

Connect Portfolio Purpose to Audience

What would motivate teachers to undertake a portfolio assessment system when they are already overwhelmed by mandates to raise test scores, cover all the objectives provided in four-inch-thick curriculum guides, and manage the behavior of culturally, academically, physically, and socially diverse students? The thrill of victory? The desire for greatness? The love of a challenge? The search for something to fill class time? The answer is that most teachers instinctively believe they are worth the effort, even though portfolios present many organizational and time-management challenges. Teachers recognize that academic portfolios promote assessment for and provide evidence of learning. When teachers engage their students in the processes that are inherent in the portfolio process, students develop a better awareness and knowledge of curricular goals and standards. Teachers, like many parents and students, recognize that standardized tests used as a single measure of student achievement are not accurate representations of many students' true capabilities. They are searching for ways to meet the needs of students from diverse cultures, with diverse values, individual learning abilities, and multidimensional learning styles. Glazer (1998) says that many assessment procedures have been insensitive to the diversity found in classrooms as a result of people's misunderstanding of assessment and evaluation. She warns that "for most, tests, testing, and the resulting test scores prevail as indicators of achievement" (p. 20). Glazer also believes that, by selecting appropriate assessment tools and instructional strategies, teachers can respect the originality each student brings to a classroom. The academic portfolio brings together these tools and strategies as it provides a framework that encourages students to showcase their individuality and originality within the context of the classroom.

Instruction is assessment, and assessment is instruction. As Paulson, Paulson, and Meyer (1991) put it, “[Portfolios] can be powerful educational tools for encouraging students to take charge of their learning. . . . If carefully assembled, portfolios become an intersection of instruction and assessment; they are not *just* instruction or *just* assessment, but, rather, both. Together, instruction and assessment give more than either give separately” (p. 61; emphasis in original).

WHY USE PORTFOLIOS?

Portfolios provide information about a student that traditional paper-and-pencil tests cannot. They present a demonstration of the student’s academic skills and learning dispositions that helps teachers, students, and parents make informal decisions about instruction. Portfolios and e-portfolios have been especially helpful in representing the achievement and progress of students with special needs. Several states, including Kentucky, Tennessee, and Vermont, have incorporated portfolio processes as alternatives to formal assessment for many of their students receiving special school services. Under the federal No Child Left Behind legislation, more states and school districts mandate testing programs to gather data about student achievement. These data are used to hold schools, teachers, and students accountable. (See Figure 1.1 for reasons that support use of portfolios.) Yet dependence on testing alone can lead to curriculum and instruction bereft of meaningfulness or dimension. Educators who strive to learn about all their students and who promote success for each of them have turned to portfolios and e-portfolios as tools that bring the disparate elements of curriculum together in a satisfying manner for all concerned.

WHAT IS A PORTFOLIO?

Carr and Harris (2001) describe an academic portfolio as a “purposeful, integrated collection of student work showing effort, progress, or achievement in one or more areas. . . . Assessment is enhanced when students select the items for their portfolios, [their] self-reflection is encouraged, and criteria for success are clear” (p. 181). For this reason, portfolios are among the most frequently mentioned tools for promoting student voice. When committed to using portfolio systems, the use of authentic assessment in the classroom becomes as important as testing. In her book *Power of Portfolios*, Hebert (2001) refers to portfolios as “modern memory boxes” (p. x). While portfolios can and do become important collections of key “artifacts” that remind students of their growth over time and of their accomplishment of learning standards, they also provide a deep, rich anthology of learning evidence.

WHAT IS AN E-PORTFOLIO?

As technology and telecommunication tools have been acquired in elementary and secondary schools, the e-portfolio has proven to be a powerful vehicle for

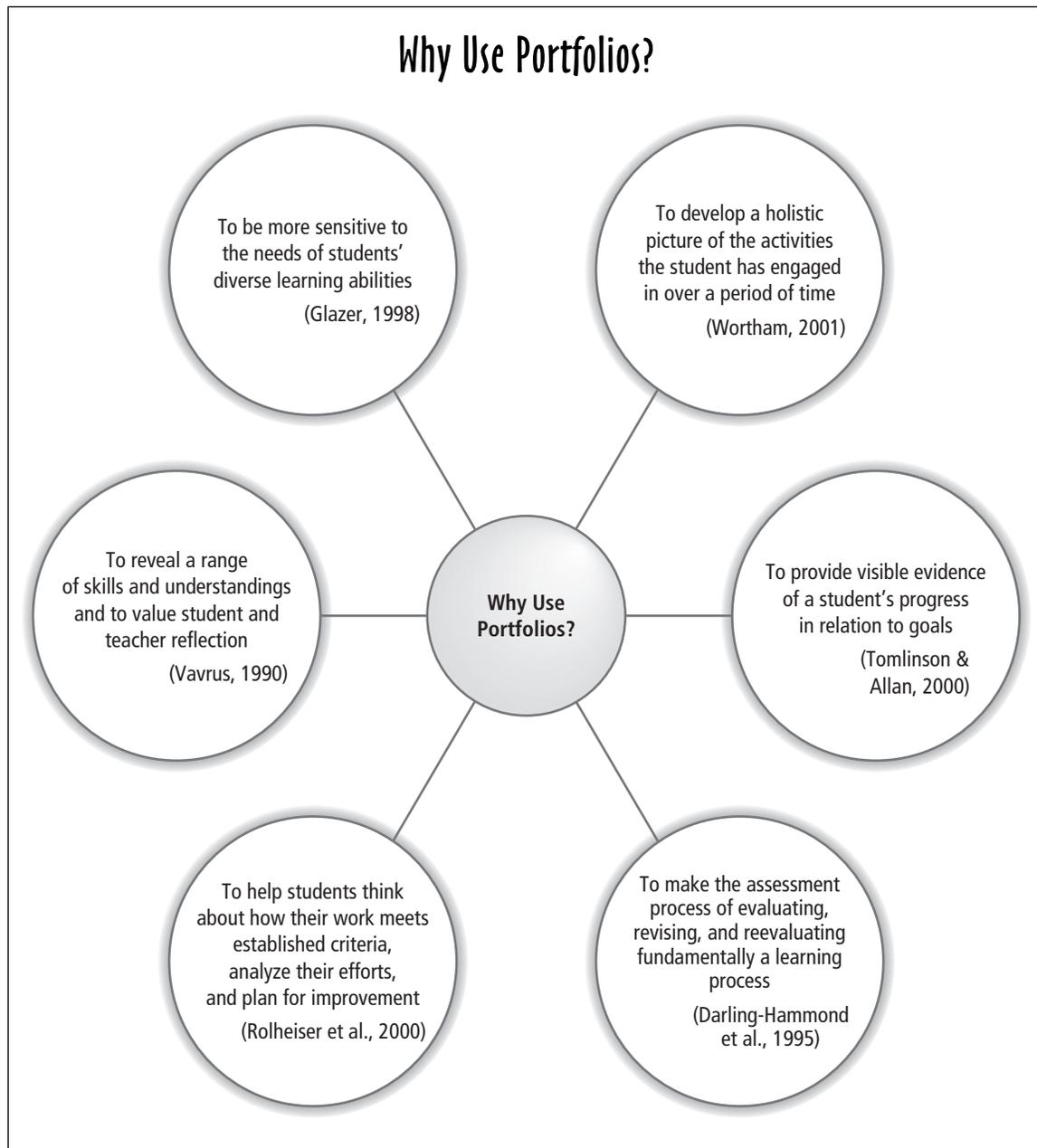


Figure 1.1

promoting both student engagement and voice in the learning process. Batson (2002) describes the e-portfolio as a collection of student work that brings together three trends: the electronic form of much student work, especially at the upper-grade or secondary levels; the availability of the Internet, where students can both access and produce information; and accessibility of databases that allow students to manage large volumes of their work. The e-portfolio offers a multimedia dimension to the portfolio that “allows the creator to present learning and reflective artifacts in a variety of media formats (audio, graphics, video, and text)” (Montgomery & Wiley, 2004, p. 5). In a recent call for papers,

the Technology, Communication, and Literacy Committee of the International Reading Association declared

the electronic portfolio has emerged as a logical next step in the evolution of portfolio assessment. Regardless of the technology employed or the institutional context, the electronic portfolio offers several pragmatic features not available with traditional paper-based portfolio assessments:

- Ease of storing and archiving artifacts.* The electronic portfolio makes it feasible to archive massive amounts of data. For the first time in the history of educational assessment, it is practical to review a comprehensive set of student work samples collected over years. From audio passages of students reading aloud to writing samples and projects, electronic portfolios offer educators access to documentation of student learning that goes well beyond anything that could be captured in the manila cumulative folder.
- The inclusion of multimedia artifacts.* The electronic portfolio allows for powerful additions to the historical record of student learning and teacher professional development through the integration of audio and video texts.
- The possibility that the nonlinear nature of electronic documents will encourage reflection that connects disparate artifacts and learning experiences in unique ways. (International Reading Association, 2004)

HOW IS A PORTFOLIO USED?

