

# Portfolio Assessment

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## What is a Portfolio Assessment?

Valeri-Gold et al. (1991/1992) describe it as a formative assessment technique where students transform into "active learners and questioning thinkers" (p. 298). Harlin et al. (1992) view it as a "multidimensional system which provides teachers with a complete picture of a student's abilities and literacy development" (p. 203, cited in Gillespie et al., 1996, p. 482).

## Advantages of a Portfolio Assessment

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### For Students

- Enable students to reflect on their learning development over time.
- Help students understand the interplay between reading, writing, and thinking.
- Enhance peer collaboration and critiques.
- Encourage students to take charge of their learning and foster independence.
- Contribute to developing self-esteem



### For Teachers

- Offer a comprehensive view of student growth
- Provide valuable data for instructional decision-making
- Offer insights for both formative and summative evaluations
- Bridge the gap between assessment and instruction
- Serve as a basis for productive student-teacher relationship
- Assist in identifying the criteria for high-quality work.

#### Sources:

1. Gillespie, C. S., Ford, K. L., Gillespie, R. D., & Leavell, A. G. (1996). Portfolio Assessment: Some Questions, Some Answers, Some Recommendations. *Journal of Adolescent & Adult Literacy*, 39(6), 480-490.  
2. Valeri-Gold, M., Olson, J. M., & Downing, M. P. (1992). Portfolios: Collaborative Authentic Assessment Opportunities for College Developmental Learners. *Journal of Reading*, 35(4), 298-.

# Portfolio Assessment

**WJ Hussar**



## **Portfolio 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

**Portfolio Assessment** Allan A. De Fina, 1992 In this book author Allan A De Fina invites teachers students and parents into the portfolio process which offers many opportunities to assess a student's performance and growth over time You'll read a brief background and a working definition of the process as well as learn how portfolios can be effectively used in any and every classroom You'll find practical suggestions for getting started pointers on how to manage the process and a look at the benefits of portfolio assessment

The Portfolio Approach to Assessment Emily Grady, 1992 The shortcomings of standardized testing as the predominant form of student assessment in the United States are reviewed and the use and potential benefits of portfolio assessment are explored Children's educational experiences and their future job prospects and standards of living are being decided by test scores Moreover these test scores may be unfair or biased against some students Instead of more tests we need a new attitude toward assessment one that encourages a variety of assessments Portfolio assessment through collections of student works can be an encompassing format for this new philosophy Before considering what a portfolio should contain it is important to establish the purpose of the assessment The experiences of Vermont illustrate the development of a portfolio assessment with consistent standards Examples of guidelines for mathematics and language arts portfolios make it clear that it is possible to establish consistent practices It is also necessary to reflect on the portfolio occasionally using self evaluations and direct questions or profiles Educators also find portfolios useful tools for preservice teachers Portfolio assessment can be the framework for a new curricular structure that integrates assessment into the learning loop SLD

*Portfolio Assessment for*

*the Teaching and Learning of Writing* Ricky Lam, 2018-06-26 This book provides teachers instructors scholars and administrators with a practical guide to implement portfolio assessment of writing in their work contexts Unlike most existing volumes which underscore theory building it describes and discusses several key issues concerning how portfolio assessment can be carried out in authentic classrooms with a focus on its processes reflective components task types and design scoring methods and actionable recommendations      Assessing Student Portfolios for College Credit CAEL., Council For Adult Experiential Learning, 2017-01-30 Portfolio assessment is an important strategy that supports retention persistence and adult student success Assessing Student Portfolios for College Credit Everything you Need to Know to Ensure Academic Integrity in Portfolio Assessment unlike many books on higher education that are written with an emphasis on theoretical constructs without concrete examples includes actual student portfolios and discusses how to effectively assess students portfolios The author Dr Leader Kelley also addresses the myths that have grown up around prior learning assessment allaying the fears of faculty and administrators through concrete evidence of the value of using portfolio assessments to help adult students succeed Translating deciphering bridging and or equating what a learner knows and can do in order to receive college credit can be tricky daunting and even overwhelming Without integrity the process can undermine the value of the credentials it seeks to make accessible At its best the process can provide an academically responsible motivating and meaningful bridge to postsecondary education If taken to scale this process can unleash unrealized talent and light a pathway toward more meaningful personal and professional lives for millions of individuals especially adults with some college and no degree This book provides a valuable resource for a wide range of individuals Administrators and practitioners will benefit from the pragmatic and accessible information embedded in the multiple portfolio examples Faculty members can view examples of portfolios that mirror their own syllabi providing evidence of learning through a written narrative and supportive documentation The portfolio examples demonstrate how students meet and exceed the learning outcomes for real college courses Scott Campbell Vice President for Higher Education CAEL      *Performance and Portfolio Assessment for Language Minority Students* Lorraine Valdez Pierce, J. Michael O'Malley, 1992      **Portfolios** Pat Belanoff, Marcia Dickson, 1991 This book the first to focus exclusively on portfolio assessment is practical theoretical and broad in scope offering places to start rather than claiming to be definitive The articles all by teachers with considerable experience in using portfolio grading are free of jargon making sound composition and assessment theory available to every reader regardless of the level of writing taught      Portfolio Planner Julia Jasmine, 1995-07 Provides teachers with a user tested prepackaged step by step portfolio assessment method      **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 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

