

Student Portfolio

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What is a Portfolio?

- Arter and Spandel – a purposeful collection of student work that tells the story of the students' efforts, progress or achievement in a given area;
 - must include
 - student participation in selection of portfolio content
 - the guidelines for selection,
 - the criteria for judging merit , and
 - evidence of student self-reflection.

What is a Portfolio?



- Forster and Masters – as sources of evidences of the students' work, performances, and achievements.

Why use Portfolio?

- It produces an accurate and holistic portrait of the student
- It involves students in decision about the choice of inclusion and quality of work completed
- It allows students to exhibit differences (e.g. multiple intelligences, cultural diversity)
- It keeps records that accompany children from one year level to the next
- It provides the means for evaluating program effectiveness

Types of Portfolio

- Evaluative portfolio
- Working portfolio
- Showcase portfolio
- Archival portfolio

Evaluative portfolio

- Use to analyze a student's progress relative to program goals, objectives or standards
- Includes work samples, anecdotal records, reading/writing logs, checklists, tests data and parent comments

Working portfolio

- An evolving repository of student thoughts, ideas, growth, and accomplishment
- Work examples are chosen by both teacher and students
- Highlights the ongoing process of learning, not just the finished products

Showcase portfolio

- Only includes the student's best work
- Work in progress is not included
- Intended to motivate students through complete finished products
- In isolation, it is not adequate to guide instruction

Archival portfolio

- Gives the student's next teacher a 'snapshot' of student's developing abilities
- Items are selected because they provide a summative record
- Intended to guide next year's teacher with planning appropriate instruction

Components of a portfolio

- Teacher contributions
- Student contributions
- Parent contributions



Teacher contributions include:

- Anecdotal records
- Logs/journals
- Rating scales
- Teacher's notes
- Conference notes
- Tests
- Program goals, objectives, or standards

Student contributions includes

- Attitudinal surveys/ interest inventories
- Literacy development journal
- Project work documentation
- Justification for choosing particular samples
- Videos/ audiotapes
- Self – reports

Parents contribution includes

- Questionnaires and forms
- Work samples from HOME
- Teacher – Parent dialogue journals
- Notes from informal conversation
- Parent – Teacher conference notes

How can portfolios be stored?

- Expandable file folders
- X-ray folders
- Pizza boxes
- Large mailing envelopes



- Magazine holders
- Office supply boxes
- Paper briefcases
- Tag board folder in half and stapled
- Show boxes containing file folders
- Plastic crates

Two methods of organizing portfolio

- Developmentally (social/emotional, physical, cognitive, or language)
- Subject area (reading, writing, mathematics, fine arts)



Conclusion

- Teachers will need to find strategies that must address student's needs and complement their teaching styles
- Determine purpose
- Find out what works best through experimentation with a variety of portfolio components and organizational systems

Key to Organization

- Balancing evidence of process and product
- Dating
- Annotating
- Table of contents
- Color coding