- Portfolium supports multiple file formats for images, documents, and audio/video.
- Ensure the most updated version internet browsers and media software (e.g., Quicktime, Windows Media Player, etc.). is installed.

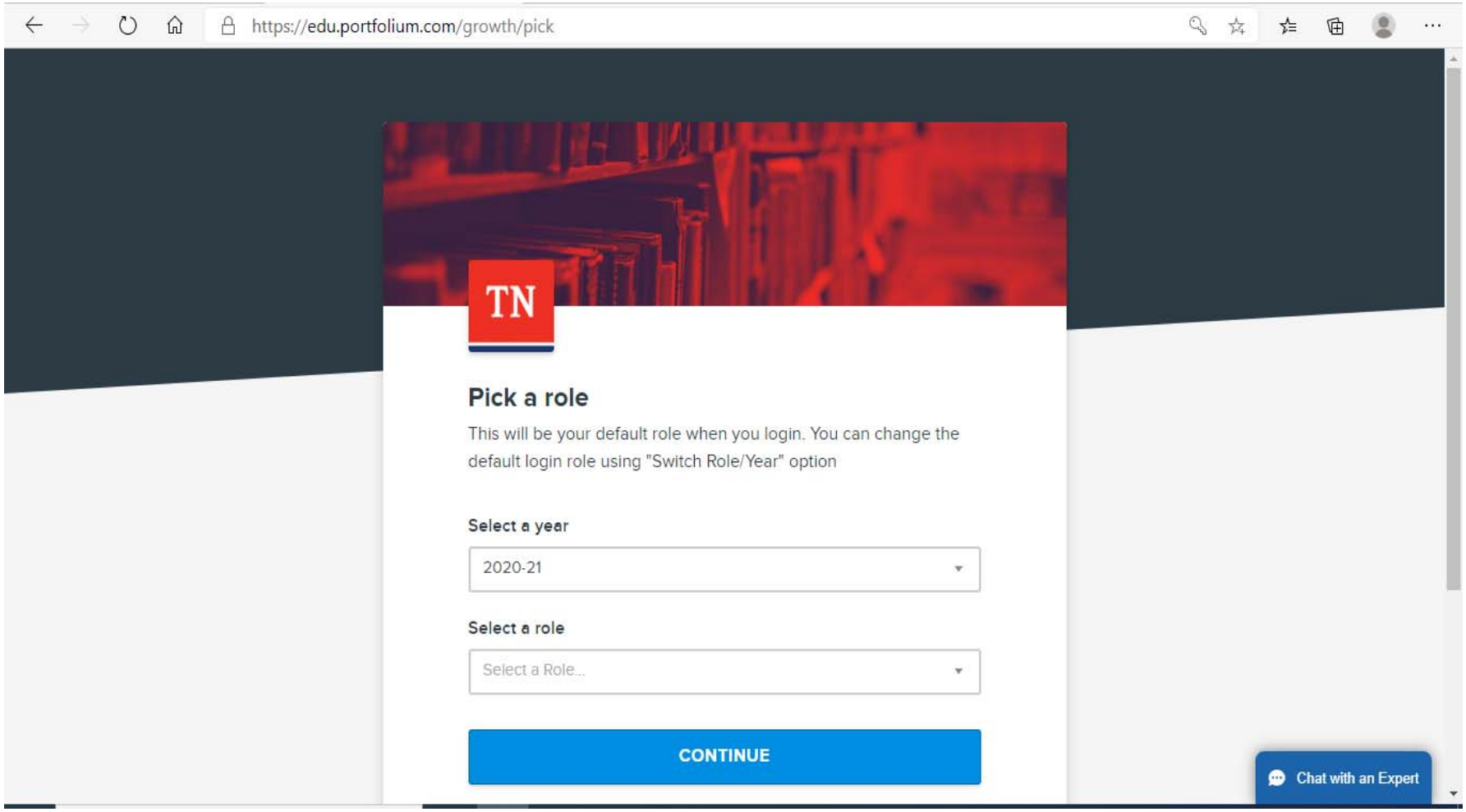
Platform: Portfolium

- team-tn.org/portfolio-resources
- edu.portfolium.com/login/growth
- District Portfolio Leads (DPL) create roster then teachers finish registration

