

# E-Portfolios

Dear Parent or Guardian,

At CDS, we have a variety of ways of reporting student achievement to you: report cards, **portfolios**, and meeting with parents both informally and formally.

**What is the portfolio and why is it important:** The Portfolio is a positive, dynamic, ongoing assessment that aids in stimulating thinking and promoting student independence. It celebrates individual learning styles and documents what the student *can* do.

The teacher and student become a collaborative team in the evaluation process. When students maintain a selection of their work over time, they learn to assess their own progress as learners and become more actively involved in the whole process of learning. They realize learning is something they can participate *in*, rather than it being something that happens *to* them.

Portfolios make it possible to document the unfolding process of teaching and learning over time. The student's ownership of the process is highly valued.

When viewing the items in the student's portfolio, the connection between the curriculum and the student's work is evident.

You, the parent, can provide invaluable, positive reinforcement by praising your child's achievements.

This year, we have chosen to use **e-portfolios**. This is a giant step forward in utilising technology and having students meet objectives in our [CDS Technology Standards](#).

Depending on grade, teachers are utilising two different platforms to share the students' achievements:

- |               |   |
|---------------|---|
| PK, K, G1, G2 | - using Seesaw ( <a href="#">find out more about Seesaw, here</a> ) |
| G3, G4        | - using Google Sites  |

All classes that the students regularly attend will be exemplified in the portfolio: Reading, Writing, Math, Science, Social Studies, Physical Education, Visual Arts, Music, ELL, Korean, and KSL.

Detailed e-portfolio information will be shared, soon, by each homeroom teacher: how to access your child's e-portfolio, what to do once you are there, etc. [Check the class's website to find instructions.](#)

Please join your child on her educational journey by visiting her e-portfolio, regularly.

Sincerely,

David Hill

Director of First Program

# Cheongna Dalton Technology Standards



# Technology Standards

## 1. Creativity and innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, products, or processes
- b. Create original works as a means of personal or group expression
- c. Use models and simulations to explore complex systems and issues
- d. Identify trends and forecast possibilities

## 2. Communication and collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures
- d. Contribute to project teams to produce original works or solve problems

## 3. Research and information fluency

Students apply digital tools to gather, evaluate, and use information.

- a. Plan strategies to guide inquiry
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. Process data and report results

## 4. Critical thinking, problem solving, and decision making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- a. Identify and define authentic problems and significant questions for investigation
- b. Plan and manage activities to develop a solution or complete a project
- c. Collect and analyze data to identify solutions and/or make informed decisions
- d. Use multiple processes and diverse perspectives to explore alternative solutions

## **5. Digital citizenship**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- a. Advocate and practice safe, legal, and responsible use of information and technology
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. Demonstrate personal responsibility for lifelong learning
- d. Exhibit leadership for digital citizenship

## **6. Technology operations and concepts**

Students demonstrate a sound understanding of technology concepts, systems, and operations.

- a. Understand and use technology systems
- b. Select and use applications effectively and productively
- c. Troubleshoot systems and applications
- d. Transfer current knowledge to learning of new technologies

# Cheongna Dalton School

## Profiles for Technology Literate Students

A major component of the CDS education program is developing technology literate students. In order to track this progress we have developed a general set of profiles describing technology literate students at key developmental points in their precollege education. These profiles are based on CDS's belief that all students must have regular opportunities to develop skills that encourage personal productivity, creativity, critical thinking and collaboration in the classroom and daily life. Coupled with the technology standards, the profiles provide a set of examples for preparing students to be lifelong learners and contributing members of a global society.



## Grades PK-2

The following experiences with technology and digital resources are examples of learning activities in which students might engage during PK-Grade 2

1. Illustrate and communicate original ideas and stories using digital tools and media-rich resources.(1,2)
2. Identify, research and collect data on an environmental issue using digital resources and propose a developmentally appropriate solution.(1,3,4)
3. Engage in learning activities with learners from other cultures through email and other electronic means. (2,6)
4. In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area. (1,2,6)
5. Find and evaluate information related to a current or historical person or event using digital resources. (3)
6. Use simulations and graphical organizers to explore and depict patterns of growth such as life cycles of plants and animals.(1,3,4)
7. Demonstrate the safe and cooperative use of technology. (5)
8. Independently apply digital tools and resources to address a variety of tasks and problems. (4,6)
9. Communicate about technology using developmentally appropriate and accurate terminology. (6)
10. Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software and Web sites.

## Grades 3-5

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 3-Grade 5

1. Produce a media-rich digital story about a significant local event based on first person interviews.(1,2,3,4)
2. Use digital-imaging technology to modify or create works of art for use in a digital presentation.(1,2,6)
3. Recognize bias in digital resources while researching an environmental issue with guidance from the teacher.(3,4)
4. Select and apply digital tools to collect, organize and analyze data to evaluate theories or test hypothesis.(3,4,6)
5. Identify and investigate a global issue and generate possible solutions using digital tools and resources(3,4)
6. Conduct science experiments using digital instruments and measuring devices. (4,6)
7. Conceptualize, guide and manage individual or group learning projects using digital planning tools with teacher support. (4,6)
8. Practice injury prevention by applying a variety of ergonomic strategies when using technology.(5)
9. Debate the effect of existing and emerging technologies on individuals, society and the global community. (5,6)
10. Apply previous knowledge of digital technology operations to analyze and solve current hardware and software problems. (4,6)