

2009

Assessment Department
High School Student
Portfolio-English

WHAT CAN GO INTO A STUDENT'S PORTFOLIO?

- To be developed by students **ONLY**
- To be checked regularly by teachers (**CHECK POINTS**)
- Any plagiarism, duplication or repetition of work **SHALL** render students to losing points (**CHECK CODE OF CONDUCT**)
- To be stored **SAFELY** at the end of the year by **TEACHERS**
- The students' **THREE** Portfolios of the three years should be returned to them prior to their **HIGH SCHOOL GRADUATION**.

Adapted from: <http://www.tcdsb.org/academic>

Students Portfolio Assessment

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



Students Portfolio Assessment

Link to the Assessment Resource Kit...

Resources Supporting Portfolio Assessment on the Web E-Books

Title	Page reference	Notes
Getting Started with Assessment and Evaluation Using Portfolios	ALL	An excellent resource for the development and management of various types of portfolios at all levels.
Practical Assessment for Literature-Based Reading Classrooms	Pages 120 - 130	This resource provides a brief overview of literacy portfolios.
Portfolio in the Classroom	All	This resources 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 (parents/ 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.

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

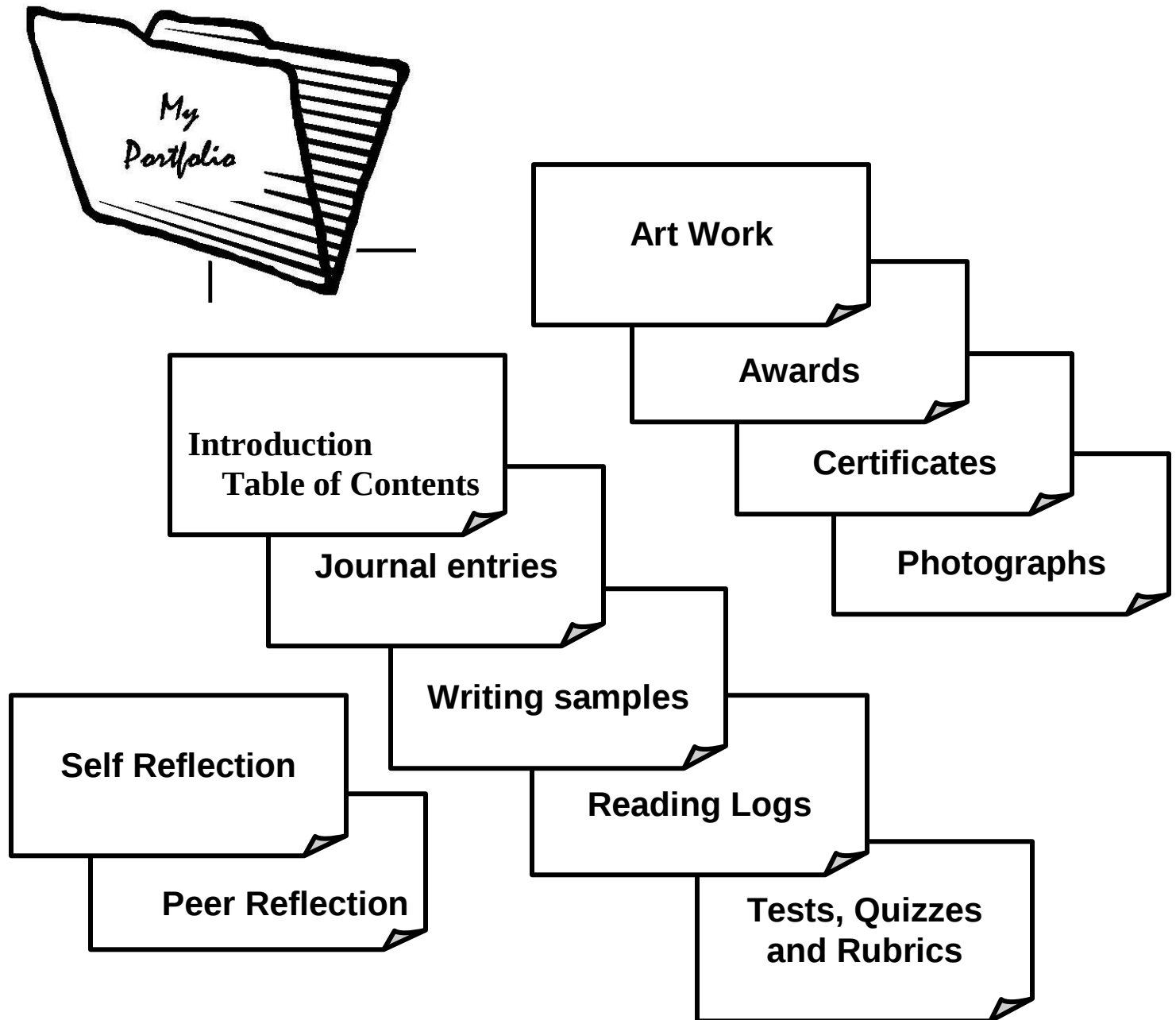
Students Portfolio Assessment

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. product/ showcase portfolio, process/ working portfolio) to be implemented. When beginning assessment, it may be wise to focus on one manageable subject area (e.g., writing)
2	Determine the type of container that will best suit the purpose and focus (e.g. folder, box binder, magazine file).
3	Introduce the concept of portfolios to students through a study of collections, treasures or artifacts. Give students the opportunity to personalize their containers.
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 the entries with students (Check rubrics) Record these 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 (check points)
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?



