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Portfolios as an alternative assessment strategy in second language instruction

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Abstract

With the advent of research on multiple intelligences and individual differences, alternative methods of assessing individual strengths in content areas are needed. An integral part of the process of acquiring a second language involves these alternative methods of evaluating individual strengths. Portfolio assessment offers an alternative to conventional testing strategies for evaluating progress in second language learning. Portfolios provide meaningful methods to actively engage language students in the basic four modalities of literacy: listening, reading, speaking and writing a second language. Portfolios also can help promote and document the five standards of foreign language instruction: culture, communication, connection, comparisons and communities. With this in mind, I used portfolios as an alternative assessment strategy with my French I students during the 1999-2000 school year. Students prepared portfolios to demonstrate their journey to language acquisition.

PORTFOLIOS AS AN ALTERNATIVE ASSESSMENT STRATEGY

IN SECOND LANGUAGE INSTRUCTION

A Graduate Project

Submitted to the

Division of Middle Level Education

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By

Rhonda M. Borcherding

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Portfolios as Alternative Assessment in Second Language Instruction

Chapter 1

Introduction

After years of using an aging textbook in dire need of replacement, I searched for a different method of instruction and assessment for my French I students. Although it might be best not to use the textbook or better yet to have an updated version, my district required the use of the textbook series Dis-Moi published by Scott Foresman and Company (Valdman, LaVergne, Gahala, Knop & Carreté, 1990). Because more and more students are enrolling in a foreign language at an earlier age in our district, language teachers are seeing a wide variety of abilities. The tests and quizzes that came with this textbook series weren't serving the needs of all of my students. I wanted to allow students the opportunity to succeed in the language while being actively engaged in a project that would encourage their individual strengths and talents. This project would allow participation in the acquisition of language in the areas of listening, speaking, reading, and writing. I chose to use portfolios as one method of alternative assessment. During the course of the school year, students were asked to collect evidence of language learning. In addition, I wanted to tie in the recommendations or Standards of Foreign Language Curriculum (American Council for the Teaching of Foreign Language [ACTFL], 1996) while doing this portfolio to encourage the areas of communication, culture, connections, comparisons, and communities.

Chapter 2

Literature Review

What's wrong with conventional testing practices? In traditional testing, student learning is often only measured by specific questions which usually only target a limited number of cognitive knowledges and skills (Kulieke et al., 1990). Culberston and Jalongo (1999) state that it is common practice in American schools to test specific material at one particular point in time. Students often attempt to memorize information for a test or quiz only to forget it as soon as the test is over. According to Culbertson and Jalongo (1999) "we can no longer base education on a factory model of learning in which knowledge is poured into children, who memorize it for tests and forget it shortly thereafter" (p. 1). Some students know that they simply do not do well on tests for a variety of reasons including not properly preparing to take the test. Even for those that feel they have adequately prepared for a test, the score may indicate failure. Unfortunately, all too frequently students are judged merely on the basis of poorly designed test instruments (Roe & Vukelich, 1998).

In addition, test scores for students can show day to day variations based on a variety of factors. Most educators can agree that standard testing practices do not meet the needs of all students and that alternative ways of thinking about learning and assessing learning are needed. With this in mind, judging students solely on an ability to recall information for a test is inappropriate. According to Kulieke et al. (1990), paper and pencil testing is only one method of collecting information about students.

Roe and Vukelich (1998) cite that an interest in alternative formats of assessment is driven by the inadequacies of standardized testing. Testing often fails to adequately represent a student's true abilities. These authors state that traditional testing is depersonalized and disempowering. Empowering students by allowing them to show that they are successful is a by-product of alternative forms of assessments.

Alternative Assessment

Students who are evaluated by alternative methods of assessment have more opportunities to show success. Hancock (1994) states that in the real world away from the classroom, most people have more than one isolated opportunity to demonstrate that we are competent and can complete tasks successfully without the fear of testing. Hancock goes on to say that students should be given alternative methods of showing competency in a given area. According to Culbertson and Jalongo (1999), alternative assessment is a much more natural and less stressful way of evaluating students. Students can demonstrate competency by alternative methods. Kulieke et al. (1990) believe that assessment "has moved beyond the concept of measuring student learning using multiple choice and other simple tests as single measures of student learning" (p. 2).

Students need multiple ways and opportunities to demonstrate learning. Not only does this include ways to show what they know but also what they can do with what they know. Schurr, Thomason and Thompson (1996) state that Howard Gardner has made a significant contribution to middle level curriculum and instruction with his theory of multiple intelligences (see Appendix A). The challenge for teachers is to encourage the intellectual potential of their students and find ways to assess these areas. Gardner believes that traditional assessment only emphasizes two of these areas, those of verbal-

linguistic and logical-mathematical while leaving other abilities entirely out of the assessment process (Kulieke et al., 1990).

Therefore, with the advent of multiples intelligences a broader concept of assessment seems more appropriate across the curriculum. As we begin to value differing abilities and skills, the assessments chosen need to reflect these abilities. Assessment should build on strengths that diverse individuals bring to the each learning environment (Kulieke et al., 1990). Not only should the logical and verbal skills continue to be assessed, but "assessment [should] also include visual, auditory, kenesthetic, intrapersonal, and interpersonal abilities" (Kulieke et al., 1990, p. 5).

Our schools should help students discover their strengths. According to Paulu (1994) assessment can promote the various styles of learning and the multiple intelligences. Schools across the country are designing a variety of assessment strategies (see Appendix B). Some of these innovative strategies involve what is called authentic or portfolio assessment. According to Roe and Vukelich (1998) these types of alternative assessment are more constructivist in nature. A goal of alternative assessment is to encourage and lead student learning and not merely an attempt to measure it (Culbertson & Jalongo, 1999).

Recognizing alternative assessment

Alternative assessment as its name implies means any type of method used to evaluate student learning that is not multiple-choice, fill in the blank and other traditional paper and pencil tests (Culbertson & Jalongo 1999). These authors tell us that:

> One of the greatest strengths of alternative assessment is its ability to allow the
> teacher to see the child as a whole person and not purely as a learner of basic

skills. Instead of assessing children at one time on a given measure, alternative assessment allows the teacher to evaluate children's work on various projects as they proceed. (p. 134)

Types of alternative assessment

Tests are considered to be only one type of information about student learning. There are a variety of alternative assessment models. Hancock (1994) notes that alternative models can include reflective journals, interviews, oral reports, role plays, projects, exhibitions, book reports, creative writings, photographs, video and audio tapes, checklists and portfolios. Portfolios can be collections of any of these alternative assessment models. Barhardt et al. (1998) state that alternative assessment models in the second language classroom can include:

compositions and drafts, journal entries, reading responses, letters to penpals, standardized tests and quizzes, skits and plays on video cassette, songs on audio cassette, speeches and presentations on audio/video cassette, goal setting worksheets, self-assessment records, reading logs, pictures and drawings, souvenirs of class trips, photographs of large works, oral proficiency interviews on audio/visual cassette, class worksheets, and learner reflections. (p. 32)

Regardless of the label, these types of alternative assessments are often better representations of students' true abilities (Roe & Vukelich, 1998).

