



**Kindergarten/Primary  
Portfolio Project**



# **Primary Portfolios and Student Reflection on Learning Sir John A. Macdonald School 2018**

**TLC-17K-279 and TLC-17T-284**



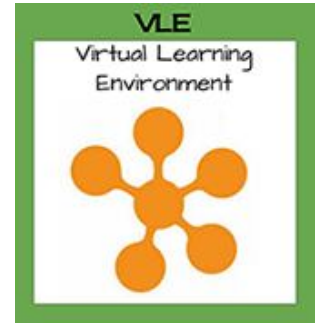
**Primary Team**  
TLC-17T-284



**Kindergarten Team**  
TLC-17K-279

# Our Project

Our purpose was to use the Virtual Learning Environment/Brightspace Portfolio to **make learning visible** and to **encourage student self-reflection**. This tool was also used for **parent communication** (e.g. calendar, videos, photos, home activities, etc.).



# Learning Goals

- Teachers will develop experience working with student-selected portfolio artifacts.
- Teachers will develop facility in helping students choose artifacts for their portfolio and in helping students improve the quality of their reflection on learning and subsequent actions.
- Teachers will note increased engagement with parents of their learners as can be facilitated by digital portfolios and student-led conferences.
- Teachers will develop facility sharing student learning and day-to-day school-home communication (upcoming events, classroom activities and experiences) using the class home page features of the VLE.

# What we did ...

- Teachers worked together with a district system education technology support (SETS) staff to setup up their classes in the VLE and prepare the QR code cards for their students.
- Teachers worked together to develop comfort with the Brightspace app and the complementary VLE interface.
- Teachers initially shared the functions and purpose of the VLE homepage with parents and began using it as a primary school-home communication path.
- Teachers collaborated to reflect on the choices of artifacts their students included in their digital portfolio and quality of their reflections.
- Teachers developed a table of indicators based on student samples and reflections.

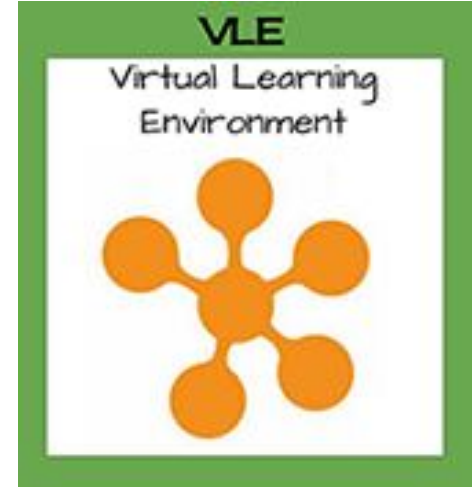
# Technological Supports



**Brightspace app**  
(iOS & Android)

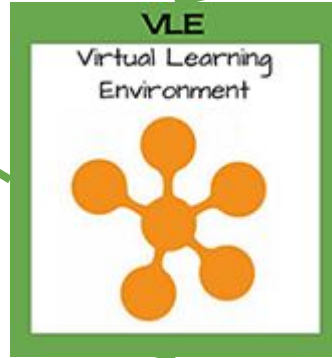


**iPad**



**D2L-based VLE**

# Components of the VLE



## Calendar

< June 2018 >

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

## Learning Links



## Portfolio

Ms Cooke 2/1C SJAM

Course Home Content Edit Course Portfolio

### Portfolio

Class Portfolios Approve Evidence

Filter the evidence list by selecting a specific student

- All Students
- Olive
- Duke

All Students' Unapproved Evidence (0)

You're all caught up!  
Nice work, Jenn

## News Feed

Ms Cooke 2/1C SJAM

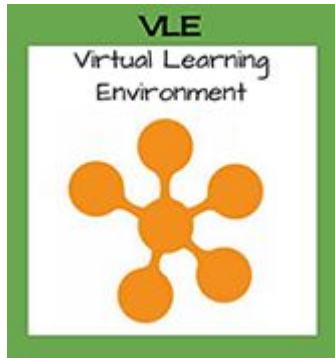
### Word Study Words- May 28th - June 1st

