Portfolio Assessment

What?
Portfolios:
- are purposeful collections of student work that exhibit students' efforts, progress and achievements in one or more areas
- involve the students in the collection, selection, self-reflection and evaluation of entries
- contain a variety of dated student products

Why?
- To gather authentic assessment information
- To provide all students an opportunity to demonstrate growth and proficiency over time
- To build a student's sense of responsibility for his/her learning
- To promote an ongoing process where students demonstrate, assess and revise in order to improve and produce quality work
- To provide opportunities to assess both process and products
- To allow for student and peer reflection and goal setting

How?
A suggested sequence:
1. Establish a purpose and focus.
2. Decide on a container design.
3. Introduce students to "portfolios".
4. Collect work samples.
5. Develop selection criteria collaboratively.
7. Establish and communicate evaluation criteria.
8. Conference and set goals with students.
10. Celebrate successes and continually update the portfolio.

When?
- Ongoing throughout the year to document growth and learning over time
- Upon completion of a unit of study
- Specific to a program area (e.g., math portfolio)
- As "best" works are recognized
- As key learning expectations are achieved by the student
## Link to the Assessment Resource Kit…
### Resources Supporting Portfolio Assessment

<table>
<thead>
<tr>
<th>Title</th>
<th>Page Reference</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting Started With Assessment &amp; Evaluation Using Portfolios</td>
<td>All</td>
<td>An excellent resource for the development and management of various types of portfolios at all levels.</td>
</tr>
<tr>
<td>Practical Assessments for Literature-Based Reading Classrooms</td>
<td>pages 121 – 130</td>
<td>This resource provides a brief overview of literacy portfolios.</td>
</tr>
<tr>
<td>Portfolios In the Classroom</td>
<td>All</td>
<td>This resource provides an in-depth look at the development and management of reading/writing portfolios.</td>
</tr>
<tr>
<td>Together is Better</td>
<td>All</td>
<td>This resource provides numerous ideas for student self-reflection. It outlines suggestions for three-way conferencing with portfolios (parent/student/teacher).</td>
</tr>
<tr>
<td>Self-Evaluation ... Helping Students Get Better At It!</td>
<td>All</td>
<td>This resource emphasizes student self-evaluation and the process for establishing and applying criteria. The numerous ideas can be linked to and used with portfolio assessment.</td>
</tr>
</tbody>
</table>

See bibliography for a more complete listing of additional resources.

While portfolios can take various shapes and forms, they share a common philosophy- namely, users of portfolios believe that we should value what it is students are achieving and all that they are doing. This entails valuing process as well as products, efforts as well as outcomes, improvements as well as achievements, and diversity as well as standards.

-Tierney, Carter and Desai
**How to Manage Portfolio Assessment in Ten Easy Steps**

There are many considerations prior to implementing portfolio assessment. The following list is a suggested guideline.

1. Define the purpose, focus and type of portfolio (e.g., showcase portfolio, working or growth portfolio) to be implemented. When beginning portfolio assessment, it may be wise to focus on one manageable program or subject area (e.g., a mathematics portfolio, a writing portfolio) or on a specific unit of study (e.g., a novel study, a specific science or social studies unit).

2. Determine the type of container that will best suit the purpose and focus (e.g. folder, box binder, magazine file). Locate storage space for the portfolios, in the classroom, so they are accessible to both teacher and students. Accessibility to portfolios should be made part of classroom routines.

3. Introduce the concept of portfolios to students through a study of collections, treasures, artifacts or professional portfolios. Give students the opportunity to personalize their container.

4. Begin to collect a variety of work samples. All samples must be dated.

5. Develop co-operatively the criteria to be used for the selection of entries with students. Record this criteria and post in the classroom. Review and refer to the list on an ongoing basis.

6. Teach students how to select and reflect on their selections. Each portfolio entry must include a reflective comment.

7. Establish and communicate the evaluation criteria with the students.

8. Schedule student conferences to review portfolios and set goals with students.

9. Share and celebrate portfolios with peers and parents/guardians.

10. Update the portfolios with new additions throughout the year, as "best" works are recognized.
What Can Go Into a Student's Portfolio?

- Introduction
- Table of Contents
- Conference forms
- Parent/Guardian responses
- Self and peer reflections
- Journal entries
- Projects and assignments
- Tests, quizzes and rubrics
- Writing samples
- Maps, charts and graphs
- Reading logs
- Audio tapes, video tapes, computer discs
- Art work
- Awards and certificates
- Photographs
- Art work
- Awards and certificates
- Photographs
- Reading logs

My Portfolio
# Portfolio Table of Contents

Name: ________________________________________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Title of Entry</th>
<th>✅ Shared with:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peer</td>
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<tr>
<td></td>
<td></td>
<td>Parent</td>
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<td>Other</td>
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</tr>
</tbody>
</table>
Welcome to My Portfolio!