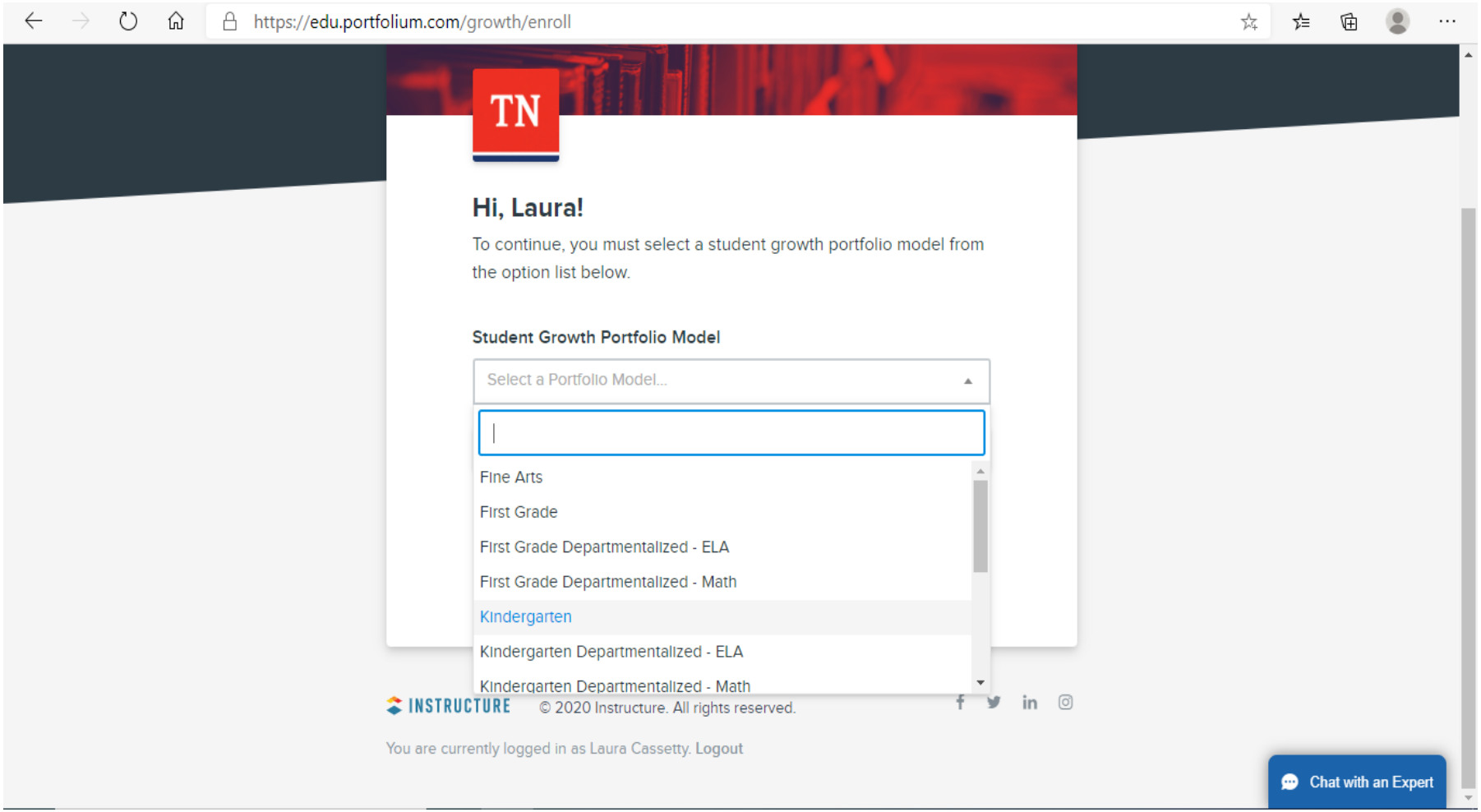
Platform Registration: Log In



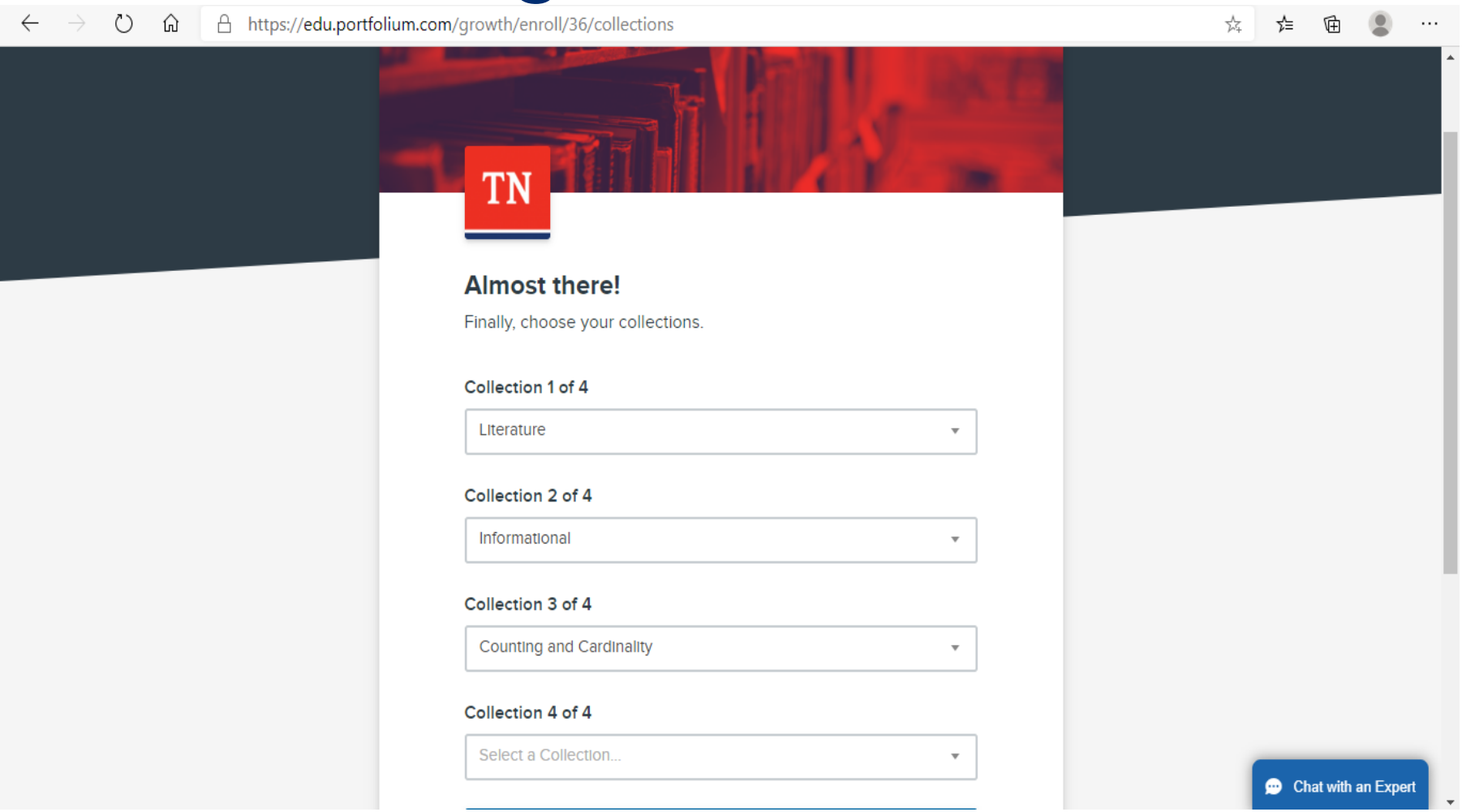
Platform Registration: Year and Role



