Module 5:
Longitudinal Assessment of Student Learning

Passport to Great Teaching – Creative Assessment
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Goals of Module 5
- Introduce and explain portfolios and their role in assessment
- Introduce and explain the pre- and post-test approach to the assessment of learning over time

Module 5a: Portfolios as Longitudinal Measures of Student Learning
**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.

**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?

**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.
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.

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

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

Store evidence as it is created.

Teach/expect your students to do their own uploading.

Periodically plan time for adding to the portfolio.
Some Suggestions for Evidence

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

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

Two Basic Portfolio Designs

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

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

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
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

Pause to Think

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