

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



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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

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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

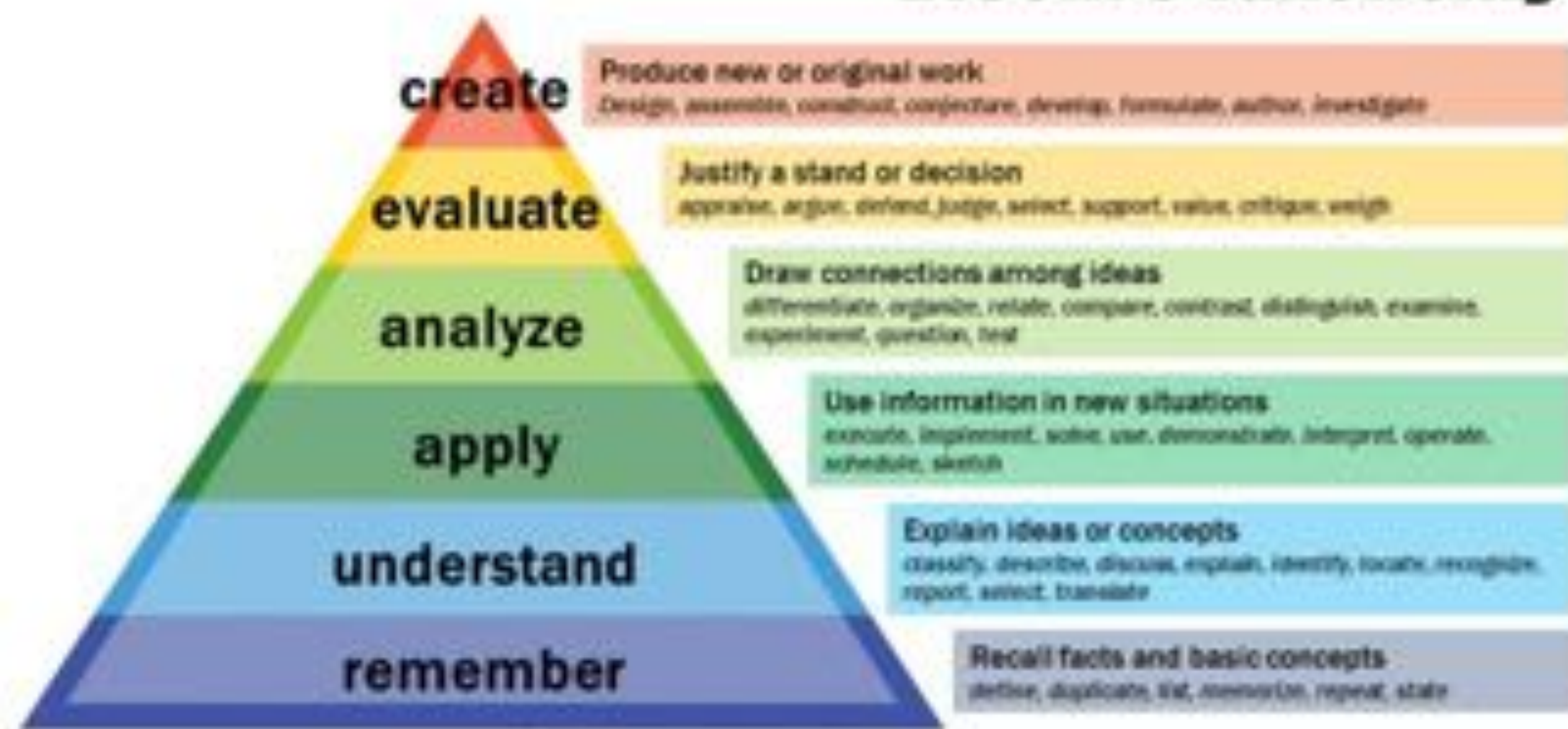
George Washington was the first President of the United States. He was also the commander in chief of all American forces during the American Revolutionary War. For his central role in the beginning of the United States, he is often called the father of country. His mother was Mary Ball and his was Augustine 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

7



# Bloom's Taxonomy



# Bloom's Taxonomy in Assessment

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



## Part 2: Portfolios & Self- Assessments

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# What is a Student Portfolio?