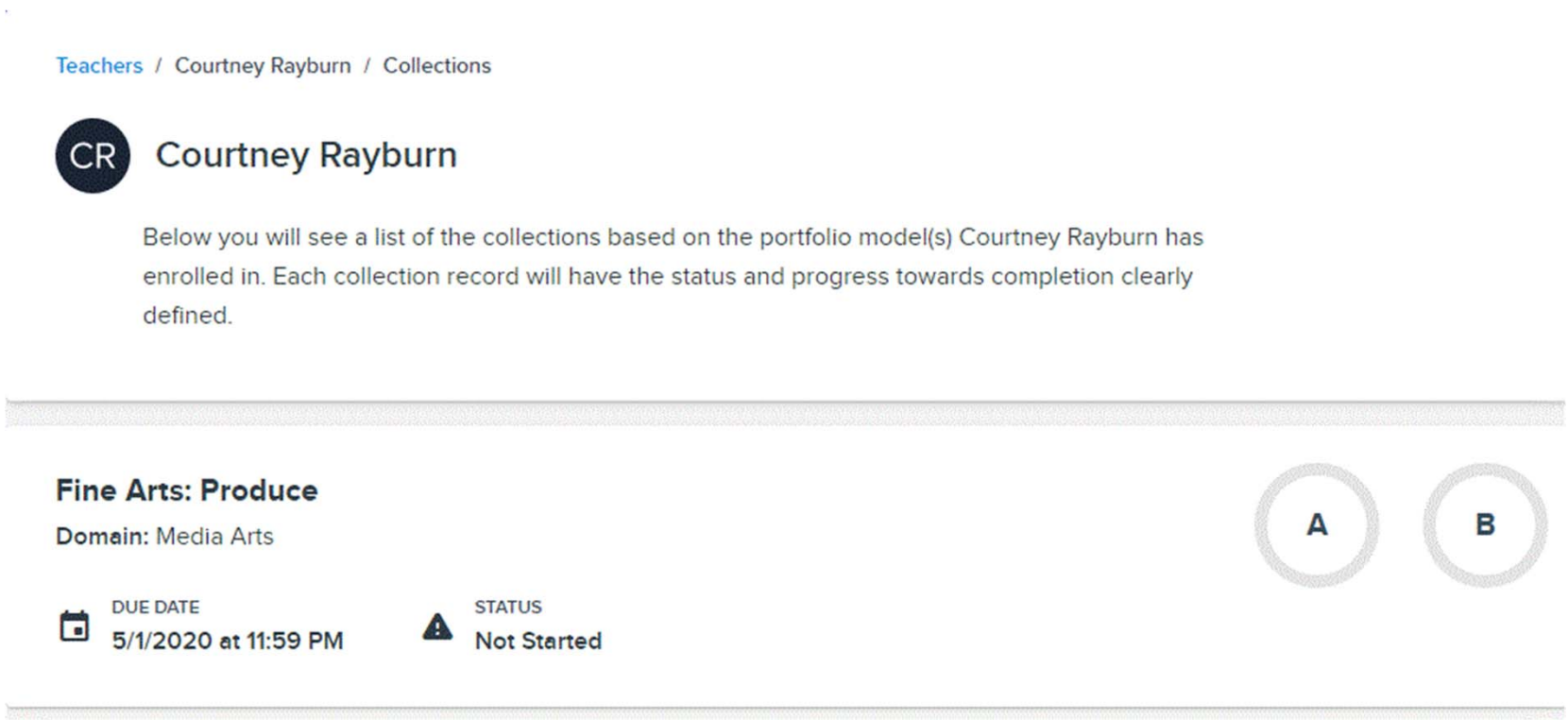
Platform Registration: Portfolio Model



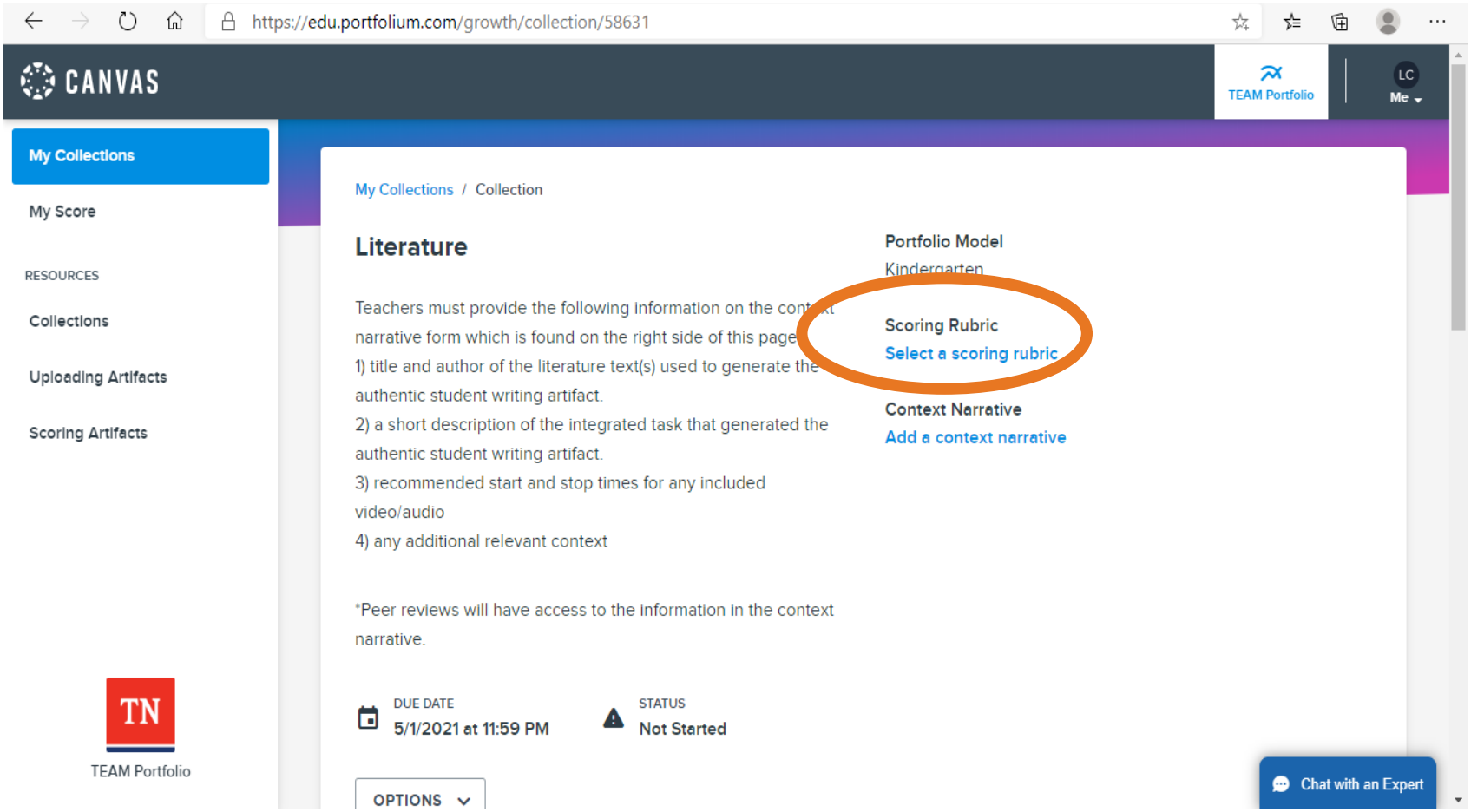
Platform Registration: Collections



Platform Registration: Done!



