Student Portfolio Guidelines

Purpose

The portfolio should be viewed as an initial step in your ongoing progress as language learners and teachers, and its aim is

- to promote student independence and responsibility
- to improve self-evaluative skills
- to document achievement
- to learn to use alternative assessment tools

==You may either decide to create a showcase portfolio which can be used in future (when teaching, at job interviews, etc.) or create it as a process portfolio which logs your personal development as a language learner.==

Objectives

1 yr students: *link to the European Portfolio (level B2)*
2-3 yr students: *ditto (level C1)*

Structure

Format: - electronic (a file or a personal website)
                 check e.g.   http://www.livebinders.com/play/play?id=120226

                        www.webnode.cz

                        www.portfoliobox.net

           (- paper: not applicable to the coming 1st yr)

Submission

The portfolio will be submitted twice a year: at the end of the winter semester (presenting materials for that semester) and at the end of the summer semester (presenting materials for both semesters of that academic year). You may want to keep all your materials and only submit the relevant parts each semester, or you may decide always to replace the old materials by new ones, or you may prefer to keep some essential artifacts and update the rest.

Content

Your portfolio should include the following parts:

- Introduction
- Table of contents
- Goals

- Self-assessment
- Listening*
- Reading*
- Writing*
- <mark>Speaking skills*</mark>
- Extra materials (optional)*

* For each of these sections there should be: <mark>for yr 1</mark>
- <mark> </mark>at least **2 artifacts** – these must be created since the last submission either in class or out of class, can be assignments or something that relates to the given section; the artifacts have to <u>be dated</u>

<mark>* For yrs 2+3: altogether 8 different artifacts related to at least 2 sections</mark>

- **justification** for the selection of artifacts (why you decided to include this particular piece of work, what it is, how it was created and how it relates to the objective(s) for the section) – either for each artifact or for each section
- **reflection** either on each artifact or each section (written either on a separate sheet of paper or on the artifact itself) – you should evaluate how well/badly you did in the given task, what was easy & difficult for you regarding the work on the task, and suggestions for further improvement, and relate it to your general assessment
- **extra materials** - the objective for the optional extra materials part is to show what and how you do out of class to maintain and improve your knowledge and skills in English

Items
The following are just possible examples of items that can be included in each section, by no means an exhaustive list. Be creative in the selection of the materials you decide to include, just don't forget that all materials you decide to include as artifacts should comply with the above listed criteria.

<u>Listening</u>
- recordings of radio programmes, interviews, podcasts and songs
- transcripts & lyrics
- listening based exercises & activities

<u>Reading:</u>
- textbook and Moodlinka reading materials
- authentic reading materials (e. g. articles & book extracts)
- reading comprehension exercises & activities

Spoken interaction

- recordings of conversations and discussions you prepared in cooperation with your schoolmates
- recordings of interviews and radio programmes you take part in
- various materials aimed at preparation for oral interaction (functional language handouts, vocabulary lists and exercises aimed at various topics)

Spoken production

- recordings of presentations and talks you gave or prepared
- digital stories
- presentations
- materials aimed at preparation for oral production (functional language handouts, vocabulary lists and exercises aimed at various topics)
- reflection on specific interactions in English

Writing

- essays
- articles
- short stories
- writing exercises
- Moodlinka forum contributions

Extra materials

- projects
- teacher's evaluation – if available
- exercises
- recordings
- presentations
- posters, photographs, etc.
- lesson plans
- classes/English clubs/other activities done outside university

Evaluation

Your portfolio will be evaluated based on how well the form and contents tallies with the above described criteria, i.e. whether it contains all the required sections, number of artifacts for each sections, whether the choice of those artifacts is sufficiently justified, fits the objectives and

whether you reflected properly on each of the materials. The assessment will follow the Portfolio Assessment Rubric (available in moodlinka/Interaktivni osnova).