Students Portfolio Assessment

Portfolio Table of Contents

Name: _____

Date	Title of Entry	✓ Shared With		
		Teacher	Peer	Other

Students Portfolio Assessment

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:

Students Portfolio Assessment

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

Students Portfolio Assessment

Student Self Reflection I

Name: _____ Grade: _____

Date: _____ Title of work: _____

I selected this work for my portfolio because

I would like you to pay particular attention to

One thing I would do different next time is

Students Portfolio Assessment

Student Self Reflection II

Name: _____ Grade: _____

Date: _____ Title of work: _____

I selected this work because

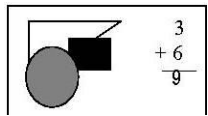
I want you to focus on

This is what I learnt

Students Portfolio Assessment

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 
- o Artwork - o Charts - o Drawings - o Sketches - o Paintings - o Story boards - o Pictures - o Posters - o Overhead	- o Computer printouts - o Tape recordings - o Reactions to guest speakers - o List of books read - o Pictures of student-made bulletin boards	- o Group video - o Think- think share - o Cooperative learning task - o Jigsaw - o Group songs, collages, poems - o Class and group discussions - o Group projects - o Group presentations	- o Background music in class - o Songs for books, countries, people - o Musical mnemonics - o Choral reading - o Music chosen for assignment	- o Description of field trips - o Role playing - o Learning groups - o Sports/ games - o Simulations - o Interviews - o Projects - o presentations	- o Goal setting - o Reflective logs - o Journals - o Metacognitive reflections - o Independent reading time - o Silent reflection time - o Self evaluation	- o Puzzles - o Patterns & their relationships - o Formulas, abstract symbols - o Analogies - o Time lines - o Outlines - o Venn diagrams - o Mind maps	- o Nature collections - o Mobiles - o Projects - o Pictures - o Maps - o Graphs - o Charts - o Webs - o Hypothesis - o Forecasts - o Reports

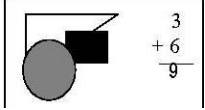
Adapted from: Fogarty, R. (1997). Problem- Based Learning & Other Curriculum Models for the Multiple Intelligences Classroom. Arlington Heights, IL:

IRI/Skylight Training and Publishing.

Students Portfolio Assessment

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
							

Students Portfolio Assessment

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:



Students Portfolio Assessment

More Portfolio Reflection Cards

Name: _____

Date: _____

Title of Work/ Product: _____

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



Name: _____

Date: _____

Title of Work/ Product: _____

This work shows, my problem solving skills are:



Name: _____

Date: _____

Title of Work/ Product: _____

This piece was a big challenge for me because:



Students Portfolio Assessment

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 learnt



Name: _____ Date: _____

Things that caught my attention were



Name: _____ Date: _____

Students Portfolio Assessment

Peer Feedback Card

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: _____

Students Portfolio Assessment

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?

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:	

Students Portfolio Assessment

Portfolio Conference Form

Name: _____ Date: _____ Grade: _____

S t u d e n t	Strengths	Areas for Growth
T e a c h e r	Strengths	Areas for Growth
Goals:   		

Students Portfolio Assessment

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	Teacher

Students Portfolio Assessment

Portfolio Evaluation Form

Name: _____ Date: _____ Evaluated: _____

	Below Average 1	Satisfactory 2	Good 3	Exemplary 4
Presentation	Little effort to show work in a positive light	Some parts of presentation are attractive	Attractive presentation	Exciting to look at
Variety	Contains little variety of work	Contains some variety of work	Contains good variety of work	Contains a wide variety of work
Organization	Somewhat disorganized	Somewhat organized	Organized	Very well organized
Communication	Few ideas are communicated clearly	Some ideas are communicated clearly	Most ideas are communicated clearly	All ideas are communicated clearly
Entry Selection	Few of the established criteria are met	Some of the established criteria are met	Most of the established criteria are met	All of the established criteria are met
Self Reflection	Little evidence of self reflection	Some evidence of self reflection	Evidence of realistic self reflection	Evidence of thorough, realistic and constructive self reflection

Comments:	Next Steps:	Evaluation:

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