

Types of Digital Portfolios

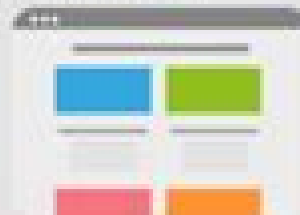
SHOWCASE

- A collection of best work.
- Also called presentation, formal, professional, or career portfolio.
- Written after learning takes place and may involve student choice.



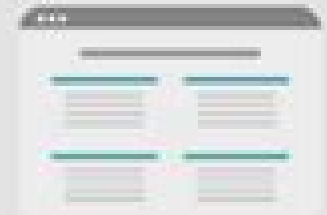
PROCESS

- A work in progress.
- Also called learning, development, reflection, or formative portfolio.
- Written as the learning is happening with a focus on reflections.



ASSESSMENT

- Often more formal and less student-centered than a showcase or process portfolio.
- Documents learning in line with curriculum objectives.



HYBRID

- A combination of the showcase, process, and/or assessment portfolio.
- Artifacts may be moved from a process portfolio into an assessment or showcase portfolio.

Portfolio Use And Assessment

Tim Swanwick



Portfolio Use And Assessment:

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

Portfolio Assessment Uses, Cases, Scoring, and Impact Trudy W. Banta and Associates, 2003-12-23 Mined from the archives of the award winning Assessment Update a bimonthly newsletter on assessment in higher education edited by Trudy W Banta and available for the first time in this convenient format the articles in this booklet present some of the best thinking on portfolio assessment from the leading researchers and practitioners in the field They show how portfolios including web based portfolios have been used at various institutions to assess and improve programs in general education the major and advising as well as overall institutional effectiveness These articles explore ways portfolios can be scored students perspectives on portfolios how portfolios changed the faculty culture at one institution and more Assessment Update Collections provide readers with information on specific areas of assessment gathered together for the first time in a single easy to use booklet format Specifically selected by editor Trudy W Banta from the rich archives of Assessment Update the articles in these booklets represent the best thinking on these topics and are chosen to ensure that readers have information that is relevant comprehensive and illustrates effective practice Other booklets in the collection include Community College Assessment and The Hallmarks of Effective Outcomes Assessment

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 *Building E-Portfolios Using PowerPoint* Kathleen K. Montgomery, David A. Wiley, 2008-01-24 Building E Portfolios Using PowerPoint A Guide for Educators Second Edition addresses the use of e portfolios by pre and in service educators as a self assessment tool and as a way to measure their students performance The first half of the book explains what portfolios are what makes an electronic portfolio or e portfolio superior to physical portfolios and how they should be organized The second half of the book addresses which computer programs can be used to build an e portfolio then presents detailed instructions on using Microsoft PowerPoint R to create effective visually rich portfolios The book is filled with pedagogy each chapter beginning with a conversation scenario to add relevance and meaning for the reader There are also numerous charts summaries a glossary and appendices A Student Resource CD with PowerPoint templates sample e portfolios and additional student resources is available *Portfolios Matter* Shirley-Dale Easley, Kay Mitchell, 2003 Portfolios Matter provides teachers with everything they need to set up a portfolio system and use it to inform instruction and assessment in a balanced learning program From laying the groundwork to deciding what to put in a portfolio to sharing portfolios through conferencing this book will help new and experienced teachers on their journey towards creating successful learners More valuable than a simple report card portfolios are living documents that provide a useful record students can take with them through their

school years Includes everything teachers need to set up a portfolio system and use it to inform instruction and assessment in a balanced learning program

Assessment Portfolios for Elementary Students Milwaukee Public Schools, Kathryn Henn-Reinke, 2002 Developed by educators in Milwaukee's public schools and successfully used with over 15 000 students this book will show you how to engage your students in high quality work reveal information about your students which cannot be seen through standardized tests help students become responsible for their own academic growth The tasks and rubrics in this book will help you discover the strengths and learning needs of your students With concrete detailed examples from Kindergarten through 5th grade this book demonstrates how to implement assessment portfolios in your classroom Part I provides concrete details about how to organize implement and maintain assessment portfolios throughout the school year In Part II are assessments in reading writing and math featuring class tested scoring rubrics and samples of student work Also included are learning projects rich classroom activities requiring high quality intellectual work Part III contains student handouts and scoring sheets ready for you to distribute and use with the students in your class