Portfolio Assessment

Portfolio Assessment Defined

Portfolio assessment is one method that is considered to be a useful means of gathering various kinds of evidence in the assessment process. Parsons (1998) states that portfolio simply defined "is a collection of personal work that a creator selects and

displays for the purpose of allowing another person to evaluate the quality of his or her own work" (p. 1). Graves and Sunstein (1992), as cited by Culbertson and Jalongo, tell us that: "classroom portfolios are organized, purposeful collections of student work that help to tell the story of a student's efforts, progress, or achievement in a given area" (p. 134). Stecher (1998) states that portfolios contain diverse examples of students' learning experiences and are cumulative in nature. Paulson, Paulson, and Meyer, as cited by Lankes (1998), state that an educational portfolio is a purposeful collection of student work that exhibits the student's efforts, progress and achievements. Lankes goes on to state that in order for the collection to be purposeful, it must include student participation in the criteria for selection and evaluation, in the selection of contents and in self-reflection. This collection of student work helps tell the story of effort, progress and achievement in a given content area. In this way, portfolios provide educators with an alternative method of assessing student developmental progress.

Portfolios bring together curriculum, instruction, and assessment. Roe and Vukelich (1998) consider portfolios to be more appropriate and authentic assessments tools than standardized testing practices. Using portfolios promotes classrooms that are more student-directed and student-centered rather than teacher driven. Students become active learners as they set personal goals and assume responsibility for their own learning. In fact, according to Newman and Wehlage (1995), as cited by Culbertson and Jalongo (1999), students learn best if they take an active role in the process of learning

Benefits of Portfolios

There are many benefits that occur because of the paradigm shift to using portfolios as alternative methods of assessment. According to Stecher (1998), portfolios

are consistent with current curriculum reforms by de-emphasizing traditional pedagogy

for a more constructivist perspective on learning. Portfolios enhance integrated

curriculum and at the same time de-emphasize rote-learning. In discussing these benefits,

Parsons (1998) states:

> Portfolios hold much promise in the area of education. They allow learners to
>
> become more engaged and empowered by selecting how best to represent learning
>
> for assessment. Portfolio assessment also encourages learners to critically identify
>
> their own strengths and weaknesses, and discern the process of learning. (p. 30)

Portfolios can serve as a balance between traditional and non-traditional

assessment (Roe & Vukelich, 1998). In addition to serving as an alternative or

supplement to standard assessment, there are many other benefits and purposes of using

portfolios in the classroom (see Appendix C). Perhaps first and foremost benefit is that

students own their portfolios. "The critical activity of creating a portfolio empowers both

teachers and learners to gain ownership of their work, making choices, and a space for a

voice in an area where external authority was once paramount" (Parsons, 1998, p. 1).

Arter, Spandel and Culham (1995) state that portfolios motivate students to control part

of their own learning as they showcase their talents and demonstrate their own growth

and progress in a given subject area. As a showcase of work, portfolios can be a concrete

representation of the students' best work that shows progress over time (Wadington &

Patridge, 2000).

These concrete examples of performance displayed within a portfolio can easily

become instruments to enhance communication between teacher and student, parent and

teacher, finally parent and student (Stecher, 1998). Portfolios also work well as a basis

for student lead conferences (Arter et al., 1995). Portfolios actively involve students in a much-needed process of self-evaluation. Students take ownership as they actively participate in the portfolio selection process. According to Dutt-Doner and Gilman (1998), portfolios supply students with a sense of pride accomplishment as they participate in the selection of their best works. These authors state that students are proud to show off something that is a reflection of themselves. In the creation of portfolios, students can show progress over time. Arter et al. (1995) state that what is important is not perhaps the portfolio itself so much as what students learn as they create it. Finally after the selection process is complete, portfolios help students develop organizational skills that can be used outside of the educational area as well.

Burdens of Portfolios

As with any change in education, there are disadvantages that come along with the benefits of portfolios. Stecher (1998) states that portfolio assessment imposes new demands on educators. One of the biggest issues mentioned in Stecher's research is the time burden placed on teachers for professional development, preparation, administration, and scoring. As teachers attempt to adopt alternative methods of assessment such as portfolios, a good deal of preparation time is needed. In addition, the scoring of portfolios can be burdensome. According to Roe and Vukelich (1998), adopting portfolio assessment is a challenging undertaking. The authors go on by stating that assessment time is embedded in instruction time. Because students work on the portfolios in class, part of the time management problem can be resolved. Stecher (1998) states that portfolios allow teachers to increase the total time students spend engaged in learning activities.

In addition to the time spent scoring portfolios, another burden comes from judging the artifacts included in the portfolio. As defined by Barnhardt et al.(1998), artifacts are examples of student work. These authors state that artifacts can include student products as well as self-assessment. If the artifacts in the portfolio are to represent students' best work how can they be scored fairly? Parsons (1998) states that students selecting their best work would expect the best grade one could receive. Parsons raises the following question: "What happens to learners who obtain poor grades on what they picked as their best work?" (p. 3). Also if students participate in the selection process, teachers must be cautious in providing guidance to those students who need it while still allowing creative freedom (Parsons, 1998).

Another problem in scoring portfolios comes from providing adequate guidelines. Stecher (1998) states that there must be adequate guidelines about the intended purpose of the portfolio assessment in the classrooms. What will the portfolio measure and exactly how will it be assessed? These guidelines must ensure that aspects of the curriculum be adequately represented by the portfolio. Stecher goes on to state the without the desired purposes, portfolios may actually limit the curriculum rather than expand it.

According to Barnhardt, Kevrokian and Delett (1998), portfolios are only effective if instructors can establish clear and consistent methods of scoring, recording and grading them. These authors go on to state that portfolios become less trustworthy as assessment tools if the students don't understand how the portfolio measures their performance.