Portfolios and e-portfolios can be used in many different ways according to the purposes that are determined by teachers and administrators. A primary purpose for the use of portfolios in schools is to “assess student performance through authentic work in the same way professionals demonstrate their abilities by compiling samples of work in a portfolio” (Ash, 2000, p. 11). As for digital or e-portfolios, most simply put, the e-portfolio is “a ‘hypermedia’ document [composed of] a set of screens or pages, in the terminology of the software, that are linked by buttons on the screen. When the user clicks the mouse to select a button, the program reacts, typically by navigating to another screen or by showing some additional information” (Niquida, 1993, p. 3).

Who Is It For?

The establishment of *purpose* is the foundation of portfolios and e-portfolios. It involves decisions not only about how the portfolio will be used but also for whom the portfolio will be developed. In most instances, portfolios will simply be developed for students, parents, and teachers. Increasingly, however, the audience for portfolios has grown to include school administrators, district leaders, state officials, and the larger public.

When portfolios or e-portfolios are under consideration by teachers and school leaders, it is important to place students at the center of the process. As the use of test scores and the testing industry itself have dramatically

increased, it has become clear that students (and their work and achievements) are too often reduced to a set of test scores. Portfolios and e-portfolios have the power to offset the detrimental effects on students in working only for a grade and on teachers in teaching only to the test. Smith (1999) comments on the statewide portfolio system that was earlier employed in Vermont:

Students hold the key to much of what they know and are able to do. They understand their strengths, and they can identify the things that challenge them. Too often, however, they are the last people consulted in developing procedures or practices for the assessment of their own learning. Too often the procedures and practices we do employ to measure student learning focus on instant recall of prescribed information. Rarely do they measure what students truly understand about themselves and their learning. Rarely do students have the opportunity to reflect on their own learning and growth, and rarely are they asked to use what they know and are able to do to demonstrate that growth and understanding. (p. 1)

Designing portfolios as ways to promote student achievement and assessment *for* learning is central to this book. In Figure 1.2, Barrett (2002) delineates the characteristic differences between assessment of and assessment for learning.

ASSESSMENT <i>FOR</i> LEARNING VERSUS ASSESSMENT <i>OF</i> LEARNING	
<i>Portfolios promote formative assessment for improving student learning</i>	<i>Portfolios show summative evidence of student learning</i>
Students (and parents) are invited by teachers to participate in determining purposes of portfolios.	Portfolio purposes are aligned with local, state or national mandates.
Students know the portfolio tells the story of how, when and why they are learning,	Formal tests, unit examinations, standardized assessments as determined by the school, district, state, etc.
Students understand that their portfolio changes and they grow, learn and achieve,	Portfolios usually tied to “high-stakes” examinations or performances,
Students and parents have opportunities to select, inspect and reflect on entries included in portfolios.	Standard scoring rubrics are normed for portfolio readers and each portfolio is rated accordingly.
Students have voice in the collection and selection of portfolio artifacts throughout the year.	Portfolio content, organization and selection criteria are determined at the school, district, state or national level.
Portfolios assist students, their teachers and parents in making developmental decisions about future learning goals.	Portfolios only provide artifacts of evidence that shows what has been learned.
Portfolios promote student motivation because they include student voice, decision making and self-assessment.	Portfolios provide extrinsic motivation to either achieve learning standards.
Portfolios provide an opportunity for students to celebrate learning by inviting a variety of audiences to view their content.	Portfolios become anonymous and are often read by external audiences who are unfamiliar with students.

Figure 1.2

Throughout this and subsequent chapters, we will assist teachers and other portfolio designers in establishing the principal purposes for portfolios and e-portfolios that will effectively promote formative *assessment of* the student, and summative *assessment for* learning while promoting student voice.

Defining Portfolio Purpose

Before introducing students to portfolios as meaningful containers or compendia of assessment products, it is critical that teachers study the “big picture” and determine the primary and secondary functions of the portfolio or e-portfolio. Teachers need answers to the following frequently asked questions:

- How can academic portfolios be used?
- How will they support teaching goals and learning objectives?
- Who, other than the students and teachers, will be the audiences?
- How will students become aware of the purposes of the portfolios?
- What available technologies should support selection of e-portfolios?
- How will students become involved in the ongoing portfolio assessment processes?
- How will portfolios or e-portfolios be organized?
- How will portfolios or e-portfolios be shared with the identified audience, and how will these audiences be effectively involved?
- How will portfolios ensure differentiation in the curriculum and classroom instruction for diverse learners’ needs and learning challenges?

INTRODUCTION

“Portfolios have the potential to reveal a good deal about their creators. They can become a window into students’ minds, a means for both staff and students to understand the educational process at the level of the individual learner. They can be powerful educational tools for encouraging students to take charge of their own learning” (Paulson et al., 1991, p. 61; see also Figure 1.3, this volume). E-portfolios can integrate student learning achievement of standards with the use of the multimedia tools that today’s technology offers. These forms of portfolios are capable of providing an even more complete portrait of students as learners. Stefanakis (2002) makes a strong case for the use of districtwide portfolios and e-portfolios as the basis of comprehensive assessment systems: “The goal for each district is to carefully construct a comprehensive assessment system, with a collection of assessments that allow many stakeholders to use these data to improve both student learning and teachers’ teaching. Without portfolios to make visible what students do and what teachers teach, I am not sure this can be done” (p. 137).

An increasing number of teachers who have successfully used portfolios have discovered the power of telecommunication tools to develop, review, and showcase students’ achievements. The joining of computer-technology applications and the Internet, along with the communication power of the academic or developmental portfolio, has allowed today’s educators to achieve both learning goals and assessment goals.