Portfolio Assessment Sue Clark Wortham, Ann Barbour, Blanche Desjean-Perrotta, 1998 Although support for using portfolios in student assessment is widespread few educators agree on what portfolios are and what their purposes should be This book details a step by step process to help preschool and elementary educators get started in the use of portfolios for student assessment or gain new insights or strategies in their use Chapter 1 introduces performance assessments and portfolios and discusses current thinking about their use Chapter 2 presents the framework for initiating portfolio assessment including primary decisions that must be made when moving into portfolio assessment Chapters 3 through 6 are case studies of individual and groups of teachers and the process they used to begin using portfolio assessment in their individual teaching settings Chapter 3 reflects the use of portfolios in a model child development center serving infants through 4 year olds Chapter 4 reports the experience of a group of teachers who restructured their school to improve the achievement of children from poor families Chapter 5 reviews the experiences of teachers in the intermediate grades in implementing portfolio assessment focusing on mathematics and science assessment Chapter 6 details a project approach to curriculum development and the curriculum portfolio connection in an after school program Chapter 7 discusses common elements from the four case studies the decision to use portfolio assessment philosophical bases for its use selecting the purpose for portfolios criteria for selecting assessment strategies and collecting interpreting and reporting data Five appendices include assessment forms KB

The Portfolio Connection Susan Belgrad, Kay Burke, Robin J. Fogarty, 2008-04-04 As a new teacher I am always looking for ideas that will make me feel more confident Using a portfolio will help me show evidence that the students are making progress toward meeting state standards Stephanie Jones Teacher Forrest City High School AR A good overview of the entire portfolio process from its philosophical foundations to the celebration of student achievement Michael F Dwyer English Department Chair Otter Valley Union High School Brandon VT Encourage student creativity and academic growth through portfolios and

authentic assessment Research and practice show that portfolios are powerful tools for assessing students authentically communicating with parents about the learning process and helping learners across all grade levels and content areas record their successes and take ownership of their learning The third edition of *The Portfolio Connection* offers practical advice and reader friendly strategies for implementing student portfolios in the classroom Through step by step procedures the authors help teachers incorporate standards into the portfolio process by providing expanded checklists and rubrics to monitor student progress The updated edition also includes Additional information on e portfolios and integrating technology Steps for conducting student led conferences Portfolio examples for children with special needs Guidance on increasing parent involvement Information on the impact of NCLB on student assessment Discover how you can use portfolios to heighten students self reflection while expanding their critical and creative thinking skills *Literacy Portfolios* Judith H. Cohen, Roberta B. Wiener, 2003

The second edition of this book concentrates on the process of creating literacy portfolios as a means to monitor and assess students progress as readers and writers The authors advocate using portfolios to complement information obtained from standardized testing and other performance based evaluation tools and to help teachers better understand their students and learn what works and what doesn't to improve instruction *Hands on* coverage explores portfolio use in primary intermediate and secondary classrooms to document accountability show authentic student progress and performance enhance literacy development and meet the needs of diverse learners For special education and Language Arts teachers of all grade levels and their assessment teams Portfolios for Professional Development Kari Smith, 2006 In assessment the portfolio has gained significant interest as a tool to monitor and appraise competence development in multiple domains of professional learning In this book a developmental use of assessment instruments is advocated stressing a personalised or self regulative and learning oriented deployment of the assessment tool Portfolio assessment viewed this way can support knowledge productivity of professionals thus enhancing professional development By this we mean the construction of knowledge through feedback and dialogue about performances as a recursive loop to inform the professional about accomplishment Portfolio assessment therefore informs and scaffolds the learner to develop further it so to speak is pioneering development Since the first introduction in several settings teaching education professional preparation instructional program evaluation student learning in several domains nursing teaching training and human resource development portfolios have been studied extensively It is challenging to gauge the routes along which the reasons for the interest in portfolios have shifted from one problem to the other following lines during the past 15 years shifting its perspective as insights grew and demands changed **Making Sense of Nursing Portfolios: a Guide for Students** Fiona Timmins, 2008-05-16 This accessible book provides a guide to the context of portfolio development and its importance not just to assessment but to the patient experience All students undertaking pre registration nursing qualifications are required to complete a portfolio as part of their formal assessment in order to bridge the gap between theory and practice and to provide

