



PDS0103

# Helping Every Child Succeed

By Dr. Cindy Whaley

# Module #4: Portfolio Assessment





# Assessment is...

*Assessment* has a more generalized meaning than testing, grading or evaluation. D. Brown (2002b) noted the following meaning:

“The historical origin of the word *assess* is a Latin, *assidere*, meaning ‘to sit by’ (American Heritage Dictionary 2000, 108). Seems a perfect description of the requirements to determine what students really know – sit by them!”



# Assessment is...

*Assessment* is a set of strategies for discovering what students know or can do as a result of engaging in learning experiences. It is a comprehensive act that includes consideration of a student's goals for learning, processes of learning, progression toward established goals, and revision of goals when needed.

All assessment should have as its primary purpose the improvement of student learning. All instruction should be informed by what we learn about students in formal or informal ways.




# Discussion #1

Turn to your elbow partner and discuss what types of assessments you use in your setting and then assess these assessments across your school.



All assessment should have as its primary purpose the improvement of student learning!!





“ We will need to rethink why we assess, what we assess, how we assess it, and what we do with the results. ”

~ Rick Stiggins, 2017



## Discussion #2

Discuss as a whole group why Stiggins is making this statement.





“

Faculty must own [assessment]  
and live it in the context of  
each student.

”

~ Molly Corbett Broad

President of the American Council of Education



# Discussion #3

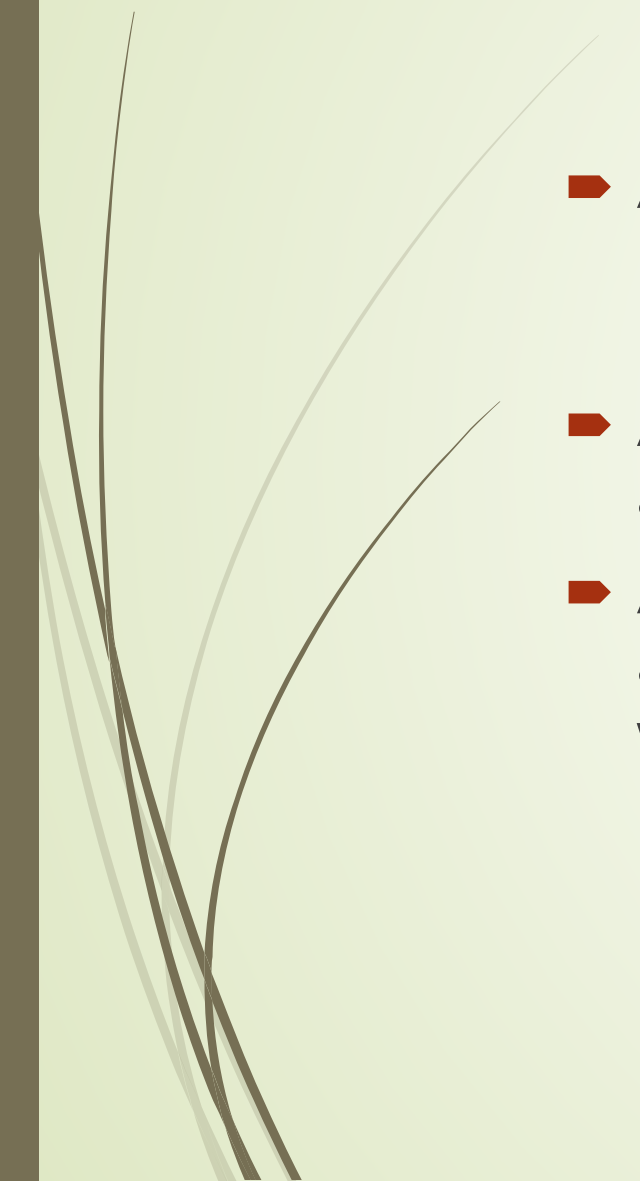
Discuss as a whole group your thoughts on this quote and its implications for your school.

# Portfolio Assessment





# What is a portfolio?

- ▶ A portfolio is a “collection of examples of a student’s work which may be used for evaluation, information, and celebration” (North Carolina Department of Public Instruction, 1992).
  - ▶ A portfolio is a “record of learning that focuses on students’ work and their reflections on the work” (Seidel & Walters, 1992, p.5).
  - ▶ A portfolio is a “collection of student work assembled to provide a representation of student achievement” of set “targets about which we wish to communicate” (Stiggins, 2001, p. 467).
- 



# Value of Portfolios



1. Students apply what they learn from one piece to another – a continuous process
2. Students reflect on their work
3. Students gain responsibility by setting their own goals thus increasing self motivation
4. Student and teacher assess work, not just the teacher
5. Students connect subjects: reading, writing, thinking
6. Portfolios evaluate growth over a period of time
7. Portfolios promote self-esteem
8. Portfolios support student participation and accomplishments
9. Portfolios emphasize process not product
10. Portfolios aid in parent conferences
11. Portfolios get parents involved in their child's work
12. Portfolios can complement report cards



# 5 Steps to Getting Started

1. Goals
2. Tasks
3. Standards
4. Management
5. Evaluation





# Organization


- How it looks
- What goes into it
- Management
- Uses of it




# Sequence for Showcase Portfolios


- Explain portfolios and their use to students, parents, colleagues, and administrators.
- Set quality standards.
- Develop the habit of reflection.
- Teach organizational methods.
- Collect all relevant work samples.
- Select work for inclusion.
- Assess and evaluate portfolios.





# Examples of items that may be included in portfolios:

- ▶ Student-established goals
  - ▶ Book reviews/Reading lists
  - ▶ Creative writing and graphic designs
  - ▶ Self-designed rubrics/Teacher's rubrics
  - ▶ Videorecorded presentations
  - ▶ Evidence of collaboration with other students
  - ▶ Computer-generated projects
  - ▶ Journal entries
- 



# Examples of items that may be included in portfolios: (continued)

- ▶ Letters
- ▶ Essays
- ▶ Book reports
- ▶ Short stories
- ▶ Checklists
- ▶ Poetry
- ▶ Theme work
- ▶ Problem statement/ Solutions-Predict
- ▶ Response logs
- ▶ Workbook pages, quizzes, tests
- ▶ Interviews
- ▶ Attitude surveys
- ▶ Art samples/Posters
- ▶ Multiple drafts



# Portfolio Items

The list and variety of items are endless. What is important is that the items represent the essential strategies and knowledge the student uses to explore significant themes.

It is not the collection of student work that makes portfolios an important form of assessment but rather the students' analyses and reflection of their work. Student-developed rubrics or checklists can offer guidelines for how to construct, design, and decide what may go into a portfolio and help students engage in personal reflection of their progress in achieving personal academic goals.

Growth portfolios (Stiggins, cited in S. Willis 1997) contain items that represent evidence of students' increased proficiency in specific areas of the curriculum. Students have the opportunity to examine their own growth when they are held responsible for collecting and evaluating their schoolwork. Personal attention to their progress can motivate students to improve performance and effort.



# Benefits of Using Portfolio Assessment

- Students
- Parents/Caregivers
- Teachers/Principals/School Board Members







# Closure to Module #4

1. Final reflections
2. Individual implementation plans
3. School-wide plans