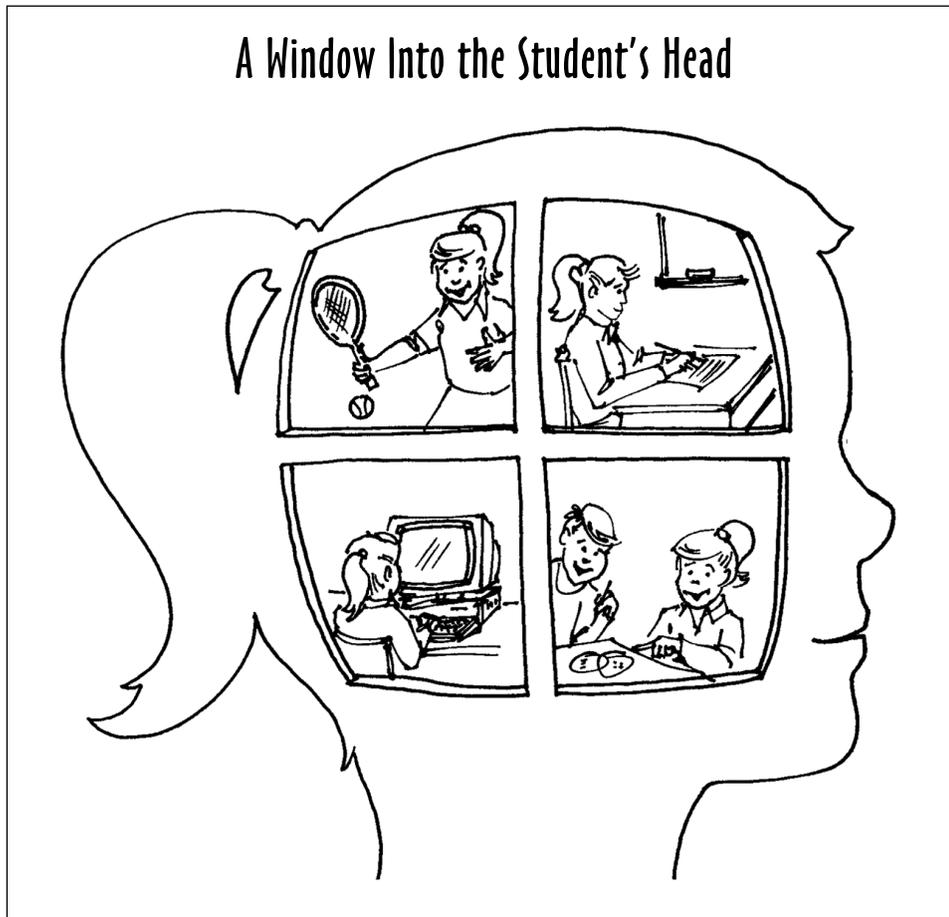


Figure 1.3

PORTFOLIO PURPOSES

Determining the purpose of the portfolio or e-portfolio and its function in promoting and showcasing student performance is perhaps the most important part of the process. It essentially creates the “big picture,” or canvas, on which students will project their voice, goals, achievements, and skills.

The purposes for the portfolio and e-portfolio must be carefully determined by the teacher or instructional team before the portfolio process begins. Following are a number of purposes that teachers and portfolio designers might select as primary or secondary uses for portfolios and e-portfolios. (See Blacklines 1.1, 1.2, and 1.3 at the end of this chapter.)

- *Learning portfolios:* to capture evidence of students' acquisition of knowledge and skill over time—evidence that demonstrates both content and process knowledge.
- *Developmental portfolios:* to demonstrate the continuing growth and development of students as readers, writers, mathematical problem solvers, and so on, over time. These portfolios are often used for special-needs students because they are effective in “telling the story” of the student as a unique person and learner.

- *Assessment/standards portfolios*: to demonstrate clear and compelling evidence of student achievement and proficiency, as compared to single or multiple subject standards.
- *Showcase portfolios (best work)*: to provide exemplars of distinguished or best student work or performances.

Regardless of the purpose, it is important to remember that portfolios are *more* than products that students submit in order to fulfill academic requirements or to meet learning benchmarks. They contain much less than a *working folder* in which students place all their work. A portfolio or e-portfolio is part of an ongoing reflective process that enables students to analyze and self-assess their performances and learning dispositions. If teachers keep that in mind, the establishment of the portfolio purpose can ensure that students are able to acquire subject area knowledge while becoming active and thoughtful learners.

The Learning Portfolio

The purpose of the learning portfolio is to capture the processes of student learning. It engages the student in selecting pieces or “artifacts” that demonstrate content and process knowledge over time. Since most classes today are heterogeneously grouped, the work selected for a learning portfolio will document the entry point of each student. This documentation supplies the baseline data that are necessary to measure growth over time. When this is the purpose, students select artifacts at the beginning of the year, or at the point the student enters the class. The subsequent selection of items throughout the year for the portfolio or e-portfolio essentially “tracks” the student’s progress in a subject area and the learning processes that support it. These portfolios become running records of students’ progress over time, which helps students to recognize their own strengths and weaknesses. They motivate students to set goals for improvement and attainment of benchmarks. (See Blackline 1.9 at the end of this chapter.)

Important benefits of learning portfolios are that they can be designed to accommodate all students’ diversity and that they allow students to demonstrate their individual learning and achievement through a wide variety of authentic learning situations.

The Developmental Portfolio

In order to ensure optimal learning experiences for all students, including those with special needs, the developmental portfolio can be used to demonstrate the continuing growth and development of students as readers, writers, mathematical problem solvers, and so on, over time. The purpose of this portfolio or e-portfolio is to provide fair, accurate, and helpful information about student progress in a multidimensional way. It promotes student engagement in selection and reflection on work over time, and includes dated entries that provide a portrait of a “learner in motion.” Students, parents, and teachers are able to “monitor” academic and social growth throughout the year with this type of portfolio. This portfolio might take the form of an autobiography or a best work portfolio where the students’ goals are to tell the story of themselves as unique individuals and learners. (See Blackline 1.8 at the end of this chapter.)

Teachers of prekindergarten and early primary children often use “learning lists” to assist children in looking at early and current work and in establishing goals. They might interview the young child while the child looks at portfolio pieces. Preiterate children can dictate their responses as they view items in this portfolio: “One thing I am good at . . .” “One thing I am having trouble with . . .” “One thing I know . . .” Elementary children use learning lists, learning logs, and journals to supplement the reflection and self-assessment that the developmental portfolio promotes. Secondary level students show how they have progressed in acquiring new abilities in foreign languages, the arts, or technology through a developmental portfolio. These types of portfolios or e-portfolios become running records of students’ progress over time while helping them and their audience recognize their strengths and set goals to strengthen weaknesses.

Assessment/Evaluative Portfolio

Also known as the *standards-based portfolio*, the purpose of the assessment/evaluative portfolio is to demonstrate single or multiple subject-area knowledge and skills at key predetermined points in the academic year. Artifacts selected for this portfolio provide evidence of levels of knowledge in mathematics, language arts, science, art, music, or vocational education. The items contained in this portfolio indicate evidence of not only passive student knowledge but also the *application* of that knowledge through action and performances—written work, group presentations, lesson products, multimedia presentations, and other projects. Students select, reflect on, and self-assess these artifacts to provide evidence that they have demonstrated and applied content knowledge and skill that meets (or exceeds) known standards or benchmarks. (See Blackline 1.6 at the end of this chapter.)

An important aspect of student engagement in this evaluative portfolio is the ability to develop perspective about the importance of ongoing assessment. Students recognize the relevance of each artifact and set goals for how the knowledge it portrays will be used in lifelong learning skills such as writing, reading, problem solving, and decision making. The standards-based portfolio is an important tool for promoting student voice in curriculum as well as assessment. Typical tools that teachers develop and utilize with this portfolio are checklists, performance rubrics, learning logs, and, of course, tests and quizzes.

When teachers promote the reflective stance for students who are maintaining their standards portfolio or e-portfolio, students begin to take more responsibility for and engagement in the direction of their own learning. They are able to set and reach goals for achievement and skill building as they recognize how their performance and knowledge compare to the learning outcomes and standards that are regularly provided to them. (See Example 1.5 at the end of this chapter.) Once key purposes are in place, the process of implementing an effective portfolio system begins.

TYPES OF PORTFOLIOS

Once purpose is established, teachers, parents, administrators, and district decision makers can jointly study the portfolio’s or e-portfolio’s anticipated impact and

develop policies that promote student learning while protecting student confidentiality and individuality. (This protection is especially necessary when technology is available and the decision is made to promote e-portfolios.) Teachers and other portfolio designers then consider the type of portfolio that can best achieve these purposes. The following portfolio types used by themselves or in combination with other ideas can fulfill the purposes of most academic portfolios. These types can be classified into two categories: personal and academic. A subcategory of each of these categories is group portfolios, which many educators find to be worthwhile for promoting interdependence and a strong sense of community in the classroom.

