



# Portfolio Assessment

## Simply Explained

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### What is A Portfolio?

Multiple scholars define portfolios as purposeful, evolving collections of student work that include reflection, goal-setting, and student input. The key ideas across definitions:

- Evidence of growth
- Active student participation
- Reflection on learning
- Comprehensive view of performance in context



### Advantages of Portfolios



- Work across grade levels
- Holistic documentation of learning
- Support individualized instruction
- Encourage student-teacher collaboration
- Track both quantitative and qualitative progress
- Suit different learning environments



### Key Questions to Ask Before Using Portfolios

Here some of the questions as suggested by Valeri-Gold et al., (1992) that teachers should consider before using portfolios :

1. Structure - digital or physical, thematic or chronological?
2. Content - what types of evidence to include?
3. Assessment - when and how will work be reviewed?
4. Evaluation - what criteria or rubric will be used?
5. End-of-Term - what happens to the portfolio after?



### What is Portfolio Assessment?



Valeri-Gold et al. (1991/1992) describe it as a formative assessment technique where students transform into "active learners and questioning thinkers" (p. 298). Harlin et al. (1992) view it as a "multidimensional system which provides teachers with a complete picture of a student's abilities and literacy development" (p. 203, cited in Gillespie et al., 1996, p. 482).

#### For Teachers



- Gain insight into student growth
- Use real data to inform instruction
- Evaluate learning holistically
- Support instructional planning and conferences

### Benefits of Portfolio Assessment



#### For Students

- Reflect on their learning
- Understand the relationship between skills
- Work collaboratively
- Build independence and self-esteem

#### For Parents/Public

- See clear evidence of progress
- Improve communication with educators

### Weaknesses of Portfolio Assessment



- Extra work for teachers
- Takes away instructional time
- Can limit student voice if misused
- Grading can be subjective
- Requires training and support
- May not be fully accepted as valid data
- Issues with standardization and reliability

### Portfolio Assessment Tools



Notion



Wix



Google Docs



Blogs



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#### References

1. Gillespie, C. S., Ford, K. L., Gillespie, R. D., & Leavell, A. G. (1996). Portfolio Assessment: Some Questions, Some Answers, Some Recommendations. *Journal of Adolescent & Adult Literacy*, 39(6), 480-491.
2. Valeri-Gold, M., Olson, J. M., & Denning, M. P. (1992). Portfolios: Collaborative Authentic Assessment Opportunities for College Developmental Learners. *Journal of Reading*, 35(4), 298-.