evidence of achievements in practice Fiona Timmins offers a handy guide to approaching putting together and developing an effective portfolio helping you answer questions like What should be in my portfolio How should I present it How will my portfolio be assessed Reflection points and portfolio examples make the book easy to use Key topics covered include Learning in the context of the portfolio The purpose of portfolios Reflection and reflective practice Competence in nursing Portfolio content Portfolio structure The portfolio in operation Making Sense of Portfolios is essential reading for all pre and post registration nursing students looking for a clear and accessible guide to creating and developing a portfolio Each chapter's activities are hands on and should make the book a useful and enjoyable experience It will appeal to students and teachers as a one stop shop for portfolio advice and support Nursing Standard This text is much needed Clearly written and engaging this has the potential to become a gold standard portfolio text Roger Watson Editor of Journal of Clinical Nursing and Professor of Nursing School of Nursing and Midwifery The University of Sheffield Having read this book I feel that it is not only useful for nursing students but could be useful for qualified nurses who are working on their continuing professional development folder As students progress through their course how they manage their time their attitude to learning and the goals they set for themselves may change Joanne Starkes Nursing Student Fiona Timmins has made the topic of nursing portfolios easy to understand with simple terms and many helpful activities throughout while still being easy to read I will definitely be referring to this book throughout my 3 years as a student nurse making my portfolio and would recommend others to do so as well Laura Franklin Nursing Student Fiona Timmins has written a book which is not just useful for student nurses but it also makes the topic easier to understand Vicky Bain Nursing Student Fiona Timmins has produced a book that is not only simple and easy to read but provides activities that enable the reader to think deeper about the information they include within their portfolio This is one book which I wish I had the chance to read in my first year but it will be a handy companion while I complete my portfolio I will recommend this book to my fellow classmates and also students in the years below as they will defiantly benefit from this book Leanne Haigh Nursing Student

Using Digital Portfolios to Develop Students' Writing Ricky Lam, Benjamin Luke Moorhouse, 2022-11-07 This book equips pre service teachers research postgraduate students teacher educators and language specialists with specific knowledge and skills about the principles research and applications of digital portfolios within the EFL writing contexts While most digital portfolio scholarship focuses on higher education this book targets primary level and secondary level school audiences namely pre service teachers teacher educators and Ministry of Education staff members with a focus on EFL writing The rationale behind this design is that the published literature on digital portfolios tends to be generic and one size fits all there has been scant published scholarship about the development of digital portfolio literacy among teachers and pupils which could enable them to upgrade the teaching and learning of writing in a larger EFL environment This volume fills this gap by illustrating the why what and how aspects of digital portfolios in ten reader friendly chapters Guiding educators to enrich their pedagogical

repertoire via the portfolio approach this book emphasises a healthy balance between principles research and practice It is an easy to follow guide to setting up digital portfolio systems and coaching pupils to improve writing ensuring the dissemination of digital portfolios with high fidelity *Teaching 101* Jeffrey Glanz,2015-08-18 The noble profession of teaching plays a vital role in inspiring students to achieve excellence This new edition of one of the most comprehensive introductions to teaching available provides essential knowledge and actively engages new teachers in practice to become an exceptional teacher Easy to understand and practical this wide ranging guide provides tools such as questions and activities at the end of each chapter Web sites and vital readings for further study and a self assessment instrument to help readers succeed in their first year The second edition includes more information on curriculum development and technology more sample lesson plans a new section on bullying new activity sheets and many checklists with immediate application procedures The book is packed with helpful suggestions on topics such as Lesson planning Classroom management Differentiating instruction Standards Assessment and grading Literacy Cooperative learning Inclusion National Board certification Teaching 101 is an invaluable resource that teachers can reference throughout their careers to expand their skills and perspectives *SAGE Handbook of Research on Classroom Assessment* James H. McMillan,2013 The Sage Handbook of Research on Classroom Assessment provides scholars professors graduate students and other researchers and policy makers in the organizations agencies testing companies and school districts with a comprehensive source of research on all aspects of K 12 classroom assessment The handbook emphasizes theory conceptual frameworks and all varieties of research quantitative qualitative mixed methods to provide an in depth understanding of the knowledge base in each area of classroom assessment and how to conduct inquiry in the area It presents classroom assessment research to convey in depth the state of knowledge and understanding that is represented by the research with particular emphasis on how classroom assessment practices affect student achievement and teacher behavior Editor James H McMillan and five Associate Editors bring the best thinking and analysis from leading classroom assessment researchers on the nature of the research making significant contributions to this prominent and hotly debated topic in education *Designing Performance Assessments for School Leader Readiness* Margaret Terry Orr,Liz Hollingworth,2020-06-08 In face of increased scrutiny on the preparation of educational leaders this book provides a much needed resource exploring the role and use of authentic performance assessment for evaluating leader readiness and performance Framed by theory and research on school leader performance assessment Designing Performance Assessments for School Leader Readiness provides an in depth description of one fully tested performance assessment called the Performance Assessment for School Leaders PAL The authors explore how to assess four components of leadership proficiency developing a plan for an area of school improvement creating a professional learning culture among school staff supporting individual teacher development and engaging families and community in improving student learning This book provides real examples and practical guidance on designing and managing

