

WRITTEN REPORT
TEACHING AND ASSESSMENT OF MACRO SKILLS

TOPIC: PERFORMANCE and PORTFOLIO BASED ASSESSMENT in TEACHING WRITING

- I. Objectives: At the end of the lesson, students will be able to:**
- a. define portfolio and performance-based assessment
 - b. identify the application of the two assessments inside the classroom
 - c. discuss the significance of each assessment in teaching writing and real-life scenario
 - d. cite examples of portfolio and performance-based assessment

PORTFOLIO BASED- ASSESSMENT / PBA

- **Student Portfolio/ Assessment Portfolio** – purposeful collection of student's works which often gathered over a long period of time that demonstrates efforts, progress and their achievements as well to determine areas for improvement.
- **Portfolio-based assessment-** Instead of grading students solely on standardized tests, unit tests and quizzes, a portfolio serves as a compilation of student work meant to show growth over time.
- **Student Portfolios-** are a great way to measure student growth over a semester or year, as all of a students' work is compiled into their folder and reviewed at the end of the term.

Why should I ask students to compile writing portfolios?

Uses of Portfolio

- Having students compile portfolios makes the whole process of writing more meaningful to them. They will more willingly put forth their best efforts, knowing that they are accountable for producing a certain number of finished pieces (**feel motivated**)
- Providing students with an opportunity to self-reflect/ self- reflection
- It is used to facilitate communication between teachers and parents regarding the child's achievement and progress.
- It is used to showcase periodic or end of the year accomplishments of students.

Portfolio And Performance Assessment In Teacher Education

**Nidhi Khattri, Alison L. Reeve, Michael
B. Kane**



Portfolio And Performance Assessment In Teacher Education:

Portfolio and Performance Assessment in Teacher Education Dorothy M. Campbell, 2000 In this indispensable guide Barbara Pape and Michael Calabrese describe how to plan a fun filled family visit to Italy focusing specifically on Rome Venice Pisa Florence Siena Tuscany Naples and Milan Learn where all of the best gelato shops are in each city and town or the best place to stay in Venice with your toddler Do you need to learn how to say I need a babysitter tonight in Italian No problem Open Road s Italy with Kids also includes a useful Italian English glossary and fun sidebars for the kids to enjoy

Designing Performance Assessment Systems for Urban Teacher Preparation Francine P. Peterman, 2005-05-06 Designing Performance Assessment Systems for Urban Teacher Preparation presents an argument for and invites critical examination of teacher preparation and assessment practices in light of both the complexity and demands of urban settings and the theories of learning and learning to teach that guide teacher education practices This dynamic approach distinguishes the authors stance on urban teacher assessment as one that can help address social justice issues related to gender race socioeconomic class and other differences and at the same time promote the professional development of all educators engaged in the process of learning to teach The contextually bound sociocultural stance that informs this book promises greater teacher and student achievement Culminating six years of vital dialogue and focused local activity among teachers and teacher educators from institutions in the Urban Network to Improve Teacher Education Designing Performance Assessment Systems for Urban Teacher Preparation presents the historical context that was examined for this work a theoretical framework to undergrad teacher preparation assessment and design principles to guide the development of assessment systems four case studies of participants struggles and successes in designing and implementing these systems and a discussion of the importance of context and current trends in assessment practices in urban teaching This volume is particularly relevant for university and school based teacher educators who help prepare teachers to work in urban schools and for personnel in state departments of education and other agencies who are responsible for certification and beginning teacher support While the focus is on preparing teachers for urban settings the theoretical and practical foundations and the case studies have broad implications and provide useful insights for anyone involved in developing and using performance assessment systems teacher educators university and school administrators classroom teachers and educational researchers

Handbook on Teacher Portfolios for Evaluation and Professional Development Pamela D. Tucker, James H. Stronge, Christopher R. Gareis, 2002 This research based book provides details on how educators can dramatically increase student achievement It offers numerous experience based ideas and strategies which can be applied to any school or district This book will help you establish a results oriented focus on the curriculum increase time on task and academic rigor for ALL students provide a supportive accountability system for all staff members identify and eliminate educational practices that lower student achievement and introduce an achievement audit process that will increase student

performance in any school or district Developing Portfolios for Learning and Assessment Val Klenowski,2002 Drawing on the author s own experience of using and researching student portfolios this book analyses the implications for the development of the portfolio for assessment Principles and Practices of Performance Assessment Nidhi Khattri,Alison L. Reeve,Michael B. Kane,1998 This book which is the result of a research study demonstrates how to implement performance assessment in a variety of schools and disciplines **Evaluating Electronic Portfolios in Teacher Education** Pete Adamy,Natalie B. Milman,2009-03-01 While Research on the effectiveness of electronic portfolios for assessment and accreditation is emerging many who are now using or who are beginning to use electronic portfolios are looking to justify the cost and effort involved The purposes of this volume are to create an in depth portrait of ways in which electronic portfolios efforts can be evaluated effectively and to provide xamples of e folio evaluation in the form of case studies The intention of these chapters is to serve as models for assessment and evaluation of electronic portfolios in teacher education as well as to spark further investigations on this tool that is ecoming ubiquitous in so many SCDE s across the United States and abroad