One final burden discussed was that of storage and management (Lankes, 1998). The author relates the problems that arise from attempting to store the quantity of papers, projects and audio/video cassettes that are often required by a portfolio project. She suggests storing materials electronically. "A single computer with a large storage capacity could store portfolios for all the students in a class for one year" (p. 19). Even after evaluating all of these burdens, the benefits of portfolio assessment seem to balance out and even outweigh the burdens associated with them (Parsons, 1998; Roe & Vukelich, 1998; Stecher, 1998)

Portfolios as Second Language Acquisition Courses

Foreign language educators are faced with finding alternative methods of assessing students' ability to effectively and creatively use the target language. According to McClendon (2000), one recommendation for a successful middle level foreign language program includes assessment that reflects the performances at each level and shows growth in the language skills of speaking, listening, reading and writing. Literacy educators recommend alternative methods of assessing this delicate balance of language acquisition. Hancock (1994) states the need for a dramatic change in using alternative methods of monitoring students' progress and performance in their second language. He notes that alternative "assessments that involve language students in selecting and reflecting on their learning means that language teachers will have a wider range of evidence on which to judge whether students are becoming competent, purposeful language users" (p. 3). Hancock recommends that these alternative methods be combined with traditional tests to give a more complete picture of student learning.

Schulz (1999) states:

> The focus of language testing has also moved away from discrete-point tests
>
> toward measures of actual performance. Student progress is now more likely to
>
> be assessed through oral interviews, portfolios, journals and class projects. (p. 3)

Portfolios are recommended by literacy educators as valuable tools of assessing

student learning in the second language. According to Hancock (1994) the use of

portfolios is on the increase in the foreign language classroom as a method of

encouraging students to be autonomous learners. Portfolios serve as a way for students to

document their progress in learning the second language. In discussing portfolios, literacy

advocates Roe and Vukelich (1998) state portfolios are:

> A collection of artifacts, when gathered over time, can be sensitive to students'
>
> literacy endeavors and congruent with real reading and writing acts. These
>
> authentic assessments provide insight into the process of students' learning and
>
> also measure learning outcomes. (p. 149)

Standards and Assessment Strategies for Foreign Language Learning

In 1996 after a joint collaboration of foreign language associations, the National

Standards for Foreign Language Learning were presented as guidelines for the curricular

development of second language study (ACTFL, 1996). These Standards or categories,

sometimes referred to as the 5 Cs, include: communication, connection, culture,

comparisons and communities (see Appendix D). Barnhardt et al. (1998) state that the

Standards reflect the best foreign language teaching practices across the country and help

provide a direction for foreign language learning. According to Arens and Swaffar

(2000), language teachers "will be forced to change...their assessment choices to gauge if

their students achieve in the ways described by the Standards" (p. 112). According to Schulz (1999), these Standards are expected to have a major impact on all aspects of language learning.

Portfolios can be used to gather multiple examples of data that assess language learning directly related to the five Standards. Barnhardt et al. (1998) state "portfolios can provide educators with a concrete performance measurement of what students can do in the language" (p. 5). These authors believe that portfolios promote positive student involvement as they are actively engaged in and reflecting on their own learning.

Portfolios can serve as one method to help students reach second language proficiency as presented by the Standards. According to Barnhardt et al. (1998), the contents of student portfolios can serve as progress indicators towards these Standards. Being able to communicate in the target language extends far beyond the vocabulary and syntax presented in most language textbooks (Nugent, 2000). Fiorito (2000) states that portfolios engage students in a process of learning that will last much longer than traditional instruction.

As students begin to study another language they learn about the culture and look for ways to make comparisons and connections to their own language and culture. According to Nugent (2000) "students become better equipped to reflect on their native language after having studied other languages and cultures" (p. 40).

In the text Assessing Language Learning in the Classroom, Cohen (1994) provides language instructors with suggestions for using portfolios to foster these standards. Cohen finds portfolios to be valuable tools to build a sense of community in the classroom as well as promote communication. Schulz (1999) states that these

authentic forms of assessment provide a deeper insight into the process of measuring

second language learning outcomes.

Chapter 3

Methodology

After reviewing the literature about portfolios and after preparing several portfolios for the graduate courses I had taken, I was ready to incorporate them into my teaching practices. One recommendation that I didn't adhere to was to start small! I decided to use portfolios with all of my French I students for the entire school year 1999-2000.

Participants

I elected to try portfolios this past school year with my French I students. They were a mixed ability group of sixty-eight seventh and eighth graders in an intermediate school in Davenport, Iowa. A majority of these students (85%) had selected French after previously taking an exploratory cycle of courses that included Spanish and French. There were three sections of French I—the largest number of students ever enrolled in French I at this school for almost a decade.

Project

Each student purchased a three-ring binder and dividers to be used in the classroom as a portfolio. In addition, each student was asked to purchase a notebook for the classroom as well as a workbook that corresponded with the current textbook. Each of these items fit within the 3-ring binder and helped the students be more organized. Rarely did I hear a student say, "I left my workbook in my locker!" Portfolios were stored at the back of the classroom. Each class had an assigned bookshelf; students were asked to place the portfolios on the shelf at the close of each class period. Students could

remove the portfolios to work on them at home. I could remove them to monitor progress and to evaluate them at the end of each chapter.

Set Assessment Purpose

The purpose of the portfolio assessment was simple. I wanted to provide an alternative method of assessing my students and allow more opportunities for student success in my classroom. Portfolios gave my diverse students the chance to showcase their various talents and abilities. I wanted to provide an alternative method of assessment that was combined with the traditional tests and quizzes supplied by the textbook. I wanted to make my classroom more student-centered as students prepared their artifacts and reflected about them. In addition, I used the portfolios to assess the areas of reading, writing, listening and speaking by tying instructional objectives to the Standards for Foreign Language Learning (ACTFL, 1996).

I tried to follow the seven design steps suggested by Barnhardt et al. (1998). These steps include: setting the assessment purpose, identifying instructional objectives, matching tasks to objectives, setting criteria, determining organization, monitoring progress, and evaluating the process (see Appendix E).

Identify Instructional Objectives

At the beginning of each chapter of the Dis-Moi textbook (Valdman et al, 1990) I studied the learning objectives. Each of these five chapters had very specific learning objectives that fit easily with the Standards. I divided the objectives by the Standards of Communication, Culture, Connections, Comparisons, and Communities. Next, I brainstormed possible projects ideas that students could use to create their artifacts. Finally I gave the students a list of chapter objectives and activities (see Appendix F).

This list was not meant to be all encompassing, but only as an idea starter. Most students had ideas that were much more creative than my original lists.

Match Tasks to Objectives

For each chapter, students were asked to create and select five artifacts that reflected the learning from the chapter. Each of the suggestions for artifacts provided an opportunity for students to progress toward the Standards. These projects focused on increasing the students' language skills in the areas of reading, writing, listening and speaking. Students were given approximately five weeks between chapters to get their portfolio artifacts ready for grading. These five artifacts were to be placed in the 3-ring binder along with the explanation and self-reflection.

