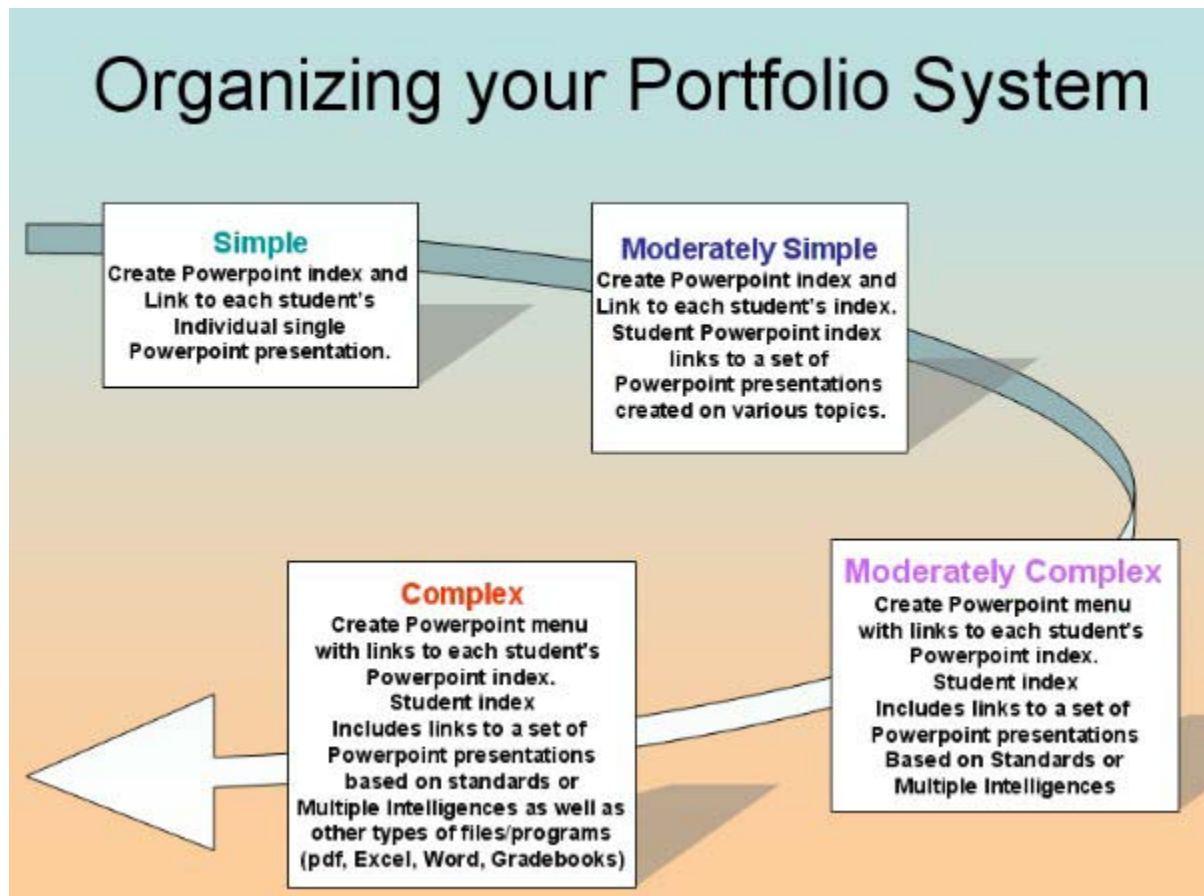


Chapter Six: Organizing your Portfolio System

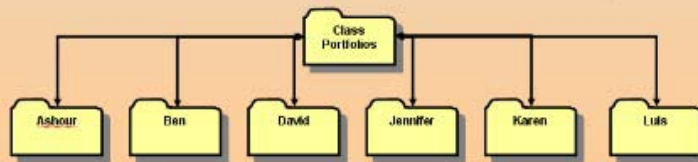


You may wish to make your portfolio system simple and straight-forward as you prepare your first template. As you become more comfortable you may wish to expand your student portfolios to include additional student-generated Powerpoints, Word documents, Adobe Acrobat Reader pdf files, Excel gradebooks, etc. You can actually create a link to a different program application by using the "action settings."

