

## Chart for peer-evaluation of competences developed in the 3-view language portfolio



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LANGUAGE PORTFOLIO: PEER-EVALUATION

Evaluator's name:

Evaluated student's name:

A) Evaluate your partner's portfolio (his/her 3 views) according to the following criteria. Complete the "Evaluation" column using **this 7-grade scale (excellent > very good > good > fair enough > not enough > too little > none)** and add the comments you consider necessary to justify your evaluation.

Dimensions	Criteria	Evaluation	Comments to justify your evaluation
Learning autonomy (views 1, 2, 3)	<b>Learning objectives:</b> The objectives of the portfolio are clearly exposed in the introduction.		
	<b>Use of resources:</b> The student has used the concepts dealt with in class and/or has looked them up in reliable sources in order to sustain his/her statements. The student has also built on the resources provided.		
	<b>Evidence selection and contents relation:</b> The student has contributed in a personal way, from a critical perspective (deeply analyzing his/her learning outcomes) to his/her portfolio and this shows in his/her evidence selection.		
Metacognitive reflection (views 1, 2, 3)	<b>Links between views:</b> The images are related to show the student's learning outcomes.		
	<b>Links between views:</b> The final reflection of the portfolio draws on the ideas previously presented in a clear and concise way.		
View building (only view 3)	<b>Multimodality:</b> Diversity in semiotic modes (audio, video, image text), genres and functions in an integrated way.		
	<b>Structure: balance and proportion:</b> Contents display - the layout is meaningful and a hierarchy of the elements can be perceived.		
	<b>Verbal mode:</b> The register used when writing the portfolio is appropriate in academic writing. Hardly any spelling mistakes are found.		
	<b>Verbal mode:</b> View title (and description): relevance.		
	<b>Verbal mode:</b> Block titles: relevance and accuracy.		
	<b>Verbal mode:</b> Well-delimited and well-labeled hyperlinks.		
	<b>Verbal mode:</b> Typographic resources (font size, type, colors, etc.) used meaningfully.		
	<b>Audiovisual mode:</b> the source of videos and images used is cited accurately.		
	<b>Audiovisual mode:</b> relevance of images to give meaning to the learning outcomes along the course.		
	There is a <b>positive evolution</b> when comparing the first, second and third views in terms of multimodality.		

B) Give your classmate suggestions for improvement taking into account the aspects above:

