# PORTFOLIO ASSESSMENT METHODS

## What is a Portfolio?

- A Portfolio is a purposeful collection of student work that exhibits that exhibits the students efforts, progress and achievement in one or more areas.
- The collection must include student participation in selecting contents the criteria for selection the Criteria for judging merit and evidence of student Self-reflection .

- The greatest value of portfolios is that in building them, students become actives participants in the learning process and its assessment .
- Portfolio Assessment is one of a several authentic and non-traditional assessment techniques in Education.
- The use of portfolio assessment became popular in Early to late 1980's in response to the growing clamor for more "reasonable" and authentic means of assessing students growth and development in school. For instance, may be in accreditation of experiences towards a degree.

In this modality, experiences of a managers or workers are accredited towards a Bachelor's Degree (or higher) depending on the portfolio presented by the students to a panel of expert evaluators.

# Features And principles of portfolio

Portfolio Assessment Possess Several Features And Essential Characteristics Which Are:

1. A portfolio is a form of assessment that students do together with their teachers. The teachers guide the students in the planning, execution and evaluation of contents of the portfolio .Together ,they formulate the overall objectives for constructing the portfolio. As such students and teachers in interact in every step of the process in developing a Portfolio.

2. A portfolio represent a selection of what the students believe are best included from among the possible collection of things related to the concept being studied. It is the teachers responsibility to assist the students in actually choosing from among a possible set of choices. To be included in the portfolio. However the final selection should be done by the students themselves since the portfolio represents what the students believe are important considerations.

3. A portfolio provides samples of the students work which show growth over time . By reflecting on their own learning (self-assessment) students begin to identify the strengths and weakness in their work . These weakness then become improvement goals.

4. The criteria for selecting and assessing the portfolio contents must be clear to the teacher and the students. At the outset of the process. If the criteria are not clear at the beginning then there is tendency to include Among Unessential components in the portfolio and to Include those which happen to be available at the time. The portfolio is prepared at each step of the process, the students need to refer to the agreed set of criteria for the construction and development of the portfolio.

# Purposes of portfolio Assessment

# WHY SHOULD WE RESORT TO PORTFOLIO ASSESSMENT METHODS ?

- Portfolio assessment has several purposes and rationale for its use.
- FIRST PORTFOLIO ASSESSMENT MATCHES ASSESSMENT OF TEACHING. The final outputs to be assessed are  products of classroom discussions and classroom work and are not simple diversions from the tedium of classroom activities.

## WHY SHOULD WE RESORT TO PORTFOLIO ASSESSMENT METHODS ?

SECOND PORTFOLIO ASSESSMENT HAS ACLEAR GOALS. IN FACT, THEY ARE DECIDED ON THE BEGINNING OF INSTRUCTION AND ARE CLEAR TO TEACHER AND STUDENT ALIKE. In cognitive testing the objectives are set at the beginning but the actual items may or may not reflect achievement of such objectives . In portfolio assessment how ever the students control the items to be included and therefore are assured that the goals are achieved.

# WHY SHOULD WE RESORT TO PORTFOLIO ASSESSMENT METHODS ?

THIRD, PORTFOLIO ASSESSMENT GIVES A PROFILE OF A LEARNER ABILITIES IN TERM OF DEPTH, BREADTH, AND GROWTH. Portfolio assessment enable the students to demonstrate quality work done without pressure and constraints of time presents in traditional testing through the help of resource.

# WHY SHOULD WE RESORT TO PORTFOLIO ASSESSMENT METHODS ?

- FOURTH, PORTFOLIO ASSESSMENT IS A TOOL FOR ASSESSING A VARIETY OF SKILLS NOT NORMALLY TESTABLE IN A SINGLE SETTING FOR TRADITIONAL TESTING. The portfolio can show written, oral and graphics output of students in a variety of way which demonstrate skills developed by students.

# WHY SHOULD WE RESORT TO PORTFOLIO ASSESSMENT METHODS ?

FIFTH PORTFOLIO ASSESSMENT DEVELOPS AWARENESS OF OWN LEARNING STUDENTS. Students have to reflect on their own progress and the quality of their work in relation to known goals. This is achieved at each stage of the progress since the students continually refer to the set of goals and objectives set at the beginning.

# WHY SHOULD WE RESORT TO PORTFOLIO ASSESSMENT METHODS ?

SIXTH, PORTFOLIO ASSESSMENT CATERS TO INDIVIDUALS IN A HETEROGENEOUS CLASS. Such a flexibility is attributed to the fact that Portfolio Assessment is open-ended so that students can Demonstrate their abilities on their own level and caters to differential learning styles and expression of varying strengths.

# WHY SHOULD WE RESORT TO PORTFOLIO ASSESSMENT METHODS ?

SEVENTH, PORTFOLIO ASSESSMENT DEVELOPS SOCIAL SKILLS. STUDENTS INTERACT WITH OTHER STUDENTS IN THE DEVELOPMENT OF THEIR OWN PORTFOLIOS. Sometimes they are assessed on work done in groups or in pairs so that they necessarily have to interact band collaborate to complete the Tasks.

# WHY SHOULD WE RESORT TO PORTFOLIO ASSESSMENT METHODS ?

EIGHTH, PORTFOLIO ASSESSMENT DEVELOPS INDEPENDENT AND ACTIVE LEARNERS. Students must select and justify portfolio choices monitor progress and set learning goals. Traditional testing cannot achievement this educational objective no matter how skillfully the tests are constructed.

# WHY SHOULD WE RESORT TO PORTFOLIO ASSESSMENT METHODS ?

NINTH, PORTFOLIO ASSESSMENT CAN IMPROVE MOTIVATION FOR LEARNING AND THUS ACHIEVEMENT. When students are empowered to prove their own achievement and worth they become highly motivated to pursue the learning tasks. It is when they lose this feeling of empowerment that they feel inadequate and become less motivated as in traditional classroom setting.

# WHY SHOULD WE RESORT TO PORTFOLIO ASSESSMENT METHODS ?

TENTH, PORTFOLIO ASSESSMENT PROVIDES OPPORTUNITY FOR STUDENT-TEACHER DIALOGUE. It enables the teacher to get to know every student .Moreover, Portfolio Assessment promotes joint goal-setting and negotiation of grades which can never happen in traditional setting.

# Essential Elements of the portfolio

# Every portfolio must obtain the following essential elements:

1. Cover Letter “About the author” and “What my portfolio shows about my progress as a learner” (written at the end, but put at the beginning). The cover letter summarizes the evidence of a student’s learning and progress.
2. Table of Contents with numbered pages.

## Every portfolio must obtain the following essential elements:

3. Entries – both core (items students have to include) and optional (items of students choice). The core elements will be required for each student and will provide a common base from which to make decisions on assessment. The optional items will allow the folder to represent the uniqueness of each student. Students can choose to include “best” pieces of work, but also a piece of work which gave trouble or one that was less successful, and give reasons why.

## EVERY PORTFOLIO MUST OBTAIN THE FOLLOWING ESSENTIAL ELEMENTS:

4. Dates on all entries, to facilitate proof of growth over time.
5. Drafts of aural/oral and written products and revised versions; i.e., first drafts and corrected/revised versions.
6. Reflections can appear at different stages in the learning process (for formative and/or summative purposes.) and at the lower levels can be written in the mother tongue or by students who find it difficult to express themselves in English.

For each item – a brief rationale for choosing the item should be included. This can relate to students' performance, to their feelings regarding their progress and/or themselves as learners. Students can choose to reflect upon some or all of the following:

- What did I learn from it?
- What did I do well?
- Why (based on the agreed teacher-student assessment criteria) did I choose this item?
- What do I want to improve in the item?
- How do I feel about my performance?
- What were the problem areas?

# STAGES IN IMPLEMENTING PORTFOLIO ASSESSMENT

# Stage 1:Identify teaching goals to Assess through portfolio

- Organizing portfolio assessment is to establish the teaching goals.
- To be clear about the teachers hopes to achieve in teaching.
- Guide the selection and assessment of the students.

# Stage 2 : Introducing the Idea of Portfolio Assessment to your class

- Introduce the concept to the class.
- Explaining the meaning of the word “portfolio”.
- The portfolio assessment will assess the learners in a much fairer way than the traditional testing method.

# Stage 3 : Specification of Portfolio Content

- Specify how much to be included in the portfolio – both core and options (it is important to include options as these enable self expression and independence).
- Portfolio entries can take many form – written, audio, video recorded, items, artifacts *e.g. drawing, model etc.*

# Stage 4 : Giving clear and detailed guidelines for portfolio presentation

- Present as many evidence of learning as the students left on their own.
- Explain the need for:
  - clear and attractive presentation
  - dated drafts
  - attached reflections or comment cards

## Stage 5 : Informing key school officials parents and others stake holders.

- Make sure that the school principal is aware of your new assessment procedures.
- It is also a good idea to inform parents about the portfolio assessment and allow them to comment on the work

# Stage 6 : Development of the portfolio

- Support and encouragement are required by both teacher and students at this stage.
- Devote class-time to student-teacher conferences, to practicing reflection and self-assessment and to portfolio preparation.
- Give **guiding feedback**
- **Ownership**: To ensure that the portfolio represents the student's own work

# Guide for Self-reflections and Self-assessment:

- What did I learn from that activity?
- Which is my best piece?
- How can I improve this?
  - Brainstorming
  - Portfolio partners

# TYPES OF PORTFOLIO

# DOCUMENTARY PORTFOLIO

As the name implies, this approach involves a collection of work over time showing growth and improvement reflecting students learning of identified outcomes. This portfolio is called a growth portfolio in the literature.