If you are having your students create a single Powerpoint presentation for their portfolio, you can simply create one folder with your teacher index linking to the Powerpoints created by each individual student. If you are having student save more than one file, you will want to create file folders for each of your students. Your students will save all of their work in their own folder and create their own personal index. You will need to have a teacher index linked to each student's individual index. All of these folders and files should be in one master portfolio folder.

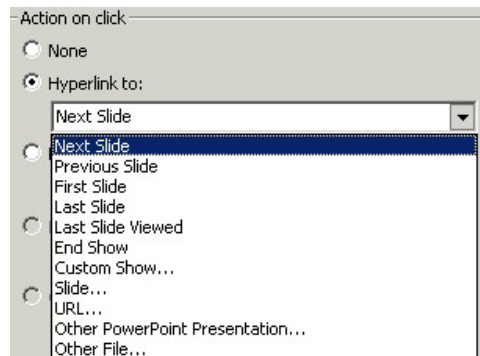
Organizing Your File Folders

- Create a folder for your class portfolios
 - Windows - Open My Computer, select drive or desktop where you want to store portfolios, select file, select new, name the folder
 - MAC -
- Create a separate folder for each student to store assignments as artifacts
- Teach students how to save their work in their folders
- Some schools allow for student server space



Links Created Using Action Settings under Slide Show Menu

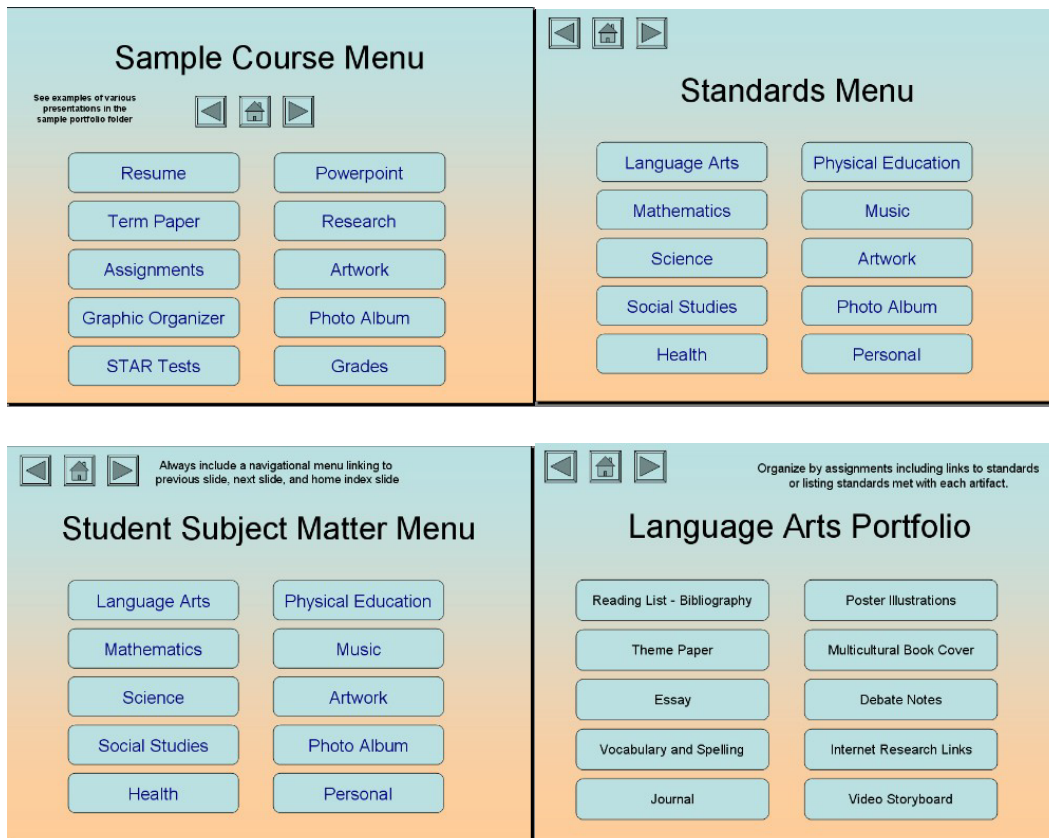
- Next Slide
- Previous Slide
- First Slide
- Last Slide
- Slide - This is the link for connected to other pages in the same presentation.
- URL - Linking to website or Acrobat Reader pdf file
- Other Powerpoint Presentation - This is the link you would use to link to other Powerpoint Presentations
- Other File - This is the link you would use to connect to Word documents, Excel files, or any other file the student has created. When you select a file, the computer will recognize the file type and open the proper software application.