Posted May 25, 2018 2:30 PM

# RED WORDS  
1. slow  
2. slow

# BLUE WORDS  
1. believe  
2. achieve

# Calendar



< June 2018 >

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

## Calendar ▾

Tuesday, May 29, 2018

### Upcoming events ▾

MAY All Day  
30 Milkshake Money is Due

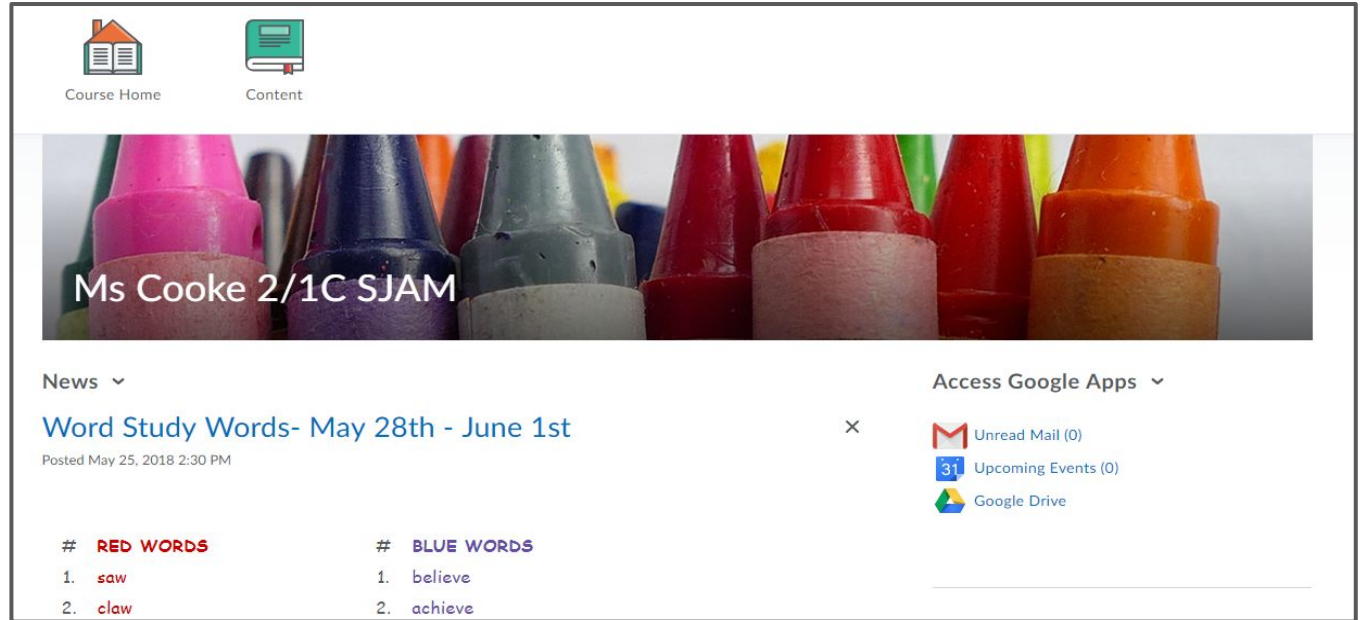
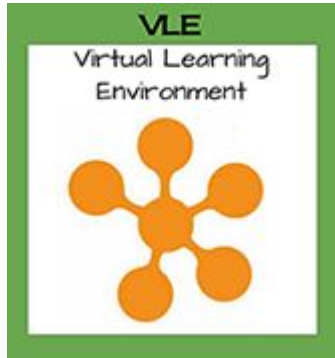
JUN All Day  
4 Milkshake Monday

JUN All Day  
11 Milkshake Monday

**Online Calendar:** The VLE provides calendar of classroom and school events. Parents can choose to receive email or text notifications when new items are added.



# News/Activity Feed



The screenshot shows a user interface for a VLE. At the top, there are two navigation icons: a house icon labeled "Course Home" and a book icon labeled "Content". Below these is a banner image of several colorful crayons. The text "Ms Cooke 2/1C SJAM" is overlaid on the banner. Underneath the banner, there is a "News" section with a dropdown arrow. The main news item is titled "Word Study Words- May 28th - June 1st" and is dated "Posted May 25, 2018 2:30 PM". To the right of the news item is a "Google Apps" menu with a close button (X) and three items: "Unread Mail (0)", "Upcoming Events (0)", and "Google Drive". Below the news item, there are two columns of word lists. The first column is titled "# RED WORDS" and lists "1. saw" and "2. claw". The second column is titled "# BLUE WORDS" and lists "1. believe" and "2. achieve".

