



Department of
Education

World Language Student Growth Portfolio Model

Tennessee Department of Education | September 2024



Introduction

According to state statute and policy, each district and charter must implement one model of individual growth for non-tested teachers. Scores generated by peer reviewed student growth portfolios represent 35% of participating teachers' LOE within the state's TEAM evaluation model in lieu of individual TVAAS scores that teachers in tested courses generate.

As educators explore and implement the contents of the following materials, 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 academic growth.

Currently the department supports World Language portfolios for Spanish and French. 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](#).

Portfolio Collection

A complete world language portfolio contains four collections:

1. Interpersonal Communication (Listening/Speaking)
2. Interpretive Communication (Reading)
3. Presentational Communication (Writing)
4. Reflection

Each collection must contain evidence from two point in time from a purposeful sampling of student work. All student should be assessed at point A (before instruction) and point B (after instruction) for each of the four standards. Teachers choose a purposeful sampling of students to represent their class.

[The Tennessee Academic Standards for World Languages are available for download here.](#)

Portfolio Scoring Rubrics

Scoring rubrics are a critical part of planning for and measuring student learning. Teachers can use the rubrics:

- to understand the types of performance documented through student work at varying levels,
- to categorize student work into performance levels, and
- to gain valuable feedback on student progress to guide instructional planning.

Scoring rubrics are used to identify the performance level of student work artifacts at point A and point B. 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	
Performance Level	Score
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

The Student Reflection Rubric has 3 domains:

1. Reflective Thinking
2. Impact on Future Learning
3. Analysis

Score each domain within the rubric according to the indicators' descriptions.

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

The score for each student sample is calculated in the portfolio platform by averaging the three domains.

Scoring Student Work

Peer Reviewers:

When scoring student work samples Peer Reviewers may need to mark student samples as "unable to be scored" at both point A and point B. If student work is unable to be scored at either point A or point B, both samples will be marked as "unable to be scored." The differentiated sample will show 0 growth from point A and point B.

Reasons student work cannot be scored:

1. No video of student assessment
2. No answer key, if required.
3. Does not follow assessment guidelines
4. The student is not the same at both Point A and Point B.
5. The student is the same in more than one differentiated level (emerging, proficient, advanced)
6. The student work is blank (e.g., there is nothing on the paper or video)

Portfolio Scoring Process

Scoring of Collections

After the submission deadline, collections are scored by certified peer reviewers who determine the performance level of each student work artifact. Both teachers and peer reviewers use the same scoring rubric at points A and B.

- If a discrepancy of more than one performance level exists between the teacher's score and peer reviewer's score for the average of a collection, a second peer reviewer scores the collection.
- If the second peer reviewer's score is in consensus with either the teacher or the peer reviewer, the score in consensus stands.
- If there is no consensus of scores between the teacher, the first peer reviewer, or the second peer reviewer, then an expert reviewer conducts the final scoring.

A growth score for each collection is calculated by finding the difference between point A and point B scores for each student work sample in the collection (e.g., emerging, proficient, and advanced differentiated groups) and determining an average level of student growth for that collection. The average level of student growth for the evidence collection is then applied to the scaled Student Growth Indicator values to determine the evidence collection score.

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.

Calculating the Final Portfolio Score

The teacher effectiveness indicator, or the overall portfolio score, is calculated by averaging the four evidence collection growth scores (as described above), and then applying the average to the scaled value of levels 1-5 as outlined below. This becomes the educator's growth score that serves as 35 percent of the Level of Overall Effectiveness (LOE) score.

World Language Collections

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.



Required method of evidence:

1. Video recording of interview/conversation.
2. Transcription and translation of the interview/conversation with both questions and responses.

This is an oral assessment. **Videos are required for student work.** Student must be visible in the video. Audio recordings cannot be scored nor can they be uploaded for a collection of this type in TNPortfolio.

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.”



Required method of evidence:

1. Video recording or writing product of student responses.
2. Passage read
3. Teacher answer key

This can be an oral or written assessment. Videos are required for student work if assessed orally. Student must be visible in the video. Audio recordings cannot be scored nor can they be uploaded for a collection of this type in TNPortfolio.

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.



Required method of evidence:

1. Student writing product
2. Writing prompt

Reflection

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.



Required method of evidence:

1. Student writing product