Student Portfolio Index Examples

You will design a template that works well in terms of your defined purpose. Student indexes can be student-designed, or you can prepare templates that students can modify. Your menu may be whatever you feel is appropriate for your students. Here are some ideas:

- Course Portfolio based on class assignments
- Standards Menu - linked to assignments that meet specific standards
- Subject Matter - linked to assignments and standards
- Subject Matter Assignment Menu - linked to artifacts and standards
- General "all about me" portfolio
- Subject matter curriculum strands - specific grade level, subject area, framework
- Multiple Intelligences
- Journals and other Powerpoint Assignments
- Or any other organizational system appropriate for the purposes of your portfolio



Bibliography

- Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g. philosophical, ethical, aesthetic) of human experience.

Theme Papers, Essays, Journals

- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes

Journal

- Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities

Vocabulary, Spelling, other Assignments

- Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Media: Posters/Graphics/Storyboard/Audio/Video
- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
- Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Research

- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Multicultural Book Report:

- Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
- Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

See examples of various presentations in the sample portfolio folder

Student Name

Students create an index that links to various Powerpoints they have created throughout the year. Highlight text or create graphic icons representing topic and link to other Powerpoint presentations.

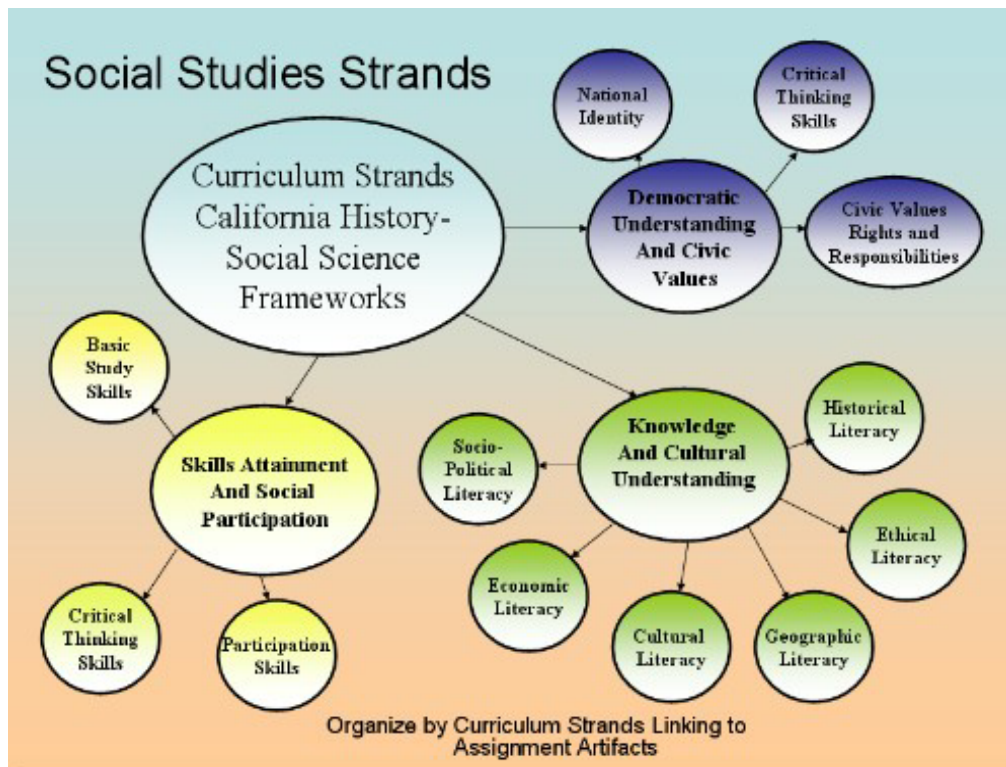
- All About Me
- My Journal
- My Social Studies Project
- My Poetry
- My Family
- My Community
- Multiple Intelligences