Course Home Content

Ms Cooke 2/1C SJAM

News ▾

Word Study Words- May 28th - June 1st

Posted May 25, 2018 2:30 PM

# RED WORDS

- saw
- claw

# BLUE WORDS

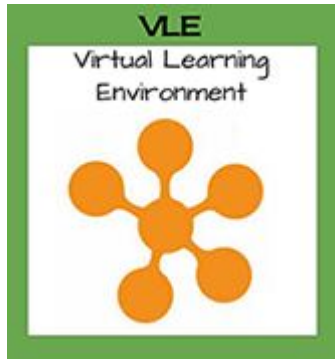
- believe
- achieve

Access Google Apps ▾

- Unread Mail (0)
- Upcoming Events (0)
- Google Drive

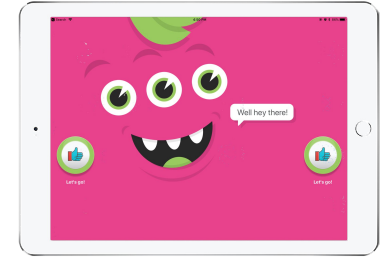
**News/Activity Feed within the VLE:** The VLE provides for an easily accessible place for parents to know what is happening in the classroom on a regular basis. It is an easily maintained, yet private, web presence for the classroom.

# Learning Links



**Learning Links within the VLE:** The VLE supports learning at school AND at home by providing learners with ready access to a variety of research tools, virtual manipulatives, e-books and subject-specific tools.

# Brightspace Portfolio app



**Brightspace Portfolio app:** Students can independently add to their portfolio by scanning their class and personal QR codes and then photographing/videoing their work. They then reflect via voice or text and press "Done" to automatically upload their work to their portfolio in the VLE. Younger children are guided by an animated "Funster" interface.

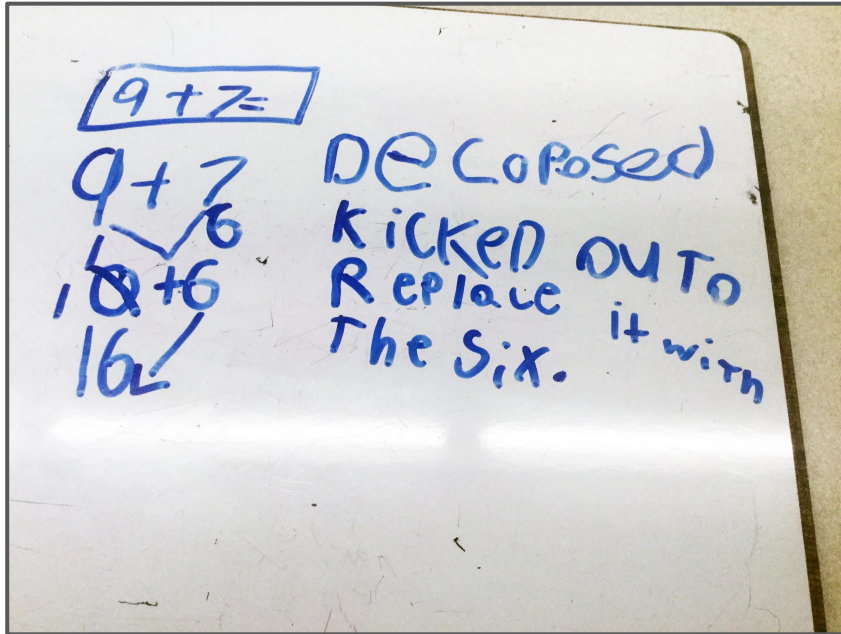
# Portfolio



The screenshot shows the teacher interface for a course named "Ms Cooke 2/1C SJAM". At the top, there are navigation icons for Course Home (house), Content (book), Edit Course (wrench), and Portfolio (leaf). The main content area is titled "Portfolio" and has two tabs: "Class Portfolios" and "Approve Evidence", with the latter being the active tab. Below the tabs, there is a filter section titled "Filter the evidence list by selecting a specific student" with three options: "All Students" (with a crayon icon), "Olive" (with a green alien icon), and "Dukie" (with an orange alien icon). To the right of the filter, the text reads "All Students' Unapproved Evidence (0)", followed by a celebratory message: "You're all caught up!" and "Nice work, Jenn".

