

Designing Portfolios and Using Portfolios to Assess Student Mastery and Growth

1. Setting up the portfolio

Stage 1: Defining the Portfolio Context & Goals

- purpose
- audience
- standards or organizing framework
- resources available
- level of technology to begin

Stage 2: The Working Portfolio

- identify, collect and store artifacts
 - document electronically
 - produce abstract/summary
- organize artifacts to standards or objectives
- identify, collect, store style elements

Stage 3: The Reflective Portfolio

- define/re-define goals; –select representative artifacts
 - address intended purpose of the portfolio
 - address the standards or objectives defining portfolio
- develop self-reflection components

Stage 4: The Connected Portfolio

- organize selected, digital artifacts

–create hyperlinks

- goals
- artifacts
- reflections

Stage 5: The Presentation Portfolio

–store/publish portfolio

–share with intended audience

Primary source for the steps develop a portfolio is Helen Barrett, the Electronic Portfolio Development process

<http://electronicportfolios.com/portfolios/EPDevProcess.html>

2. Using portfolios (e-Portfolios) to assess student mastery and growth

--Consider Benefits to students

■E-portfolios are effective in helping students become critical thinkers and aiding in the development of their writing and multimedia communication skills

■E-portfolios help students become more technology literate

■E-portfolios develop critical thinking skills and challenges learners to make connections among peers, professionals and learning experiences and to real-world applications

--Categorize student e-portfolios into two categories: Formative/Learning portfolios and Summative/Showcase portfolios. *Formative/Learning* portfolios:

- Are intended to personalize learning experiences and provide a vehicle for collaboration, communication, and review by peers and professionals
- Provide teachers with evidence of learning over time
- Allow learning patterns to emerge which allow for the creation of personalized learning plans
- Form the foundation for artifacts that will eventually end up on display in the Summative/Showcase portfolio.

--Summative/Showcase portfolios:

- Are organized after the work is completed over time, cleaned up and professional – removes elements not of interest to a non-participating reviewer
- Provide opportunity to share authentic examples of work that represents more than grades
- Work as a tool to focus interests and strengths on career goals and markets skills and characteristics specific to the target market and audience

--Important cue for Bullis specific plans:

- Students should organize and classify work into universally important abilities, such as *5 core academic values*, or other specifically desired learning outcomes. *Don't be tempted to organize by unit title or other narrow topics. You will need to think about your assignments and which major concepts they address.*
- Develop and use rubrics to guide the learning along a path of increasing performance and quality and to gather data.

- Work with students to define both academic and personal goals for a long range showcase. Coach them in understanding that the audience for their portfolio will evolve over the years.
- Younger students will need much more structure and direct instruction than high school aged students. Senior portfolios should be extremely self-directed.
- Provide encouragement and opportunity for students to include artifacts from activities in enrichment areas and outside of school that fit their goals.

--Finally, and most important of all, consider the sharing and reflecting components of e-portfolios as absolutely critical to the process. This is likely the place of most discomfort and hesitation. It is too often and easily skipped.

Primary source for using portfolios as an assessment tool is Using Electronic Portfolios to Assess Student Growth and Mastery

<http://www5.esc13.net/thescoop/insight/2012/02/eportfolios/>