PERSONAL PORTFOLIOS

Showcase Portfolios (Electronic Scrapbooks)

Items from outside school are included in this portfolio or e-portfolio to form a holistic picture of the students. This portfolio focuses on students' hobbies, community activities, musical or artistic talents, sports, families, pets, or travels. Artifacts include pictures, awards, videos, and memorabilia.

Multiple Intelligences Portfolios

Schools seeking to ensure the success of students with diverse needs and learning styles implement the multiple intelligences portfolios to showcase all aspects of the students' gifts and talents. The portfolios might include activities and assessments based on Gardner's (1983, 1993) multiple intelligences: visual/spatial, logical/mathematical, verbal/linguistic, musical/rhythmic, interpersonal, intrapersonal, bodily/kinesthetic, and naturalist. Students who are empowered to make their own choices will include paper-based entries, as well as a variety of entries such as visuals, digital recordings, videotapes, and pictures to showcase their abilities and personalities (Figure 1.4). This portfolio helps classmates, teachers, and others get to know students and join them in a celebration of their interests and successes outside the traditional confines of school. (See Example 1.4 at the end of this chapter.)

Autobiographical Portfolios

Students can also develop a written or multimedia portfolio that becomes an autobiographical portfolio. Preprimary and primary children might construct a portfolio of family members and important family events. Intermediate and middle school children enjoy putting together portfolios of family, friends, pets, favorite activities, and awards. High school students might include all of the above, as well as college or career goals, future travel or family plans, and reflections on what they need to accomplish to make their dreams a reality. (See Example 1.2 and Blackline 1.10 at the end of this chapter.)

Intelligent Behaviors Portfolios

Teachers promoting intelligent and socially responsible behaviors for students within their classrooms can develop portfolios that help students focus

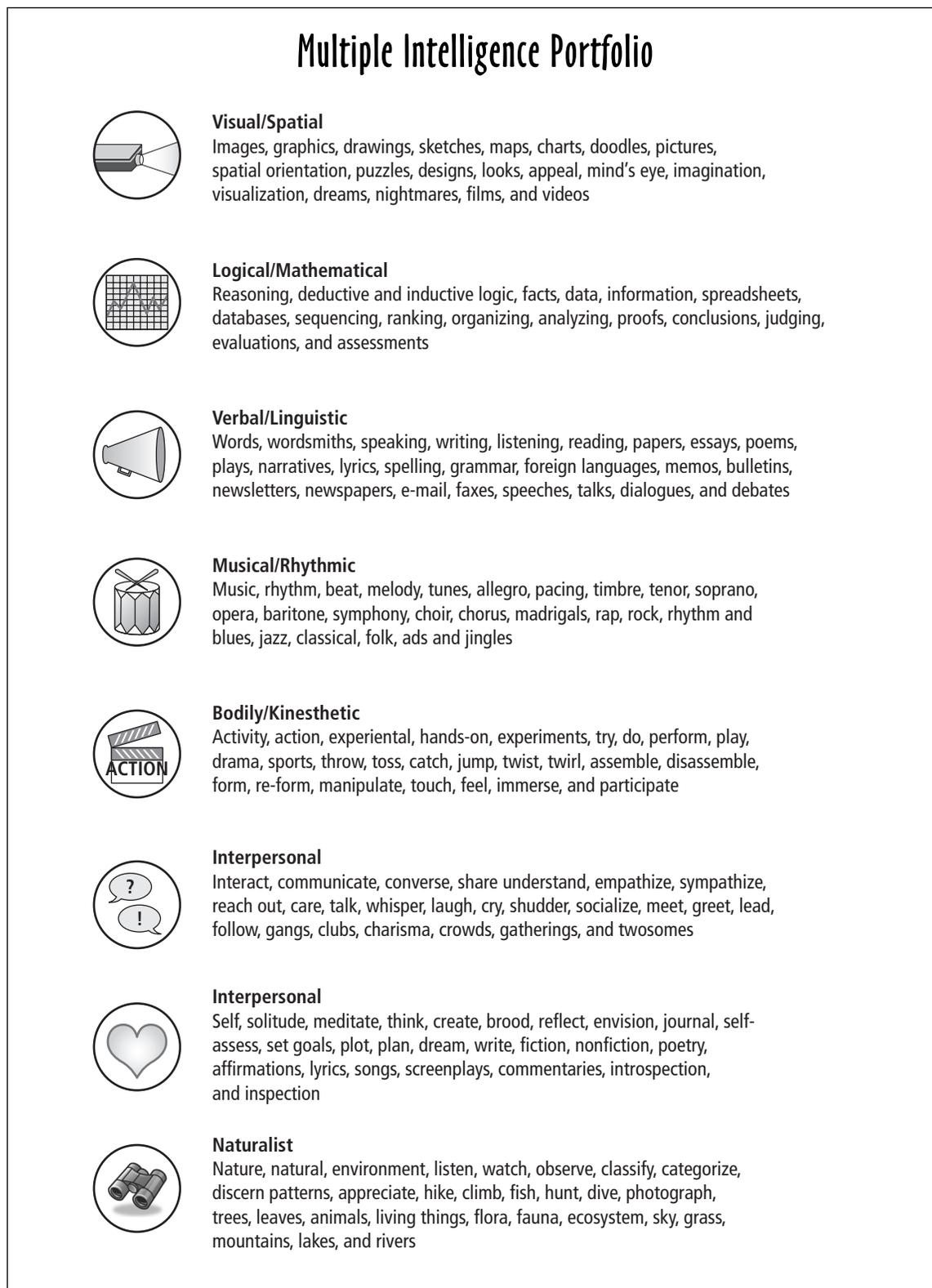


Figure 1.4

SOURCE: Adapted from Fogarty and Stoehr, 1995, p. 8.

on these behaviors throughout an academic year. Intelligent behaviors include evidence of persistence; empathic listening; and flexibility in thinking, metacognitive awareness, problem posing, and problem solving (Costa, 1991). These behaviors transcend content areas and highlight dispositions that transfer to the students' lives away from school. When teachers know that "you get what you assess and you don't get what you don't assess" (Bass, 1993, p. 32), they recognize the use of intelligent behavior portfolios as an effective learning and assessment process in promoting students' development into successful and thoughtful young adults.

Portphotos

Adelman (2007) describes how the use of portfolios of photographs (portphotos) enhances students' learning while promoting an authentic review of their work. By using photographs of completed projects or videos of student performances, individual students are able to create a progress portfolio that resembles an "autobiography of a work." Adelman has successfully used this media to promote student motivation and reflection in sustained learning within subjects such as social studies, science, and mathematics. (See Example 1.6 at the end of this chapter.)

ACADEMIC PORTFOLIOS

Standards Portfolio

The standards portfolio is becoming more necessary as a means of documenting students' academic achievement and ensuring teacher participation in the student assessment process. Academic portfolios and e-portfolios that provide evidence that students have met state and local learning standards in several subject areas are important when teachers wish to promote and maintain student motivation and voice. For the standards portfolio, teachers expect students to select products of performances, projects, and other assigned work that will demonstrate the achievement levels at which students have met the standards. A language arts standards portfolio, for example, might be divided into these standards:

1. Students will read with understanding and fluency.
2. Students will write to communicate for a variety of purposes.
3. Students will listen and speak effectively in a variety of situations. (See Example 1.5 at the end of this chapter.)

When students have been informed about the purposes of standards portfolios or e-portfolios, they will want to include items that provide evidence of how they have met or exceeded the standards. The selected pieces can be accompanied with a checklist or scoring guide, also known as a "rubric," to indicate the quality of students' work and the areas in which they need to improve in order to meet or exceed the standards. On culmination of the year

or semester in which the portfolio is developed, students will use the portfolio to assert their evidence of successfully meeting standards. Meanwhile, teachers using standards portfolios of their students' academic progress have authentic evidence with which they can build the case for student promotion, recognition, or award. Similarly, they have clear and compelling evidence demonstrating the successful outcomes of their teaching.

