

OSMANİYE KORKUT ATA ÜNİVERSİTESİ

YABANCI DİLLER YÜKSEKOKULU

PORTFOLYO BİLGİLENDİRME BROŞÜRÜ

Portfolyo Nedir?

Portfolyo, her öğrencinin bireysel olarak, belirli bir zaman diliminde ve önceden belirlenmiş bir konuda, kendilerinin zayıf ve güçlü yönlerinin belirlenmesinde, yapmış oldukları çalışmalar bir araya getirilerek, konuyla ilgili araştırmaları, gerçekleştirdikleri etkinlikleri ve elde edilen sonuçları içerir. Özetlemek gerekirse, portfolyo öğretmenlerin öğrencilere düzenli aralıklarla verilen geri dönütler yoluyla yardımcı olmalarını sağlayan bir kılavuz olarak düşünülebilir.

Portfolyo Çalışmasının Amacı Nedir?

- Öğrencilerin zaman içerisindeki gelişimini takip etmek.
- Öğrenciye düzenli geri dönütler sağlamak.
- Öğrencilerde kendi gelişimleri hakkında farkındalık oluşturmak.
- Öğrencilerin öz değerlendirme yapmalarına olanak sağlamak.

Genel Bilgi

Osmaniye Korkut Ata Üniversitesi Yabancı Diller Yüksekokulunda kur sistemi uygulanmaktadır. A1, A2 ve B1 olmak üzere toplam üç kurda öğrencilere yazma ve konuşma becerilerine yönelik portfolyo ödevleri verilir. Her kurda, konuşma ve yazma becerileri için, ayrı ayrı, üçer adet portfolyo ödevi verilir.

A1	A2	B1
3 konuşma portfolyo çalışması/Ödevi/Projesi	3 konuşma portfolyo çalışması/Ödevi/Projesi	3 konuşma portfolyo çalışması/Ödevi/Projesi
3 yazma portfolyo çalışması/Ödevi/Projesi	3 yazma portfolyo çalışması/Ödevi/Projesi	3 yazma portfolyo çalışması/Ödevi/Projesi

Portfolyo Çalışma Süreci

- 1) Kur boyunca işlenen yazma ve konuşma derslerinde verilen portfolyo ödevleri bir dosyada toplanır. Bu dosya öğrencilerin kur sonu başarı puanını etkileyecektir.
- 2) Bir kur içinde yazma ve konuşma portfolyolarının başarı notuna etkisi ayrı ayrı %10'dur. Portfolyo çalışmalarının kur sonu başarı puanına etkisi toplamda %20'dir.
- 3) Portfolyo çalışmaları, o derse giren öğretim elemanları tarafından, önceden belirlenmiş kriterler baz alınarak değerlendirilir.
- 4) Portfolyo çalışmasını zamanında yapmayan veya teslim etmeyen öğrencilere telafi şansı verilmeyecektir.
- 5) Notlandırma sistemi şu şekilde olacaktır;

Örnek Hesaplama

Öğrencinin Aldığı Notlar	Ortalama	Kur Sonu Başarı Puanına Katkısı (%10)
Task 1: 80/100 Puan	$80+70+30 / 3 = 60$	$(60*10) / 100 = \underline{6 \text{ puan}}$
Task 2: 70/100 Puan		
Task 3: 30/100 Puan		

- 6) Yazma portfolyo çalışmalarında, öğrencilere hatalarını kağıt üzerinde görmeleri için, standart bir hata düzeltme kodu sistemi kullanılacaktır (Adapted from British Council Writing Error Correction Code).

Error Code	EXPLANATION	EXAMPLE SENTENCE	CORRECTED SENTENCE
FR	Sentence Fragment	After I eat. (FR)	I'll go out after I eat.
WT	Wrong Tense	Brandon eats mantı yesterday. (WT)	Brandon ate mantı yesterday.
WO	Word Order Error	Burcu hates cigarettes smoking. (WO)	Burcu hates smoking cigarettes.
WW	Wrong Word	I learned them how to cook. (WW)	I taught them how to cook.
WF	Word Form Error	Ahmet is an annoyed person. (WF)	Ahmet is an annoying person.
VF	Verb Form Error	John want to go on a very long holiday. (VF)	John wants to go on a very long holiday.
X	Extra Word	He goes to the there every summer. (X)	He goes there every summer.
Λ	Missing Word	She has never been Λ Italy.	She has never been to Italy.
PR	Preposition Error	Put your phone in the table. (PR)	Put your phone on the table.
A	Article Error	She is (A) dentist.	She is a dentist.
P	Punctuation Error	He hates long work hours (P)	He hates long work hours.
C	Capitalization Error	Capital city of turkey is ankara. (C)	Capital city of Turkey is Ankara.
SP	Spelling Error	My mother is bueiteful. (SP)	My mother is beautiful.
?	Meaning or handwriting is not clear	Peaceathome,peaceintheworld. (?)	Peace at home, peace in the world.
/	Insert a space	I(/)like pancakes.	I like pancakes.