**Teacher Interface for Student Portfolios:** Student work uploaded from the Brightspace Portfolio app is immediately available for teacher review and approval to the student's individual portfolio.

# Feedback



March 27, 2018 11:47 am

Awesome job :)

## Teacher Feedback



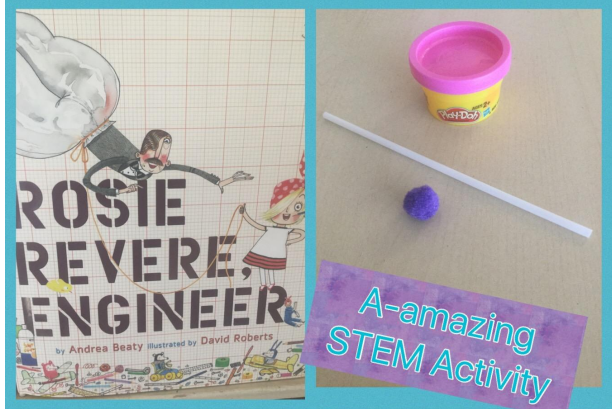
Jenn



Wow! You solved your math problem, showed you math thinking, and named the math strategies you used. Way to go!

**Feedback:** Students, Parents, and Teachers are able to provide feedback.  
(Grade 1 Student showing her work and feedback from her mom and her teacher.)

# School/Home Connection



Today we had an “A-Mazing” time doing a STEM activity. Each student was given a new container of play dough and had the opportunity to use the play dough to create a maze. The students loved rolling the play dough and forming maze walls to create their own special maze. They then were able to test their maze by using a straw to blow a Pom Pom through their course. I am sending the supplies home in hopes that your child will continue to make and create mazes at home.



**School/Home Connections:** You can post an activity in the classroom News Feed and students can demonstrate their learning at home and share back to the class. (Grade 1 Student sharing a STEM activity from school at home)

# Application of Classroom Learning



## Found in Nature

“The snapping turtle is a little concerned because all of the turtles in Ontario are at risk and endangered.”

**Application of Classroom Learning:** Students are able to take what they have learned in the classroom and find examples in the everyday world. (Grade 2 Student connecting his classroom learning on reptiles to the real world)

# Home Experiments



## Science Experiment on Density

“I did my science experiment and I found out that the molasses which is black was at the bottom because it was more dense and the milk and juice it was on top of it but then there was a little bit of water on top and the oil was on the very top, so it was the least dense.”

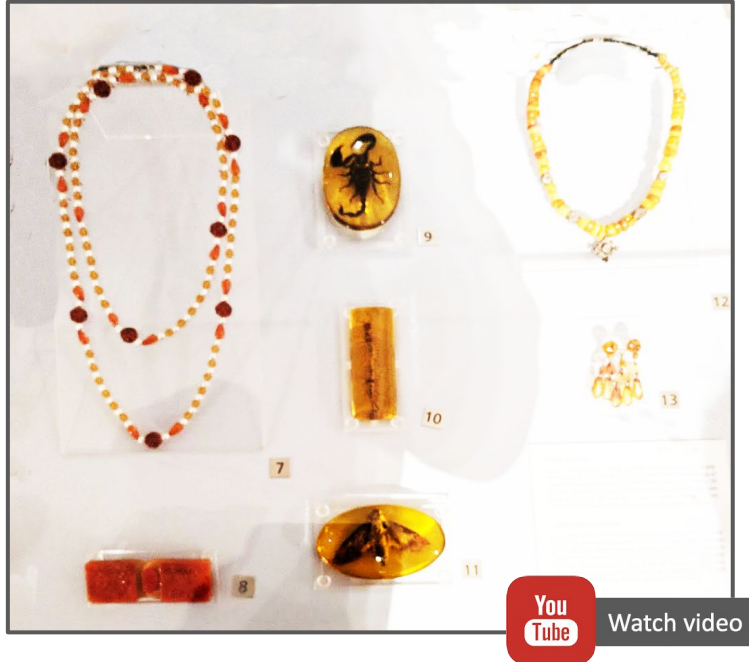
You  
Tube

Watch video

**Home Experiments:** Students are able to share their learning from the classroom to those in their homes and post their home learning to share back at school. (Grade 2 Student sharing his density experiment he did at home with the class)



