The use of digital stories in the English language learning classroom is not a new practice. Experienced teachers value the project-based nature of developing stories over time with their students for the meaningful practice it gives learners in terms of pronunciation, vocabulary development, narrative development, author decision making, and the consideration of a real audience for one’s work. However, there is a dearth of empirical studies that measure student progress based on the individual doing multiple stories. Typically learners do only one story as a culminating class project and researchers show development over drafts (e.g., Kajder, 2004; Skinner & Hagood, 2008; Vinogradova, Linville, & Bickel, 2011). While revision was an important component of the project the current researchers describe because the project was carried over a 7-month period and learners made 3 digital stories (each story having multiple revisions), the researchers present not only the extent to which learners develop over one digital story, but over several—thus presenting a more nuanced description of computer-assisted language learning. In addition to showing examples of student development over time and over multiple stories, the researchers will present a system of self- and peer-evaluation that was developed for, by and with the language learners of this project. Researchers will present how a shared assessment project contributed to the sustainability of a more authentic community of practice in this middle school class of 19 beginner English language learners. The audience of this presentation will be provided with ways they can assess digital stories using a system of self-evaluation, peer, and teacher formative feedback. Practical considerations of sequencing and combining different tools (e.g., KeyNote, PowerPoint, VoiceThread, GoogleDocs) will be discussed. While this work was done in a language learner context, ways in which digital stories might develop native speaker’s language and cognitive development across subjects will be addressed.