One component of portfolio assessment is self-reflection. Portfolio creation provides for reflection on students' process and accomplishments. During the process of reflecting, students are actively engaged in the metacognition stage (Dutt-Doner & Gillman, 1998). One very important element of self-reflection was tied directly to the foreign language Standard of culture.

For each artifact selected, my students were asked to tell what cultural significance they learned as they prepared their portfolio items. In this way, as students were working on portfolios, they were actively involved with the other Standards for foreign language. While reflecting on artifacts, students made connections and comparisons between their native language and culture and the one they were learning. Students were shown sample reflections before beginning this important stage of their portfolios (see Appendix G).

Set Criteria

Assessment is embedded in instruction. The cyclic pattern of instruction and assessment means that educators need to verify the assessment in terms of the instructional objectives. According to Paulu (1994), the assessment must measure what is valued. Paulu goes on to state that the assessment must be equitable, consistent and fair. To fulfill these requirements, educators using portfolio assessment must determine the criteria for grading and create a rubric in advance. According to Barnhardt et al. (1998), the performance criteria need to address the following questions: What should the learner be able to do? To what extend students have reached the objectives? (p. 50). The authors go on to state that everyone who uses the rubric needs to have access to the criteria and to understand the rating scale that is used.

In my classroom students helped determine what areas they thought were most important to be graded. Students agreed that creativity, neatness and overall organization were most important. Along with their suggestions and my ideas, I created a rubric to be used for self-scoring (see Appendix H). The scoring was made on a 0 to 5 basis. This made self-scoring easy for the students. This rubric was given to each student along with the suggested activities at the beginning of each chapter. It was important to let students help create the rubric, to know exactly how the portfolio would be graded and to self-grade.

Monitor Progress

A crucial step in the implementation of portfolios as an alternative assessment is that of monitoring progress. Throughout the time students are given to prepare their portfolios, educators are responsible for monitoring student progress. My students

received time in class to work on and update their portfolios. This time was also used to

meet with individuals to discuss individual progress. Portfolios were showcased to other

students at the end of each chapter. Students were able to show their work and discuss

their learning with a group of their peers.

Before turning in their portfolios for grading, students were asked to self-assess.

Each student was given a scoring rubric to use to determine if they had included all

necessary elements of the portfolio (see Appendix H). Using this self-assessment, I

reviewed each and every portfolio—a monumental task. As Stecher (1998) points out,

portfolios are a worthwhile burden. Portfolios were graded after each chapter. Portfolio

grades represented twenty-five percent of the students' grades for each quarter. In this

way, the portfolio project was used to help balance traditional and non-traditional

assessment.

Students received grades for other class work, use of personal daily planner as

well as for traditional tests and quizzes. As Barnhardt et al. (1998) state, "using a

combination of testing instruments lends validity and reliability to the portfolio" (p. 4).

The portfolio also served as a way to store and collect these more conventional methods

of assessment. Students had at a glance and always at their fingertips the needed

materials, thus helping their organizational skills tremendously.

Evaluating the Portfolio Process

When the time comes to evaluate the portfolio there are a variety of factors to

consider. These factors include who evaluates the portfolio, how is it to be evaluated and

reported, how the portfolio will be shared, and what to do when them when grading is

completed. In addition to these factors, the instructor and the students should reflect on the portfolios to help determine recommendations for the next time they are to be used.

Typically, portfolios are evaluated by the instructor and the student creator (Barnhardt et al., 1998). In advance, a rubric or set of criteria needs to be established for grading purposes. According to Barnhardt et al., (1998), this rubric needs to be available to everyone and if necessary needs to be revised if needed to allow for possible changes in instruction. Students should know in advance how the project would be evaluated. Educators should set up timeline for students to help them prepare for the evaluation process. This timeline should include checkpoints for progress as well as the due date for the portfolios.

My students had approximately five weeks to prepare the artifacts for each chapter. Each week, I would monitor the students as they worked in class during portfolio time. Typically, portfolio time was given each Friday. During portfolio time, I would remind students of the projected due date and remind them to monitor their own progress towards meeting the date.

In some schools the use of portfolio assessment is mandatory. In that case there are specific guidelines to follow when reporting the portfolio evaluation information. If not, as in my case, individual instructors need to determine the method of reporting the grade. The portfolio may be the main or only grade for a specific course or it can be used as a portion of the grade. With my students, I determined the portfolio would be worth twenty-five percent of the students' quarter grade. In this way there was a balance between traditional and non-traditional forms of assessment.

What happens to the portfolios once they are completed and evaluated? There are suggestions to answer this question. Portfolios can be showcased to peers, to other educators and/or to parents. In addition, they can be used for conferences with parents. Once the portfolios have been showcased, they can be given to the students to take home. In other instances, they can be re-used for the next chapter or course. Portfolios can also be used as examples to be shown by teachers for the next time this type of assessment strategy is used. Educators that have used portfolio assessment can share "with colleagues via informal discussion, workshops, articles or posting on the Internet." (Barnhardt et al., p. 91)

The portfolios that were created by my students were used during parent-teacher conferences throughout the school year. These portfolios worked very well to demonstrate student progress in my classroom. Portfolios were available to parents whenever a question arose about grades. These assessment tools were also used to showcase student work. At the end of each chapter, students gathered together in small groups to show their artifacts to one another. I plan to use student samples from last year, when introducing portfolios to the new French I students in the fall.

At the end of the year, I suggested that the students I would have next year store their portfolios in my classroom over the summer. I want them to continue to add to them next year. The students that I won't have next year were asked to take their portfolios home. Those students going to the high school could use their portfolios when creating projects next year. In one case, a student of mine was moving to another state. In this new city, French I isn't offered until high school. My student was afraid that he would be asked to repeat French I as a ninth grader even though he had successfully completed the

year with the grade of A. I suggested that he take his portfolio with him when he registered to show the school the progress that he had made the previous year. I hope to keep in touch with him to find out if the portfolio helped him convince the school to allow him to take French II as a ninth grader.

One final factor in the evaluation process is to reflect on the effectiveness of the portfolio project. To do this, students and teachers can participate in questionnaires or other surveys to express opinions about the portfolios. At the end of the year, I prepared a questionnaire for my students (see Appendix I). The responses indicated that more than 85% of the students enjoyed being actively engaged in their learning. I used the responses on these questionnaires to make recommendations and improvements for the implementation of subsequent portfolios projects (see Appendix J).