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

Essentials of Science Classroom Assessment Xiufeng Liu, 2010 Grounded in the constructivist inquiry approach to science teaching and learning Essentials of Science Classroom Assessment bridges science assessment research and practice and connects science assessment and learning This book will help students in science methods courses to develop essential skills in conducting science assessment to support student learning The chapters parallel a typical structure of a science methods course making the integration of this text into a science methods course seamless Due to its practical and concise nature this book is also ideal for practicing science teachers to use as a professional development resource

New Directions in Portfolio Assessment Donald A. Daiker, Laurel Black, 1994 Representing a range of approaches and voices this text explores the tensions and ambiguities of portfolio assessment While some of its essays problematize portfolio use at the classroom level others move beyond the classroom to construct new research agendas in writing assessment

**Portfolios** Marianne Lucas Lescher, 1995

**Early Childhood Education** Petr G. Grotewell, Yanus R. Burton, 2008 This book focuses on early childhood education which spans the human life from birth to age 8 Infants and toddlers experience life more holistically than any other age group Social emotional cognitive language and

physical lessons are not learned separately by very young children Adults who are most helpful to young children interact in ways that understand that the child is learning from the whole experience not just that part of the experience to which the adult gives attention Although early childhood education does not have to occur in the absence of the parent or primary caregiver this term is sometimes used to denote education by someone other than these the parent or primary caregiver Both research in the field and early childhood educators view the parents as an integral part of the early childhood education process Early childhood education takes many forms depending on the theoretical and educational beliefs of the educator or parent Other terms that is often used interchangeably with early childhood education are early childhood learning early care and early education Much of the first two years of life are spent in the creation of a child s first sense of self or the building of a first identity Because this is a crucial part of children s makeup how they first see themselves how they think they should function how they expect others to function in relation to them early care must ensure that in addition to carefully selected and trained caregivers links with family home culture and home language are a central part of program policy If care becomes a substitute for rather than a support of family children may develop a less than positive sense of who they are and where they come from because of their child care experience

### **Encyclopedia of Measurement and Statistics** Neil J.

Salkind,2006-10-13 The study of measurement and statistics can be less than inviting However in fields as varying as education politics and health care assessment and the use of measurement and statistics have become integral parts of almost every activity undertaken These activities require the organization of ideas the generation of hypotheses the collection of data and the interpretation illustration and analysis of data No matter where educated people look this critical analysis is more important than ever in an age where information and lots of it is readily available The ideas and tools contained in the Encyclopedia of Measurement and Statistics are approachable and can be invaluable for understanding a very technical world and the increasing flow of information Although there are references that cover statistics and assessment in depth none provides as comprehensive a resource in as focused and accessible a manner as the three volumes of this Encyclopedia Through approximately 500 contributions experts provide an overview and an explanation of the major topics in these two areas Key Features Covers every major facet of these two different but highly integrated disciplines from mean mode and median to reliability validity significance correlation and much more all without overwhelming the informed reader Offers cross disciplinary coverage with contributions from and applications to the fields of Psychology Education Sociology Human Development Political Science Business and Management Public Health and others Provides cross reference terms further readings and Web site URLs following most entries as well as an extensive set of appendices and an annotated list of organizations relevant to measurement and statistics Appendices Features Appendix A is a guide to basic statistics for those readers who might like an instructional step by step presentation of basic concepts in statistics and measurement Appendix B is a table of critical values used in hypothesis testing and an important part of any reference in this

area Appendix C represents a collection of some important and useful measurement and statistics Internet sites A primary goal of creating this set of volumes is to open up the broad discipline of measurement and statistics to a wider and more general audience than usual Edited by bestselling author Neil J Salkind this Encyclopedia is specifically designed to appeal to beginning and intermediate level students practitioners researchers and consumers of information It is a welcome addition to any academic library , *Encyclopedia of School Psychology* Steven W. Lee,2005-04-27 The Encyclopedia of School Psychology provides both an introduction to the field and a way for experienced practitioners to gain a deeper understanding of how school psychology has progressed to match the demands of the 21st century BOOK JACKET

**Learning by Effective Utilization of Technologies: Facilitating Intercultural Understanding** R. Mizoguchi,P. Dillenbourg,Z. Zhu,2006-11-15 A major theme of this book is the use of computers for supporting collaborative learning This is not surprising since computer supported collaborative learning has become both a widespread educational practice and a main domain of research Moreover collaborative learning has deep roots in Asian educational traditions Given the large number of researchers within this field its scope has become very broad Under this umbrella one finds a variety of more specific topics such as interaction analysis collaboration scripts e g the Jigsaw script communities of practice sociocognitive conflict resolution cognitive apprenticeship various tools for argumentation online discussion or collaborative drawing tools whiteboards collaborative writing and the role of facilitators Most research work on collaborative learning focuses on interactions rather than on the contents of environments which had been the focus in the previous decades of learning technology research However there is no reason to focus on one aspect to the detriment of the other The editors are pleased that the selected papers also cover multiple issues related to the storage representation and retrieval of knowledge ontologies for learning environments and the semantic web knowledge bases and data mining meta data and content management systems and so forth This publication also reveals a growing interest for non verbal educational material namely pictures and video materials which are already central to new popular web based applications This book includes contributions that bridge both research tracks the one focusing on interactions and the other on contents the pedagogical use of digital portfolios both for promoting individual reflections and for scaffolding group interactions

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