

Assess and Motivate: Student Portfolios and Self-Assessments in the EFL Classroom

Authentic assessment is foundational to evaluating student learning through real-life performative tasks. The use of portfolios and self-assessments that document the completion of performance-based tasks is a great way to motivate students and measure learning.

This presentation will:

- explore how to develop a variety of authentic tasks including different types of portfolios, self-assessments, and other performative tasks
- explore the use of rubrics in measuring achievement
- examine how to increase student motivation through self-reflective assessment and instructor feedback



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Objectives

- Introduce new trends in assessment
- Understand the role of motivation in assessment design
- Differentiate between traditional and authentic assessment
- Introduce the WHAT, WHY, and HOW of student portfolios
- Review use of rubrics to assess portfolios

Part 1: A New Approach to Assessment



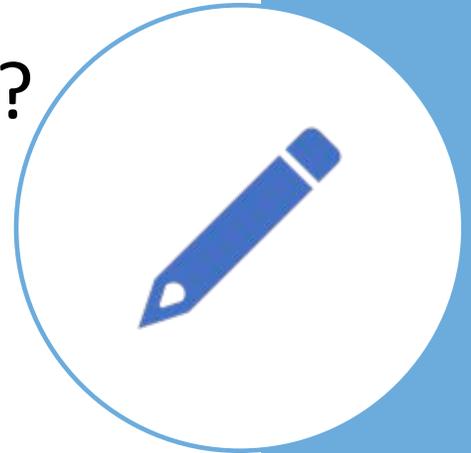
Warm-up

What do you think of when you hear “assessment”?



Questions to Consider

1. When and how often should I assess my students?
2. What aspect of language ability should I assess?
3. What kinds of assessment tasks should I use?
4. How do I ensure consistency and meaningful feedback?



1. When and how often should I assess my students?

- Weekly
- Monthly
- Beginning/End
- Continuously



2. What aspect of language ability should I assess?

- Pronunciation
- Fluency
- Vocabulary
- Grammar
- Content knowledge



3. What types of assessment tasks should I use?

- Multiple choice
- True or False
- Cloze (fill-in-the-blanks)
- Essays
- Presentations



5. How do I ensure consistency and meaningful feedback?

- Rubrics
- Standards/Benchmarks





Motivation

Intrinsic – internal motivation;
autonomy and self-efficacy

Extrinsic – external motivation;
rewards driven; goal-orientation

Trends in Assessment



Cultural relevance



Interactive



Formative (low-stakes)



Application of knowledge & skills



Authentic Assessment, Definition

Incorporates real-world problem solving and tasks that involve active application of knowledge and skills (Stiggins, 1987; Wiggins, 1993)

Traditional vs. Authentic Assessments

Traditional

- Answer choices
- Hypothetical scenarios
- Practice of recall
- Teacher-centered

Authentic

- Performance-based
- Problem-solving
- Response to real-life tasks
- Construction of knowledge
- Application of skills

Traditional or
Authentic
Assessment?

Multiple Choice

QUESTIONS

1- A B C D

2- A B C D

3- A B C D

4- A B C D

5- A B C D

6- A B C D

Traditional or
Authentic
Assessment?

Journaling



Traditional or
Authentic
Assessment?

Discussion



Traditional or Authentic Assessment?

Cloze

CLOZE TEST

For Lawrence United Washington cut father he his
of really slaves very

George Washington was the first President of the United States. He was also the commander in chief of all American forces during the American Revolutionary War. For his central role in the beginning of the United States, he is often called the father of country. His mother was Mary Ball and his was Augustine Washington. They owned a plantation with in Virginia. George studied at local schools. George's died when he was eleven. Then his brother helped train him. There is a story that cut down his father's cherry tree. When asked, did not lie and said that he did down the tree. The story means he was honest. We do not know if the story happened.

SCORE:
3/14

?

Bloom's Taxonomy

create

Produce new or original work

Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate

Justify a stand or decision

appraise, argue, defend, judge, select, support, value, critique, weigh

analyze

Draw connections among ideas

differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply

Use information in new situations

execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand

Explain ideas or concepts

classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember

Recall facts and basic concepts

define, duplicate, list, memorize, repeat, state

Bloom's Taxonomy in Assessment

Aiming for the **TRANSFER OF KNOWLEDGE**, i.e., the ability to evaluate and create

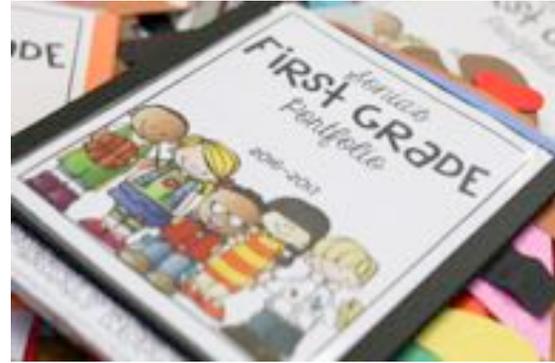


Part 2:
Portfolios &
Self-
Assessments



What is a Student Portfolio?

A collection of student work which shows student efforts, progress, and achievements



Digital Portfolios



Photo



Video



Drawing



Add File



Note



Link

Digital Portfolios, example

Assignments

Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾

- FINAL RESEARCH PAPER
- Professional Portfolio
- Student Writing Portfolio
- Writing Assessment



Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾

- Professional Bio-Statement**
Submit your professional bio-statement. Approximately 50-100 words.
- Email Queries**
- Elevator Pitch (recording)**
- Resume**
Submit your updated professional resume.
- Cover Letter**
Submit a cover letter (real or hypothetical).