# Out of School Learning



## Amber Jewelry - Display from the ROM

“This is Amber jewelry. The first step to making Amber jewelry is to take some tree sap and bury it underground. Thousands of years later some other people are going to find the stuff that you buried it underground, the tree sap that you buried underground and sometimes bugs or frogs could get stuck in there. Maybe even lizards sometimes and some of those people might want to make it into Amber jewelry and that’s how you make Amber jewelry.”

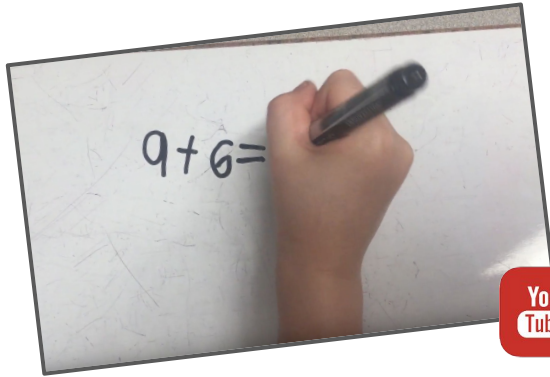
**Out of School Learning:** Students who go on trips throughout the school year are able to post events into their portfolios to bring the real world learning back to the classroom. (Grade 1 Student sharing the ROM with her classmates)

# Reflection Indicators

Initial Reflection	Developing Reflection	Extensive Reflection
<ul style="list-style-type: none"><li>• It's good</li><li>• It looks good</li><li>• I like it</li><li>• I got it</li><li>• I don't know</li><li>• I did it</li><li>• I did it neatly</li><li>• It's nice</li><li>• I am proud of it</li><li>• My mom will like it</li><li>• I solved it</li></ul>	<ul style="list-style-type: none"><li>• I used the success criteria</li><li>• I shared my thinking and understanding</li><li>• I used pictures, numbers, and words</li><li>• I did what was asked of me</li><li>• I stayed with the task and didn't give up even though it was hard</li><li>• I asked questions when I wasn't sure what to do</li><li>• I used appropriate vocabulary to show my thinking</li></ul>	<ul style="list-style-type: none"><li>• I used the success criteria e.g. ...., but next time I want to try to add .....</li><li>• Last time I struggled with ....., but this time I am proud of myself because I did .....</li><li>• I learned how to ..... on this task and know I can't wait to do this ...</li><li>• This task makes me think about ... because ...</li><li>• I used the feedback I was given ... to work toward improving my work</li><li>• I demonstrated my learning in multiple ways ..... using a variety of tools</li><li>• I understood the learning goal and took risks to show my ideas and thinking</li></ul>

Over time, students learn to be better at reflecting.

# Reflection - Initial

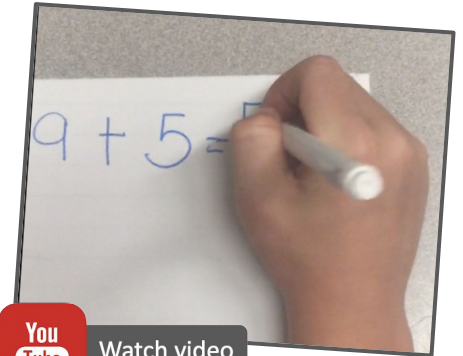


**Student 1:**

"I'm proud of myself 'cause I solved it."



Watch video

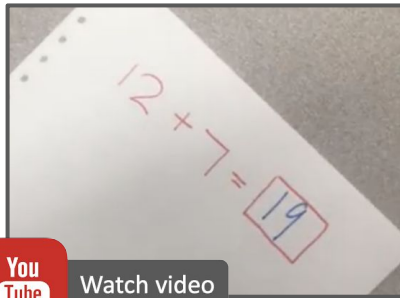


**Student 2:**

"I want to put this in the VLE because I solved it."



