

What?

Portfolios:

- ❑ are purposeful collections of student work that exhibit students' efforts, progress and achievements in one or more areas
- ❑ involve the students in the collection, selection, self-reflection and evaluation of entries
- ❑ contain a variety of dated student products

Why?

- ❑ To gather authentic assessment information
- ❑ To provide all students an opportunity to demonstrate growth and proficiency over time
- ❑ To build a student's sense of responsibility for his/her learning
- ❑ To promote an ongoing process where students demonstrate, assess and revise in order to improve and produce quality work
- ❑ To provide opportunities to assess both process and products
- ❑ To allow for student and peer reflection and goal setting

Portfolio Assessment

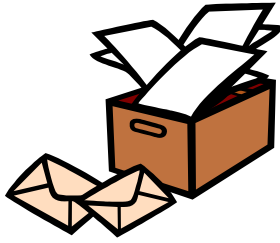
How?

A suggested sequence:

1. Establish a purpose and focus.
2. Decide on a container design.
3. Introduce students to "portfolios".
4. Collect work samples.
5. Develop selection criteria collaboratively.
6. Encourage student self-reflection.
7. Establish and communicate evaluation criteria.
8. Conference and set goals with students.
9. Share portfolios at parent/teacher/ student conferences.
10. Celebrate successes and continually update the portfolio.

When?

- ❑ Ongoing throughout the year to document growth and learning over time
- ❑ Upon completion of a unit of study
- ❑ Specific to a program area (e.g., math portfolio)
- ❑ As "best" works are recognized
- ❑ As key learning expectations are achieved by the student



Link to the Assessment Resource Kit... Resources Supporting Portfolio Assessment

Title	Page Reference	Notes
Getting Started With Assessment & Evaluation Using Portfolios	All	An excellent resource for the development and management of various types of portfolios at all levels.
Practical Assessments for Literature-Based Reading Classrooms	pages 121 – 130	This resource provides a brief overview of literacy portfolios.
Portfolios In the Classroom	All	This resource provides an in-depth look at the development and management of reading/writing portfolios.
Together is Better	All	This resource provides numerous ideas for student self-reflection. It outlines suggestions for three-way conferencing with portfolios (parent/student/teacher).
Self-Evaluation ... Helping Students Get Better At It!	All	This resource emphasizes student self-evaluation and the process for establishing and applying criteria. The numerous ideas can be linked to and used with portfolio assessment.

See bibliography for a more complete listing of additional resources.

While portfolios can take various shapes and forms, they share a common philosophy- namely, users of portfolios believe that we should value what it is students are achieving and all that they are doing. This entails valuing process as well as products, efforts as well as outcomes, improvements as well as achievements, and diversity as well as standards.