Chapter 4

Summary, Recommendations, and Conclusions

Given the opportunity, I would indeed try portfolio assessment again. In fact I plan on continuing this type of assessment with my French I students and also adding the two French II sections next year. Incorporating portfolios into my instruction was a very worthwhile and exciting addition. Portfolios provided many opportunities for students to be successful in my classroom while being actively involved in the learning process. Portfolios helped students take ownership for their own learning. Portfolios gave students a way to showcase their individual strengths, abilities and talents. This type of assessment provided opportunities for the diverse learners in my French I classes. I believe that portfolio assessment was a great way to supplement more traditional assessment methods.

Recommendations

In giving advice to other educators about starting portfolio assessment in their school, I would give several suggestions. The first suggestion would be to research and find out as much as possible about portfolios before implementing them in the classroom. There is so much current research available at this time about portfolio assessment that this seems like the logical starting point. Researching can give the educator many ideas about the implementation of this type of assessment strategy.

The next suggestion would be to try to locate other educators in your school or surrounding schools who are currently experiencing success with portfolios. This type of networking between teachers is very helpful because educators that are currently using this type of strategy can give you ideas about what works and does not work. It would be helpful to share information with an educator who has experience using portfolio

assessment. By looking at student examples and sample rubrics, you will have many ideas to help implement into your own portfolio assessment.

Networking with other educators was something that I definitely lacked within my own school. I believe I was the pioneer in using portfolio assessment at my intermediate school. I would love to be able to work with someone next year that might be trying it for the first time. In addition, I would be very interested in presenting my research and student examples to other educators.

My final suggestion would be to start small and to extensively preplan. When you have decided on using portfolio assessment, start small. Once you are hooked on this type of assessment it is easy to add to it. If you attempt too much at first, this project will seem overwhelming. In addition, preplanning is very important and will help throughout the implementation process. At first, the time spent on this planning and monitoring the portfolio may also seem quite overwhelming, but this preparation is necessary for the success of the project. In the planning stage, I would suggest the seven steps outlined by Barnhardt et al (1998): set the purpose, identify the objectives, match tasks to objectives, set criteria, determine organization, monitor progress and evaluate the process.

Conclusions

Did portfolios work for all students? I wish that I could say yes. Some students did not embrace the concept of portfolio use. Some students were not as actively engaged in the process as I had hoped. Most students quickly understood the concept and took off with the project in ways that I never envisioned would happen. Some students continued to amaze me chapter after chapter with the complexity of their evidences. Mini-skits,

3-D villages, French food, creative games, poster displays and learning songs were just some of the projects that were showcased in student portfolios.

Near the end of the school year students were asked to reflect on the entire concept of portfolio use. A questionnaire was given to each student (see Appendix I). The students' responses were overwhelmingly positive. From these responses to the student questionnaire, (see Appendix J) it was easy to see that the majority of the students enjoyed being actively engaged in their learning. Students truly were proud to show their best work. Those that were self-motivated really had an opportunity to shine through the projects that they did.

Using my own assessment of the use of portfolios and the students' responses on the questionnaire, I already know ways I will improve things for next year. It is my plan to continue portfolios for next year in French I. The challenge comes here as the district adopts a new textbook series, but what better time to initiate these new students to the concept of portfolios. In addition to using the portfolios with French I, I will take it a step farther to include the students in French II. These are the students that worked with portfolios last school year. A foreign language as well as other content areas really builds on prior knowledge. By using portfolios again next year, students can actively see their progress in the language.

At the end of the year, I asked all the students to remove any extra papers from their portfolios, but I wanted them to keep the items that they did for each unit. It is my hope that they can use them and even improve on them for next year. Also by keeping the items from French I in their portfolios, students can look back and see the growth they have made in the language. In addition, I want to fine-tune the types of evidences to be

used with each chapter to include one example of written and one example of oral French per chapter. I really want to stress the areas of writing and speaking French.

Communication is a very important element of second language learning that directly ties to the Standards. As Schulz (1999) states, it is up to each language teacher to implement evaluation practices that measure the learner's ability to communicate in the target language. It is my desire to have students working more in the target language by reading, writing, listening and speaking French. These are all very important elements in the literacy phase of acquiring a second language. As suggested by Schulz (1999), I would like to stress language functions rather than grammatical structures. Schulz recommends using the language for asking questions, apologizing, complimenting, reporting, giving directions and making requests.

Near the end of the portfolio project, I required students to do at least one oral artifact that involved many students using video and/or audiocassettes. I would like to make that a requirement for next year. The use of audio and videocassette performances as part of the portfolio assessment allows students to practice the language. In addition, with the advent of digital portfolios, the inclusion of these two types of documentation of competency will be even more convenient and commonplace.

On the suggestion of one student from the student questionnaire, I would like to involve more technology into the portfolios. This may involve teaching students to use the computers to create PowerPoint presentations or individual web pages. This type of technology may be incorporated into their portfolios and perhaps eventually replace binders to become the preferred method to display portfolios via the computer. Lankes (1998) states that electronic portfolios can contain the same type of information that is

stored in traditional portfolios but can capture and store the information in one coherent form. According to Barnhardt et al. (1998) the use of computer technology and the Internet allow students to reach beyond the traditional classroom with their portfolios.

Students were asked to self-assess given the rubric for the portfolio project. This provided a good checklist for students to see that they had included all requirements for the portfolio before I graded it. This helped students have an idea of their grade before it was formally recorded. One recommendation I have would be to meet individually with students to discuss this rubric. In that way if score vary between teacher and the portfolio creator, the student would have an opportunity to discuss these differences. In addition, I would like to do more with peer assessment.

The portfolio project was well received by the students. They enjoyed being able to show their understanding of French in a non-traditional manner. The portfolio project allowed for students to be creative and to be actively engaged in their own learning. Portfolio assessment is an exciting new educational practice that holds much promise in the area of education. This type of alternative assessment allows students to represent their best work and encourage learners to showcase their abilities.

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Appendix A

Multiple Intelligences

*Visual-spatial : Capacity to perceive the visual-spatial world accurately and to modify or manipulate one's initial perceptions

*Bodily-kinesthetic : Abilities to control one's body movements and to handle objects skillfully

*Musical-rhythmical: Abilities to produce and appreciate rhythm, pitch, and timbre, and appreciation of the forms of musical expressiveness

*Interpersonal: Capacities to discern and respond appropriately to the moods, temperaments, motivations, and desires of other people

*Intrapersonal: Knowledge of one's own feelings, strengths, weaknesses, desires, and the ability to draw upon this knowledge to guide behavior

*Logical-mathematical: The abilities to discern logical or numerical patters and to handle long chains of reasoning

*Verbal-linguistic: Sensitivity to the sounds, rhythms, and meanings of words; sensitivity to the different functions of language

Taken from: "Why Should Assessment Be Based on an Vision of Learning?"
Full text available at: http://www.ncrel.org/sdrs/areas/rpl_esys/assess.htm

Appendix B

Alternative Assessment

Paulu (1994) makes the following recommendations for designing new assessment strategies and systems:

- Assessment programs must be combined with high performance standards and must encourage and lead learning—not just measure it. Knowledge gained from assessment must drive improvement and growth—for programs as well as for individual students.