Choose Scoring Rubric



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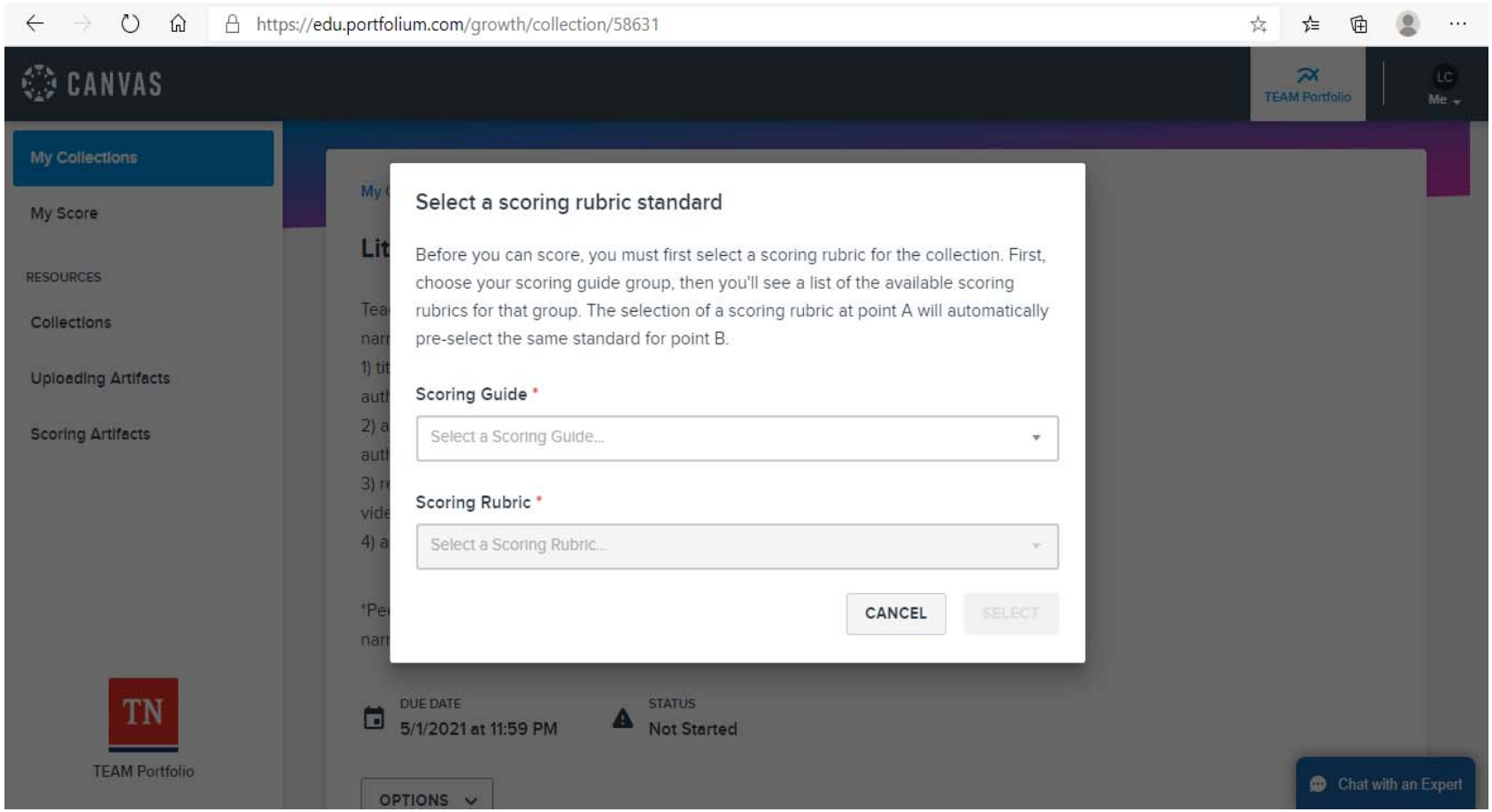
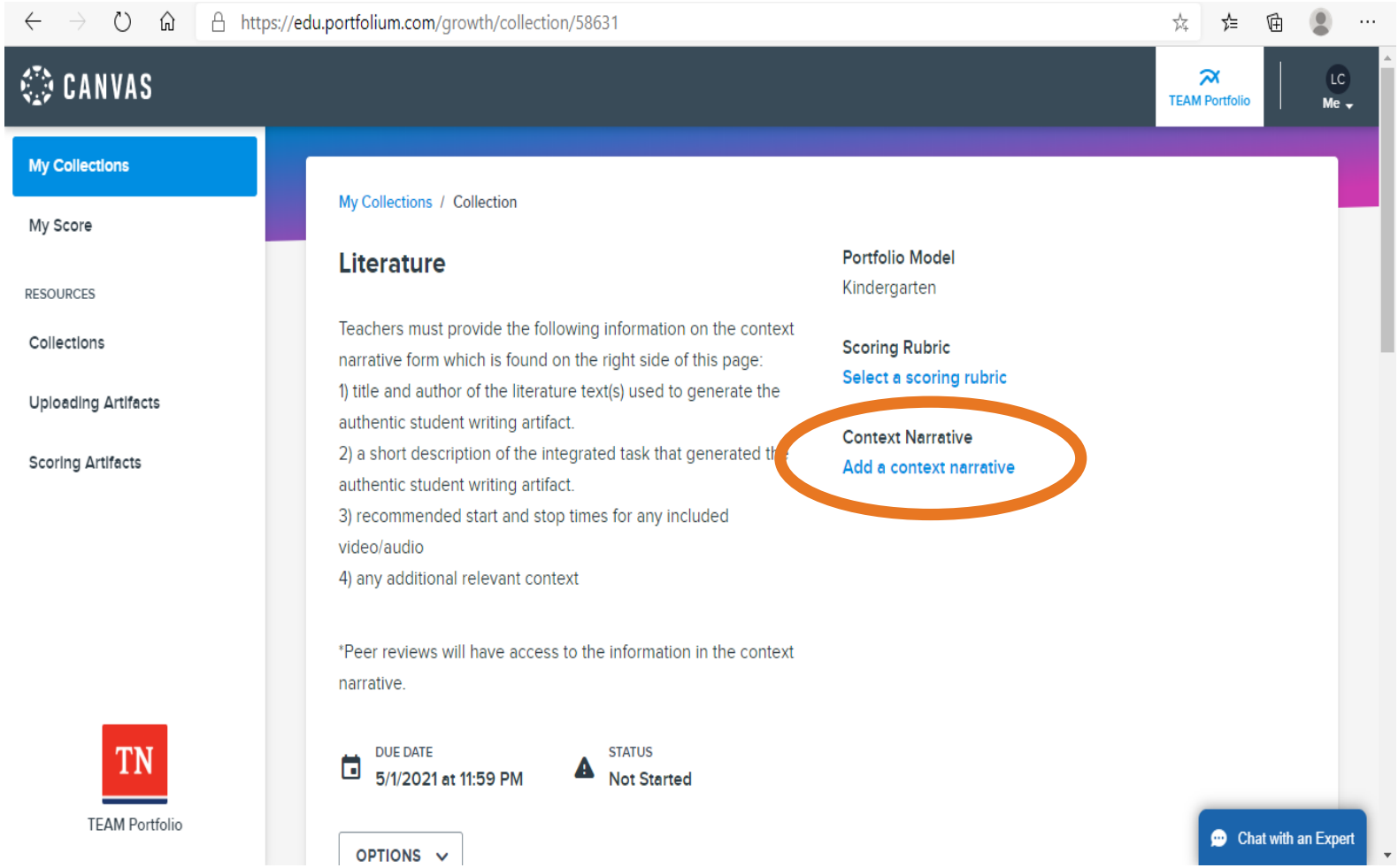


Context Narrative



Context Narrative

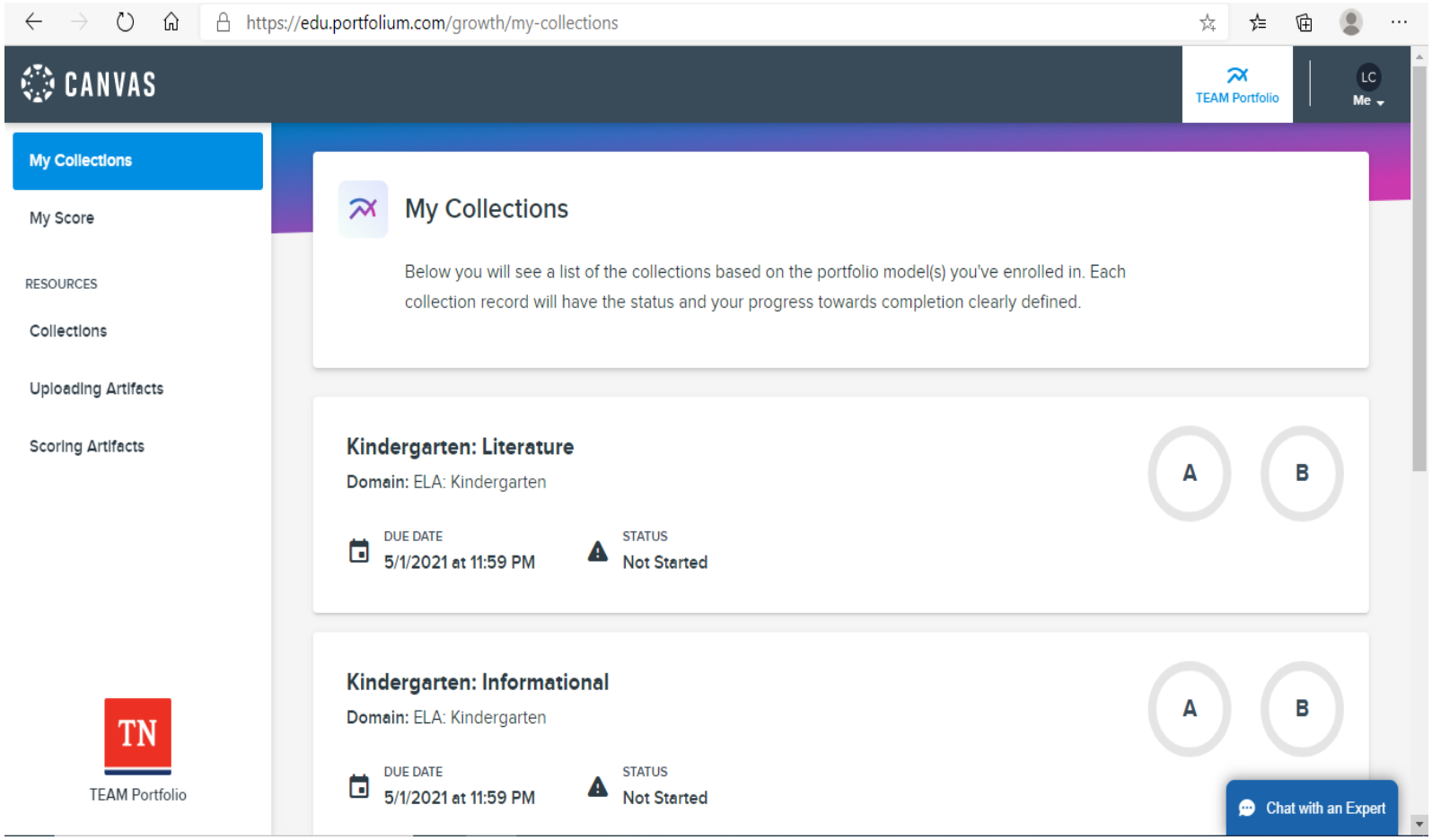
Produce

Teachers must provide the following information on the context narrative form which is found on the right side of this page:

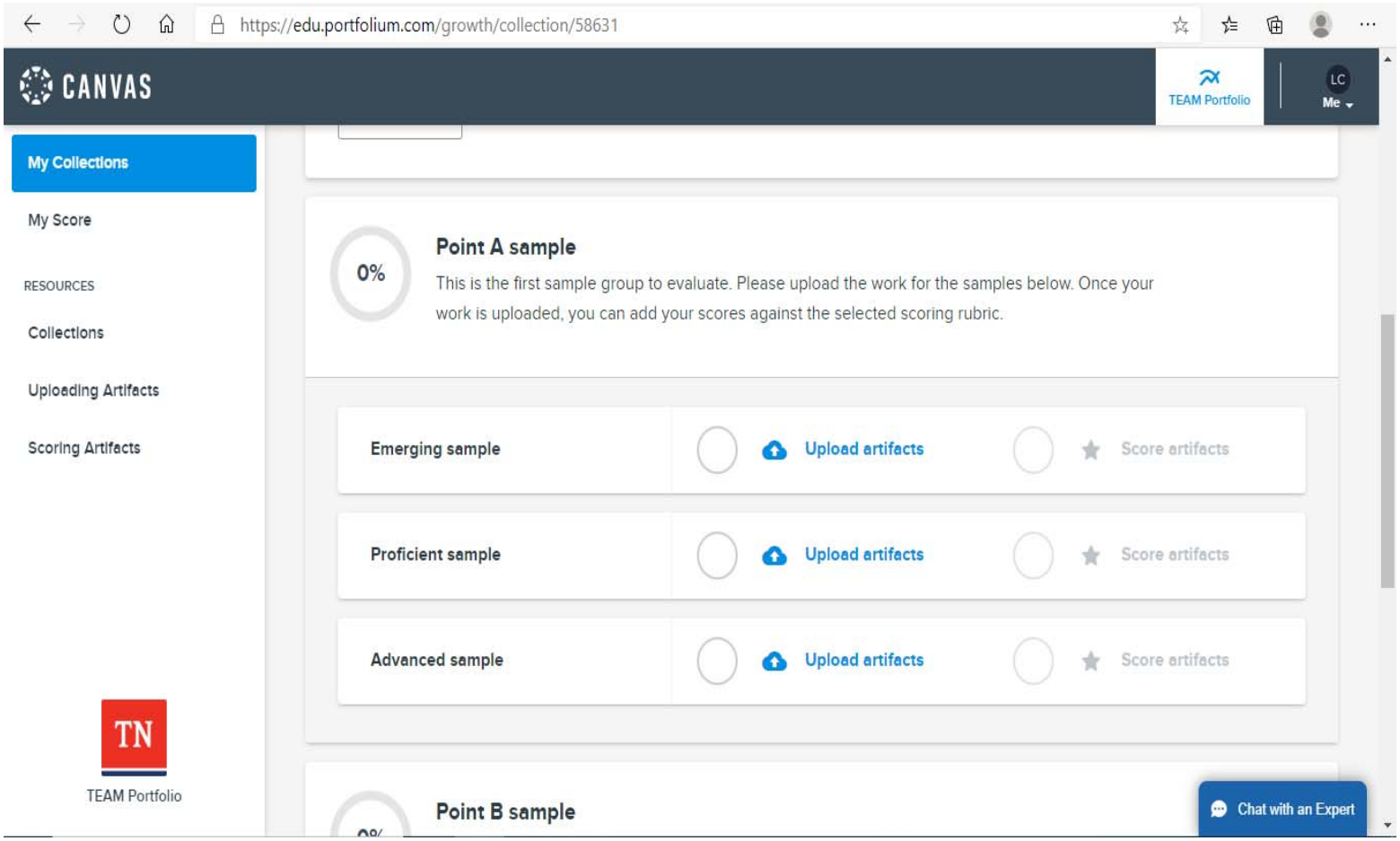
1) a short description of the task
2) recommended start and stop times for any included video/audio
3) any additional relevant context

*Peer reviewers will have access to the information in the context narrative.