Significant Achievement or Best Work Portfolio

The significant achievement or best work portfolio is useful at both the elementary and secondary school levels. It will include items that may or may not have been graded previously, but that will be selected by the students as representative of their best achievement in the knowledge base, learning process, or competency. Student choice and voice are important components of this type of portfolio or e-portfolios. Once the teacher and the students select key items, they review the work and discover students' individual character and achievement in areas that may not be assessed on teacher-made or standardized tests. This type of portfolio highlights and acknowledges students' strengths and talents and helps bolster their sense of self-esteem and self-worth. (See Example 1.7 and Blackline 1.4 at the end of this chapter.)

Academic Content Portfolio

Educators teaching a single-subject area such as mathematics, science, language arts, art, music, or vocational education require students to demonstrate their knowledge within that content area. For example, language arts teachers may ask students to include one example of each of the following in their content portfolios: narrative essay, expository essay, and persuasive essay, poem, letter, research paper, and book report. The teacher may require that one persuasive essay be included in the portfolio, but the student chooses which persuasive essay to include.

Integrated Portfolio

The integrated portfolio encourages students, teachers, and parents to view the whole student by seeing a body of work that represents all the disciplines. The purpose of the integrated portfolio is to show the connections between or among all the subjects taught (Cole, Ryan, Kick, & Mathies, 2000). For this portfolio or e-portfolio, students select key items from several or all of their subjects. They discuss the concepts or skills that are found across several subject areas, which may even connect with ideas and achievements outside of school. The integrated portfolio works well in elementary and special education classrooms where teachers work on topic units, such as "plant life." Students include readings, mathematics problems, science projects, artwork, and music pieces, all of which are related to plant life.

Integrated portfolios for junior high or middle schools work best when a team of teachers plans the curriculum together. The team selects a theme, such as "conflict" or "social justice in America." Students include their responses to

the theme based on literature from English, data and statistics from mathematics, issues of experimentation from science, and art and music projects from those classes. The integrated portfolio brings coherence and connectedness to all the disciplines for the students because it promotes a more holistic or integrated learning experience. (See Examples 1.8 and 1.9 and Blackline 1.5 at the end of this chapter.)

Cooperative Group Portfolio

Cooperative learning continues to be employed by teachers as a highly effective tool for promoting success for all students, while promoting the acquisition of needed social skills, habits of mind, and conflict-resolution skills. When led correctly, each member of the cooperative group acquires a high degree of subject-area knowledge as well as an increased ability to think critically and empathetically. When teachers elect to design cooperative group portfolios, they wish to provide evidence of the individual strengths and team skills that contribute to successful achievement for all. In this portfolio, cooperative groups select items that they can “showcase” as evidence of their group’s successful performance and achievement. Group items, samples, or pictures of group projects, performance rubrics, reflections on team-building activities, and contributions to school or community projects are just some of the artifacts that demonstrate the power of the cooperative group portfolio. Individual students develop voice in the cooperative group portfolio process: Even the most reticent students often obtain a comfort level in a smaller group. They participate with their peers in reviewing criteria for artifact selection that will guide them in their joint work and self-assessment. Group portfolios may be used for conferences with other groups, teachers, and parents, as well as for showcases with the larger school community. A cooperative group portfolio emphasizes the development of various strengths and talents that students bring to the group, and fosters the ability to form positive collaborative relationships.

Multiyear (Cumulative) Portfolio

Some schools cluster grade levels together in two-, three-, or four-year intervals and require students to save specific portfolio pieces from each year. For example, students might save selected portfolio items from kindergarten, first, and second grade in different-colored folders. The folder for each grade level can be placed in an accordion folder or similar container and stored at the school. Periodically, students are invited to look over their work, reflect on their progress, and note their improvements. They might review their artwork, scientific inquiries, problem-solving activities, handwriting, cassette recordings of themselves reading, and so on. They may ask their peers or parents to review their work and offer feedback. These multiyear portfolios also chronicle students’ progress toward mastering standards. Since students develop skills and abilities at different times in their development, teachers can track their progress and differentiate the curriculum to meet the individual learning needs of each student. (See Example 1.10 and Blackline 1.7 at the end of this chapter.)

SCHOOLWIDE PORTFOLIOS

Schoolwide Profile Portfolio

When schools or entire school districts wish to inform parents, community members, and others about the important learning and events that occur in the lives of the students, teachers, and school staff, the schoolwide profile portfolio is appropriate (Figure 1.5). Because it lends itself best to the e-portfolio format that is increasingly being used in many states, it is possible for teachers to lead entire classes in the selection of artifacts of joint learning or project work that they assert as being representative of their learning communities. The final multimedia product of this e-portfolio can contain (1) photofolios—class pictures with their mottoes, pictures of performances, and academic schoolwide events; (2) audios of various students describing the artifacts as they are presented; and (3) brief video clips of the classes or entire school engaged in important learning or community service activities. A portfolio design committee is often responsible for developing the purpose and process of this portfolio (Figure 1.6). This portfolio can chronicle the school year through student selection of entries, which can include events such as campus beautification day, field day, school Olympics, or international days. In addition, the schoolwide portfolio can showcase National Merit Scholarship winners, student or teacher awards, science fair projects, or musical performances.

The reflective character of the schoolwide portfolio can be inclusive by inviting all students, teachers, parents, staff, and administrators to contribute their recollections and reflections on each of the artifacts that are selected for inclusion. If completed in a traditional paper format, the school portfolio is kept in the school office or media center. The multimedia e-portfolio, however, provides an excellent platform for the schoolwide profile portfolio's inclusion on the school or school district's Web site. This site invites the public to review and learn about the varied nature of the school and the achievements of its students, faculty, and staff. This portfolio can also be used as a document in a schoolwide review, strategic plan, or accreditation study (Bernhardt, 1994).

Class Profile Portfolio

When each class within a school compiles items that can chronicle its accomplishments and provide a portrait of the class, a class profile portfolio is

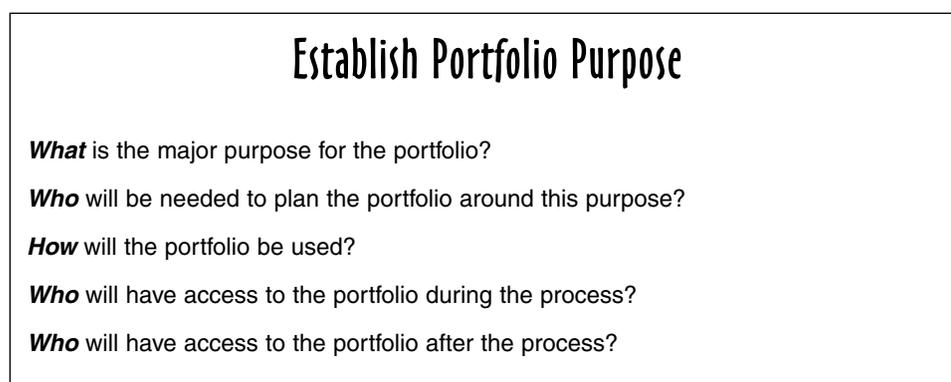


Figure 1.5

Typical Contents of the Schoolwide Portfolio

- Pictures or videos of sporting events
- Special speakers at assemblies
- Schoolwide awards
- Field trips
- Lists of students on honor rolls
- Autographed playbills from school plays
- Events from PTA/PTO nights

Figure 1.6

created. Typical items in this portfolio or multimedia e-portfolio may include any or all of the following:

- noteworthy achievements by the class (academic or other)
- class picture, motto, or song
- class predictions
- “last wills and testaments” for the next class
- pictures or videos of class or community projects or performances
- pictures or videos of field trips, assemblies, or guest speakers
- letters from parents, administrators, congressional representatives, business leaders, or sports or movie personalities

The class portfolio can include group projects or examples of team-building activities that helped bond the class together. To provide a comprehensive portrait, portfolio designers may choose to include class poems, stories, biographical information, profiles, individual class member accomplishments celebrated by the class, short- or long-term goals, student career choices, or a collage of famous people in the news that the class has studied.