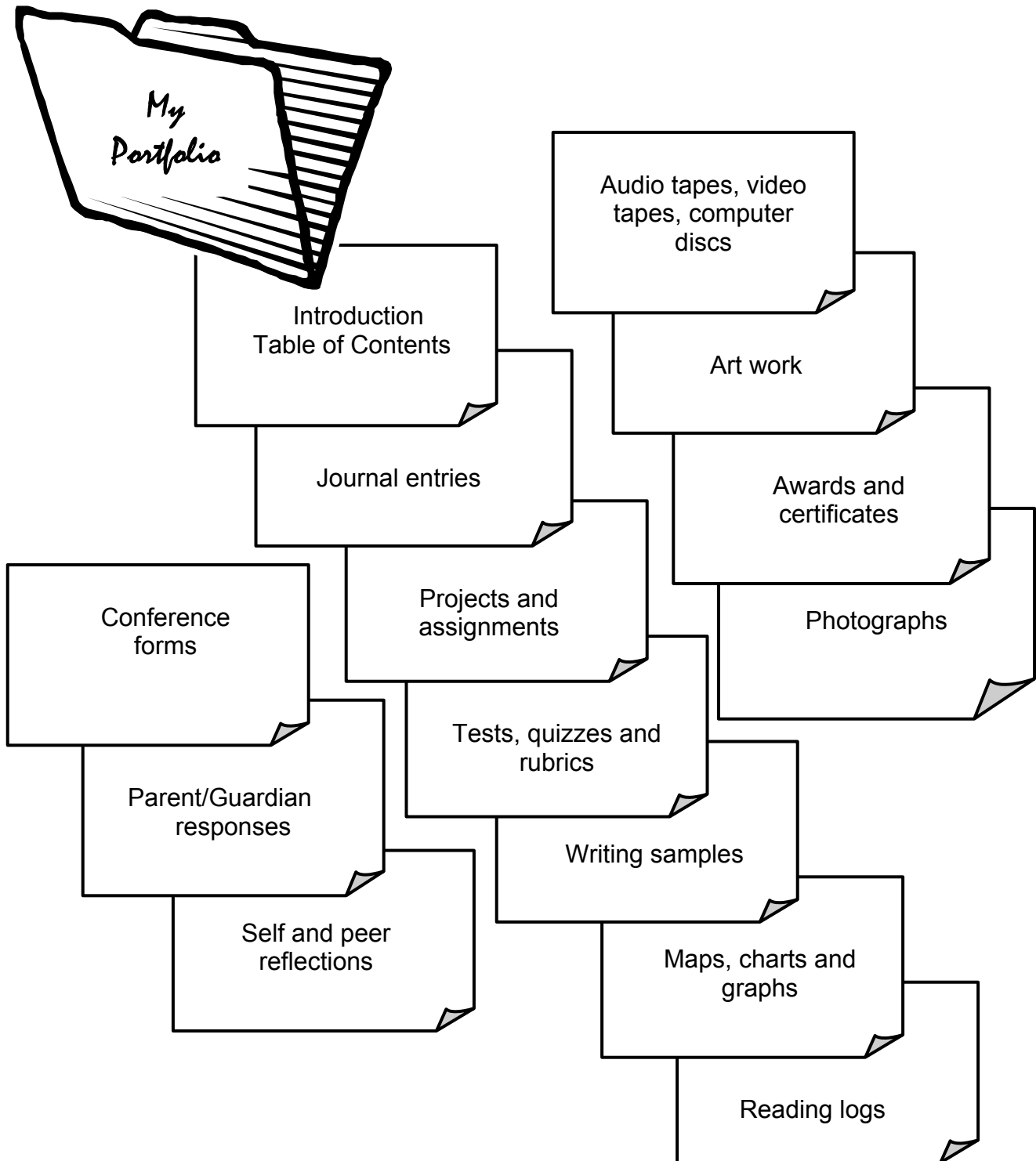
-Tierney, Carter and Desai

How to Manage Portfolio Assessment in Ten Easy Steps

There are many considerations prior to **implementing** portfolio assessment. The following list is a suggested guideline.

1.	Define the purpose, focus and type of portfolio (e.g., showcase portfolio, working or growth portfolio) to be implemented. When beginning portfolio assessment, it may be wise to focus on one manageable program or subject area (e.g., a mathematics portfolio, a writing portfolio) or on a specific unit of study (e.g., a novel study, a specific science or social studies unit).
2.	Determine the type of container that will best suit the purpose and focus (e.g. folder, box binder, magazine file). Locate storage space for the portfolios, in the classroom, so they are accessible to both teacher and students. Accessibility to portfolios should be made part of classroom routines.
3.	Introduce the concept of portfolios to students through a study of collections, treasures, artifacts or professional portfolios. Give students the opportunity to personalize their container.
4.	Begin to collect a variety of work samples. All samples must be dated.
5.	Develop co-operatively the criteria to be used for the selection of entries with students. Record this criteria and post in the classroom. Review and refer to the list on an ongoing basis.
6.	Teach students how to select and reflect on their selections. Each portfolio entry must include a reflective comment.
7.	Establish and communicate the evaluation criteria with the students.
8.	Schedule student conferences to review portfolios and set goals with students.
9.	Share and celebrate portfolios with peers and parents/guardians.
10.	Update the portfolios with new additions throughout the year, as "best" works are recognized.

What Can Go Into a Student's Portfolio?



Welcome to My Portfolio!

My name is: _____

I am in Grade _____ at _____ School.