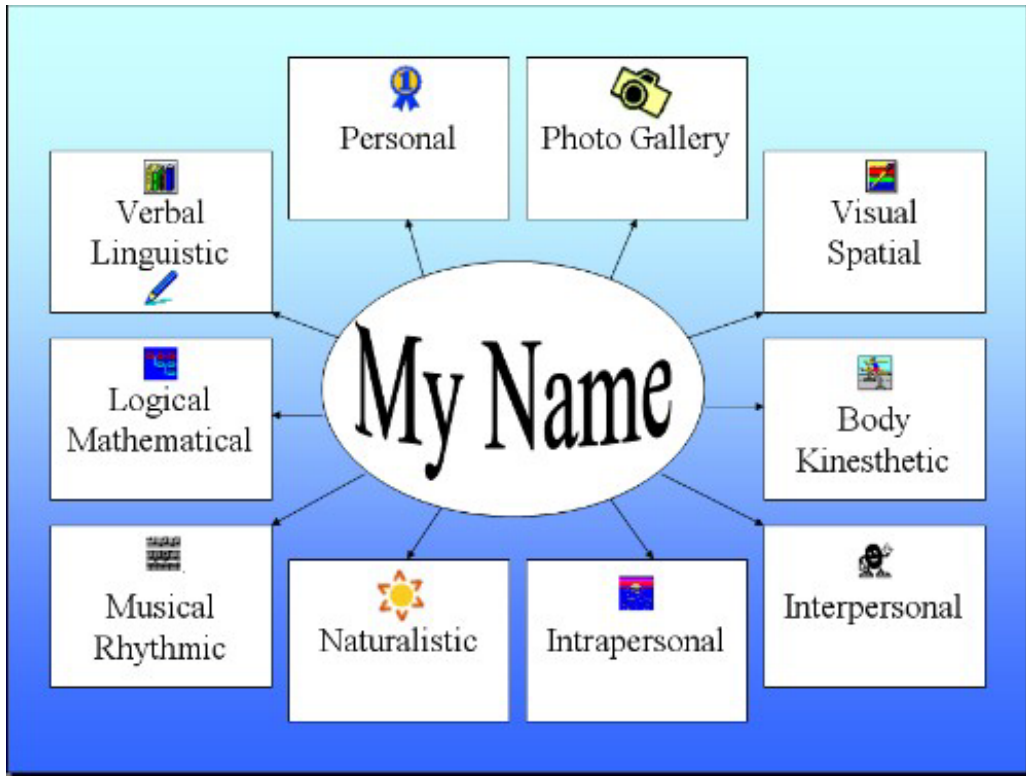
U.S. History and Geography: Making a New Nation California 5th Grade Standards

The Land and People Before Columbus	Settling the Colonies: •The Virginia Settlement •Life in New England •The Middle Colonies	Settling the Trans-Appalachian West	Life in the Young Republic
Age of Exploration		The War for Independence	The New Nation's Westward Expansion

Linking Past to Present:
The American People, Then and Now

Organize by Standards





Journal Menu

<u>Personal Introduction</u>	<u>Journal Entry 1</u>	<u>Journal Entry 2</u>	<u>Journal Entry 3</u>
<u>Journal Entry 4</u>	<u>Journal Entry 5</u>	<u>Journal Entry 6</u>	<u>Journal Entry 7</u>
<u>Journal Entry 8</u>	<u>Journal Entry 9</u>	<u>Journal Entry 10</u>	Create Link Back to Index



Linking to another Program Application

From Action Settings, you can choose to "run program." You would browse for the application icon in program files on the c: drive in Windows or the Applications file on the MAC. You might link to a gradebook, Excel, Hyperstudio, Inspiration, or another applications you use with students. Connecting to Excel or Access can allow you to go directly to data, test scores, standardized tests, observation notes, etc. Linking to another program can cause difficulties if the program is not on the same computer or the file folder for the program application can not be found. It may be easier to copy/paste into Powerpoint.

