



studentvoice™



Portfolio Assessment

Dr. Kim Yousey-Elsener
Associate Director of Assessment Programs
StudentVoice

What are portfolios?

Portfolios are a collection of student, staff or program's work or artifacts.

Artifacts are evidence of the work. For example, papers, photos, graphic design pieces, movies, lab reports, etc.

Portfolios can be collected on-line or “hard copy”

Strengths and Challenges

Strengths:

- Shows progress/development
- Promotes student awareness of learning/growth
- Multidimensional
- Reflective in nature
- Shows progress over time
- Can be formative and summative
- Direct measure of student learning

Challenges:

- Requires planning ahead
- Requires clearly stated outcomes and expectations
- Takes time to prep and collect
- Need train evaluators
- Storage

Why Use a Portfolio?

Assembles learning in one place

See learning holistically

Shows growth (in addition to outcome)

Students are actively involved in assessment of their learning

Encourages reflection

Allows for creativity in learning



Portfolio vs. Scrapbook?

Portfolio's Require:

- A clear educational AND assessment purpose
- Pre-set determination of outcomes to be demonstrated
- Pre-set criteria for judging quality/success
- Determination of experiences to be included
- Reflection



Questions to consider....

What are the goals of the portfolio?

Who will be creating the portfolio? Who is interested in their results?

How and when will students choose what to put in the portfolio?

How will students reflect on the portfolio?

How will the portfolios be evaluated? Who will review?

How will the process be kept manageable?

Who “owns” the portfolio? (especially important for hard copy)

What are the benefits?

What are the areas of concerns?

Types of Portfolios

Proficiency/Document – collection that shows a specific levels of achievement

Best Work/Showcase – collection that shows various “best works”

Progress/Growth – collection that shows a progression of work (improvement)

Memorabilia – collection that shows memories of experiences

Skills – collection that shows specific pre-determined skills



Things to Include:

Table of contents or

Checklist of items to include

Introductory statement

Examples/evidence of work (dependent on goal)

Reflection on each item

Overall reflection page

Evaluation summary (usually score card or rubric)

Evaluation comments (important if formative assessment)



Guide to Reflection

Reflection is a taught skills, give beginning students lots of guidance

Suggested Prompts:

- Which item is your best work? Why?
- Which item is the more important work and why?
- Which item is most satisfying or unsatisfying? Why?
- Which item did you stretch yourself with?
- Describe three things you learned by doing the portfolio?
- What does the portfolio say about you as an emerging professional?
- What are your goals for continuing to learn about this?

Scoring Portfolios

This rubric may be used for self-assessment and peer feedback.

CATEGORY	Exemplary	Proficient	Partially Proficient	Incomplete	POINTS
Selection of Artifacts	9 points <input type="checkbox"/> All artifacts and work samples are clearly and directly related to the purpose of the e-portfolio.	6 points <input type="checkbox"/> Most artifacts and work samples are related to the purpose of the e-portfolio.	3 points <input type="checkbox"/> Few artifacts and work samples are related to the purpose of the e-portfolio.	0 points <input type="checkbox"/> Most artifacts and work samples are unrelated to the purpose of the e-portfolio.	
	Reflections	9 points <input type="checkbox"/> All reflections clearly describe why artifacts in the e-portfolio demonstrate achievement of each standard or goal and include goals for continued learning. <input type="checkbox"/> All reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.	6 points <input type="checkbox"/> Most of the reflections describe why artifacts in the e-portfolio demonstrate achievement of each standard or goal and include goals for future learning. <input type="checkbox"/> Most of the reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.	3 points <input type="checkbox"/> A few reflections describe why artifacts in the e-portfolio demonstrate achievement of each standard or goal and include goals for future learning. <input type="checkbox"/> A few reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.	0 points <input type="checkbox"/> No reflections describe why artifacts in the e-portfolio demonstrate achievement of each standard or goal and do not include goals for future learning. <input type="checkbox"/> No reflections illustrate the ability to effectively critique work or provide suggestions for constructive practical alternatives.
Use of Multimedia	9 points <input type="checkbox"/> All of the photographs, graphics, sound and/or video enhance reflective statements, create interest, and are appropriate examples of one or more standards. <input type="checkbox"/> All audio and/or video files are edited with proper voice projection, appropriate language, and clear delivery.	6 points <input type="checkbox"/> Most of the photographs, graphics, sound and/or video enhance reflective statements, create interest, and are appropriate examples of one or more standards. <input type="checkbox"/> Most of the audio and/or video files are edited with proper voice projection, appropriate language, and clear delivery.	3 points <input type="checkbox"/> A few of the photographs, graphics, sound and/or video are inappropriate and do not enhance reflective statements or create interest, and are inappropriate examples of one or more standards. <input type="checkbox"/> A few of the audio and/or video files are edited with inconsistent clarity or sound (too loud/too soft/garbled).	0 points <input type="checkbox"/> The photographs, graphics, sounds, and/or videos are inappropriate, do not enhance reflective statements, and are inappropriate examples of one or more standards or are distracting decorations that detract from the content. <input type="checkbox"/> Audio and/or video files are not edited or exhibit inconsistent clarity or sound (too loud/too soft/garbled).	
	<input type="checkbox"/> Information is included	<input type="checkbox"/> Information is included	<input type="checkbox"/> Information is included	<input type="checkbox"/> No information is	