This is how my portfolio is organized:

This is what my portfolio shows about me:

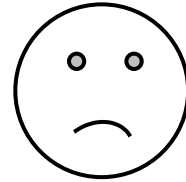
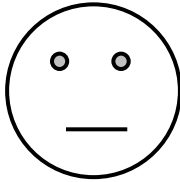
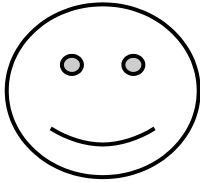
This portfolio shows my abilities to:

Be sure to watch for these things:

Portfolio Reflections

Name: _____ Date: _____

1. When I look at my portfolio I feel:



2. From my portfolio you can tell that I am good at:

3. I would like to get better at:

Student Self-Reflections I

Name: _____ Grade: _____

Date: _____ Title of Work/Product: _____

I selected this work for my portfolio because _____

I would like you to pay particular attention to _____

One thing I would do differently next time is _____

Student Self-Reflections II

Name: _____ Grade: _____

Date: _____ Title of Work/Product: _____


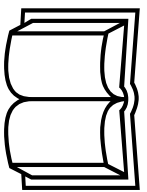
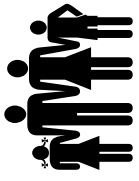


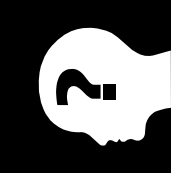
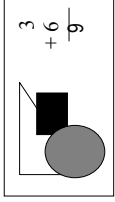

I selected this work because:

I want you to focus on:

This is what I learned:

A Multiple Intelligences Portfolio

Portfolios should include products that reflect multiple intelligences



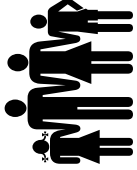



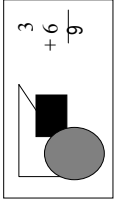

Visual-Spatial	Verbal-Linguistic	Interpersonal	Musical-Rhythmic	Bodily-Kinesthetic	Intrapersonal	Logical-Mathematical	Naturalist
 <ul style="list-style-type: none"> <input type="checkbox"/> artwork <input type="checkbox"/> photographs <input type="checkbox"/> graphic organizers <input type="checkbox"/> posters, charts, graphics, pictures <input type="checkbox"/> illustrations <input type="checkbox"/> sketches <input type="checkbox"/> drawings <input type="checkbox"/> paintings <input type="checkbox"/> pictures of props for plays <input type="checkbox"/> demonstrations <input type="checkbox"/> overheads <input type="checkbox"/> storyboards 	 <ul style="list-style-type: none"> <input type="checkbox"/> computer printouts <input type="checkbox"/> tape recordings of readings <input type="checkbox"/> reactions to guest speakers <input type="checkbox"/> autobiographies <input type="checkbox"/> biographies <input type="checkbox"/> reactions to films or videos <input type="checkbox"/> captions for cartoons <input type="checkbox"/> pictures of student-made bulleting boards <input type="checkbox"/> list of books read <input type="checkbox"/> annotated bibliographies 	 <ul style="list-style-type: none"> <input type="checkbox"/> group video <input type="checkbox"/> think-pair share <input type="checkbox"/> co-operative learning task <input type="checkbox"/> round robin <input type="checkbox"/> jigsaw <input type="checkbox"/> group songs, collages, poems <input type="checkbox"/> rating scales <input type="checkbox"/> class and group discussions <input type="checkbox"/> group projects <input type="checkbox"/> group presentations 	 <ul style="list-style-type: none"> <input type="checkbox"/> background music in class <input type="checkbox"/> songs for books, countries, people <input type="checkbox"/> raps, jingles, cheers, <input type="checkbox"/> poems <input type="checkbox"/> musical mnemonics <input type="checkbox"/> choral reading <input type="checkbox"/> music chosen for assignment 	 <ul style="list-style-type: none"> <input type="checkbox"/> description of field trips <input type="checkbox"/> role playing <input type="checkbox"/> learning centres <input type="checkbox"/> sports/games <input type="checkbox"/> cooperative learning <input type="checkbox"/> simulations <input type="checkbox"/> interviews <input type="checkbox"/> projects <input type="checkbox"/> presentations 	 <ul style="list-style-type: none"> <input type="checkbox"/> goal setting <input type="checkbox"/> reflective logs <input type="checkbox"/> journals <input type="checkbox"/> metacognitive reflections <input type="checkbox"/> independent reading times <input type="checkbox"/> silent reflection time <input type="checkbox"/> self-evaluation 	 <ul style="list-style-type: none"> <input type="checkbox"/> puzzles <input type="checkbox"/> patterns and their relationships <input type="checkbox"/> formulas, abstract symbols <input type="checkbox"/> analogies <input type="checkbox"/> time lines <input type="checkbox"/> outlines <input type="checkbox"/> Venn diagrams <input type="checkbox"/> mind maps 	 <ul style="list-style-type: none"> <input type="checkbox"/> nature collections <input type="checkbox"/> sound scapes <input type="checkbox"/> mobiles <input type="checkbox"/> projects <input type="checkbox"/> photographs <input type="checkbox"/> journals <input type="checkbox"/> diagrams <input type="checkbox"/> maps <input type="checkbox"/> graphs <input type="checkbox"/> charts <input type="checkbox"/> webs <input type="checkbox"/> mind maps <input type="checkbox"/> hypothesis <input type="checkbox"/> forecasts <input type="checkbox"/> reports

