Technology in Action Guide

Elementary Digital Portfolios

Definition

A digital portfolio is a computer or web based collection of student performance over time. Portfolios provide a window into student learning. A portfolio should showcase both student achievement and student learning or growth. To demonstrate growth, a portfolio will often include similar work done over the course of several months or years.

The student portfolio should include content chosen by the student with the clear understanding that the items must include examples of their best performances, demonstrations of achieving a particular objective, and examples showing personal and academic growth. The content should include a wide range of skills and abilities to provide clear demonstration of what the student knows and understands about their ability.

One of the most important elements in a portfolio can be the student's reflection on their work. Students should include reflections on each performance to clarify why that selection is included in the portfolio. This is perhaps the most valuable part of the portfolio, since it provides a much clearer window into the learning of each student.

Standards Connections

ELA: Speaking and Listening standards SL.2, SL.4, SL.5
Fine Art: Personal Portfolio Standards VA.PR4, VA. PR5
Math: Practice Standard 4 Modeling with Mathematics

Social Emotional Learning: Standard Goal 1– Developing Self Awareness —Goal 1—Develop Self-awareness related to academic goals
Social Science: Standards for Developing Inquiry Skills

Uses

Student Led Conferences— Creating a digital portfolio of student selected work to present during a student-led conference allows students to take ownership of their learning. Not only can students share where they excel in their academics, but they can reflect on their growth from the beginning of the quarter and even discuss where they may still be struggling by sharing the artifacts. Teachers can guide the selection of the portfolio artifacts so that the items included reflect the whole academic and social picture of the student.

Group Projects —Using a portfolio during a project to document and reflect on the parts of the process and tasks completed will help the students take time to understand how the group is working together and how the goals are being achieved. This will help students to make decision son which direction to take the project. Plan tasks and establish roles. Being able to look back on the process as a whole will also allow the group to determine what worked well and where they could make changes when they are working on another project.

Resources—Digital Portfolios

Seesaw— - This is a student driven digital portfolio system that allows students to independently document what they are learning at school. Educators create classes within the platform. Students can be entered into the classes or teachers can give a class code to the student to "self join". Students can capture learning with pictures and videos (currently just iOS for videos), import documents and add comments. Student work can be shared with the class and other students can comment. (Educators monitor the comments prior to being displayed to the class on the "Facebook like feed".) The Seesaw platform includes the following features: http://web.seesaw.me/

- ◊ Google classroom integration
- ◊ All mobile device apps (Kindle Fire!)
- ◊ Chromebook compatible
- ◊ Multimedia tools built-in
- ◊ Integration with 100s of apps
- ◊ Free parent access
- ◊ Class blog (can be public or private)
- ◊ Printing with custom QR codes
- ◊ 2 teachers can share a class
- ◊ Teachers can have 10 classes
- ◊ Portfolios can be downloaded to a CD
- ◊ Many webinars for training

Google Slides and Microsoft PowerPoint

Google Slides and **Microsoft PowerPoint** both make great digital portfolio choices. Google Slides will integrate with Google Classroom and be accessible from any device online. Microsoft PowerPoint can also be save online using Onedrive. Students can create a file when a project or semester starts and continually add artifacts as they progress through the semester. Multimedia files can be added to each of the program's slides from to other platforms to share video and audio feedback or reflections. Embedded content from other website platforms can be added to the slides as well, such as blog posts, timelines and other student created content. Microsoft PowerPoint presentations can be converted into a Sway video when completed and shared with anyone via email and watched on any device. Google slides can be saved as a video slideshow and played online.

Mobile Device Apps (All iOS unless noted)

The iOS and Android standard camera app can allow picture and video recording. Students can record each other holding up their work and reflecting or hold the device while pointing to the work and record their reflections. The file can be transferred from the device either via a cable or WiFi. Students could record their work with a partner or group as well.

Show Me app is a recordable white board where students can draw or write on the board while explaining their work. This is a great way to show student mastery with student create math tutorials. Educators can upload images that students can write on, show or reflect on and engage with the content. http://apple.co/2eZJ1fq

Trading Cards by Read-Write-Think allows students to create trading cards in many categories. A portfolio may contain a trading card about the student and what challenged them the most or they learned the most about over the course of the semester/quarter. The card could also highlight the student's biography. All Devices www.readwritethink.org

Websites and Online Resources

Screencast-o-matic allows users to record on-screen activity and audio from a computer microphone or computer sound. Students can open their MS Word or Google Doc essay or report and record their reflections or process on how they developed their story. The video can then be saved and imported to the portfolio. The same process could be done for any computer generated work, modeling how to research or conduct a search online, or doing a science experiment with an interactive model and explaining why the reactions are occurring. https://screencast-o-matic.com/

Animoto is a video design platform that creates slide shows with music and built-in video styles. Many of the layout and creation tools are taken care of by the program so that the user only needs to "drag and drop" the photos. The resource includes an option for education that removes the watermark and increases the time limit allotment from the free version. Educators must first register for the free version, then "apply" for the upgraded educator version. https://animoto.com/

PowerToon allows users to create animated videos and presentations. The platform uses a "drag and drop" interface. The platform enables voices to be scripted recordings with the characters on the screen. Students manage where the characters move during the animations. The free account allows for 5 minute videos with the PowerToon watermark in the bottom corner of the video. Students can use this platform to reflect as a group on how a project was successful or maybe needed some revision. The characters could role play choices the team or p3erson made during the activity and what was learned from the students involved. https://www.powtoon.com/

ThingLink creates an interactive digital graphic by adding "dots" that pop up text or connections to websites, videos or more graphics. Users can upload photos, documents or any graphic and then add points anywhere on the item to show items of interest or further exploration. Within a portfolio students might create a Thinglink for an art project or science model. After taking a photo of the artifact students could identify areas within the media of an art project and make connections to the inspiration or selection of colors. Students connecting to a science model may have linkable items to the research they have based their data or maybe an interactive experiment proving their hypothesis. https://www.thinglink.com/edu

Word Cloud Creations

Creating word clouds from a student essay or story shows a graphic representation of the student's thoughts and stories. This can add an artistic expression to the digital portfolio. As the story writing increases so will the development of the word clouds. Here are three online choices for creating word clouds:

Taxedo—Clouds can be formed in shapes from basic to animals. http://www.taxedo.com/

Wordle—color selections, horizontal and vertical orientation of the words are some of the choices on this platform. http://www.wordle.net/

Drive Word Cloud—Chrome alternative for ChromeBooks. http://wordcloud.booogle.net/

Even More Resources

There are many technology resources to support content curation for digital portfolios. The ones listed above are some of the best suited for K-5 student ability levels. Be aware that technology companies can often change over time and as of the printing of this document all resources are current and available. To find more resources and the latest up-to-date technology to support technology integration, please visit www.ilclassroomtech.weebly.com.

- ◊ Assessment tools
- ◊ Audio/video tools
- ◊ Content area support
- ◊ Digital portfolios
- ◊ Computer science
- ◊ Learning management systems
- ◊ Mobile apps
- ◊ Research tools
- ◊ Social Emotional Learning
- ◊ Technology terms