Watch video



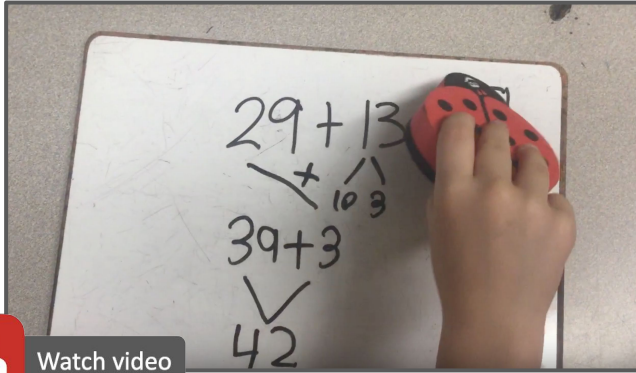
**Student 3:**

"I'm proud of myself because I solved the number 19."



Watch video

# Reflection - Developing



You  
Tube

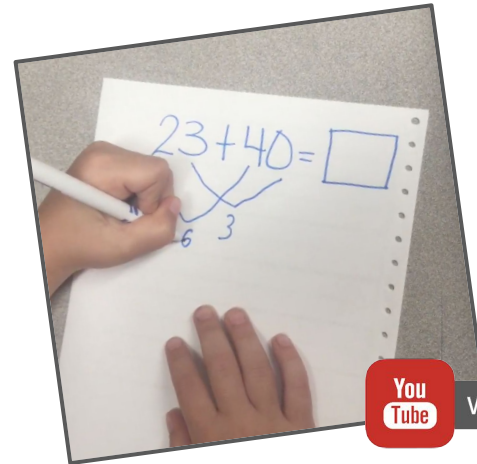
Watch video

## Student 1:

"I want to put this in the VLE because I shared my math thinking and found out that  $29+13$  is 42."

## Student 3:

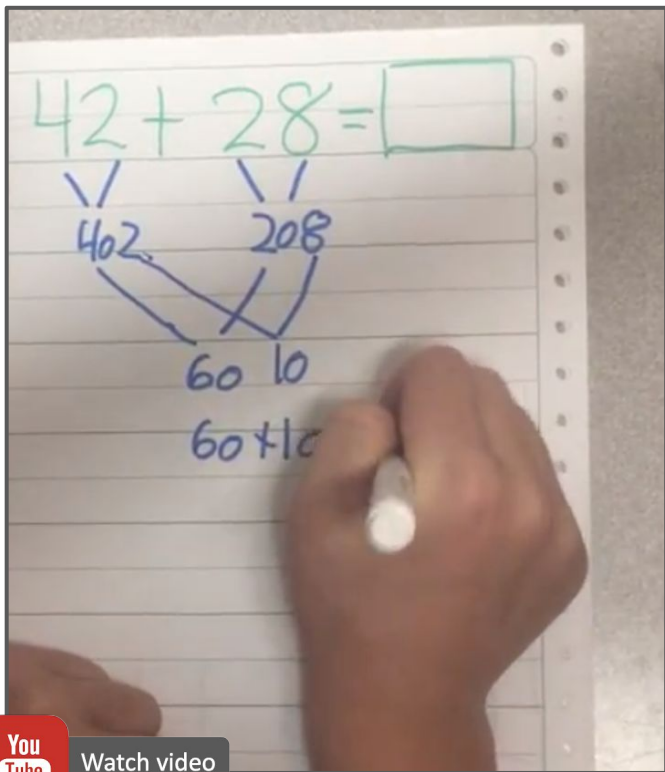
"I want to put this in the VLE because I knew that 23 plus 40 equals 63."