Adapted from: Fogarty, R. (1997). *Problem-Based Learning & Other Curriculum Models for the Multiple Intelligences Classroom*. Arlington Heights, IL: IRISkylight Training and Publishing.

Multiple Intelligences Portfolio Tracking Form

Student: _____

Record and date each entry in the appropriate column ensuring that the portfolio reflects multiple intelligences.

Visual-Spatial 	Verbal-Linguistic 	Interpersonal 	Musical-Rhythmic 	Bodily-Kinesthetic 	Intrapersonal 	Logical-Mathematical 	Naturalist 

Portfolio Reflection Cards

Name: _____

Date: _____

Title of Work/Product: _____

This work is important because:



Name: _____

Date: _____

Title of Work/Product: _____

This work shows that I understand how to:



Name: _____

Date: _____

Title of Work/Product: _____

This piece was a big challenge for me because:




More Portfolio Reflection Cards

Name: _____ Date: _____

Title of Work/Product: _____


I think that my parent/guardian(s) will be impressed with this work because:



Name: _____ Date: _____

Title of Work/Product: _____

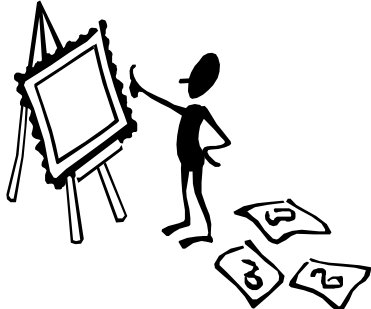
As this work shows, my problem solving skills are:



Name: _____ Date: _____

Title of Work/Product: _____

I am very proud of this work because:



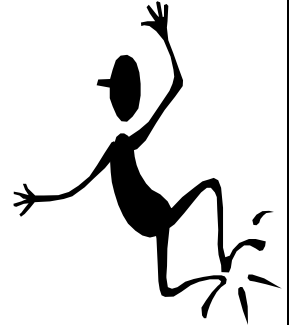
Peer Response Cards

I want to know more about...



Name: _____ Date: _____

I became more interested in ...



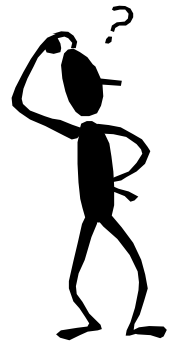
Name: _____ Date: _____

You challenged what I already know by...



Name: _____ Date: _____

I found meaning in...



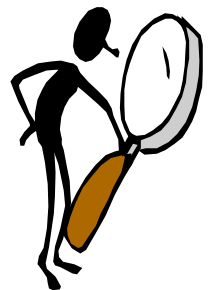
Name: _____ Date: _____

I learned...



Name: _____ Date: _____

Things that caught my attention were...