performance assessment for aspiring educational leaders and how the PAL can be used in regional state and local contexts

The Link, 1993 *21st Century Education: A Reference Handbook* Thomas L Good, 2008-10-01 21st Century Education A Reference Handbook offers 100 chapters written by leading experts in the field that highlight the most important topics issues questions and debates facing educators today This comprehensive and authoritative two volume work provides undergraduate education majors with insight into the rich array of issues inherent in education issues informing debates that involve all Americans Key Features Provides undergraduate majors with an authoritative reference source ideal for their classroom research needs preparation for GREs and research into directions to take in pursuing a graduate degree or career Offers more detailed information than encyclopedia entries but not as much jargon detail or density as journal articles or research handbook chapters Explores educational policy and reform teacher education and certification educational administration curriculum and instruction Offers a reader friendly common format Theory Methods Applications Comparison Future Directions Summary References and Further Readings 21st Century Education A Reference Handbook is designed to prepare teachers professors and administrators for their future careers informing the debates and preparing them to address the questions and meet the challenges of education today **The Portfolio Book** Elizabeth F. Shores, Cathy Grace, 1998

Presents the use of portfolio books to assess children s learning Provides ten easy to use steps that can be integrated into everyday teaching **Understanding Medical Education** Tim Swanwick, 2013-10-31 In this new and extensively updated second edition the Association for the Study of Medical Education presents a complete and authoritative guide to medical education Written by leading experts in the field Understanding Medical Education provides a comprehensive resource of the theoretical and academic bases to modern medical education practice This authoritative and accessible reference is designed to meet the needs of all those working in medical education from undergraduate education through postgraduate training to continuing professional development As well as providing practical guidance for clinicians teachers and researchers Understanding Medical Education will prove an invaluable resource to those studying at certificate diploma or masters level and a first port of call for anyone engaged in medical education as an academic discipline Exploring medical education in all its diversity and containing all you need in one place Understanding Medical Education is the ideal reference not only for medical educators but for anyone involved in the development of healthcare professionals in whatever discipline wherever they are in the world **Developing a K-12 Portfolio Assessment Plan** Debora K. Salling, 2000 In this thesis I explored

through in depth literature review survey and teacher interviews the value and feasibility of creating and maintaining a K 12 student portfolio that would present a learning history of each student over an extended period of time i e K 3 portfolio 4 5 portfolio 6 8 portfolio 9 12 portfolio Given that assessment is a multi faceted topic and given the variety of assessment strategies available to educators the thesis was limited to the research question How would a K 12 portfolio assessment plan improve the learning teaching assessment process To answer this question I investigated 1 the connection between teaching

learning and assessment 2 the contrast between authentic assessment and grading 3 improving teacher effectiveness through alternative assessments 4 the purpose and design of portfolio assessment 5 the issues of reliability and validity 6 the limitations of using portfolios 7 the use of technology to support portfolio assessment 8 the findings of schools currently using portfolio assessment 9 the attitudes of teachers in the Windsor Locks School District about portfolio assessment in general