- Assessment must measure what is valued—not just those skills that are quick and easy to measure. Therefore, if the new education paradigm emphasizes principle and process for broad concepts, assessment systems must measure learning at that level.

- Assessment should be carefully and thoughtfully embedded in instruction. It should be part of the learning rather than conclude or terminate learning.

- Assessment must be fair and equitable as well as valid and reliable. To meet these criteria, the assessment must have a clear, precise connection with the expected learning and give students an opportunity to demonstrate *performance* (not just knowledge and skills) and use alternatives in demonstrating their mastery.

- Teachers must be involved in the design of assessment programs and the interpretation of the data. In addition, teachers should be responsible for making adjustments to programs and strategies in order to improve learning.

- The assessment program, all of its underlying principles, its instruments, and its results should be openly available to all stakeholders.

Available at: http://www.ncrel.org/sdrs/areas/issues/content/cntareas/science/sc5alter.htm
Retrieved on 2/15/00

Appendix C

Purposes of Alternative Assessment

The following potential purposes are adapted from the California Assessment Program Project (1989):

- To examine students' progress over time
- To involve students in a process of self-evaluation
- To chart and observe growth in second-language development
- To serve as an alternative to standardized testing
- To identify instructional strengths and areas needing improvement
- To assist students and teachers in setting goals
- To provide time for reflection about students' accomplishments
- To examine writing and other response modes in different disciplines
- To replace competency exams
- To serve as college application vehicle
- To provide student ownership, motivation, sense of accomplishment, and participation
- To look at various stages of the writing process: planning, first draft, revision, rewrite, final, revision, and final draft
- To serve as an end-of-semester/end-of-year culminating project
- To assess curriculum needs
- To connect reading, writing and thinking
- To evaluate the kinds of assignments instructors give students
- To serve as a vehicle for publication
- To serve as a means for changing our conversations with parents and the public
- To supplement or substitute for state-mandating testing
- To serve as a basis for parent conferences
- To demonstrate to students their own progress and growth
- To give importance to daily writing and work

Full text available at: http://www.stedwards.edu/cte/assesm.htm
Retrieved on 4/16/00

Appendix D

Standards for Foreign Language Learning

Communication	Connections

Communicate in Languages Other than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand And interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Culture	Comparisons

Gain Knowledge and Understanding of other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Develops Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities

Participate in Multilingual Communities at Home and Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2.: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Excerpt taken from the Executive Summary, Standards for Foreign Language Learning: Preparing for the 21st Century. Available at: http://www.actfl.org/htdocs/pubs/standards.htm (Retrieved on 11/24/98)

Appendix E

Design Steps

1. **Set Assessment Purpose:** The first and most important step is setting the assessment purpose. What aspect of language learning will the portfolio be used to assess? Who will use the portfolio? Why are you making the assessment? Determining the purpose provides focus and direction.

2. **Identify Instructional Objectives:** Identify portfolio objectives or goals for students to work toward in the area specified by the assessment purpose. What exactly do you want students to achieve? Consider the Standards when developing these specific progress indicators.

3. **Match Tasks to Objectives:** Identify language learning tasks that match the objectives. What will students do to show evidence of their progress toward the objective? Plan language tasks that will allow students to systematically practice and reflect on their learning. The results of these tasks will become artifacts in the assessment portfolio.

4. **Set Criteria:** Establish criteria by which the individual artifacts and the portfolio will be assessed. How will you determine the degree of student progress toward the goals?

5. **Determine Organization:** Determine how the portfolio will be managed. Where will the portfolio be stored? How will the artifacts and attestations be submitted? Who will select the artifacts and attestations? Consider the purpose and audience when answering these questions. Remember that it takes more than one artifact or attestation to reliably show progress toward a goal. Language tasks, artifacts, and attestations should be selected in a systematic manner.

6. **Monitor Progress:** The final step is on-going. Continually monitor the portfolio for validity and reliability. Is the portfolio assessing the specified skill or area consistently? Are you receiving useful information about your students to inform instruction? Make adjustments as necessary.

7. **Evaluate the Portfolio Progress:** After you have completed the portfolio semester or year, reflect on the entire process and evaluate your success with the portfolio. What worked well that you will include next time? What changes will you make for the next time?

*Taken from Portfolio Assessment in the Foreign Language Classroom by Barnhardt et al. (1998).

Appendix F

Chapter Objectives and Activities
Dis-Moi, Scott Foresman and Company, 1990

Objectives:

Communication:
- To recognize first names and titles of address
- To introduce oneself and greet one another
- To take leave
- To identify the letters of the alphabet
- To identify vocabulary related to the classroom
- To recognize and respond to basic classroom commands
- To count from 0-70
- To give the days of the week and months of the year
- To identify the four seasons of the year
- To correctly give the date
- To tell time
- To express likes and dislikes (using nouns and verbs)
- To ask others about likes and dislikes

Culture:
- To understand greetings in French language

Comparisons:
- To see differences in French methods of greetings
- To understand differences in calendars, time expressions

Connections:
- To connect knowledge of sports/sport terms to physical education

*note most of this beginning information deals with communication

Portfolio Ideas for En Route
1. Using photos or pictures, identify people using "il s'appelle, elle s'appelle"
2. Using pictures or written information, contrast American and French customs for greetings
3. ABC collage or booklet
4. Number collage, game, etc.
5. Yellow pages showing differences between phone numbers
6. Collection of French last names taken from your Quad Cities' phone book
7. Collection of French cities names taken from the Mid-West
8. Calendar page(s) showing differences and including French/Canadian holidays
9. Clock with appropriate French phrases
10. Collage of activities with names and times for those events
11. Collection of favorite foods/sports/activities with correct French labels
12. Mini-menu
13. Audio tape of alphabet/Audio or video tape of basic conversation with classmates

Appendix F (continued)

Chapter 1
Objectives:

Communication:
- To ask and tell where someone is going
- To identify vocabulary related to the classroom
- To describe where someone/something is
- To describe what you don't like or what doesn't happen
- To ask for information/to ask questions

