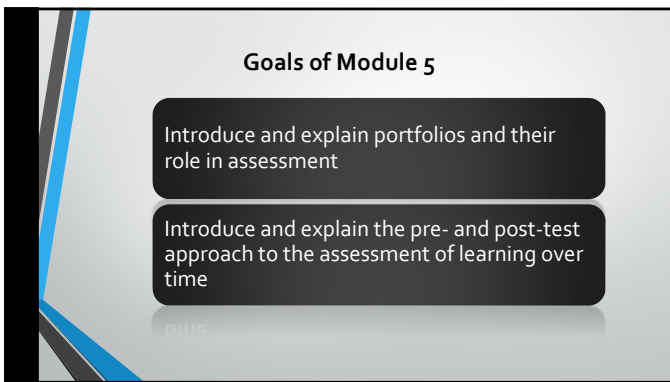
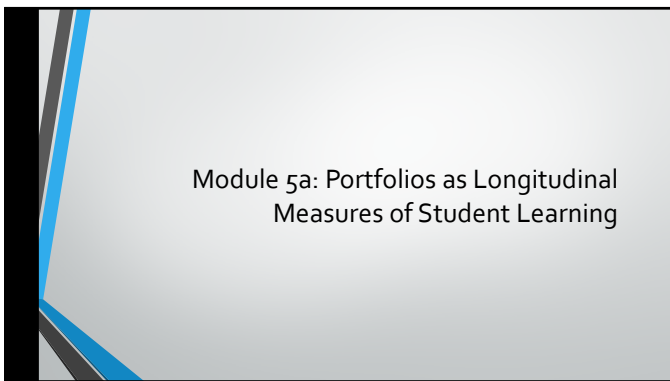


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Definition

As the importance and value of assessment rises in education, the *portfolio* is increasingly used as a longitudinal measure of student learning

A portfolio is a collection of a student's works that represents her/his progress or growth in a particular discipline, and contains examples of a student's work to show the range of skills and knowledge s/he possesses in that discipline.

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Planning for Portfolio Assessment: Critical Questions

- **Purpose.** What is the purpose of the portfolio?
- **Intended use(s).** What will the portfolio evidence and assessment results be used for?
- **Alignment.** How will the portfolio provide evidence of relevant standards, expectations, or outcomes?
- **Evidence.** Who determines what evidence is placed in the portfolio? What evidence is expected or required?
- **Assessment.** Assessment occurs in two stages – the first is the assessment of the individual artefacts; the second is the assessment of the entire collection of evidence. Who is responsible for each stage? What scoring tools (rubrics, consensus moderation narratives, etc.) will be used?

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Portfolios

Because they are designed to show change over time, portfolio entries are not limited to a student's "best" or only their most recent work

portfolios may contain evidence of a student learning involvement in a variety of formal and informal contexts, in various media and learning domains

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Getting Started with Portfolio Building

Start "small." Collect evidence a few items at a time.

Because many instructors see hundreds of students, portfolio development must be gradual, and occur over a period of years.

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Getting Started with Portfolio Building

Develop digital folders at first to collect evidence, then upload work to an online portfolio.

TIP: Use a free online portfolio tool or one provided by your unit or institution

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Getting Started with Portfolio Building

Store evidence as it is created.

Teach/expect your students to do their own uploading.

Periodically plan time for adding to the portfolio.

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Some Suggestions for Evidence

- Papers
- Presentation media – such as audio, video files
- Presentation documents – PowerPoints, handouts, etc
- Published works
- Reflections

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Suggestions for Portfolio Evidence

- evidence of projects, both in and outside class, such as programs, and photos of participation in events
- evidence of event attendance, such as programs, and written critiques/evaluations of the events attended

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Two Basic Portfolio Designs

Sectional	Serial
Recommended when there are one or two years of materials being organized	recommended when there are three or more years of materials being organized
Organized by chronological year	Organized by evidence category

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To organize their materials, students:


Gather materials into general categories, such as in-class (Formal), Informal (out of class), reflections, etc.

Organize the "in-class" category of materials into chronological order by categories

Organize the out of class evidence in the most sensible manner--chronologically, or by event

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Designing a Portfolio Project for Your Students



- Determine what is important that you teach for which you have evidence
- Determine what is important for your students to reflect upon from their study with you
- Clearly align the portfolio entries with what you deem to be important measures of progress
- Decide how the portfolio should be organized

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Designing a Portfolio Project for Your Students



- Determine a timeline for implementation
- Determine if and how this project will be graded – or otherwise used for its intended purpose
- Set a due date and a collection/return plan
- Design a checklist or guide for your students

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Some final words about portfolios...

- stress the value of the portfolio as a learning tool to your students
- give access to parents and/or other interested stakeholders

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Some final words about portfolios...

- determine how this evidence will influence your grading
- Portfolios are assessed in two stages: first, each piece of evidence has been measured or graded, and second, the entire portfolio is measured

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Pause to Think

- What evidence of student learning would you want to collect in a portfolio? Why?

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