Using Portfolios for Learning and Assessment

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Assessment Retreat

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Portfolios

• A repository of students’ products

E-portfolio

“a digitized collection of artifacts, including demonstrations, resources, and accomplishments, that represent an individual, group, or institution.”

Portfolio Uses

- In programs, General Education curricula, and even the institution
- To demonstrate achievement of, or progress toward, outcome
- Encourage students’ self-reflection
- Foster argumentation skills
Portfolios

• As a repository alone, learning may not improve, and assessment may be too cumbersome

Organizers and rubrics are necessary

• Reflection is often introduced to organize and foster learning
What does it include, based upon its purposes?

• Final products only?
  • can be used as a showcase of work
  • can be used in job interviews

• Iterations toward final?
  • This type can demonstrate improvement and the process of learning
Portfolio Content Selection

• Students’ choice (type or outcomes-based)
• Specific assignments associated with specific courses (usually based upon outcomes)
• Courses designated as portfolio courses (student and faculty member decide which assignments are included)
Maximize Learning Benefits of Portfolios

• Foster self-reflection and self-critique
  • Accompanied with each entry
  • At the completion of the portfolio

• Rubrics assist this reflection/critique process; presentation is in narrative format and may be developed for
  • Specific entries
  • Entire portfolio
Maximize Use

• Students reflect on how learning outcomes have been achieved, pointing to evidence in the portfolio, thus practicing argumentation skills.

• Students review their work and discuss how they might improve or re-envision their work.
Planning to Use Portfolios for Assessment Purposes

• What kind of portfolio?
  • Formative (process-oriented)
  • Summative (end or completion-oriented)
  • Both

• What will be evaluated?
  • A sample of the portfolios
  • A sample of the contents
  • The self-reflection work
Planning to Use Portfolios for Assessment Purposes cont’d

• At what point?
  • often at the completion of the program in a capstone course or assignment

• Who will evaluate?
  • Teams often evaluate the above with a rubric
Planning to Use Portfolios

• When and where will the student work be collected?
  • Who will be responsible for ensuring the work is placed into the portfolio?

• Where will the portfolios be stored?

• Are there specific assignments that correspond to specific learning outcomes or will faculty develop their own (again corresponding to outcomes) for entry into the portfolio?
  • Consider developing a common rubric for outcomes
Activity

1. Determine the purpose of the portfolio
   a. Showcase work
   b. Develop an argument about outcome achievement or knowledge gained through program
   c. Demonstrate growth or improvement

2. Decide what outcomes and assignments will be included
   a. Use your curriculum map to guide these decisions

3. Determine how the program can use the results
<table>
<thead>
<tr>
<th>Question</th>
<th>Possible Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative</td>
<td>Analytic or multi-trait rubrics more suitable for formative assessment - better able to diagnose specific weaknesses. Holistic may be useful.</td>
</tr>
<tr>
<td>Summative</td>
<td>Holistic rubrics more suitable for summative assessment if criteria can be combined or the criteria cannot be separated</td>
</tr>
<tr>
<td>Portfolios to be evaluated</td>
<td>All (especially for accountability purposes). Sample (determine what point in the curriculum)</td>
</tr>
<tr>
<td>Portfolio submission selection to be evaluated</td>
<td>All, a sample, reflection only (must be guided by assessment purposes)</td>
</tr>
<tr>
<td>Person(s) responsible for evaluating portfolios at the institutional level</td>
<td>Individual faculty in specific courses, a team of faculty, a combination (a team might evaluate only a sample of portfolios or specific submissions)</td>
</tr>
<tr>
<td>Use of results</td>
<td>A faculty assessment team, a department, General Education council (make this decision when planning the process)</td>
</tr>
</tbody>
</table>
Resources


  
• [http://www.winona.edu/air/resources.htm](http://www.winona.edu/air/resources.htm)

• [http://www2.acs.ncsu.edu/UPA/assmt/resource.htm](http://www2.acs.ncsu.edu/UPA/assmt/resource.htm)