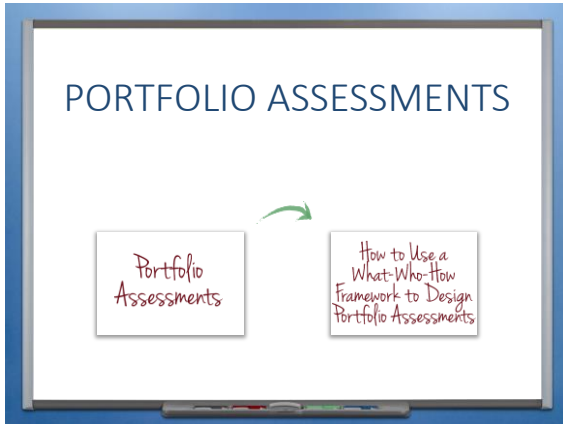
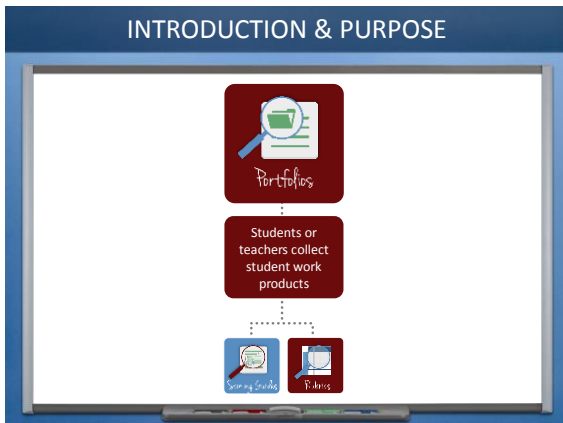
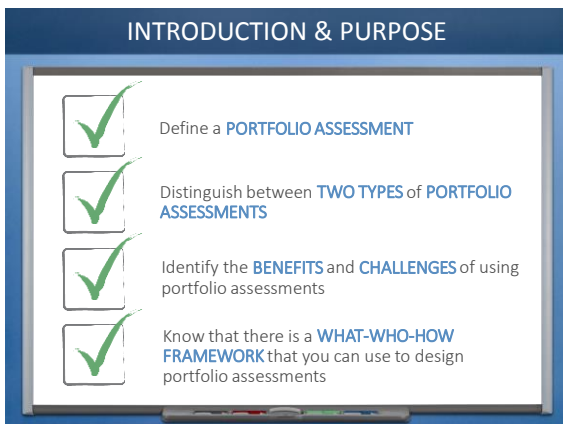


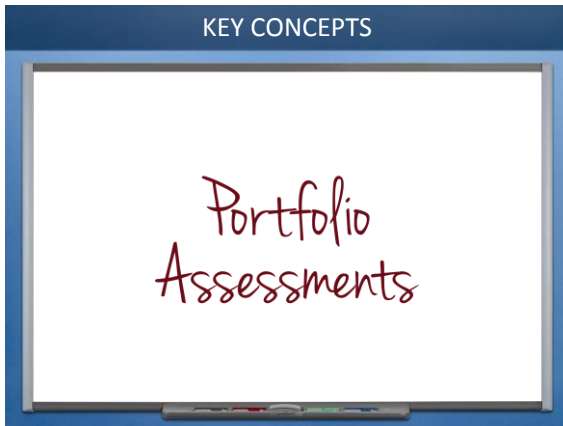
Portfolio Assessments

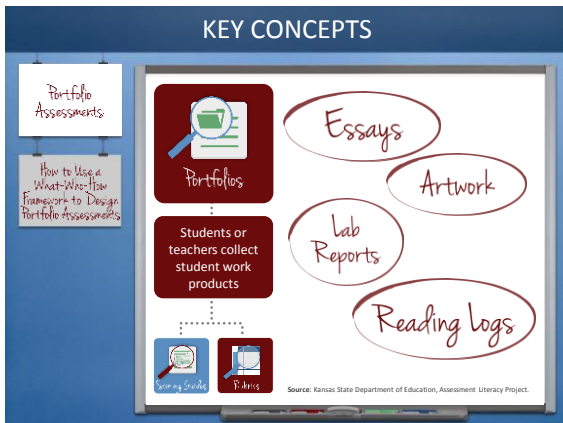


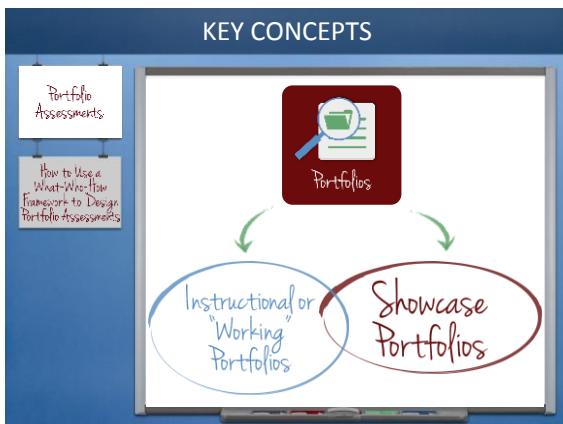




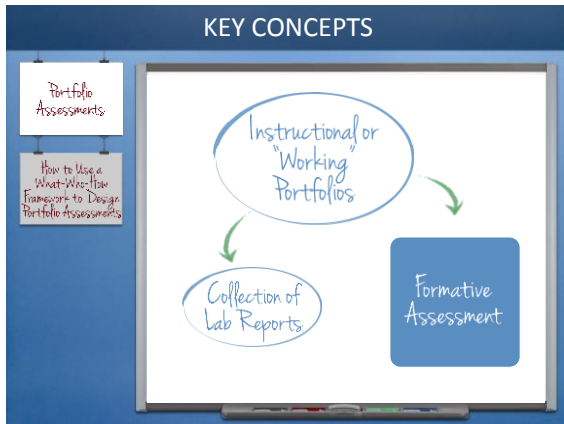
Portfolio Assessments

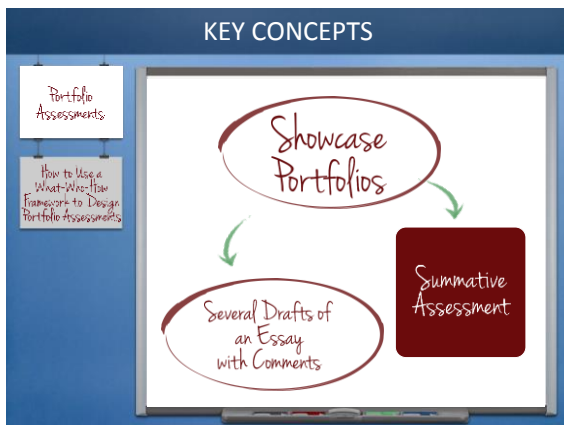


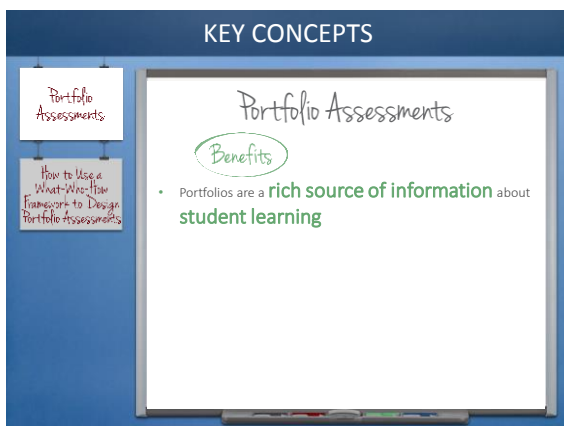




Portfolio Assessments







Portfolio Assessments

KEY CONCEPTS

Portfolio Assessments

How to Use a What-We-How Framework to Design Portfolio Assessments

Benefits

- Portfolios are a **rich source of information** about **student learning**
- Portfolios are **versatile**

KEY CONCEPTS

Portfolio Assessments

How to Use a What-We-How Framework to Design Portfolio Assessments

Benefits

- Portfolios are a **rich source of information** about **student learning**
- Portfolios are **versatile**
- Portfolio assessments can **build students' self-confidence** and **"self-appraisal" skills** through the **opportunity** they provide for students to reflect on and **celebrate** their **accomplishments**

KEY CONCEPTS

Portfolio Assessments

How to Use a What-We-How Framework to Design Portfolio Assessments

Challenges

- Portfolio assessments can be **time-consuming** to **design** and **score** in a consistent and **unbiased manner**.

Portfolio Assessments

KEY CONCEPTS

Portfolio Assessments

How to Use a What-We-How Framework to Design Portfolio Assessments

1. Primary Purpose of the Assessment					
2. Standard(s) (one per row)	3. Skill(s) (one per row)	4. Level(s) of Rigor	5. Possible Type(s) of Items		
Standard(s)					
6. Write and/or Select Assessment Items					
Item #	Standard(s) and/or Skill(s)	Type of Item	Level(s) of Rigor	# of Points	% of Assessment
TOTAL:					

KEY CONCEPTS

Portfolio Assessments

How to Use a What-Who-How Framework to Design Portfolio Assessments

Logistics

What ... Who ... How

When

KEY CONCEPTS

Portfolio Assessments

How to Use a What-Who-How Framework to Design Portfolio Assessments

What Who How When

? What pieces of student work will you include?

Portfolio Assessments

KEY CONCEPTS

Portfolio Assessments

How to Use a What-Who-How Framework to Design Portfolio Assessments

What Who How

When

- ? What pieces of student work will you include?
- ? Will you include any student reflections on the selections? How will you incorporate them?

KEY CONCEPTS

Portfolio Assessments

How to Use a What-Who-How Framework to Design Portfolio Assessments

What Who How

When

- ? What pieces of student work will you include?
- ? Will you include any student reflections on the selections? How will you incorporate them?
- ? Have you made sure that these assignments are clearly aligned with the relevant standards and skills?

KEY CONCEPTS

Portfolio Assessments

How to Use a What-Who-How Framework to Design Portfolio Assessments

What Who How

When

- ? What pieces of student work will you include?
- ? Will you include any student reflections on the selections? How will you incorporate them?
- ? Have you made sure that these assignments are clearly aligned with the relevant standards and skills?
- ? What guidance will you offer students if they select artifacts for their portfolios?

Portfolio Assessments

KEY CONCEPTS

Portfolio Assessments

How to Use a What-Who-How Framework to Design Portfolio Assessments

What Who How
When

? What decisions will students make about their portfolios?

KEY CONCEPTS

Portfolio Assessments

How to Use a What-Who-How Framework to Design Portfolio Assessments

What Who How
When

? What decisions will students make about their portfolios?

? How will you include students throughout the process to determine and understand the objectives and process of the portfolio?

KEY CONCEPTS

Portfolio Assessments

How to Use a What-Who-How Framework to Design Portfolio Assessments

What Who How
When

? When and how will you or the student place each piece of student work into the portfolio?

Portfolio Assessments

KEY CONCEPTS

Portfolio Assessments

How to Use a What-Who-How Framework to Design Portfolio Assessments

What Who How

When

? When and how will you or the student place each piece of student work into the portfolio?

? How might you use written procedures and project logs to stay organized?

KEY CONCEPTS

Portfolio Assessments

How to Use a What-Who-How Framework to Design Portfolio Assessments

What Who How

When

? When and how will you or the student place each piece of student work into the portfolio?

? How might you use written procedures and project logs to stay organized?

? When and how will you check in with students to review their project logs and help them manage the process to collect work products for their portfolios?

KEY CONCEPTS

Portfolio Assessments

How to Use a What-Who-How Framework to Design Portfolio Assessments

Scoring Guides Rubrics

How

When

? How will you score the individual components of the portfolio?

Portfolio Assessments

KEY CONCEPTS

Portfolio Assessments

How to Use a What-Who-How Framework to Design Portfolio Assessments

Scoring Guides

Rubrics

How When

? How will you score the individual components of the portfolio?

? How will you score the portfolio as a whole?

KEY CONCEPTS

Portfolio Assessments

How to Use a What-Who-How Framework to Design Portfolio Assessments

Scoring Guides

Rubrics

How When

? How will you score the individual components of the portfolio?

? How will you score the portfolio as a whole?

? How will you ensure that you are all on the same page about the purpose and plan to implement and score your students' portfolio assessments?

CHECK FOR UNDERSTANDING

Portfolio Assessments

How to Use a What-Who-How Framework to Design Portfolio Assessments

Portfolio Assessments

CHECK FOR UNDERSTANDING



Define a **PORTFOLIO ASSESSMENT**



Distinguish between **TWO TYPES** of **PORTFOLIO ASSESSMENTS**



Identify the **BENEFITS** and **CHALLENGES** of using portfolio assessments



Know that there is a **WHAT-WHO-HOW FRAMEWORK** that you can use to design portfolio assessments

CHECK FOR UNDERSTANDING



Assessment Items

CHECK FOR UNDERSTANDING



Assessment Item

1. Define in one or two sentences the difference between "working" and "showcase" portfolios.

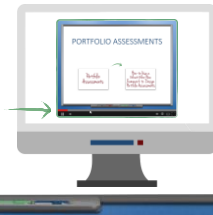
Portfolio Assessments

CHECK FOR UNDERSTANDING



Assessment Item

1. Define in one or two sentences the difference between “working” and “showcase” portfolios.



CHECK FOR UNDERSTANDING



Answer

1. Define in one or two sentences the difference between “working” and “showcase” portfolios.

Instructional or working portfolios are formative in nature. They allow a student to demonstrate his or her ability to perform a particular skill. For example, a working portfolio may include a collection of lab reports from over the course of the semester that highlight a student's improving ability to create hypotheses.

Showcase portfolios are summative in nature. They include samples of a student's best work to demonstrate mastery at the end of a unit of study, semester or school year. A showcase portfolio may include several drafts of an essay with comments that indicate how each draft improves upon the last, with the most polished draft on the topic demonstrating a student's mastery of the relevant skills.

CHECK FOR UNDERSTANDING



Assessment Item

2. Describe one benefit and one challenge of portfolio assessments.

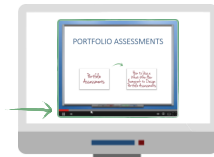
Portfolio Assessments

CHECK FOR UNDERSTANDING



Assessment Item

2. Describe one benefit and one challenge of portfolio assessments.



CHECK FOR UNDERSTANDING



Answer

2. Describe one benefit and one challenge of portfolio assessments.

Portfolio assessments are versatile. Teachers can use them to measure almost any content area or skill, and they can contain a wide variety of student work to demonstrate mastery of a particular standard. These work products can include essays, lab reports, reading logs, photographs, journal entries, presentations, copies of assessments, conference notes from teachers and many other types of materials. On the other hand, portfolio assessments involve a great deal of logistical planning and organization.

CONCLUSION