Districtwide Profile Portfolio

Districts may keep a cumulative portfolio that includes contributions from each of the schools, as well as districtwide events. Some events to include in a districtwide portfolio are

- community projects,
- scores on standardized tests,
- scholarship winners,
- schools of excellence,
- physical fitness awards,
- state or federal grants,

- computer innovations, and
- awards that students, teachers, and administrators have earned.

The districtwide portfolio provides documentation to show how the district meets accreditation requirements or standards. This type of portfolio reveals the district's strengths and weaknesses and is instrumental in planning future instructional goals. These portfolios might contain analyses of test scores, absentee rates, graduation rates, and progress toward meeting school improvement goals. This portfolio can be periodically shared with the parents, the school board, or the larger community to help guide strategic planning efforts. Some districts make this portfolio public by linking it to their Web page.

Examples



Middle School Student Portfolio Entry

Student Goal-Setting Questions		
Subject: Mathematics		
Date: March 12, 2005	Student Name <u>Anson W.</u>	
	<i>Not Yet</i>	<i>Got It</i>
Am I meeting stated criteria?		XX
Am I meeting my personal goals?	XX	
How should I self-inspect?		
<i>My goal in math this term was to take more time to check for accuracy in problems I complete for homework. I have improved in doing this on homework. I still need to slow down when I take quizzes and tests.</i>		
How will I know when I am on track?		
<i>Easy. I will get more points on my quizzes and tests when I find errors before I turn them in.</i>		

Example 1.1

Multiple Intelligence Portfolio: Space

Standards:

1. Use reading, writing, listening, and speaking skills to research and apply information for specific purposes.
2. Understand the facts and unifying concepts of earth/space sciences.
3. Identify and explain ways that science and technology influence the direction of people's lives.

<i>Verbal/Linguistic</i>	<i>Logical/Mathematical</i>	<i>Visual/Spatial</i>	<i>Bodily/Kinesthetic</i>
<ul style="list-style-type: none"> • Develop a list of vocabulary words for space. • Write a joke book for space creatures. • Write a short story set on a planet. • Keep a diary about a trip you took in space. • Research a planet. 	<ul style="list-style-type: none"> • Graph the distances of planets from the sun or other planets. • Calculate the length of a trip to the moon traveling at 100 miles per hour. • Classify planets by temperature and size. • Calculate the cost of fuel needed to reach the moon. 	<ul style="list-style-type: none"> • Draw a picture of what you think a Martian looks like. • Make a model of the solar system. • Make a clay sculpture of a planet. • Create a Venn diagram comparing Earth and Mars. 	<ul style="list-style-type: none"> • Act out the astronauts' first steps on the moon. • Simulate the sun or the orbits of all the planets. • Create a sport that would be popular in space (with no gravity). • Demonstrate gravity in an experiment.
<i>Musical/Rhythmic</i>	<i>Interpersonal</i>	<i>Intrapersonal</i>	<i>Naturalist</i>
<ul style="list-style-type: none"> • Write a planetary anthem for one of the planets. • Write a rap song for one of the planets. • Create a new dance named <i>Space Walk</i>. • Write poetry to the music from <i>2001: A Space Odyssey</i>. 	<ul style="list-style-type: none"> • Interview E.T. about his trip to Earth. • Role-play the parts of each member of as space crew. • Plan a joint space expedition with another country. • Practice peer mediation with an alien. • Give a speech persuading others to explore space. 	<ul style="list-style-type: none"> • Meditate on being the first person to walk on the moon. • Describe how it would feel to be the first student in space. • Tell how you would feel if you did not see sunlight for a long time. • Write a letter to an astronaut. 	<ul style="list-style-type: none"> • Classify plants found in space. • Identify rock samples found on planets. • Forecast the weather for a planet. • Plan a nature week on a planet. • Create a survival guide for life on Mars.

Standards Pieces

Item 1

Research report on planet

Item 2

Speech on space exploration

Item 3

Survival guide

Item 4

Gravity experiment

Student's Choice

Item 5

Item 6

Item 7

Item 8

Example 1.2

Multiple Intelligence Portfolio: Greek Mythology

Standards:

1. Communicate in writing to describe, inform, persuade, and entertain.
2. Demonstrate comprehension of a broad range of reading materials.
3. Use reading, writing, listening, and speaking skills to research and apply information for specific purposes.

<i>Verbal/Linguistic</i>	<i>Logical/Mathematical</i>	<i>Visual/Spatial</i>	<i>Bodily/Kinesthetic</i>
<ul style="list-style-type: none"> • Read <i>The Iliad</i>. • Read <i>The Odyssey</i>. • Read Edith Hamilton's <i>Mythology</i>. • Write an original myth to explain a scientific mystery. • Write poems about mythology. • Write a eulogy for a fallen Greek or Trojan warrior. 	<ul style="list-style-type: none"> • Use a Venn diagram to compare the Greeks and the Trojans. • Create original story problems that can incorporate the Pythagorean theorem. • Draw a family tree of the twelve Olympians. • Complete a time line of Odysseus' trip home from Troy. 	<ul style="list-style-type: none"> • Draw the battle plan for the Greeks' attack on Troy. • Draw Mt. Olympus. • Sketch the Greek gods and goddesses. • Create a video of the Olympic games. • Draw items that relate to mythology. 	<ul style="list-style-type: none"> • Act out a Greek tragedy. • Re-create some of the Olympic events. • Act out a myth. • Create a dance for the forest nymphs. • Reenact the battle scene between Hector and Achilles.
<i>Musical/Rhythmic</i>	<i>Interpersonal</i>	<i>Intrapersonal</i>	<i>Naturalist</i>
<ul style="list-style-type: none"> • Write a song for a lyre. • Pretend you are Apollo, god of music, and CEO of Motown. • Select music that correlates to each god or goddess. 	<ul style="list-style-type: none"> • Interview Helen about her role in the Trojan War. • Work in a group to create a digital crossword puzzle about mythology. 	<ul style="list-style-type: none"> • Pretend you are a Greek soldier away from home for ten years. Keep a diary of your thoughts. • Write a journal about how you would feel if you were Prometheus chained to a rock. 	<ul style="list-style-type: none"> • Using scientific data predict how long it will take before anything grows after the Greeks destroy Troy and sow the fields with salt. • Describe the animals and plants on Mt. Olympus.

Standards Pieces	Item 1 Research report on Trojan War	Item 2 Persuasive essay supporting Greeks' strategies	Item 3 Book report on <i>The Odyssey</i>	Item 4 Original poem on mythology
Student Choice	Item 5	Item 6	Item 7	Item 8

Example 1.3

High School Student's Autobiographical Portfolio

Type of Portfolio: Personal—Autobiographical		
<i>Criteria of Portfolio</i>	<i>Not Yet 0</i>	<i>Some Evidence 1</i>
Structure/Organization		
• Does your portfolio have a Letter to the Reader?		x
• Does your portfolio describe at least five things about you?	x	
• Does your portfolio have a closing statement?	x	
Content		
• Does your portfolio include photographs?		x
• Does your portfolio include reflective tags for each item included?	x	
• Does your portfolio have a separate section about you, your family and friends?	x	
• Does your portfolio have a section about your goals after high school?		x
Mechanics		
• Are all your sentences complete?		x
• Did you check your punctuation?		x
• Did you check all sentences for subject-verb agreement?		x

Example 1.4

Standards Portfolio Artifact for Middle School

Objective: Students will listen, speak, read, and write for information, understanding, and social interaction.

Standards:

1. Compose well-organized and coherent writing for a specific purpose and audience. Speak effectively, using appropriate language.
2. Use correct grammar, spelling, punctuation, capitalization, and sentence structure.