My name is: ______________________________________________________________

I am in Grade ___________ at _________________________________________ School.

This is how my portfolio is organized:

This is what my portfolio shows about me:

This portfolio shows my abilities to:

Be sure to watch for these things:
Portfolio Reflections

Name: ___________________________________     Date: ________________________

1. When I look at my portfolio I feel:

[ ] Smiley face
[ ] Frowny face
[ ] Neutral face

2. From my portfolio you can tell that I am good at:

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

3. I would like to get better at:

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
Student Self-Reflections I

Name: ________________________________________________  Grade: ____________

Date: ____________________    Title of Work/Product: ____________________________

I selected this work for my portfolio because ______________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

I would like you to pay particular attention to ______________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

One thing I would do differently next time is ______________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
A Multiple Intelligences Portfolio

Portfolios should include products that reflect multiple intelligences

<table>
<thead>
<tr>
<th>Visual-Spatial</th>
<th>Verbal-Linguistic</th>
<th>Interpersonal</th>
<th>Musical-Rhythmic</th>
<th>Bodily-Kinesthetic</th>
<th>Intrapersonal</th>
<th>Logical-Mathematical</th>
<th>Naturalist</th>
</tr>
</thead>
<tbody>
<tr>
<td>artwork</td>
<td>computer printouts</td>
<td>group video</td>
<td>background music</td>
<td>description of</td>
<td>goal setting</td>
<td>puzzles</td>
<td>nature collections</td>
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<tr>
<td>photographs</td>
<td>tape recordings</td>
<td>think-pair</td>
<td>in class</td>
<td>field trips</td>
<td>reflective logs</td>
<td>patterns and</td>
<td>sound scapes</td>
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<tr>
<td>graphic</td>
<td>of readings</td>
<td>share</td>
<td>songs for books</td>
<td>role playing</td>
<td>journals</td>
<td>their relationships</td>
<td>mobiles</td>
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<td>organizers</td>
<td>reactions to</td>
<td>co-operative</td>
<td>countries, people</td>
<td>learning centres</td>
<td>metacognitive</td>
<td>formulas</td>
<td>projects</td>
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<tr>
<td>posters, charts,</td>
<td>guest speakers</td>
<td>learning task</td>
<td>people</td>
<td>centres</td>
<td>reflections</td>
<td>abstract</td>
<td>photographs</td>
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<tr>
<td>graphics,</td>
<td>autobiographies</td>
<td>round robin</td>
<td>raps, jingles,</td>
<td>sports/games</td>
<td>independent</td>
<td>symbols</td>
<td>journals</td>
</tr>
<tr>
<td>pictures</td>
<td>biographies</td>
<td>jigsaw</td>
<td>cheers, poems</td>
<td>cooperative</td>
<td>reading times</td>
<td>analogies</td>
<td>diagrams</td>
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<tr>
<td>illustrations</td>
<td>reactions to</td>
<td>group songs,</td>
<td>musical</td>
<td>learning</td>
<td>silent</td>
<td>time lines</td>
<td>maps</td>
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<tr>
<td>sketches</td>
<td>films or videos</td>
<td>collages,</td>
<td>mnemonics</td>
<td>simulations</td>
<td>reflection</td>
<td>outlines</td>
<td>graphs</td>
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<td>captions for</td>
<td>poems</td>
<td>choral reading</td>
<td>interviews</td>
<td>time</td>
<td></td>
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<td>musical</td>
<td>music chosen</td>
<td>projects</td>
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<td>pictures of</td>
<td>mnemonics</td>
<td>for assignment</td>
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<td>props for</td>
<td>student-made</td>
<td>time lines</td>
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<td>demonstrations</td>
<td>list of books</td>
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<td>mind maps</td>
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</tbody>
</table>

Multiple Intelligences Portfolio Tracking Form

Student: __________________________

Record and date each entry in the appropriate column ensuring that the portfolio reflects multiple intelligences.