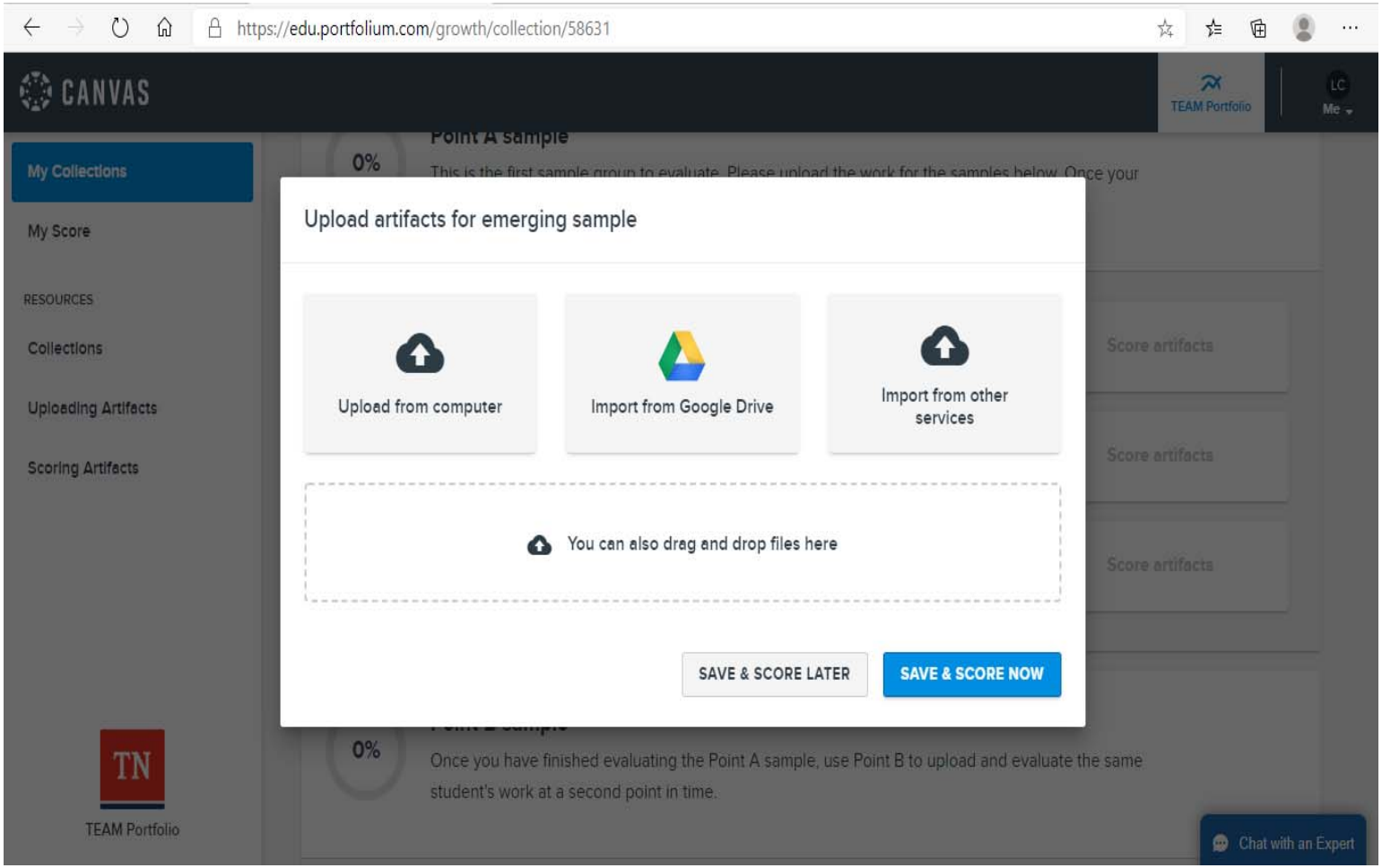
Ready for Uploading



Uploading Student Work



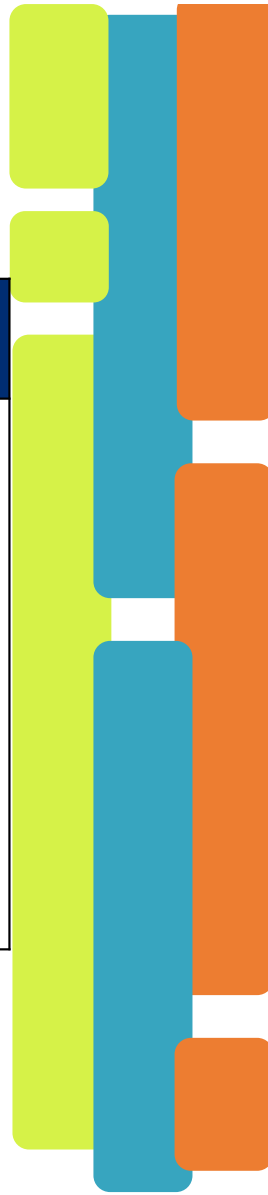
Uploading Student Work



Supported File Formats

Images	Documents	Presentations	Spreadsheets	Audio/Visual
.png, .svg, .tiff, .bmp, .gif, .jpeg, .jpg, .psd	.doc, .docx, .odt, .ott, .rtf, .txt, .pdf	.odp, .ppt, .pptx	.ods, .xls, xlsx	.mp4, .mp3, .wav, .ogg, .wma, .aac, .mpeg, .mpg, .mov, .wmv, .avi, .3gp, .flv, .webm, .m2v, .m4v, .vob, .ogv

https://community.canvaslms.com/docs/DOC-18228-929791176522



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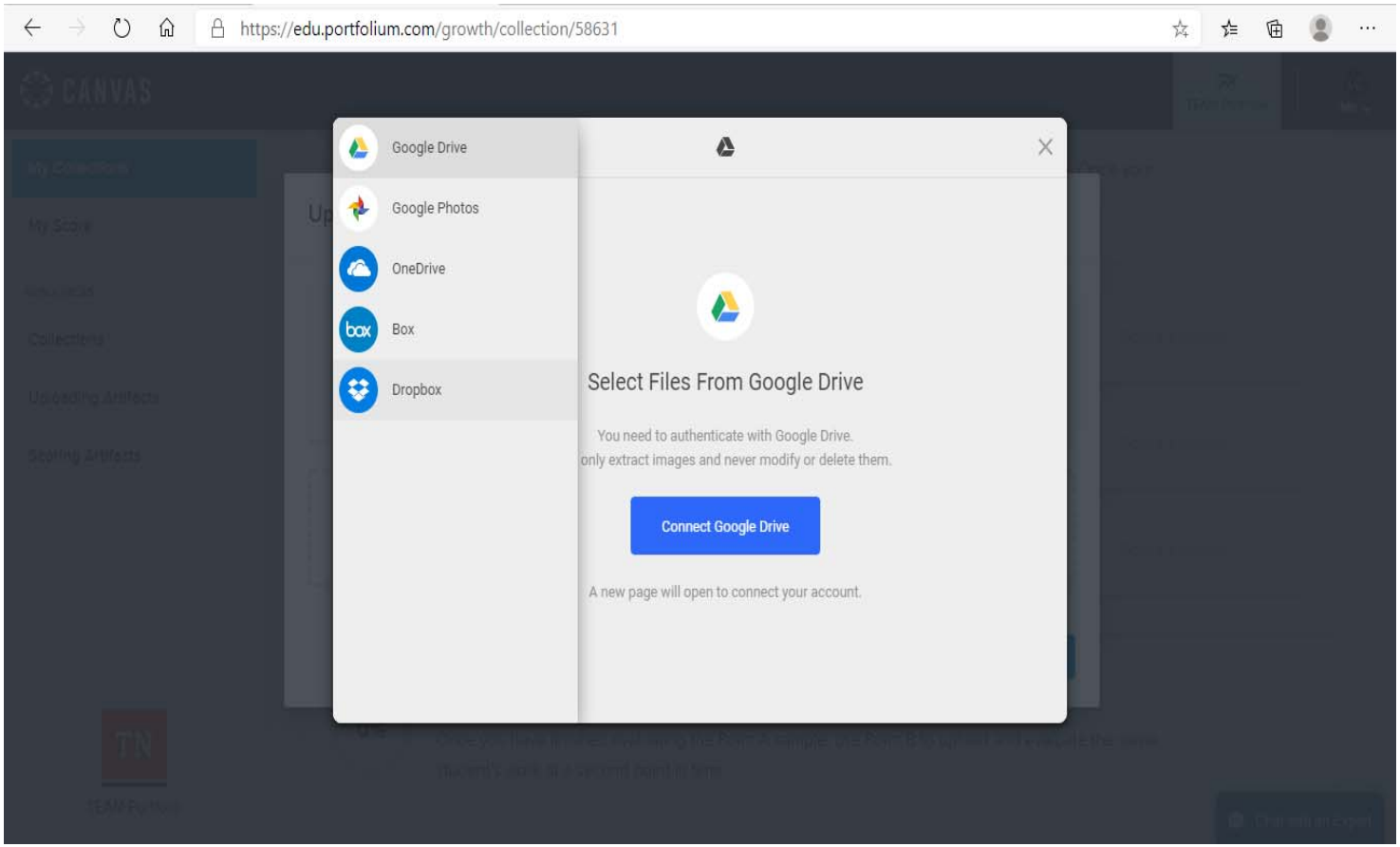