The Collection becomes meaningful when specific items are selected out to focus on particular educational experiences or goals.

# Process Portfolio

The process portfolio in contrast demonstrates all facets or phases of the learning process. As such these portfolio contain an extensive number of reflective journals think logs And other related forms of metacognitive processing .

# Showcase portfolio

The showcase portfolio only shows the best of the students outputs and products.

# Assessing and Evaluating the Portfolio

According to Paulson ,Paulson and Meyer Portfolios offer a way of assessing student learning that is different form the traditional methods. Portfolio assessment provides the teacher and students an opportunity t5o observe students in a broader context taking risk developing creative solution and learning to make judgments about their own performances.

## PORTFOLIO INCLUDE THE FOLLOWING:

- Thoughtfulness ( including evidence of students monitoring of their own comprehension metacognitive reflection and productive habits of mind.
- Growth and development in relationship to key curriculum expectancies and indicators.
- Understanding and application of key processes.
- Completeness  correctness and appropriateness of products and processes presented in the portfolio
- Diversity of entries (e.g, use of multiple formats to demonstrate achievement of designated performance standards.

# SAMPLE OF RATING SCALE FOR COVER LETTER

| Grade | Description |
| --- | --- |
| 1-3 | Shows limited awareness of portfolio goals has difficulty understanding the process of revision demonstrates little evidence of progress over time limited explanation of choices made has difficulty relating to self/peer assessment |
| 4-7 | Reflect awareness of some portfolio goals understand the process o revision to a certain extent demonstrates some evidence of progress over time relates to self/peer assessment |
| 8-10 | Reflect awareness of portfolio goals understands the process of revision demonstrate evidence of progress over time fully explains choices made reaches high level of reliability in self/peer assessment draws conclusions about his/her learning. |

# AURAL/ORAL SKILLS (SPEAKING AND LISTENING)

- Look for assessment opportunities within actual classroom tasks. Teachers who do not plan for oral assessment tend to overlook it. Assessment can be both individual and pair/group. Make sure pupils are really speaking and not memorizing from written notes.
- For samples of oral and listening assesment tools see appendix 2.1 - 4

| Goal (Benchmark) | Sample Classroom Activity | Portfolio Evidence |
|---|---|---|
| Ask and answer simple questions | · Interview in pairs to fill in ID card for partner.<br>· Survey on chosen subject | · Cassette of role-play (also ID card)<br>· Filled-in form on survey |
| Express likes, dislikes and feelings | "Show and tell" about your hobby in group/class | Video clip/cassette of presentation, multimedia presentation |
| Give and follow simple directions and instructions | Give and follow directions with map | Pair-work cassette, Completed task (filled-in map) |
| Follow stages in a process | Listen to instructions for making egg-rolls | Sequences of steps (number the pictures) |
| Describing events | Tell about a book you read | Cassette, posters, Powerpoint presentation |
| Presenting information, using audio-visual aids | A recorded radio or TV "show",<br>an advertisement | Audio/video cassette prepared by group (plan of production and stages) |

## Assessment Tools:

- Self/peer assessment with rating scales
- Checklist with criteria (such as: clear presentation, relevant vocabulary, correct spelling/pronunciation), depending on the task
- Teacher/peer observation
- Learning log
- Answer key
- Guided reflection on the task

One of the more significant aspects of Portfolio assessment is its "Collaborative Approach" in which students and teachers work together to identify especially to significant or important artifacts and processes  to be capture in the portfolio.

# Student-Teacher Conferences

The main philosophy embedded in portfolio assessment is "Shared and active assessment". The teacher should have short individual meetings with each students, in which progress is discuss and goals are set for a future meeting .

The teacher and the student keep careful documentation of the meeting noting significant agreements and finding each individual session.

The formative evaluation process of the portfolio assessment is facilitated. Indeed the use of portfolio assessment takes time but in the end it gains

Finally, student-teacher conference can also be used for summative evaluation purposes when the students present his final portfolio product and where final grades are determined together with the teacher.

This conference can be prepared in pairs, where students practice presenting their portfolio.