

## ASSESSMENT *FOR* LEARNING STRATEGIES<sup>1</sup>

### PORTFOLIO ASSESSMENT<sup>2</sup>



A portfolio is an organized, purposeful collection of student work that displays learning over a specified period of time. Typical content includes student reflections, lesson reflections, project self-assessments, pencil and paper tasks, performance tasks, final drafts, presentations, sample notes, homework assignments, teacher feedback, conference notes/summaries, and summative evaluations.

When a portfolio is used as a self-assessment strategy, it provides a profile of the student's emerging skills to help him or her become an increasingly independent learner and to "assume ownership" of learning (Paulson et al., 1991). A portfolio becomes a self-assessment record of a student's growth and areas of improvement.

The portfolio is far more than a procedure for gathering samples of student work; its use changes the climate of the classroom and the nature of teacher-student interactions. Portfolios permit instruction and assessment to be woven together in a way that more traditional approaches do not (Barootchi, N. & Keshavarz, M., 2002).

#### ILLUSTRATION:

When engaging in portfolio assessment, students:	When engaging in portfolio assessment, teachers:
<ul style="list-style-type: none"><li>• Identify the knowledge and skills related to the learning goals and success criteria</li><li>• Self-assess their performance, based on the success criteria</li><li>• Review their work and select piece(s) that represent significant learning based on the learning goal and success criteria</li><li>• Reflect on their strengths, weaknesses, needs, and goals</li><li>• Conference on their progress in pursuing the learning goal</li></ul>	<ul style="list-style-type: none"><li>• Ensure that the students understand the learning goals and success criteria</li><li>• Provide feedback related to the learning goals and success criteria</li><li>• Model, perhaps in a conference, how to select pieces that represent growth in achievement of learning goals</li><li>• Use information from student reflections to inform and differentiate instruction</li><li>• Conference with students on areas of growth, improvement and setting meaningful learning goals</li></ul>

#### For further information, see:

Barootchi, N. & Keshavarz, M. (2002). Assessment of achievement through portfolios and teacher-made tests. *Educational Research*, 44 (3), 279–287.

<sup>1</sup> Category of Assessment for Learning Practice—Peer and Self-Assessment

<sup>2</sup> Category of Instructional Strategy—Reinforcing Effort and Providing Recognition; Setting Objectives and Providing Feedback (Marzano, R., Pickering, D., & Pollock, J. [2001]. *Classroom Instruction That Works; Research-Based Strategies for Increasing Student Achievement*. Alexandria, Virginia: ASCD.)