



Innovative Assessment in Action: Portfolio Presentations for Novice Arabic Learners

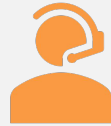
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Assistance Professor at SRU

Objectives:



Understand the basic of the portfolio presentation.



Experience how does it work.



Learn the Dos and Don'ts for a successful learning. .

Goal:

Inspire educators looking for ideas to add to their classroom for presentational mode of communication in Novice-Level classes.





What is Portfolio Presentation?

Portfolios are purposeful collections of a student's work which exhibit his/her performance in one or more areas (Arter et al., 1995; Barton and Coley, 1994; Graves, 2000).

For us (Language educators), it is an educational practice that aims to create a portfolio for each student to **track their learning progress** and **enhance the assessment tools** for presentation in Novice-Level classes.

Methods and Approaches:



The students worked on their presentations using **PowerPoint** and **an online Arabic keyboard**. My approach was to dedicate time in class for the students to work on the slides after finishing each lesson, during which they could ask the class instructor or their peers for help if needed.

Tips for Successful Learning Experience:



DO'S



DON'TS

1. Connect the assignment to the learning objectives. (Explain why it matters.)
2. Dedicate time at the end of each lesson for students to work on this project.
3. Map a timeline for students to submit their work regularly and receive feedback.
4. Provide a sample PowerPoint along with clear instructions for the students.
5. Avoid scheduling all presentations on the same day.
6. Involve students in the grading process.

Criteria	Excellent (2 points)	Good (1.5 points)	Fair (1 point)	Needs Improvement (0.5 points)	Unacceptable (0 points)
Required Information	All required information is provided	Most required information is provided	Some required information is missing	Many required details are missing	No required information is provided
Accuracy (Grammar and Spelling)	No grammatical or spelling errors	Few minor errors that do not hinder understanding	Some errors that can lead to confusion	Frequent errors that significantly hinder understanding	Numerous errors that make the presentation difficult to comprehend
Design and Clarity of Slides	Slides are visually appealing, and information is well-organized	Slides are mostly clear, with minor design flaws	Some organization, but clarity is lacking	Slides are cluttered, making information difficult to navigate	Poor design and organization, making it impossible to understand
Clarity of Pronunciation	Information is presented clearly and confidently	Mostly clear with occasional pronunciation issues	Some mispronunciations, hindering understanding	Frequently mumbled or unclear	Unintelligible delivery
Professionalism and Time Management	Professional demeanor; adheres strictly to time limits	Mostly professional; minor issues with time management	Some professionalism; noticeable time management issues	Unprofessional demeanor; significant issues with time management	Lacks professionalism; fails to manage time

Final Project (PowerPoint Presentation)- Rubric



أنا و عَائِلَتِي



Me and my family



إِسْمِي سَلَوَى

عُمرِي ٤٥ سَنَة



أَسْكُن فِي مَدِينَةِ كَرُوف سْتِي مَعَ عَائِلَتِي: زَوْجِي، ابْنِي، وَبَنَّتِي





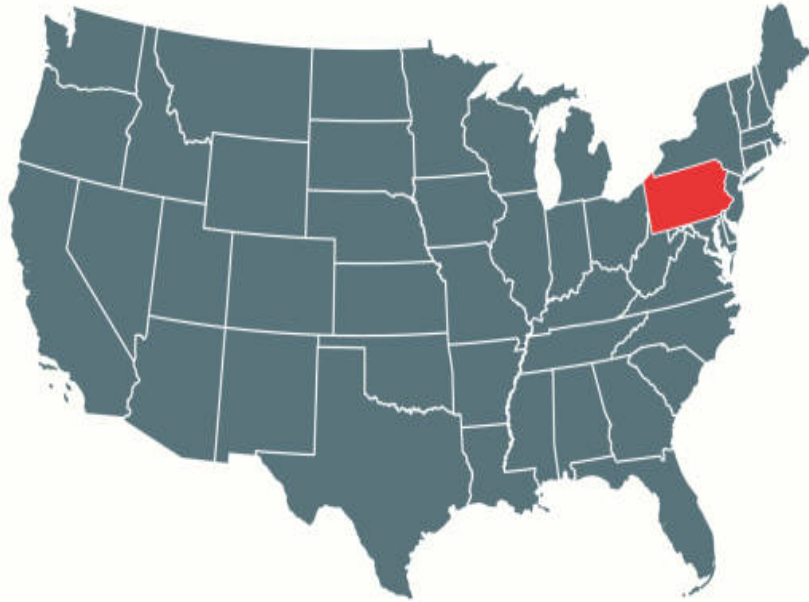
مَدِينَة كروف ستي فِي غَرَب وِلَايَة بِنْسَلْفَانِيَا



هِيَ مَدِينَة صَغِيرَة فِيهَا
Outlet Mall



PENNSYLVANIA
UNITED STATES OF AMERICA



ولاية بينسلفانيا في شمال شرق أمريكا



هي ولاية كبيرة فيها
نستلة هرشي

هارسبرغ عاصمة بينسلفانيا



هي مَدِينَة قَدِيمَة
(تَارِيخِيَة مُهِمَة)



