

New Horizons - Guided World-readiness ePortfolios

Jeff Longwell - New Mexico State University

What are we really assessing (or do we really assess) with the World-Readiness Standards?

Communications

Culture

Comparisons

Connections

Communities

How would you define assessment?



The act of gathering information on a regular basis in order to understand student's learning and needs.¹



The on-going process of gathering and reflecting on evidence to make informed and consistent judgements to improve student learning.²



The act of collecting information and making judgements about a language learner's knowledge of the language and their ability to use it.³



The methods used to determine whether and to what extent learners have achieved learning outcomes.⁴



Learning outcomes

By the end of this course, you will be able to:

- CLO 1: **Communicate** in Spanish (verbally and in writing)
- CLO 2: Identify key cultural products, practices, perspectives, and people of Spanish-speaking **Cultures**
- CLO 3: **Connect** with other disciplines (like your own major, and others) and acquire new information in Spanish
- CLO 4: **Compare** what you are learning with things you are already familiar with and develop insight into the nature of the Spanish language and its cultures
- CLO 5: Actively participate in Spanish-speaking **Communities** here locally and around the world



ePortfolios

Replace final
exam

Guided activities -
students select
from menu or
propose own ideas

Submitted
throughout
semester/session

Rubrics with
expectations

Rubrics

- Three of the course level objectives include:
 1. Identifying key cultural products, practices, perspectives, and people of Spanish-speaking Cultures
 2. Connect with other disciplines (like your own major, and others) and acquire new information in Spanish
 3. Compare what you are learning with things you are already familiar with and also develop insight into the nature of the Spanish language and its cultures.



Expectations

Exceeds expectations

- Demonstrates evidence of reflection on at least 2 of the 3Cs.

Meets expectations

- Demonstrates evidence of reflection on at least 1 of the 3Cs

Does not meet expectations

- Nothing submitted or no demonstration of evidence of reflection on the 3Cs.

Let's see the work!

NMSU and AATSP:

<https://www.profejeff.com/nmsu-at-aatsp.html>

Specific link to this presentation:

<https://www.profejeff.com/student-portfolios.html>

General info on teaching and learning with technology:

<https://www.profejeff.com/teachinglearning-with-technology.html>



References

1. Sacula, Joanna Rose. Definition of assessment, Assessment and testing educational design. June 29, 2014.
2. Ryan, Charlotte. How does this definition match your thoughts? How does this definition differ from your thoughts? Assessment is and on-going process. Slide Player. 2016.
3. Sacula, Joanna Rose. Definition of assessment, Assessment and testing educational design. June 29, 2014.
4. Fata-Hartley, Cori. Student Learning Assessment - Definition and Key questions. Preparing Future Faculty. MSU Aug. 16, 2013.