You  
Tube

Watch video

# Reflection - Extensive



## Student 2:

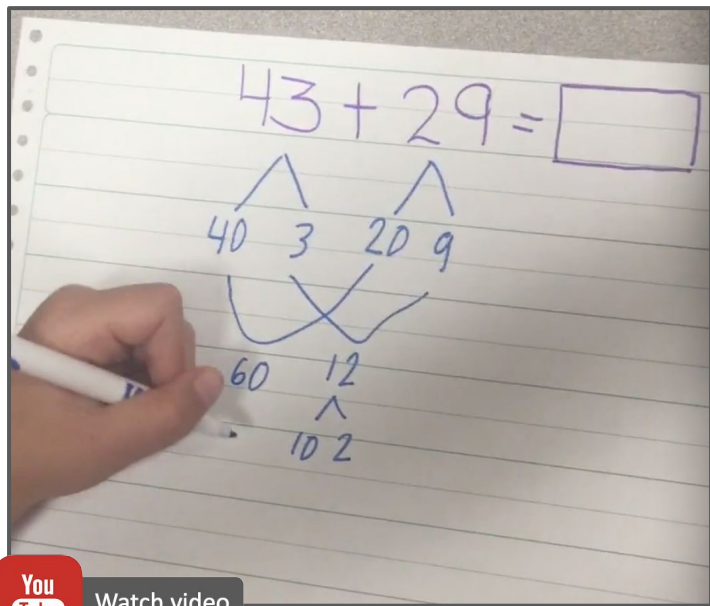
"I decomposed the 28 into a 20 and an 8. And I decomposed the 42 into a 40 and a 2. Then I knew 40 plus 20 equals 60 and I knew 2 plus 8 equals 10. And I knew 60 plus 10 equals 70.

I want this in the VLE because I said all my math thinking and the math strategies that I used when I found out that 42 plus 28 is 70."



Watch video

# Reflection - Extensive



## Student 3:

“So I broke the 29 into a 20 and a 9, and the 43 into a 40 and a 3. And I knew that 3 plus 9 equals 12, and 20 plus 40 equals 60. And then I broke the 12 down into a 10 and a 2, and I added the 10 and the 60 to make 70. And there was 2 more, so I knew that 70 plus 2 equals 72.

I used all the math things I knew from the math talks in our class.”

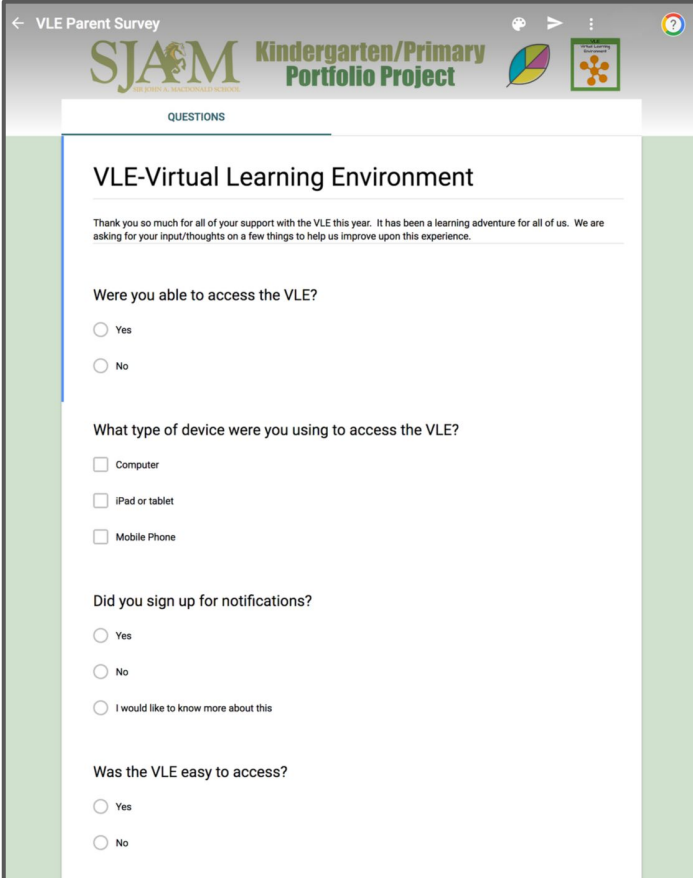
You  
Tube

Watch video

# Response from Parents

*“The photos of class activities are so nice to see. Also being able to hear his speeches and oral presentations is very valuable to us as we are never able to make it into school to watch these presentations. I am an educator as well and I get to see (now as a parent) the pride that students have in their accomplishments... it is nice to see their side of learning.”*

Parents appreciated the opportunity to “see inside the classroom,” and remain involved with their child’s learning. Learning from outside the school environment was much easier to share back into the classroom when students could add to their portfolios and then share back at school.