A qualitative research design was used to investigate the experience of teachers within the Windsor Locks School District. Specifically, a survey and three interviews were conducted to determine teachers' levels of understanding and experiences with portfolios, their ability to use portfolios to inform teaching, and their willingness and capacity to use a K-12 portfolio. The survey results and teacher interviews conducted as part of my research indicate that there are many benefits and few disadvantages to using portfolios in the classroom. Specifically, if conceived through careful planning, the long-range portfolio can be an informed collection of student work and a learning biography comprising a variety of insights into the student's skills, accomplishments, and aptitudes. The findings of the teacher interviews and surveys were consistent with the studies conducted by educational researchers such as Roe and Vukelich (1997), Dennie Palmer Wolf (1994), and Hudson and Penta (1998). Specifically, they imply that portfolios are useful in diagnosing learner strengths and weaknesses in knowing where to adapt instruction, in actively involving students in the assessment process, and in effectively communicating student performance with parents much more effectively than traditional models. The survey and interviews also showed that there are significant differences between traditional methods of assessment, i.e., standardized tests and portfolio assessment. Teachers opting to use portfolios point out that they have moved away from a teacher-centered classroom to one where goals are student-centered; students are engaged in authentic activities and projects, and there is less competition in the classroom. These teachers described students who are engaged in higher-level thinking because the learning activities are authentic and because students participate in assessing their own products and performance. While a K-12 portfolio is probably an attainable goal, particularly for school districts already committed to and engaged in alternative assessments, further research is necessary to determine its effectiveness in the Windsor Locks School District. Yet to be determined is how much more value would be added to instruction, learning, and assessment if a learning history were maintained for each student over an extended period of time. Additional study should include the learner's perceptions about portfolios and whether a learner's accomplishments surpass expectations/standards while using portfolios over traditional methods. Given a school's standards and goals, it is also important to consider what types of documentation should be included in a student's learning history. Research should also focus on the time management strategies used by teachers when portfolios are employed, the issues inherent in having a student academic biography accessible to future teachers, and the difficulties of communicating across elementary, middle, and secondary levels. It is my recommendation that the district begin by organizing an Assessment Study Team that is comprised of teachers, administrators, students, and parents from each school and from a variety of subject areas.

The initial objective should be simply to provide a forum for discussing alternative assessments sharing information and experiences Questions the team can consider are How can students demonstrate the school vision How do we prepare teachers administrators and support staff to be able to discuss student work Why do we collect student work and how do we know what s good Who will select and reflect on student work How will technology be used to support assessment What are the district s professional development needs and how do we establish a learning community where teachers are willing and able to network across grades and subject areas Other objectives could be decided upon if the members conclude that the team is productive in reaching its initial goal and determine it is worth pursuing a unified assessment philosophy such as a K 12 portfolio

This book delves into Portfolio Use And Assessment. Portfolio Use And Assessment is a vital topic that needs to be grasped by everyone, from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into Portfolio Use And Assessment, encompassing both the fundamentals and more intricate discussions.

1. This book is structured into several chapters, namely:

- Chapter 1: Introduction to Portfolio Use And Assessment
- Chapter 2: Essential Elements of Portfolio Use And Assessment
- Chapter 3: Portfolio Use And Assessment in Everyday Life
- Chapter 4: Portfolio Use And Assessment in Specific Contexts
- Chapter 5: Conclusion

2. In chapter 1, the author will provide an overview of Portfolio Use And Assessment. The first chapter will explore what Portfolio Use And Assessment is, why Portfolio Use And Assessment is vital, and how to effectively learn about Portfolio Use And Assessment.

3. In chapter 2, this book will delve into the foundational concepts of Portfolio Use And Assessment. This chapter will elucidate the essential principles that must be understood to grasp Portfolio Use And Assessment in its entirety.

4. In chapter 3, the author will examine the practical applications of Portfolio Use And Assessment in daily life. The third chapter will showcase real-world examples of how Portfolio Use And Assessment can be effectively utilized in everyday scenarios.

5. In chapter 4, the author will scrutinize the relevance of Portfolio Use And Assessment in specific contexts. The fourth chapter will explore how Portfolio Use And Assessment is applied in specialized fields, such as education, business, and technology.

6. In chapter 5, this book will draw a conclusion about Portfolio Use And Assessment. The final chapter will summarize the key points that have been discussed throughout the book.

The book is crafted in an easy-to-understand language and is complemented by engaging illustrations. It is highly recommended for anyone seeking to gain a comprehensive understanding of Portfolio Use And Assessment.

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Portfolio Use And Assessment Introduction

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