Portfolio Rubric

Criteria	Descriptor	Excellent (clear, consistent, convincing evidence)	Satisfactory (clear but evidence uneven in depth and scope)	Substandard (limited of no)
Clear, organized, and professional format	Cover page, Table of Contents, dividers, make materials accessible and easy to read.	Portfolio contains a cover page with name and contact information, dividers are visible and readable, TOC directs reader to each section.	All elements are present, but lack clarity.	Some elements missing
Teaching Philosophy	Portfolio includes a 1 to 2-page description of an educational vision that clearly presents the beliefs of the candidate	Philosophy is clear and compelling—no grammatical or spelling errors.	Philosophy is adequately developed--few grammatical or spelling errors.	Philosophy is poorly developed or missing--many grammatical or spelling errors.
Vita	Portfolio includes a page vita that clearly presents the education and experience of the candidate	Vita follows the guidelines available on website.	Vita lacks key elements or is formatted in a way that makes it difficult to identify elements	Vita has several spelling or grammar errors for is missing
Context-Setting paragraphs	Each portfolio entry is preceded by a paragraph that describes what the artifact is and what it shows about the portfolio developer	Paragraph clearly describes the entry and how it reveals the candidate's capabilities.	Paragraph explains connection of entry to abilities, but is poorly written or has significant mistakes.	Paragraph is missing
Syllabus	A syllabus for a course	Well developed	Adequate	Incomplete
Teaching Artifacts	Lecture notes, assignments, projects, visuals, quizzes, assessments, PowerPoints, etc.	Well developed	Adequate	Incomplete
Evidence of effectiveness	Student evaluations, teaching awards, reflections or plans for gathering student feedback	Well developed	Adequate	Incomplete
Professional Development/ Improvement Plan	Indications of or plans for continuing professional development—courses, workshops, professional organizations, reading lists.	Well developed	Adequate	Incomplete
Technology	Portfolio includes an organized list of websites	At least 10 websites. Each site is briefly annotated to explain relevance and value	At least 5. Some sites are briefly annotated to explain relevance and value	Unorganized list of websites

Other Examples:

<http://portfolio.washington.edu/nutr/ns-graduate-portfolio/221318.html> (click on rubric)

<http://biology.wsc.ma.edu/portfolios/portfolio-rubric>

<http://www.uvm.edu/~jmorris/rubricep.html>

http://www.southernct.edu/~brownm/rubric_portfolio.html

Electronic vs. Traditional Portfolios

Traditional

Tangible evidence

Visuals for interviewing

Need paper/storage resources

Only one copy to access

Limited to 2D items



Electronic

Easy access by multiple people

Able to link

Easily store multimedia projects

Easy to alter for various reasons

Cost of technology





Questions?

Practice Planning a Portfolio

What is your goal or what type of portfolio do you want to create?

What will be in your portfolio?

Where will it be stored?

Who will evaluate the portfolio?

How will they evaluate it? Is training needed?

Contact Information

Kim Yousey-Elsener, PhD.

Associate Director, Assessment Programs

210 Ellicott Street, Suite 200

Buffalo, NY 14203

716-652-9400, press 1 when you hear the recording

kyouseyelsener@studentvoice.com



studentvoice™

T **716.652.9400** 210 Ellicott Street, Suite 200

F **716.652.2689** Buffalo, New York 14203