Task:

Your class has been selected to create an orientation program for students new to our school. The program should include a welcome letter, a tour of the school, and an information booklet about the school's history. Be prepared to present your entire program to the administration on September 28.

<i>Group One</i>	<i>Group Two</i>	<i>Group Three</i>
Create a welcome letter for your audience. Use correct style, grammar, and punctuation.	Design a plan and script for a tour of the school. Use correct spelling, grammar, and punctuation.	Create an information booklet about the school's history. Use correct spelling, grammar, and punctuation.

Example 1.5

Portphotos: Using Snapshots for Portfolio Assessment

April 24

Prompt: Pictures of Significance

Think of a photograph that represents a moment of significance in your life. If the photo existed, what would it show? What would this photo tell us about you? What were you doing? How does this photo help you recall that special moment in your life? How have you changed since that photo was taken?

Write a descriptive narrative about your photo. Be prepared to share your writing with your neighbor.

Example 1.6

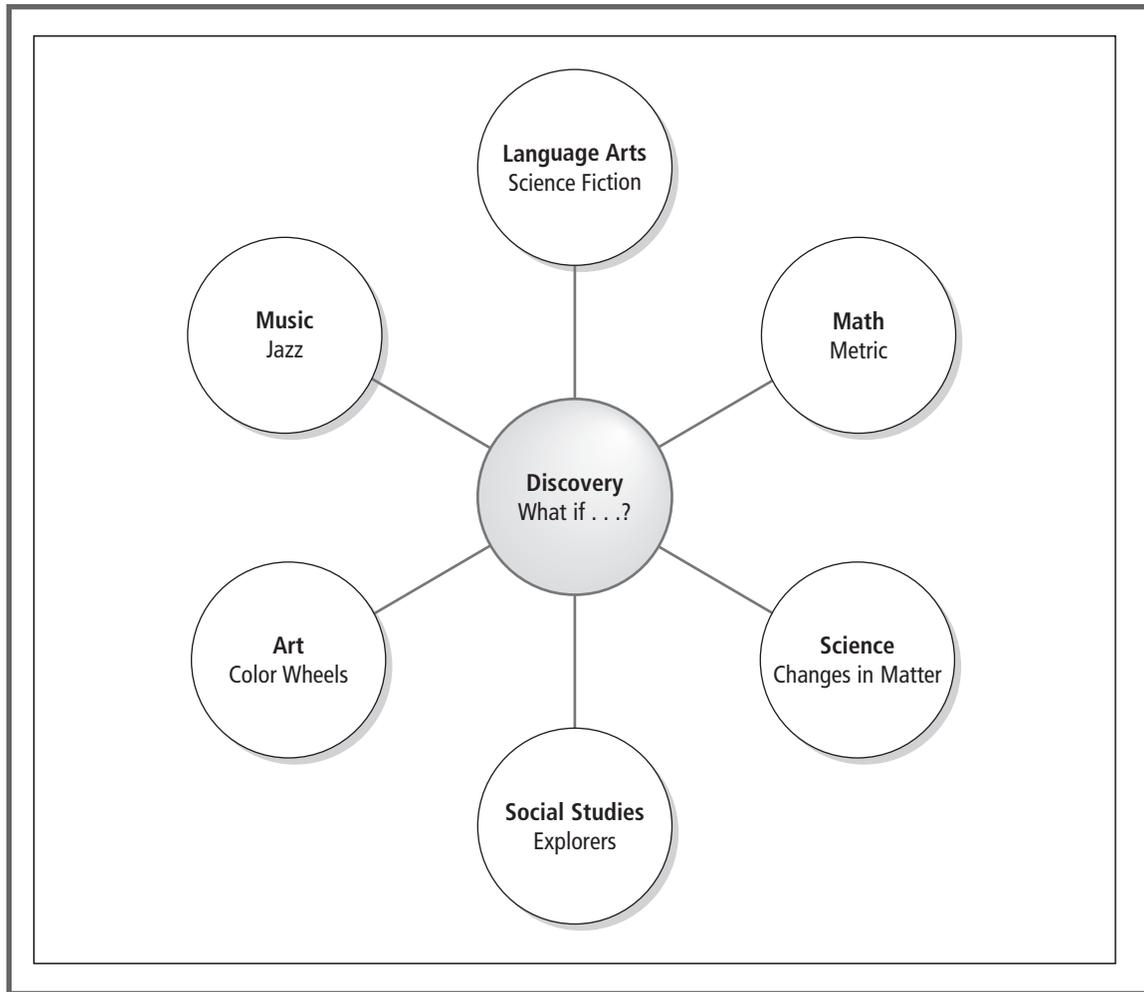
Best Work Portfolio

Subject: American Literature

1. Annotated bibliography of writers associated with the Harlem Renaissance
2. Video clip of debate on which contemporary author deserves the Nobel Prize for Literature
3. A Venn diagram comparing Edgar Allan Poe's work with Stephen King's work
4. A critique of Hemingway's novel, *The Sun Also Rises*
5. My Top Ten List of the best American women writers (and a rationale for their ranking)

Example 1.7

Integrated Portfolio



Example 1.8

Integrated Portfolio

Integrates: language arts, social studies, mathematics, science, art

Theme: Criminal Justice

1. Videotape of mock trial of Boo Radley (from *To Kill a Mockingbird*)
2. Analysis of types of capital punishment from a medical perspective
3. Graphs of the number of prisoners on death row in each state, including their race, age, and level of education
4. Journal entry on one day in the life of a death-row prisoner
5. Sketches of scenes from a courtroom or prison
6. Time lines of famous trials in American history

Example 1.9

Multiyear Portfolio

(Grades K–2)

1. Recording of student readings from each grade level
2. Two drawings from each grade level, print or digitally scanned
3. Two samples of written work from each grade level (one from the beginning of the year, one from the end of the year)
4. A video clip of one oral presentation from each year.
5. A student-selected "best work" from each year

Example 1.10

Blacklines



Portfolio Planner 1

Getting Started

Purpose

What is the *principal* purpose for using an academic portfolio?

What is a *secondary* purpose for using an academic portfolio?

Type

What type(s) of portfolios will help fulfill the purpose? Explain why.

Audience

Who will be the audience of the portfolio?

Format

Will this be a paper portfolio or electronic portfolio (e-portfolio)?

- Paper E-portfolio

Blackline 1.1

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Portfolio Planner 2

Introducing Students to the Portfolio

How and when will students be introduced to the portfolio or e-portfolio?

Organizational Flow

What is the timeline for students to collect, select, reflect, and confer on the academic portfolio?

Contents

What are anticipated to be the major contents of student work in the portfolio or e-portfolio?

Organizational Tools

What types of tools (table of contents, tabs, index) will be needed to organize the portfolio or e-portfolio?

Assessment Tools

What types of assessment tools and strategies must be introduced and taught to students?

Before portfolio process begins

(Continued)

Portfolio Planner 2 (Continued)

During portfolio process

At the conclusion of the portfolio process

Portfolio Storage

Where will students store their "working folders" for the portfolio?

Where will students store their paper portfolios?

How and where will students store their e-portfolios?

Security

How will the confidentiality of the portfolios or e-portfolios be ensured?

Blackline 1.2

Portfolio Planner 3

Selecting Key Artifacts

Portfolio Purpose

- Learning process
- Developmental
- Assessment/Standards
- Showcase/Best work

Portfolio Type

- Personal
- Academic
- Schoolwide (class profile, school profile, district profile)

The What

- Contents—anticipated contents of the portfolio or e-portfolio
- Learning processes—speaking, reading, writing, problem solving, etc.
- Developmental—growth and development in social skills, thinking skills, literacy, mathematical thinking, etc.
- Assessment/Standards: State learning standards in specific subjects

- Showcase/Best work: Significant achievement in specific subjects

The How

How will the portfolio processes be explained to students?

(Continued)

Portfolio Planner 3 (Continued)

How will the portfolio processes be explained to parents?