Implementing and Analyzing Performance Assessments in Teacher Education Joyce E. Many,Ruchi Bhatnagar,2017-12-01 Teacher education has long relied on locally developed assessments that lack reliability and validity Rigorous performance based assessments for preservice teachers have been advanced as one possible way to ensure that all students receive instruction from a high quality teacher Recently performance based assessments have been developed which focus on the application of knowledge of teaching and learning in a classroom setting Our book explores factors related to the implementation of teacher performance assessments in varying state and institutional contexts The contributors teacher educators from across the country focus on what was learned from inquiries conducted using diverse methodologies quantitative qualitative self studies and mixed methods Their research encompassed faculty supervisors cooperating teachers and students perceptions and concerns of teacher performance assessments case studies of curricular reform and or resistance analyses of experiences and needs as a result of the adoption of such assessments and examinations of the results of program alignment and reform The chapters showcase experiences which occurred during high stakes situations in implementation periods prior to high stakes adoption and in contexts where programs adopted performance assessments as an institutional policy rather than as a result of a state wide mandate Endorsements The chapters compiled for **Implementing and Analyzing Performance Assessments in Teacher Education** edited by Joyce E Many and Ruchi Bhatnagar present a thoughtful look at the challenges and solutions embedded in the adoption of teacher performance assessments for preservice teachers Most chapters feature edTPA the most commonly used performance assessment now mandated in numerous states and used voluntarily by other programs across the country and reveal how such assessments shine a bright light on the problems of practice in teacher preparation stressful timelines faculty silos communication with P 12 partners etc when new requirements disrupt the status quo Each chapter tells a valuable story of performance assessment

implementation and approaches that offset compliance in favor of inquiry and educative experiences for candidates and programs alike Andrea Whittaker Ph D edTPA National Director Stanford University Graduate School of Education UL SCALE Many and Bhatnagar launch the AAPE book series with a curated volume highlighting the contexts in which teacher educators implement and utilize performance assessments in educator preparation Together the chapters present research from various viewpoints from candidates faculty university supervisors and clinical partners using diverse methodologies and approaches The volume contributes significantly to the program assessment research landscape by providing examples of how performance assessments inform preparation at the intersection of praxis and research and campus and field These chapters provide a critical foundation for teacher educators eager to leverage performance assessments to improve their programs Diana B Lys EdD Assistant Dean of Educator Preparation and Accreditation School of Education University of North Carolina at Chapel Hill

Portfolios in Teacher Education Maureen McLaughlin, MaryEllen Vogt, 1996 Allowing students to both learn about portfolios and experience them firsthand this book describes teacher education courses where undergraduate and graduate students are evaluated using portfolio assessment techniques the same methods they will one day use in their own classrooms The book also explores how portfolio assessment can enable university educators to move from traditional methods of testing to more authentic assessment that reflects each student's real progress In addition to presenting portfolios as a method to evaluate achievement of learning goals the book addresses the use of portfolio assessment in other contexts including admission to universities admission to teacher education programs student teaching job interviews and inservice teacher evaluations Chapters in the book are 1 Moving along the Assessment Continuum 2 Aligning Theory and Practice 3 Introducing Portfolios Concepts and Process 4 Creating Self Reflection 5 Venturing Inside Student Portfolios 6 Conferences and Evaluation 7 Student Attitudes toward the Portfolio Process 8 Portfolios at the Graduate Level 9 The Portfolio Evolution and 10 Where Do We Go from Here Appendixes present an assessment glossary course syllabi examples of evaluation sheets additional student performances and suggested readings Contains 76 references RS

Handbook of Research on Teacher Education and Professional Development Martin, Christie, Polly, Drew, 2016-09-23 With the ever changing climate of education around the globe it is essential that educators stay abreast of the most updated teaching methods and applications To do this fostering teacher education programs that include innovative practices and initiatives within the field is imperative The Handbook of Research on Teacher Education and Professional Development investigates current initiatives and approaches in educational programs Focusing on research studies and theoretical concepts on innovative projects related to teacher education and professional development programs this book is a pivotal reference source for academics professionals students practitioners and researchers

Resources in Education ,1999-10

Decoding **Portfolio And Performance Assessment In Teacher Education**: Revealing the Captivating Potential of Verbal Expression

In a period characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its capability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Portfolio And Performance Assessment In Teacher Education**," a mesmerizing literary creation penned with a celebrated wordsmith, readers set about an enlightening odyssey, unraveling the intricate significance of language and its enduring impact on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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