The image shows a screenshot of a survey titled "VLE Parent Survey" for the "SJAM Kindergarten/Primary Portfolio Project". The survey is titled "VLE-Virtual Learning Environment" and includes a thank-you message: "Thank you so much for all of your support with the VLE this year. It has been a learning adventure for all of us. We are asking for your input/thoughts on a few things to help us improve upon this experience." The survey contains four questions:

- Were you able to access the VLE?
  - Yes
  - No
- What type of device were you using to access the VLE?
  - Computer
  - iPad or tablet
  - Mobile Phone
- Did you sign up for notifications?
  - Yes
  - No
  - I would like to know more about this
- Was the VLE easy to access?
  - Yes
  - No

# Moving Forward -- what we're learning

- We look forward to continuing to explore the VLE and Brightspace Portfolio next year.
- We are pleased with the focus this project has brought to our division/teams.
- We want to continue to better understand how the VLE and Brightspace Portfolio can be used differently (at different grades, with different activities, with different students/teachers)
- We are seeing students becoming better reflectors over the year. We are looking to see even greater growth as students continue to learn from their improving reflections on their learning.
- We plan to hold a parents' night early in the Fall to bring further awareness to our parents about this tool and the role it can play in supporting learning outside the classroom.
- We are very pleased that this project has allowed a number of staff to easily explore sharing daily learning via the news/activity feeds.
- We look forward to seeing more students accessing the learning links within the VLE (mathies, virtual manipulatives, research tools) as they become more familiar with all that is available.



# Thanks to OTF TLC

All members of our project team thank the Ontario Teachers' Federation for their support in making this project possible.



We look forward to continuing working together as we continue to help our learners as their reflections become more purposeful.

# YouTube urls and Transcripts

<https://youtu.be/KKfo9SLNW0U>

"I'm proud of myself 'cause I solved it."

<https://youtu.be/lo24X4ogU0Y>

"9+5 is 14. I wanna put this in the VLE because I solved it."

<https://youtu.be/h34kdVOWvpw>

"I'm proud of myself because I solved the number 19."

<https://youtu.be/7hXO9yvlNs0>

"I wanna put this in the VLE because I shared my math thinking and I found that  $29+13$  is 42"

<https://youtu.be/9LUbsR86EOU>

"I want to put this in the VLE because I knew that  $23$  plus  $40$  equals  $63$ ."

[https://youtu.be/NeyOLkR\\_R90](https://youtu.be/NeyOLkR_R90)

"I decomposed the  $28$  into a  $20$  and an  $8$ . And I decomposed the  $42$  into a  $40$  and a  $2$ . Then I knew  $40$  plus  $20$  equals  $60$  and I knew  $2$  plus  $8$  equals  $10$ . And I knew  $60$  plus  $10$  equals  $70$ . I want this in the VLE because I said all my math thinking and the math strategies that I used when I found out that  $42$  plus  $28$  is  $70$ ."

[https://youtu.be/\\_bSIPTDeXO4](https://youtu.be/_bSIPTDeXO4)

"So I broke the  $29$  into a  $20$  and a  $9$ , and the  $43$  into a  $40$  and a  $3$ . And I knew that  $3$  plus  $9$  equals  $12$ , and  $20$  plus  $40$  equals  $60$ . And then I broke the  $12$  down into a  $10$  and a  $2$ , and I added the  $10$  and the  $60$  to make  $70$ . And there was  $2$  more, so I knew that  $70$  plus  $2$  equals  $72$ . I used all the math things I knew from the math talks in our class."

<https://youtu.be/e5-wpSeTs7M>

"This is Amber jewelry. The first step to making Amber jewelry is to take some tree sap and bury it underground. Thousands of years later some other people are going to find the stuff that you buried it underground, the tree sap that you buried underground and sometimes bugs or frogs could get stuck in there. Maybe even lizards sometimes and some of those people might want to make it into Amber jewelry and that's how you make Amber jewelry."

<https://youtu.be/VXlwHQJY4WM>

The snapping turtle is a little concerned because all of the turtles in Ontario are at risk and endangered.

<https://youtu.be/-1KhUZHKHpw>

"This is my playdough maze. I moved the red pom-pom through the playdough maze with my straw."

<https://youtu.be/Lgp1hNAW61E>

"I did my science experiment and I found out that the molasses which is black was at the bottom because it was more dense and the milk and juice it was on top of it but then there was a little bit of water on top and the oil was on the very top, so it was the least dense."