Culture:
- To define the term francophone
- To locate French-speaking regions and countries on a world map
- To point out the diversity of the French-speaking world and its people
- To point out the presence of French heritage in the United States

Comparisons:
- To compare the formation of plurals between both languages
- To compare the methods of forming questions
- To compare the use of pronouns
- To compare the conjugation of verbs (aller)
- To compare the use of negation

Connections
- To be able to connect learning of areas of the French speaking world to the study of geography

Portfolio Ideas for Chapter 1

1. World map showing French speaking countries
2. Mini-report on any of these countries
3. Collection of letters, stamps, postcards from any of these regions
4. Flag display of French speaking countries
5. Town map or collage of city words/buildings
6. Collage of classroom objects
7. Report on famous monuments in France
8. Questions: ways to remember methods of forming questions
9. Subject pronouns: ways to remember them (masks, drawings, etc)
10. Prepositions: drawings, pictures, Ou est Charlie? (where is Waldo ?)
11. Oral dialogue using questioning techniques

* any other project or creative idea that focuses on chapter information can be substituted

Chapter 2

Objectives:

Communication:
- To talk about one's family
- To describe people
- To identify to whom something belongs
- To identify the location of people or things

Culture:
- To describe French family relations

Connections:
- To identify the similarities and differences in French families traditions

Comparison:
- To identify cognates especially in personal adjectives
- To compare present tense of to be (the verb être)
- To compare ways to form commands
- To compare possession between languages

Portfolios Ideas for Chapter 2

1. Research family traditions in French speaking countries
2. Holidays: research a French holiday
3. Make a craft/food for that holiday
4. Make a family tree with correct labels (imaginary or real)
5. Find and label magazine pictures depicting families
6. Make/design a cartoon depicting family scenes
7. Find a creative idea to display personal adjectives (masks, poster, collage)
8. Develop a method to remember the verb être (song, flashcards, matching game)
9. Find and display European handwriting samples (letters, cards)/or make your own samples.
10. Research French proverbs. Investigate the true translations/find those that relate to our proverbs
11. Crossword/word search (use vocabulary from the unit)
12. Select a magazine photo (with family members?) and write about it

*any other creative idea or project can be substituted for the above

Appendix F (continued)

Chapter 3

Objectives:

Communication:
- To tell what you do and do not have
- To describe articles of clothing
- To identify colors
- To state how old you are
- To talk about how you feel
- To discuss prices

Culture:
- To examine the monetary system of France
- To examine the school system
- To examine the tradition of name days

Connections:
- To understand the spending habits of teenagers in both cultures
- To understand the differences in school schedules, classes, etc.
- To understand the concept of name days in France

Comparisons:
- To compare the agreement of adjectives
- To understand the uses of avoir in idiomatic expressions
- To identify cognates especially those with colors

Connections:
- To connect learning of money to study of mathematics

Portfolio ideas for Chapter 3
1. Make a clothing collage or booklet with appropriate labels
2. Make a mini-magazine for fashion
3. Select a picture of someone in clothing and correctly label or write sentences about the clothing in the picture
4. Make a clothing advertisement with correct prices in francs
5. Make paper dolls with clothing and colors
6. Make a mini-report on the franc or the new Eurofranc
7. Make an artist's color palette
8. Draw or collect pictures that show hungry, tired, etc. (label them correctly)
9. Make a name day calendar
10. Make a cognate booklet
11. Label major cities, rivers and other geographical features on a map of France
12. Make a game with bigger numbers

*any other creative idea or project may be selected for the above ideas

Appendix F (continued)

Chapter 4

Objectives

Communication:
- To ask and give directions
- To give your address
- To give your opinion about an event
- To discuss modes of transportation
- To ask about and tell time
- To tell to whom something belongs

Culture:
- To identify the importance of school/homework in France
- To understand the reason of transportation choices in France

Comparisons:
- To compare/contrast after-school hobbies and pastimes
- To examine the levels of schools in France (le lycée, le collège)
- To understand popular modes of transportations in France
- To compare/contrast the Mardi Gras traditions as they are celebrated in France and in the U.S.

Connections:
- To connect hobbies and pastimes to physical education courses

Portfolios Ideas for Chapter 4
1. Research and report about the school system in France
2. Do something with Mardi Gras (make a mask/food item)
3. Research the holiday Mardi Gras
4. Design a map of your town or of an imaginary one
5. Create your own game using a map with town words
6. Give directions to a popular location in your city
7. Create an oral skit about a tourist asking for directions
8. Make a transportation collage (extend your learning by adding other modes of transportation that weren't given from our book)
9. Research the TGV or train system in France
10. Make a game or other learning aid to remember –er verbs/endings/steps, etc.
11. Create chart to remember the prepositions a and de

*any other creative idea or project may be substituted for the above

Appendix F (continued)

Chapter 5

Objectives

Communication:
- To describe the weather conditions
- To talk about seasonal activities
- To disagree
- To make plans
- To emphasize or clarify
- To express ownership

Culture:
- To discuss climate in various French speaking areas of the world
- To list outdoor activities
- To learn about the game pétanque
- To discuss the importance of climate on agricultural needs

Connection:
- To examine the similarities and differences in outdoor activities and connect this with physical education courses
- To examine climate similarities and differences and connect to weather in science

Comparison:
- To compare the uses of near future
- To examine the uses of disjunctive pronouns and how this differs in our language
- To examine the idiomatic uses of the verb "faire"

Portfolio ideas for Chapter 5
1. Make a travel brochure for a French speaking area of the world
2. Research a French sport/pastime: cycling, tennis, soccer, pétanque
3. Teach a French game
4. Find out more about the wine/grape, cheese, perfume or other industry in France
5. Make a weather (météo) for a French speaking area of the world
6. Look up information about a French topic (example truffle hunting)
7. Make an radio broadcast about weather
8. Write a letter to a friend describing an upcoming trip (near future)
9. Tape record/videotape a weather report
10. Find a creative way to remember disjunctive pronouns
11. Find a magazine picture or photograph and write about what the people are doing in the picture, include the season and weather pictured
12. Write a rap/song/rhyme poem for weather or to remember the verb faire

*in this chapter each student must include one oral and one written project (5 items total)

Appendix G

Portfolio Information

This year as a form of alternative assessment, French I students will be collecting information in a portfolio. Each student must have a three ring binder. I suggest using a 3" binder, but please don't feel like you must purchase a new one. In addition, students need to have some method of dividing the sections. There are pre-made section dividers that can be purchased at most stores that carry school supplies. They need six dividers. (I believe they come in packets of ten.) Students can make their own dividers from sturdy paper.