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



# Digital Portfolios

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Photo



Video



Drawing



Add File

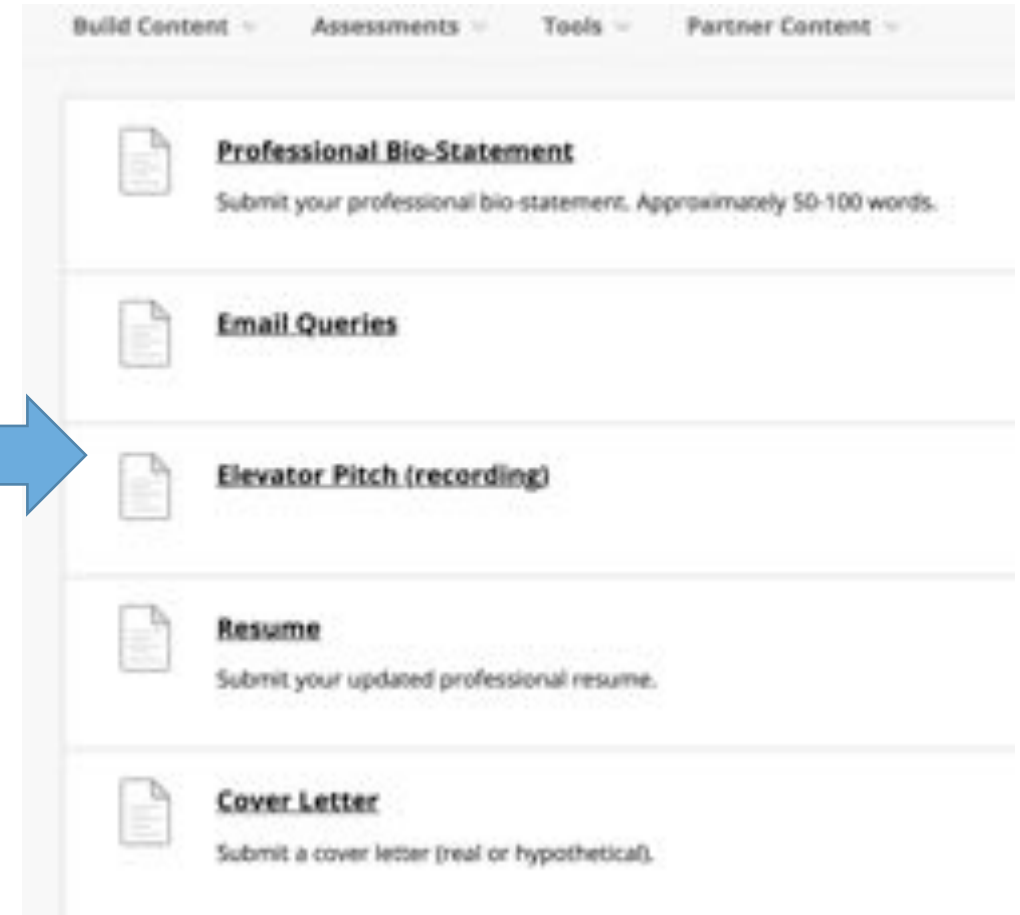
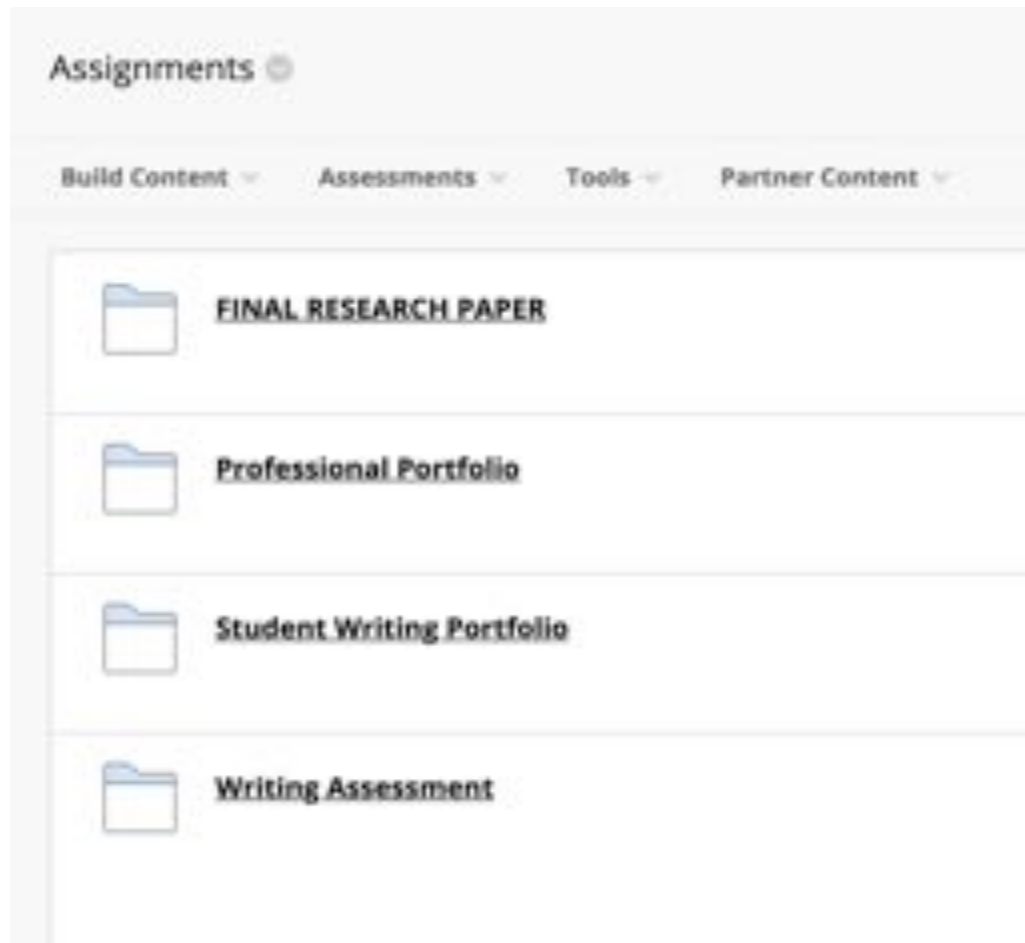


Note



Link

# Digital Portfolios, example





## Key Feature #1: Student-Structured

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



## Key Feature #2: Reflective

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- 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

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



# Types & Purposes of Portfolios

## – *Showcase*

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- 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"> <li>• Choose a topic</li> <li>• Plan it out               <ul style="list-style-type: none"> <li>- Brainstorming</li> <li>- Draw a picture</li> <li>- Senses chart</li> </ul> </li> </ul>
Drafting	<ul style="list-style-type: none"> <li>• Put your ideas on paper</li> <li>• "sloppy copy"</li> </ul>
Revising	<ul style="list-style-type: none"> <li>• Re-reading and asking, "How can I make it better?"</li> <li>• Idea sharing (peer support)               <ul style="list-style-type: none"> <li>• details, organization</li> <li>• crafting - expanding on ideas</li> </ul> </li> </ul>
Editing	<ul style="list-style-type: none"> <li>• Capitals</li> <li>• Punctuation</li> <li>• Sentence Structure</li> <li>• Word choice</li> </ul>
Publishing	<ul style="list-style-type: none"> <li>• Creating a final copy</li> <li>• <u>Title</u> - Common Catchy Creative</li> </ul>

# 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

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## 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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