



# World Language Student Growth Portfolio Model

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# 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

## Teachers:

Teachers determine the performance level of student work artifacts at both point A and point B using the rubrics (continuum) provided on the [TEAM-tn.org website](https://team-tn.org).

## Peer Reviewers:

Peer Reviewers determine the performance level of student work artifacts at both point A and point B using the same rubrics (continuum) as teachers that are provided on the [TEAM-tn.org website](https://team-tn.org). When scoring student work samples Peer Reviewers may need to mark student samples as "not scorable". If student work is unable to be scored at either point A or point B, both samples will be marked as "not scorable." The differentiated sample will show 0 growth from point A and point B.

Reasons student work may be marked not scorable:

1. There is no evidence that the assessment is aligned to the standard
2. No video of oral assessment
3. Required answer key is missing
  - The teacher submits an answer key which does not follow the answer key guidelines in the [portfolio resource guide](#).
4. The student is not the same at both Point A and Point B.
  - The student is not visible in the video to determine if it is the same student at point A and B
5. The student is used in multiple Samples within the Collection
  - The same student was used in multiple differentiated samples (emerging, proficient, advanced)
6. The student work is blank (e.g., there is nothing on the paper or video)
  - Poor video or sound quality hindered the ability to score student work
  - Uploaded a file type that is not supported
  - Student work is the same evidence at point A and point B
7. Does not follow [assessment guidelines](#)

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

### 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.

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

A portfolio will be assigned an *Incomplete (I)* and the teacher’s LOE score will **NOT** generate for the school year if **any** of the four collections are not completed **and** submitted by the deadline.

## 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.

**(continue to page 7 for leveled suggested tasks and required evidence)**

**Suggested Task:**

Students are participating in an interview or a conversation situation based on the student's ability level. This is an oral assessment. Questions and answers should be asked verbally.

**Novice Low – Novice Mid:** students participate in an interview task in which they ask and/or answer questions about themselves. Questions should prompt common things with single words and short phrases. These can be learned and practiced questions and answers from class.

**Novice High – Intermediate 3:** students participate in a conversation with a variety of questions about themselves and their life. Questions should also prompt students to express their thoughts and needs.

**Intermediate 4 – Intermediate 5:** students participate in a conversation about their life which includes telling stories, describing people, places, and things, and reporting events. Questions should prompt students to answer in paragraph length responses.

**Advanced:** students participate in conversation with new topics related to school, life, or travel. Questions should prompt students to give descriptions in all major time frames.

**Required method of evidence:**

1. Video recording of interview/conversation.
2. The student who is being assessed must be visible (show face).
3. Both the interviewer/conversation partner and the student being assessed must be clearly heard on the video.

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.”

### **Suggested Task:**

Students are given text to read based on their ability level and asked to interpret what was read to show comprehension of the text. The teacher will present the student with questions either orally or written about the meaning of words, main topic of the text, key details supporting the main topic, and descriptions of events, characters, or main topic. Students will answer questions to show comprehension of the text either orally or written.

**Novice Low – Novice Mid:** students read a list of individual words and phrases with provided visual cues.

**Novice High – Intermediate 3:** students read a short passage on familiar topics with provided visual cues.

**Intermediate 4 – Intermediate 5:** students read short narratives and more complex descriptive passages about less familiar topics without provided visual cues. Passages should contain main ideas, details, and context clues.

**Advanced:** students read conventional narratives and descriptive texts that contain a clear underlying structure across major time frames. Text must contain main ideas and supporting details with new subject matter.

**(continue to page 9 for Required method of evidence)**



**Required method of evidence:**

1. Video recording **or** writing product of student responses.
2. The educator must also include an **answer key** which includes a list of the questions asked and their appropriate answers. An answer key should **not** include the student responses

**This can be an oral or written assessment.** Videos are required for student work if assessed orally. Student faces 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.

**Suggested Task:**

Students are participating in a writing assessment responding to a teacher’s prompt based on the student’s ability level. This is a written assessment.

**(Continue to page 10 for leveled suggested tasks and required evidence)**

**Novice Low – Novice Mid:** students write to answer questions about themselves. Questions should prompt common things with single words and short phrases.

**Novice High – Intermediate 3:** students write to ask and answer a variety of questions about themselves and their life. Questions should prompt students to express their thoughts and needs.

**Intermediate 4 – Intermediate 5:** students are prompted to write about their life which includes telling stories, describing people, places, and things, and reporting events. Questions should prompt students to answer in paragraph length responses.

**Advanced:** students write to narrate or summarize topics related to school, life, or travel. Questions should prompt students to give descriptions in all major time frames.

**Required method of evidence:**

1. Student writing product
2. Writing prompt presented to student from the teacher

**This is written assessment.** Videos are not accepted for student work.

## 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.

**Suggested Task:**

Teachers prompt students to write to reflect on their learning and confidence in ability to use the target language to communicate effectively. Teacher prompts should challenge students to reflect on their proficiency, their plans for future learning and growth, and their thoughts about their learning experience and the value of their learning of a new language. The reflection can be written in student language of choice.

**This is written assessment.** Videos are not accepted for student work.

**Required method of evidence:**

1. Student writing product