- 7) Konuşma, yazma, rol yapma etkinliklerinin/ödevlerinin notlandırılması ise aşağıdaki formlar kullanılarak yapılır.

Scoring Rubric for Oral Presentations

Category	Scoring Criteria	Total Points	Score
Organization (15 points)	The type of presentation is appropriate for the topic and audience.	5	
	Information is presented in a logical sequence.	10	
Content (45 points)	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	5	
	Technical terms are well-defined in language appropriate for the target audience.	5	
	Presentation contains accurate information.	10	
	Material included is relevant to the overall message/purpose.	10	
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	10	
	There is an obvious conclusion summarizing the presentation.	5	
Presentation (40 points)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	5	
	Speaker uses a clear, audible voice.	5	
	Delivery is poised, controlled, and smooth.	5	
	Good language skills and pronunciation are used.	5	
	Visual aids are well prepared, informative, effective, and not distracting.	5	
	Length of presentation is within the assigned time limits.	5	
	Information was well communicated.	10	
Score	Total Points	100	

Adapted from http://hplengr.engr.wisc.edu/Rubric_Presentation.doc

Writing Assessment Criteria

Aspect	Score	Performance Description
Content	1	The topic is not clear and the details are not relating to the topic.
	2	The topic is complete and clear but the details are not relating to the topic.
	3	The topic is complete and clear but the details are almost relating to the topic.
	4	The topic is complete and clear and the details are relating to the topic.
Organization	1	Identification is not complete and descriptions are arranged with misuse of connectives.
	2	Identification is not complete and descriptions are arranged with few misuse of connectives.
	3	Identification is almost complete and descriptions are arranged with almost proper connectives.
	4	Identification is complete and descriptions are arranged with proper connectives.
Grammar	1	Frequent grammatical or agreement inaccuracies.
	2	Numerous grammatical or agreement inaccuracies.
	3	Few grammatical or agreement inaccuracies but no effect on meaning.
	4	Very few grammatical or agreement inaccuracies.
Vocabulary	1	Very poor knowledge of words, word forms and not understandable.
	2	Limited range of words and word forms.
	3	Few misuse of vocabularies, word worms but no change in the meaning.
	4	Effective choice of words and word forms.
Mechanics	1	It is dominated by errors of spelling, punctuation and capitalization.
	2	It has frequent errors of spelling, punctuation and capitalization.
	3	It has occasional errors of spelling, punctuation and capitalization.
	4	It uses correct spelling, punctuation and capitalization.

Adepted from Brown (2007)

Role Play Assessment Criteria

Criteria	Excellent 85-100 Points	Good 70-84 Points	Satisfactory 50-69 Points	Needs improvement 49-1 Points	Fail 0 point
Participation in Preparation and Presentation	Always willing and focused during group work and presentation.	Usually willing and focused during group work and presentation.	Sometimes willing and focused during group work and presentation.	Rarely willing and focused during group work and presentation.	Plagiarism or Non-Submission
Presentation of Character	Convincing communication of character's feelings, situation and motives.	Competent communication of character's feelings, situations and motives.	Adequate communication of character's feelings, situation and motives.	Limited communication of character's feelings, situation and motives.	
Achievement of Purpose	Purpose is clearly established and effectively sustained.	Purpose is clearly established and generally sustained.	Purpose is established but may not be sustained.	Purpose is vaguely established and may not be sustained.	
Use of Non-Verbal Cues (voice, gestures, eye contact, props, costumes)	Impressive variety of nonverbal cues is used in an exemplary way.	Good variety of non-verbal cues is used in a competent way	Satisfactory variety of nonverbal cues used in an acceptable way	Limited variety of non-verbal cues are used in a developing way.	
Imagination and Creativity	Choices demonstrate insight and powerfully enhance role play	Choices demonstrate thoughtfulness and completely enhance role play.	Choices demonstrate awareness and developing Acceptably enhance role play.	Choices demonstrate little awareness and do little to enhance role play.	

This rubric is modified based on <http://cht1.hkbu.edu.hk/resources/rubrics/rp1.pdf>

- 8) Portfolyo ödevlerini saklamak öğrencilerin sorumluluğundadır ve portfolyolar her kurun sonunda, ilan edilen tarihlerde, derse giren öğretim elemanlarına teslim edilecektir.