

# Portfolios

*A collection of student work that tells the story of learning (Kuhls, 1997)*

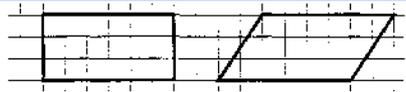
# Portfolio purpose

- Engage students in reflection of their own learning
- Discussion about “me” encourages students to self-assess and set goals for themselves through reflections
- Reflections allow students to tell you information they would not typically do so

# Newmann, Bryk, Nagaoka (2001)

- We should ask students to
  - organize, interpret, evaluate, or synthesize information in their long term memory to solve a new problem
  - draw a conclusion or make a generalization and support it with evidence such as writing or illustrations to show depth of knowledge
  - connect the topic to their own experiences when possible

How is your response different from the exemplar response? What can you improve in your response, and what do you gain by doing so?



In what ways are the figures above alike? List as many ways as you can.

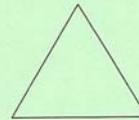
They have 4 sides.  
They have parallel sides.

In what ways are the figures above different? List as many ways as you can.

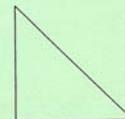
One has square corners.  
One is more slant.

RIGHT  
ANGLES

Describe the shapes below in as many ways as you can. Remember to use your math vocabulary words. Label each angle in each triangle as acute, right or obtuse



7. A triangle is an equilateral because all its angles are the same.



8. This triangle is a right angle because it makes a right.

What are the parts of a complete response that lead to a high score? Does your response have all parts? What can you revise and how will you do it?

What was one of the most important lessons that Cory and Elisa learned from their experience?

To never walk on thin ice.

# Types of Portfolios

- Showcase
  - A student's best work
- Growth
  - Portrays the development of a student's knowledge
- Working Collection
  - Accumulation of artifacts

# Audience

- Self
- Teacher
- Parents
- Next year's teachers
- Judges

# Teaching Implications

- Instructional needs to address
  - Self-assessment
  - Review portfolio purpose
  - Showing exemplars (clarify learning target)
  - Overview criteria for success (rubric)
- Portfolio Conferences
  - Follow development of and provide feedback

# Record Keeping

## Writing Portfolio of *Elena Paloma* Fourth Grade

Artifacts	Organization	Style	Sentence Formation	Conventions
Limerick			Oct. 29	Oct. 29
Personal Letter			Sept. 30	Sept. 30
Fictional Story "Bessie"	Dec. 8		Dec. 8	
Fictional Story "A Gruesome Discovery"	Jan. 26		Jan. 26	Jan. 26
Report	May 11			

# Record Keeping

<b>Mathematics Portfolio of <i>Elena Paloma</i></b>				
<b>Fourth Grade</b>				
<b>Artifacts</b>	<b>Word Problems</b>	<b>Generating More than 1 solution</b>	<b>Estimation</b>	<b>Number Sense</b>

# Physical Structure of the Portfolio

- Notebooks
- Folders
- Hanging folders
- Pizza boxes
- Plastic containers
- Website
- Word document

# Growth/Showcase Structure

- Table of Contents
- Letter to the Reviewer
  - Synthesis
- Artifacts
- Reflections

# Letter to Reviewer

## Possible foci

- Goals for learning
- Reason for selection
- Context in which created
- Evaluative criteria

# Portfolio Process

- Learn the purpose of the portfolio and the criteria used in assessment
- Start a working portfolio
- Add to the working portfolio
- Select work pieces for inclusion in the growth or showcase portfolio
- Reflect on accomplishments, organize the collection, and set goals for future learning