

Huntington Union Free School District

World Language Digital Portfolio

A digital portfolio is the creation and demonstration of what you have accomplished in an area of interest. This kind of portfolio is a ‘professional/academic’ one. This means that you will be expected to *show* progress in your learning through your years studying your World Language. A digital portfolio is not something that is ever finished, but something that changes as you change. One of the major functions of a digital portfolio is not to create an ‘end product’, but a continuation of what you have accomplished thus far in your World Language Classes.

- ❖ Artifacts are created material that has meaning for a particular learning/general goal. This can come in the shape of scans of homework, videos/voiki’s created, flipgrid, screen casts, ect... An artifact should be something that has meaning and significance in the target language.
- ❖ Reflections are personal, yet public, thoughts on something in the artifact that had an impact upon you, or your thinking. Reflections are necessary to demonstrate how a particular artifact has helped you in reaching a goal.
- ❖ Goals should be updated every year as this will allow you to focus on one (quarter, semester) at a time, and keep goals current to what interests you.

https://www.actfl.org/sites/default/files/CanDos/Can-Do_Benchmarks_Indicators.pdf

- ❖ Summaries are ways to remind yourself and others what you gained from this year’s class or experience.
- ❖ Sharing your digital portfolio allows the school community, and may give future universities and employers insights into your interests and values as you progress towards your goals (teachers, universities, and employers **love** this!)

You will keep track of all of your documents using the “google sites” platform to create your portfolio to the best of your ability through your progression of your World Language classes. Your digital portfolio navigation should look similar to the following picture. You must create the following “pages”: About Me, Goals, Reading, Writing, Listening and Speaking, and Culture.



Salve! Mihi nomen est Kristin Fortunato.

I am a pretend student in FMS and HHS.

In this portfolio I will demonstrate how my students will show their skills in Latin by proving their ability to :

Read and understand Latin texts.

Write simple Latin sentences and stories.

Pronounce classical Latin

	Mastered (x4)	Completed (x3)	Developing (x2)	Beginning (x1)
Artifacts (x4)	Material is used to clearly show a connection to goals that the students have given themselves. Students use a number of different kinds of artifacts to show that growth is occurring.	Material is used to clearly show a connection to goals that the students have given themselves. Students use a limited number of different kinds of artifacts to show that growth is occurring.	Material that is used to show a connection to goals that the students have given themselves is unclear . Students use a limited number of different kinds of artifacts to show that growth is occurring.	Material shows little to no connection to goals that the students have given themselves. Students use only one kind of artifact to show that growth is occurring.
Reflections (x4)	Each artifact is accompanied by a reflection that clearly explains the connections to your goals.	Most artifacts are accompanied by a reflection that clearly explains the connections to your goals.	Some artifacts are accompanied by a reflection that clearly explains the connections to your goals.	No artifacts are accompanied by a reflection that clearly explains the connections to your goals.
Goals (x4year)	Goals are clearly labeled, achievable, found on the home page, and are in regards to the desired growth from the class. Lifelong goals are also clearly stated in the 'about me'.	Goals are labeled, achievable, found on the goals page, and are in regards to your desired outcome from the class. Lifelong goals are also stated in the 'about me'.	Goals are difficult to understand, may have issues achieving, found on the goals page, and are in regards to your desired outcome from the class. Lifelong goals are also lacking substance and found in the 'about me'.	Course goals are not defined, achievable, or found on the goals page. Lifelong goals are difficult to find or not listed .
Multimedia	All of the multimedia enhance the purpose of the portfolio, create interest, and are appropriate. The content of the portfolio is enhanced in an original way. All of the examples are appropriate for the chosen purpose.	Most of the multimedia enhance the purpose of the portfolio, create interest, and are generally appropriate. The content of the portfolio is enhanced somewhat in an original way.	A few of the multimedia enhance the purpose of the portfolio, create interest, and are sometimes appropriate. The content of the portfolio is not always enhanced because of the inappropriate examples chosen for the purpose.	The photographs, graphics, sounds, and/or videos are inappropriate or not related . They are distracting and detract from the content and purpose.
About me	Student has a comprehensive autobiography that describes the students' history.	Student has an autobiography that briefly describes the students' history.	Student has a substandard autobiography that lacks an understanding of the students' history.	Student has a short autobiography that barely describes the students' history.

Theme	The portfolio is easy to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings enhance the presentation. Horizontal and vertical white space is always used appropriately. Background and colors enhance the readability and aesthetic quality of the text.	The portfolio is <i>generally</i> easy to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings enhance the presentation. A few minor format changes would enhance the presentation. Horizontal and vertical white space is used appropriately in <i>most places</i> . Background and colors generally enhance the readability of the text.	The portfolio is often <i>difficult</i> to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings do not always enhance the presentation. Some formatting tools are under or over-utilized. Horizontal and vertical white space is used inappropriately in some places. Background and colors are <i>distracting</i> in some places. They diminish somewhat the readability of the text.	The portfolio is difficult to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings do not enhance the presentation. Many formatting tools are under or over-utilized. Horizontal and vertical white space is used inappropriately so that the content appears cluttered. Background and colors are distracting. <i>They diminish the readability of the text.</i>
Course Summary	Following the completion of a course the student will post an article in the target language that <i>clearly</i> connects that student's course goals to the student's understanding in that class. Explaining what areas were strong points and what areas were weak points.	Following the completion of a course the student will post an article in the target language that connects that student's course goals to the student's understanding in that class. Explaining what areas were strong points and what areas were weak points.	Following the completion of a course the student will post an article in the target language that <i>somewhat</i> connects that student's course goals to the student's understanding in that class. The student does moderate work explaining what areas were strong points and what areas were weak points.	Following the completion of a class the student will post an article in the target language that <i>attempts to</i> connect that student's course goals to the student's understanding in that class. Explaining what areas were strong points and what areas were weak points.
Spelling and Grammar	There are few errors in grammar, capitalization, punctuation, and spelling.	There are <i>noticeable</i> errors in grammar, capitalization, punctuation, and spelling. These require <i>minor</i> editing and revision.	There are a <i>large number</i> of errors in grammar, capitalization, punctuation, and spelling <i>requiring</i> editing and revision.	The text is <i>difficult to understand</i> because of errors in grammar, capitalization, punctuation, and spelling. It requires <i>major</i> editing and revision.