How will portfolio assessment processes be explained to students?

The When

When will work be selected for inclusion in the portfolio?

<ul style="list-style-type: none"> • Parent conferences • End of units • End of quarter/End of semester • End of year • Cumulative (year to year) 	<p>Date:</p> <p>Date:</p> <p>Date</p> <p>Date:</p> <p>Year:</p>
--	---

The Who

Who will participate in the assessment process and selection of artifacts?

<ul style="list-style-type: none"> • Students • Teachers • Students' peers 	<ul style="list-style-type: none"> • Parents • Juries (other teachers/school administrators) • Others
---	--

Comments:

Blackline 1.3

Planning the Showcase Portfolio

Purpose: Showcase/Best Work

Directions: Select the content areas that will be included in the showcase portfolio and list any relevant standards; list curricular objectives related to the student work to be included in the portfolio. Brainstorm on the three types of assessment that will provide the most compelling evidence of student achievement.

<i>Content Area(s)</i>	<i>Standards to Be Met</i>

Curriculum Objectives

Assessments for Learning

1.

2.

3.

4.

Assessments of Learning

1.

2.

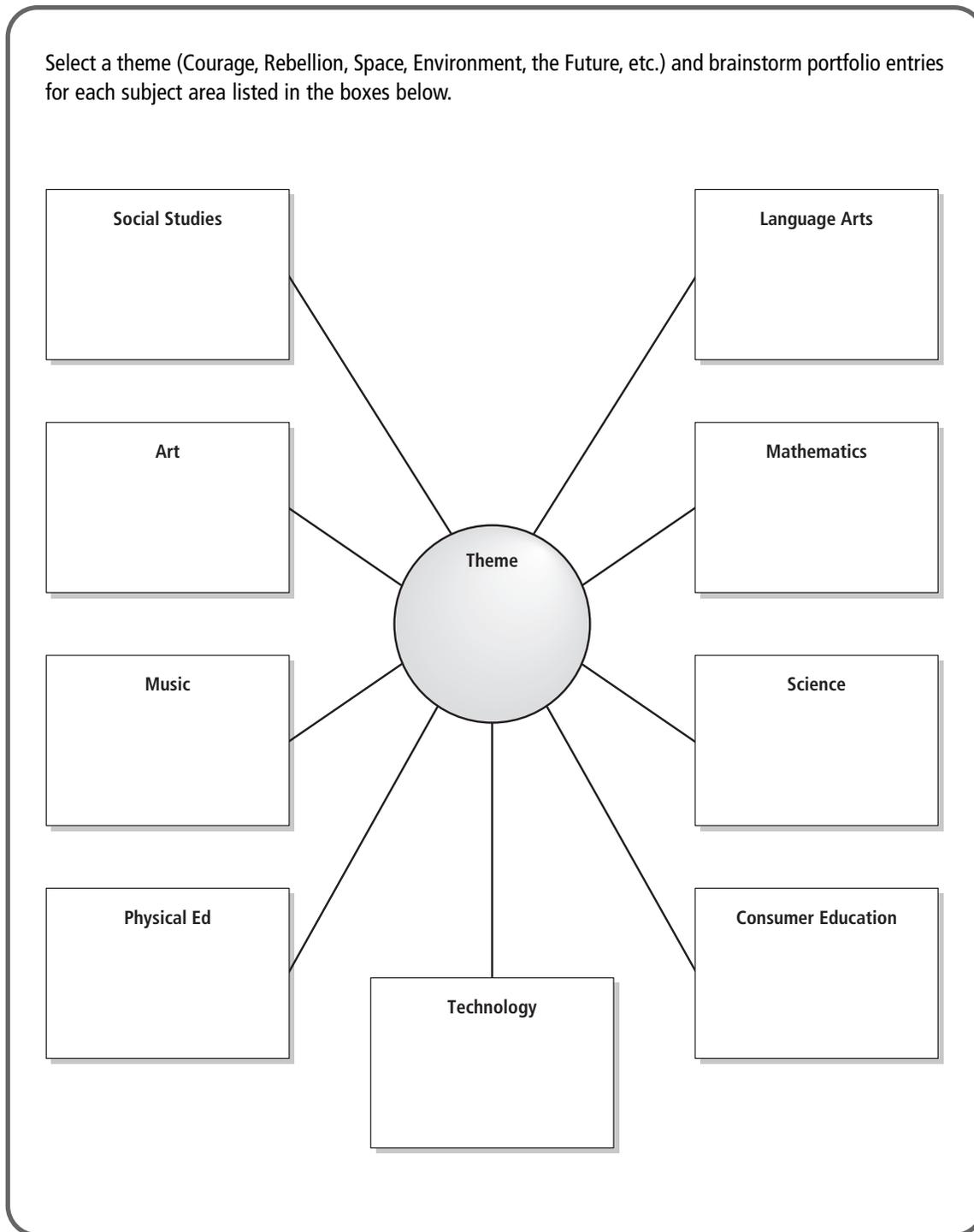
3.

4.

Blackline 1.4

Integrated Portfolio

Select a theme (Courage, Rebellion, Space, Environment, the Future, etc.) and brainstorm portfolio entries for each subject area listed in the boxes below.



Blackline 1.5

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Planning the Standards Portfolio

Purpose: Assessment/Standards

Directions: Select a content area for the standards portfolio and list the relevant standards, and then list curricular objectives. Brainstorm on the three types of assessment that will provide the most compelling evidence of student achievement.

Content Area _____

Standards to Be Met

Curriculum Objectives to Be Achieved

Assessments for Learning

1. _____
2. _____
3. _____
4. _____

Assessments of Learning

1. _____
2. _____
3. _____
4. _____

Blackline 1.6

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Multiyear Portfolio

My Portfolio Can Help Me Tell My Story

Student Name _____ Date _____

1. Label your work according to the grade level.
2. Spread out the work by dates (earliest date to most current date).
3. Select three writing assignments (one from each year).
4. Line them up in order and review them carefully.
5. Answer the following questions about your three samples:

What major difference do you see?

What surprised you the most?

How have your interests changed?

What skills (handwriting, grammar, spelling, organization, vocabulary, etc.) do you still need to develop more? Why?

6. Show your three sample pieces to a peer. Ask for comments about any changes he or she sees.

Peer Comments: _____

7. Set new goals for yourself.

Goal One: _____

Goal Two: _____

Goal Three: _____

Blackline 1.7

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Planning the Developmental Portfolio

Purpose: Developmental

Directions: Select the developmental process for the portfolio and list the relevant benchmarks. Brainstorm on the types of assessment that will provide evidence of student development over time.

Development Process _____

Benchmarks That Will Determine Progress:

Assessments for Learning

1. _____
2. _____
3. _____
4. _____

Assessments of Learning

1. _____
2. _____
3. _____
4. _____

Blackline 1.8

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Planning the Learning Process Portfolio

Purpose: Learning Process

Directions: Select the learning process and content for the portfolio and list the relevant benchmarks. Brainstorm on the types of assessment that will provide evidence of student development over time.

Learning Process _____

Benchmarks That Will Determine Progress:

Assessments for Learning

1. _____
2. _____
3. _____
4. _____

Assessments of Learning

1. _____
2. _____
3. _____
4. _____

Blackline 1.9

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Multiple Intelligences Portfolio

Unit: _____ Time Frame: _____ Grade/Subject: _____

Standards: 1. _____
 2. _____
 3. _____

<i>Verbal/Linguistic</i>	<i>Logical/Mathematical</i>	<i>Visual/Spatial</i>	<i>Bodily/Kinesthetic</i>
<i>Musical/Rhythmic</i>	<i>Interpersonal</i>	<i>Intrapersonal</i>	<i>Naturalist</i>

**Standards
Pieces**

Item 1

Item 2

Item 3

Item 4

**Student
Choice**

Item 5

Item 6

Item 7

Item 8

Blackline 1.10

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