Key Feature #1: Student-Structured

- Students identify their strengths and weaknesses
- Students prioritize their learning needs
- Students choose topics and set goals



Key Feature #2: Reflective

- Students are asked to think about their **goals**
- Students are constantly engaged in **self-reflection**

Portfolios as Learning Process

- Goals/Objectives
- Student Performance
- Teacher & Self Feedback
- Continuous Reflection



Portfolio Steps



Identify learning goals/objectives



Align goals/objectives with class assignments and projects



Select student work (based on criteria)



Give feedback on student work



Ask students to reflect on progress



Make necessary changes based on observation and feedback

Portfolio Organization

Samples of what to include:

- Learner Goals
- Work samples
- Teacher Feedback
- Self-Reflection
- Rubrics



Student Goal Planning Sheet

_____ six weeks

I am good at...	I need to work on...
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

My plan to improve is _____



Combined Purpose Portfolios

- Showcase Portfolios: For evaluation
- Growth Portfolios: For demonstrating final performances and/or products
- Evaluation Portfolios: For demonstrating progress/growth

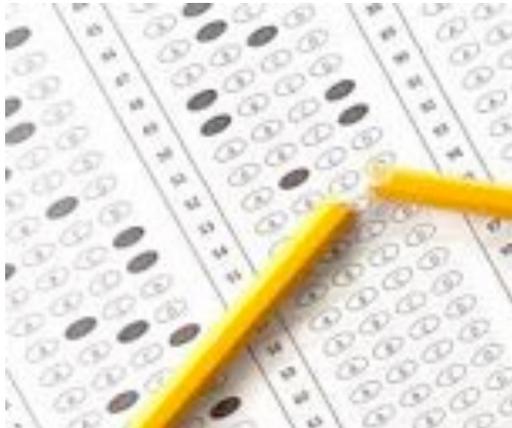


Types & Purposes of Portfolios – *Showcase*

- Emphasizes **product** of learning
- Showcases end-of-year/semester accomplishments
- Highlights student perceptions of “best” work
- Communicates current aptitudes (for future courses/teachers)

Types & Purposes of Portfolios – *Evaluation*

- Documents achievement for grading/ placement
- Shows progress towards goals/ standards
- Reflects on cumulative achievement



Objectives:		Beat	Met	Didn't	
1 I'll write, direct, and act.		10	6	2	6
2 We'll make a short video.	It should be shorter. Part of it is boring.	10	6	2	6
3 We'll write in class and shoot in the park.		10	6	2	6
4 We need to be done in 2 weeks.	We have 2 days to go!	10	6	2	10
5 We'll show what the expansion was like for Native Americans.	We need another scene showing Tecumseh's side.	10	6	2	2
6 We'll use Mom's camera and make props/costumes.		10	6	2	6
TOTAL:					76

Types & Purposes of Portfolios – *Growth*

- Emphasizes the *process* of learning
- Tracks growth/development of performance over time
- Identifies strengths/weaknesses
- Helps develop goal-setting & self-assessment skills

♥ The Writing Process	
Formal Name (Stage)	What you do as a WRITER!
Prewriting	<ul style="list-style-type: none">• Choose a topic• Plan it out<ul style="list-style-type: none">- Brainstorming- Draw a picture (mind map)- Senses chart
Drafting	<ul style="list-style-type: none">• Put your ideas on paper• "sloppy copy"
Revising	<ul style="list-style-type: none">• Re-reading and asking, "How can I make it better?"• Idea sharing (Peer Support)<ul style="list-style-type: none">• details, organization• crafting - expanding on ideas
Editing	<ul style="list-style-type: none">• Capitals• Punctuation• Sentence Structure• Word choice
Publishing	<ul style="list-style-type: none">• Creating a final copy• <u>Title</u> - Common Catchy Creative

Student Self-Assessment, Samples

- I want to be more interesting speaker, more lively.
- I talk too fast. I have to slow down my speech rate.
- *Software* is an uncountable noun, but I said *softwares*.
- Sometimes I don't use third person verb correctly.
- I use the same word "also" three times in one paragraph.

Part 3: Constructing Rubrics to Measure Assessments



Rubric, Definition

- Criteria to evaluate student responses
- Often presented in table format for teachers to score or comment

Reliability & Fairness in Testing



Sample Rubric

Points	Task Achievement	Knowledge of Topic	Grammar	Vocabulary	Pronunciation
4	Meets all discussion requirements	Wide knowledge of the assigned topic	Wide range of grammar structures with very few inaccuracies	Wide range of vocabulary with very few inaccuracies	High degree of control; very few errors
3	Meets most discussion requirement	Good knowledge of the assigned topic	Good range of grammar structures with occasional inaccuracies	Good range of vocabulary with occasional inaccuracies	Good control; occasional errors
2	Meets some discussion requirement	Moderate knowledge of the assigned topic	Moderate range of grammar structures with frequent inaccuracies	Good range of vocabulary with frequent inaccuracies	Moderate control; frequent errors
1	Meets few discussion requirements	Limited knowledge of the assigned topic	Limited range of grammar structures with very frequent inaccuracies	Good range of vocabulary with very frequent inaccuracies	Limited control; very frequent errors

Sample Recording Form

Speaking Assessment Task: Discuss an important environmental issue.

Rating	Few/Limited (1)	Somewhat/ moderate (2)	Most/Good (3)	All/Wide (4)
Task				
Knowledge of topic				
Grammar				
Vocabulary				
Pronunciation				
Total Score: _____				

Conclusion



- Assessments can be an effective tool for student learning & growth.
- Portfolios can integrate input, reflection, and evaluation by both teacher and student.
- Rubrics can ensure reliability and fairness in the assessment process.
- When thoughtfully planned and executed, assessments can increase student motivation.

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Thank you!

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