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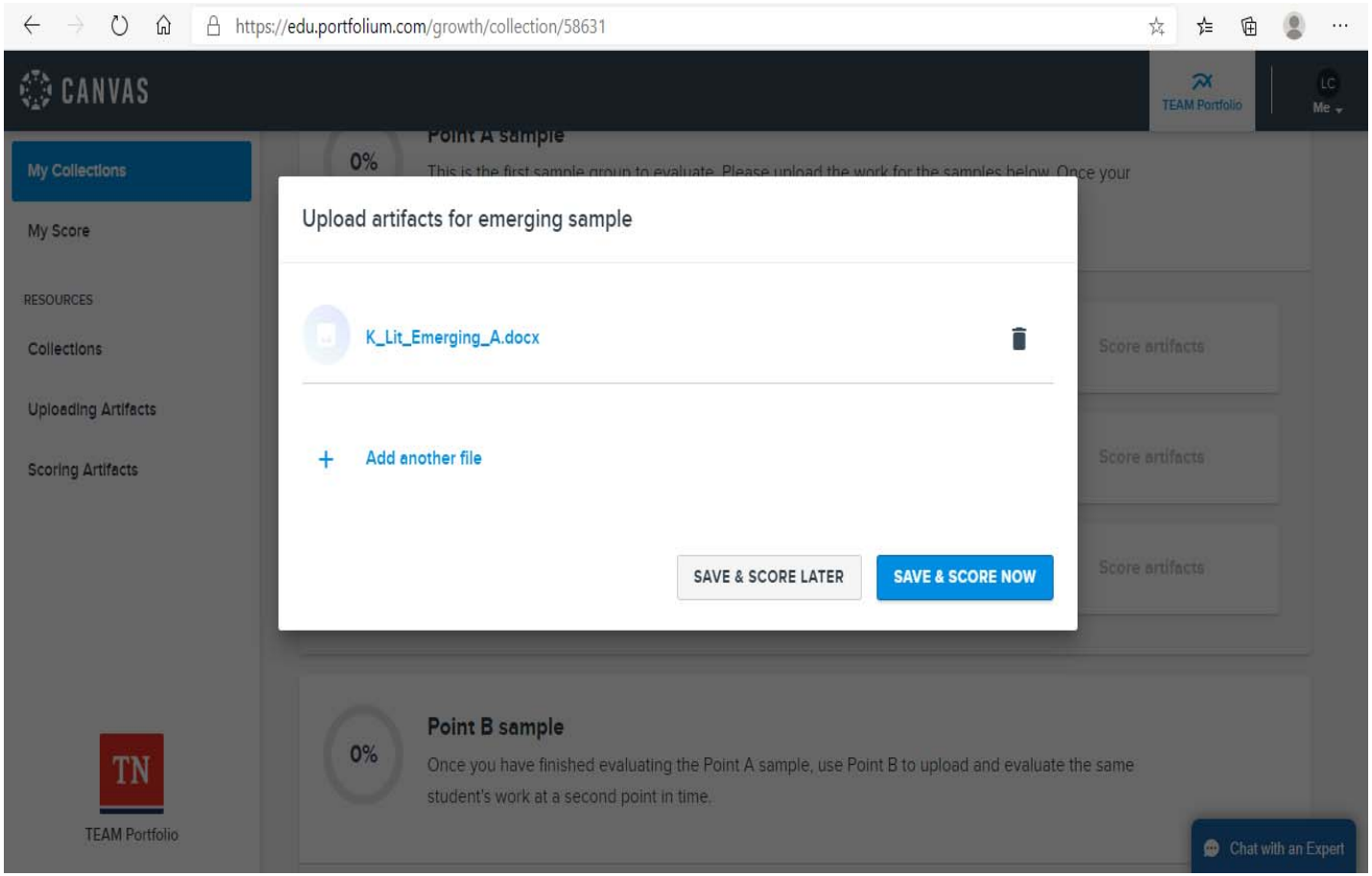
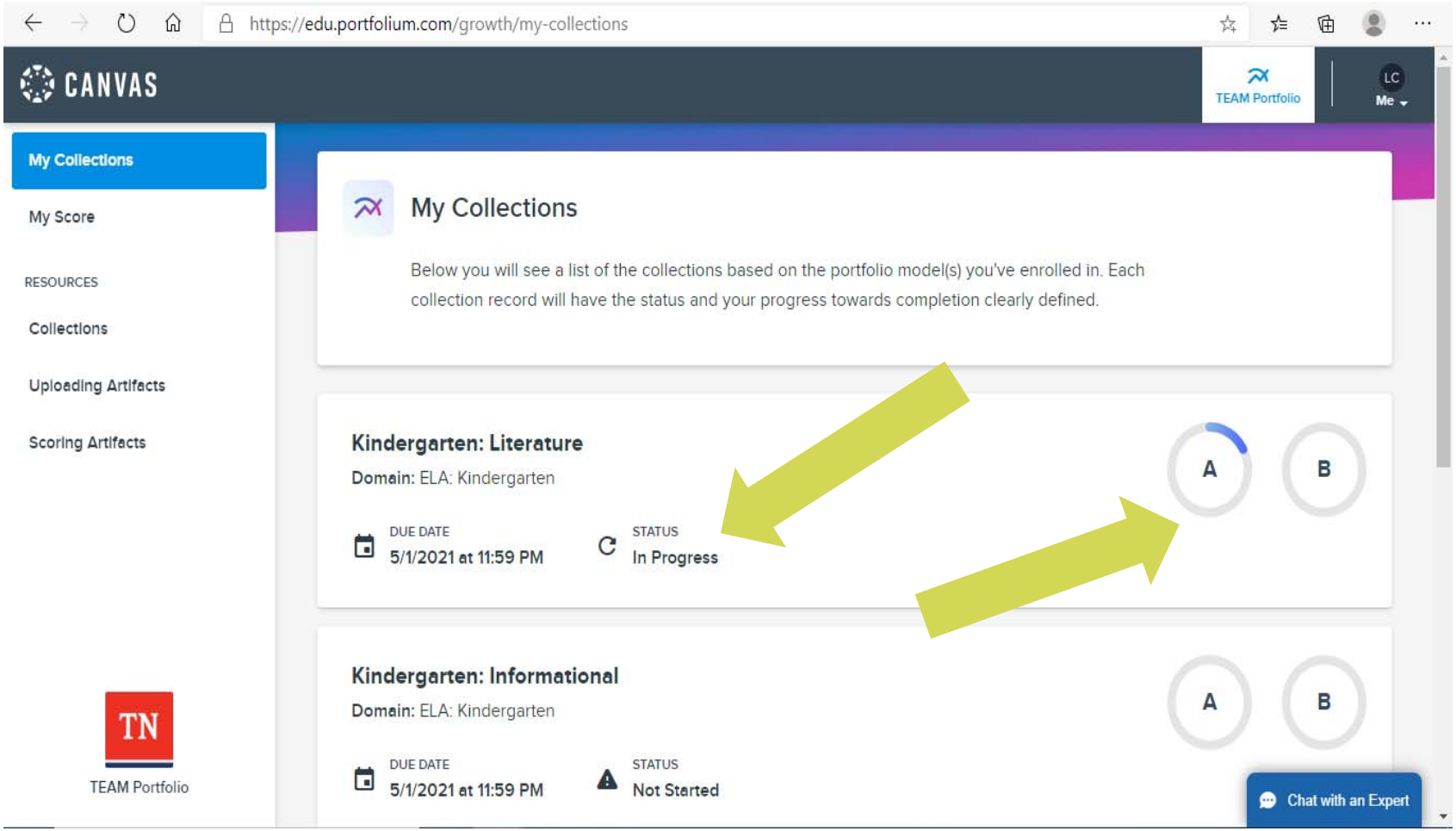
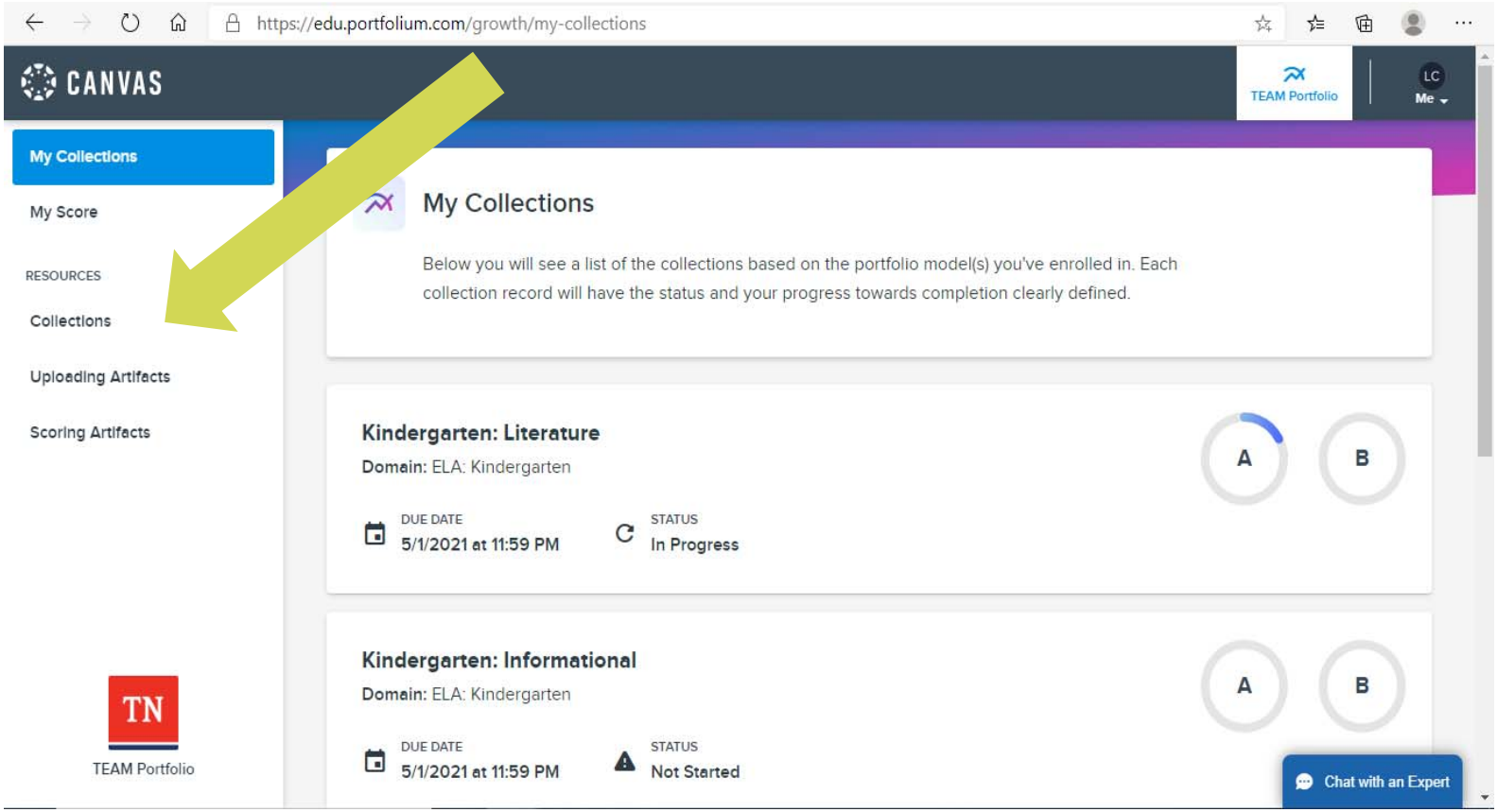