Name: _____ Date: _____

Peer Feedback Cards

Peer Feedback Card

In looking at your portfolio, the three stars are:







Signed: _____

Date: _____

Peer Feedback Card

From your portfolio, the three things I learned are:



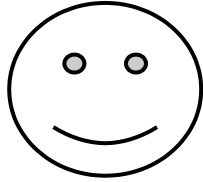




Signed: _____

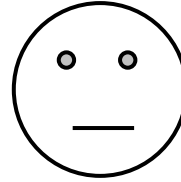
Date: _____

Kindergarten Portfolio Reflection Cards



This work is great because:

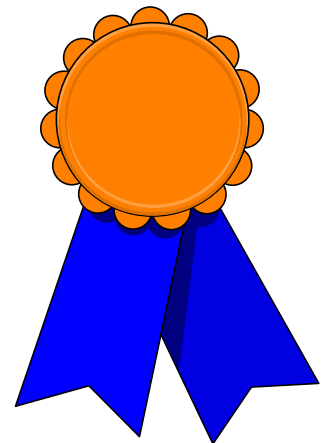
Name:



This work could be better if:

Name:

This is the work that I am most proud of because:



Name:

Name: _____ Date: _____ Grade: _____

1. What does your portfolio reveal about you as a learner?

2. What does your portfolio suggest about your strengths?

3. What does your portfolio suggest about how you have improved?

4. What do you think others will learn about you from your portfolio?

5. Select your best piece of work from your portfolio. Then answer these questions:
 - a) How does this piece compare with your other work?

 - b) How does this piece reflect your strengths?

 - c) Why did you choose this selection as best?

 - d) What do you think that you would do differently if you were doing it again?

Portfolio Conference Form

Name: _____ Date: _____ Grade: _____

Student's Comments	Teacher's Comments
My strengths are:	
Student's Comments	Teacher's Comments
I need to work on:	
Student's Comments	Teacher's Comments
My plan is:	

Portfolio Conference Form

Name:

Date:

Student	Strengths	Areas for Growth
Teacher	Strengths	Areas for Growth

Goals:



Portfolio Goal Setting Form

Name: _____ Date: _____ Grade: _____

My portfolio shows that I am good at:

I need to improve in the following areas:

I can help myself by:

My teacher can help me by:

My family can help me by:

Student

Parent/Guardian

Teacher

Portfolio Comment Form for Parents/Guardians

Name: _____ Date: _____

After viewing my child's portfolio I can see...

The two areas I am most proud of are:

1.

2.

The two areas that could use improvement are:

1.

2.

The two ways I can help my child in these areas are:

1.

2.

Signature: _____

Portfolio Evaluation Form

Name:

Date:

Evaluated by:

	Level 1	Level 2	Level 3	Level 4
Presentation	<ul style="list-style-type: none"> Little effort to show work in a positive light 	<ul style="list-style-type: none"> Some parts of presentation are attractive 	<ul style="list-style-type: none"> Attractive presentation 	<ul style="list-style-type: none"> Exciting to look at
Variety	<ul style="list-style-type: none"> Contains little variety of work 	<ul style="list-style-type: none"> Contains some variety of work 	<ul style="list-style-type: none"> Contains good variety of work 	<ul style="list-style-type: none"> Contains a wide variety of work
Organization	<ul style="list-style-type: none"> Somewhat disorganized 	<ul style="list-style-type: none"> Somewhat organized 	<ul style="list-style-type: none"> Organized 	<ul style="list-style-type: none"> Very well organized
Communication	<ul style="list-style-type: none"> Few ideas are communicated clearly 	<ul style="list-style-type: none"> Some ideas are communicated clearly 	<ul style="list-style-type: none"> Most ideas are communicated clearly 	<ul style="list-style-type: none"> All ideas are communicated clearly
Entry Selection	<ul style="list-style-type: none"> Few of the established criteria are met 	<ul style="list-style-type: none"> Some of the established criteria are met 	<ul style="list-style-type: none"> Most of the established criteria are met 	<ul style="list-style-type: none"> All of the established criteria are met
Self Reflection	<ul style="list-style-type: none"> Little evidence of self reflection 	<ul style="list-style-type: none"> Some evidence of self reflection 	<ul style="list-style-type: none"> Evidence of realistic self reflection 	<ul style="list-style-type: none"> Evidence of thorough, realistic and constructive self reflection

Comments:

Next Steps:

Evaluation:

Adapted from: Bower, B. (1995) Durham Board of Education