<table>
<thead>
<tr>
<th>Visual-Spatial</th>
<th>Verbal-Linguistic</th>
<th>Interpersonal</th>
<th>Musical-Rhythmic</th>
<th>Bodily-Kinesthetic</th>
<th>Intrapersonal</th>
<th>Logical-Mathematical</th>
<th>Naturalist</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Visual-Spatial Icon]</td>
<td>![Verbal-Linguistic Icon]</td>
<td>![Interpersonal Icon]</td>
<td>![Musical-Rhythmic Icon]</td>
<td>![Bodily-Kinesthetic Icon]</td>
<td>![Intrapersonal Icon]</td>
<td>![Logical-Mathematical Icon]</td>
<td>![Naturalist Icon]</td>
</tr>
</tbody>
</table>

Portfolio Assessment - 11
Portfolio Reflection Cards

Name: ____________________________  Date: _______________
Title of Work/Product: ____________________________

This work is important because:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Name: ____________________________  Date: _______________
Title of Work/Product: ____________________________

This work shows that I understand how to:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Name: ____________________________  Date: _______________
Title of Work/Product: ____________________________

This piece was a big challenge for me because:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
More Portfolio Reflection Cards

Name: ________________________________ Date: ______________
Title of Work/Product: ________________________________

I think that my parent/guardian(s) will be impressed with this work because:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Name: ________________________________ Date: ______________
Title of Work/Product: ________________________________

As this work shows, my problem solving skills are:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Name: ________________________________ Date: ______________
Title of Work/Product: ________________________________

I am very proud of this work because:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Portfolio Assessment - 13
Peer Response Cards

I want to know more about...

Name: _______________  Date: _______

I became more interested in ...

Name: _______________  Date: _______

You challenged what I already know by...

Name: _______________  Date: _______

I found meaning in...

Name: _______________  Date: _______

I learned...

Name: _______________  Date: _______

Things that caught my attention were...

Name: _______________  Date: _______
Peer Feedback Cards

Peer Feedback Card

In looking at your portfolio, the three stars are:

Signed: ___________________________________ Date: ________________________

 Peer Feedback Card

From your portfolio, the three things I learned are:

Signed: ___________________________________ Date: ________________________
Kindergarten Portfolio Reflection Cards

This work is great because:

Name:

This work could be better if:

Name:

This is the work that I am most proud of because:

Name:
1. What does your portfolio reveal about you as a learner?

2. What does your portfolio suggest about your strengths?

3. What does your portfolio suggest about how you have improved?

4. What do you think others will learn about you from your portfolio?

5. Select your best piece of work from your portfolio. Then answer these questions:
   a) How does this piece compare with your other work?
   b) How does this piece reflect your strengths?
   c) Why did you choose this selection as best?
   d) What do you think that you would do differently if you were doing it again?
# Portfolio Conference Form

Name: _____________________________  Date: ___________  Grade:_______

<table>
<thead>
<tr>
<th>Student's Comments</th>
<th>Teacher's Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>My strengths are:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student's Comments</th>
<th>Teacher's Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I need to work on:</strong></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student's Comments</th>
<th>Teacher's Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>My plan is:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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</tbody>
</table>


# Portfolio Conference Form

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>Strengths</th>
<th>Areas for Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Strengths</th>
<th>Areas for Growth</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

**Goals:**

- ★★★

**Portfolio Goal Setting Form**
My portfolio shows that I am good at:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

I need to improve in the following areas:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

I can help myself by:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

My teacher can help me by:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

My family can help me by:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

_________________________________  ___________________________  ______________
Student                                Parent/Guardian                          Teacher

Portfolio Comment Form for Parents/Guardians
After viewing my child's portfolio I can see...

The two areas I am most proud of are:

1.  
2.  

The two areas that could use improvement are:

1.  
2.  

The two ways I can help my child in these areas are:

1.  
2.  

Signature: _______________________________
## Portfolio Evaluation Form

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
<th>Evaluated by:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>Little effort to show work in a positive light</td>
<td>Some parts of presentation are attractive</td>
<td>Attractive presentation</td>
<td>Exciting to look at</td>
</tr>
<tr>
<td>Variety</td>
<td>Contains little variety of work</td>
<td>Contains some variety of work</td>
<td>Contains good variety of work</td>
<td>Contains a wide variety of work</td>
</tr>
<tr>
<td>Organization</td>
<td>Somewhat disorganized</td>
<td>Somewhat organized</td>
<td>Organized</td>
<td>Very well organized</td>
</tr>
<tr>
<td>Communication</td>
<td>Few ideas are communicated clearly</td>
<td>Some ideas are communicated clearly</td>
<td>Most ideas are communicated clearly</td>
<td>All ideas are communicated clearly</td>
</tr>
<tr>
<td>Entry Selection</td>
<td>Few of the established criteria are met</td>
<td>Some of the established criteria are met</td>
<td>Most of the established criteria are met</td>
<td>All of the established criteria are met</td>
</tr>
</tbody>
</table>

Comments:  

Next Steps:  

Evaluation:  

Adapted from: Bower, B. (1995) Durham Board of Education