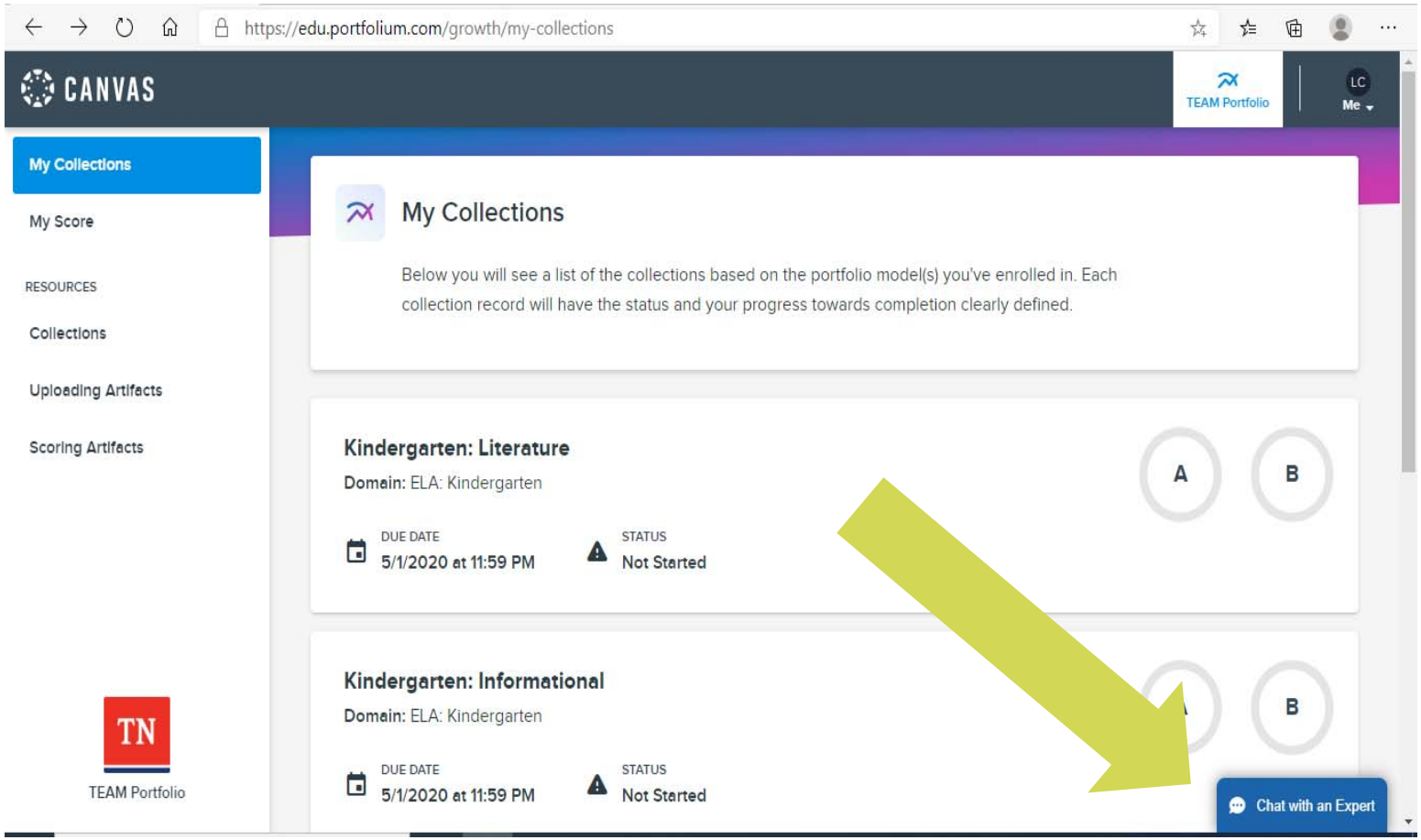
Status Wheels



Platform Support: Tutorials



Platform Support: Chat



Teacher Support

- Consult the rubric, scoring notes, standards, the TEAM Portfolio Guidebook for Administrators and Teachers, the TEAM Student Growth Portfolio Resource Guide for World Languages, this training video, and any other resources available at https://team-tn.org/portfolio-resources/.
- Confer with a teaching partner.
- Contact your district portfolio lead.
- Contact Portfolio.Questions@tn.gov.

Thank you!

Thank you for your continued partnership with the department and for all that you do for Tennessee students.