زَوَجي إِسْمُهُ جَيسَن

إِبْنِي إِسْمُهُ كَيْث

بِنْتِي إِسْمُهَا ادرِيَانَا





أنا أعمل مُدرّسة في جَامِعة
سَلْبَرِي روك
أدرّس اللّغة العَرَبِيّة

SRU
SLIPPERY ROCK UNIVERSITY





زَوْجِي يَعمَل مِن
الْبَيْتِ

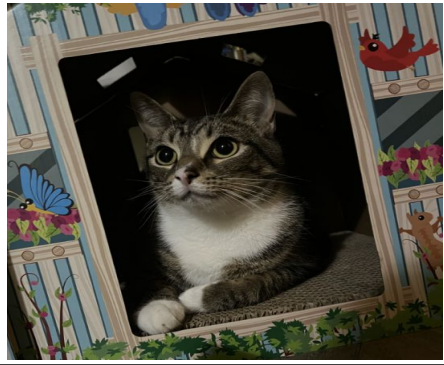




إِبْنِي لَا يَعمَل ، هُوَ طَالِب
فِي المَدْرَسَة

بِنْتِي لَا تَعمَل ، هِيَ طَالِبَة
فِي المَدْرَسَة كَذَلِكَ





عِنْدِي گَلَبَان وَه فِطَط





هَذَا بَيْتِي





هَذِهِ عُرْفَتِي

فِي عُرْفَتِي هُنَاكَ سَرِير
و كُرْسِي وَمَائِدَة و
حَاسُوب



السَّرِير بِجَانِب الْمَائِدَة
الْمَائِدَة بِجَانِب الشُّبَّاك
و هُنَاكَ صُورَة وَسَاعَة فَوْقَ السَّرِير



طَبَقِي الْمُفَضَّل هُو
الدَّجَاج الْمَشْوِي مَعَ الرُّز
وَالْخَضِرَوَات





هواياتي

القراءة

مُشاهدة
الافلام في
السينما



فِي الصَّبَاحِ أَذْهَبُ إِلَى الْعَمَلِ
وَأَرْجِعُ إِلَى الْبَيْتِ بَعْدَ الظُّهْرِ
فِي الْمَسَاءِ أَطْبُخُ الْعِشَاءَ، ثُمَّ أَغْسِلُ الْإِطْبَاقَ.
بَعْدَ ذَلِكَ أَنَا وَزَوْجِي نَشَاهِدُ الْإِخْبَارَ فِي التِّلْفِيزِيُونِ. عَادَةً
أَنَامُ السَّاعَةَ ١٠ فِي اللَّيْلِ.





أَمْسَ شَرَبْتُ قَهْوَةً مَعَ أَصْدِقَائِي
فِي كَافْتِيرِيَا الْجَامِعَةِ .

Past tense- Option #1





أَجَمَلُ رَحَلَةٍ كَانَتْ
فِي السَّنَةِ الْمَاضِيَةِ
فِي الصَّيْفِ، ذَهَبْتُ
إِلَى الْجِبَالِ فِي
وَلَايَةِ كَالِيفُورْنِيَا



Past tense- Option #2



فِي نِهَآيَةِ
الْأَسْبُوعِ
سَأَذْهَبُ إِلَى
الشَّاطِئِ مَعَ
عَائِلَتِي فِي
وَلَايَةِ فِلُورِيدَا



Future tense- Option #1

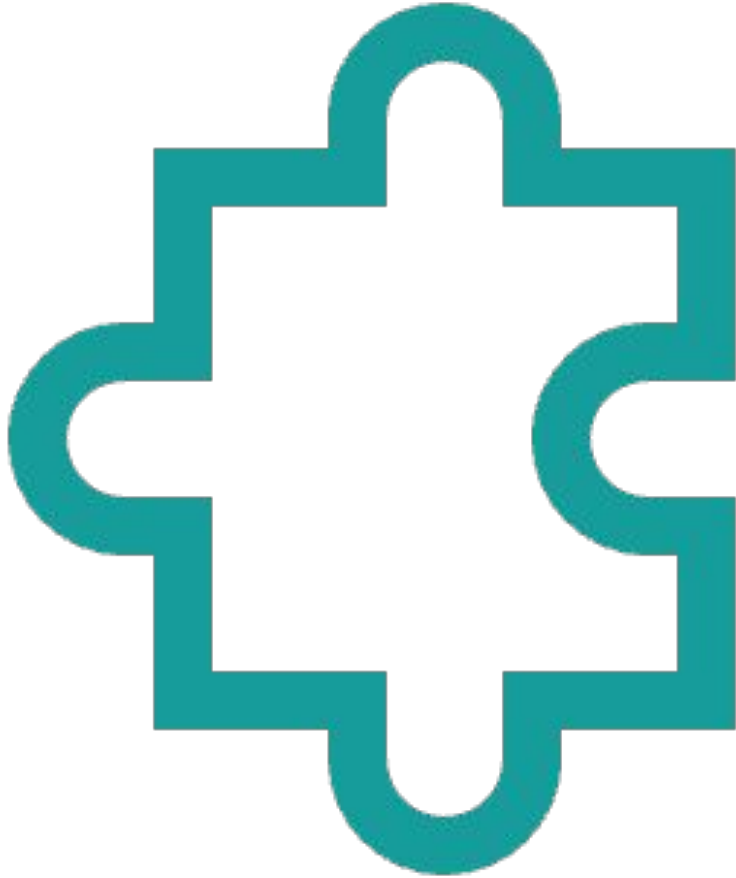


فِي عُطْلة
الصَّيفِ
سَأَذْهَبُ إِلَى
الشَّاطِئِ مَعَ
عَائِلَتِي فِي
وَلَايَةِ فِلَوْرِيدَا



Future tense- Option #2





Challenges:

- 1- Students forget to bring their devices to class.
- 2- Students miss class frequently.

Activity:

Think-Pair-Share

- Have you used Portfolio Presentation in your class?
- Is there anything you would like to use from today's presentation?
- IS there anything you would change if you use this assessment tool?

THINK, PAIR, SHARE





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