The purpose of the portfolio is collect materials from each chapter to show progress in learning and acquiring the French language. Students will be focusing on reading, writing, listening and speaking. Each chapter has a variety of material to choose from that ties to the five Standards for Foreign Language Learning. Those standards include: communication, culture, connections, comparisons and communities. Students must include in their portfolios a minimum of five items per chapter. Each item must have a student reflection attached that explains the items selected and its cultural significance. This reflection should be in paragraph form.

Each student will have class time to work on portfolios almost on a weekly basis. Typically portfolio days will be Fridays. Students may store their portfolios in the classroom in the bookcase assigned to each class. Student name must be visible on the side of the portfolio. These portfolios can be removed from the classroom so that students may work on items at home.

Portfolios will be graded at the end of each chapter. Students will receive points for the items and the reflections. There will be a maximum of 15 points for each item (75 points total) and 5 points for each reflection (25 points total) for a total of 100 points for each chapter in the portfolio. This grade represents 25% of the student's grade in French I. Other grades for the course will come from scores on traditional tests and quizzes, use of daily planner, and homework.

At the beginning of each chapter, students will receive a list of suggested activities or items they can use in their portfolio. This method of student-selected material should ensure that all students can be successful in this method of assessment. They should select the activities that represent their best work, the work they are proud of and shows an understanding of the French language and culture. Their personal reflection should relate this understanding in written form.

Appendix G (continued)

Portfolio Information

- Must have 3-ring binder
- Must have dividers between chapters
- Must have five objects per chapter
- Each item must have a reflection
- Each item must reflect chapter learning
- Each item must fit one of the *Standards*
- Each item and reflection must be numbered

REFLECTIONS:

Reflections are paragraphs that explain your object and tell what you learned while making it. Typically the reflections should be about 4-6 sentences. They should be written in blue or black ink or may be typed. Reflections should be attached to or next to the object described. Make sure to explain the cultural significance of your object. By that I mean, what did you learn about "le monde francophone" (French speaking world) as you worked on your item.

SAMPLE REFLECTION:

This is a collage that I made which includes the parts of the city. This vocabulary was useful to talk about places to go in the town. I learned that all French nouns have articles that tell masculine or feminine. On this page, most words use la and that tells that the object is feminine.

This is a word search that includes vocabulary from the city. I made it so a classmate could look for the new vocabulary words for this chapter. I learned that some of the city words are cognates like hotel, hôpital, and banque. I also learned that French people rarely say their 'h' so hotel and hôpital start with vowel sounds.

I included this map as a project for Chapter 1. I have used it to show all the areas of the world where French is spoken. I have colored coded those areas and have used a key to explain the colors. I learned that French is spoken on five of the seven continents. French is an important language.

Appendix H

Portfolio Rubric

French I

Reflections: 25 points (Five required per chapter) Maximum   (5 points each)

	Max					0
Correct number of reflections (one per item)	5	4	3	2	1	0
Explanation of item selected for portfolio	5	4	3	2	1	0
Demonstrates language acquisition	5	4	3	2	1	0
Demonstrates cultural awareness	5	4	3	2	1	0
Explanation of what learning occurred	5	4	3	2	1	0

Items: 75 points (Five items per chapter)   Maximum   (15 points each)

Correct number of items	5	4	3	2	1	0
Item reflects unit learning	5	4	3	2	1	0
Correct language/grammar usage	5	4	3	2	1	0
Correct spelling of French words	5	4	3	2	1	0
Overall Organization	5	4	3	2	1	0
Unit Dividers included	5	4	3	2	1	0
Unit Handouts/Quizzes included	5	4	3	2	1	0
Notebook/workbook included	5	4	3	2	1	0
Extension of unit learning	5	4	3	2	1	0
Cultural Awareness	5	4	3	2	1	0
Creativity	5	4	3	2	1	0
Originality	5	4	3	2	1	0
Neatness of items	5	4	3	2	1	0
Legible	5	4	3	2	1	0
Turned in on time	5	4	3	2	1	0

Appendix I

End-of-the-Year Student Questionnaire

Evaluate your own portfolio by completing the following check-list and reflective questions.

Place a check mark next to the statements that you feel are true about your work

_____ I received adequate time to prepare my portfolio

_____ I used portfolio time appropriately

_____ My portfolio represents my best work

_____ I learned by creating my items.

_____ I enjoyed being able to show my ability on something other than a test

_____ I am proud of my work

_____ I learned more about the culture that I am studying

_____ I can make connections with this course and others that I am studying

_____ I can make comparisons between my language and the one I am studying

_____ I have improved my communications skills by preparing my portfolio

_____ I am able to reflect on my own learning

_____ I learned things this year that weren't included in my textbook

1. What did you learn about yourself in preparing your portfolio?

2. What did you like about creating your portfolio? Which were your favorite items that you prepared?

3. What did you dislike about creating your portfolio?

4. What were the main things that you learned about the language you are studying this year?

Appendix I (continued)

5. If you were to create a portfolio again, what would you do differently?

6. One purpose of portfolios is for students to take control of their own learning. In what ways did you do that with this project?

7. Another purpose of portfolios is for the students to reflect on their learning. How could you improve this self-reflection selection?

8. How did creating your portfolio help you in the areas of reading, writing, listening and speaking French?

9. How did creating your portfolio help you in the areas of understanding culture, comparisons, connections, communication and communities?

10. Do you have additional comments about your portfolio?

Appendix J

The following are samples quotes from the student questionnaire given on 5/23/2000

"I like being able to be independent with my learning."

"I learned how to be more organized and the portfolio helped me a lot."

"Some of the items I created compared France to the U.S. and taught me a great deal about French culture."

"The best thing about portfolios is that you have no limit on creativity."

"Creating a portfolio can help you significantly in reading, writing, listening and speaking French."

"By doing my portfolio, I learned that the French culture can be quite different. But as Mrs. Borcherding always says, different doesn't mean bad!"

"My favorite items were the ones that I came up with by myself."

"I enjoyed making the portfolio. I am glad we did the portfolios instead of each chapter everyone doing the same exact project like we do in other classes."

"The portfolio is a way for us to express our creativity."

"I liked that we were able to choose what we wanted to do and what was comfortable to do."

"Portfolios help you learn without a teacher and a textbook."

"I liked being able to work with partners on some of the items. My favorite was the weather video I did with a friend."

"One way my portfolio helped me was that when I didn't remember something, I could just look inside my portfolio instead of opening my book."

"I learned to take responsibilities and show my own work."

"I liked to make the items because I am a hands-on person. This gave me a chance to cook, to play games and make interesting things."

"At first I was a little embarrassed about speaking French and now I feel more comfortable."