

## Presenters' Notes for PowerPoint Portfolios

Slide # Title	Presenter Notes
1. Portfolios	This module focuses on portfolio assessment. We begin with definitions, examine the advantages and disadvantages of using portfolios for assessment, and provide specific steps for making portfolio assessment a success. Through the resources provided with this module, you will have an opportunity to explore examples of successful portfolio use, to design a portfolio project of your own, and to consider whether this kind of assessment would be a useful tool for you and your students.
2. A Portfolio Assessment Is . .	A portfolio assessment is a purposeful and systematic collection of a learner's work.
3. A Portfolio Assessment Is . .	spanning a period of time and
4. A Portfolio Assessment Is . .	illustrating the story of the learner's experiences, achievement, or growth.
5. Key Words Are (Only Title)	Key words here are 'purposeful,' 'systematic,' and 'over a specified period of time.'
6. Key Words Are	'Purposeful' means that the teacher and student clearly understand the reason for having a portfolio of student work.
7. Key Words Are	'Systematic' means that what work goes into the portfolio is selected according to its relevance to instructional goals.
8. :Key Words Are	'Over a set period of time' refers to a designated time frame during which portfolio artifacts are collected.
9. A Portfolio Assessment is NOT	A portfolio works by carefully designed inclusion rules, depending on the purpose for the portfolio. The portfolio is NOT just a repository for all of a student's work.
10. Instructional Portfolios	Depending on purpose, some educators distinguish between an assessment portfolio and an instructional portfolio. Portfolios used for instructional purposes tend to be less structured and more student-focused than those used for assessment. In instructional portfolios you will see more emphasis placed on student application of selection criteria and more interest in the development and refinement of student self-appraisal.
11. Activity 1a and 1b.	Let's take a closer look at an instructional and showcase portfolios by engaging in Activities 1a and 1b. Use one of the works cited in the resources accompanying this module or in your internet web browser, search on the words "portfolio" and a particular topic or subject of your choosing. Find an example of an instructional portfolio. Next, find an example of a showcase portfolio.
12. Assessment Portfolios	Portfolios used for assessment purposes tend to be more structured than those used for instructional purposes. There is more emphasis on what is included in the portfolio and when it is collected. Depending on its assessment purposes, a portfolio assessment might

	include best pieces selected by the application of a work rubric to evidence student mastery, or the assessment portfolio might contain samples of student work completed in stages to illustrate the process of the work and the development of mastery.
13. Types of Portfolios (Showcase)	Assessment portfolios that include BEST examples of student work are often referred to as 'Showcase Portfolios' because they illustrate student mastery.
14. Types of Assessment Portfolios (Working)	Assessment portfolios that contain examples of the development of the work are called 'Working Portfolios' because they focus on the process of attaining mastery.
15. Activity Two	Let's make sure we understand the difference between working and showcase portfolios. For Activity 2, review "Creative Writing Overview." In what ways does the overview describe a "working portfolio"? In what ways does the overview describe a "showcase portfolio"?
16. No Slide	Either kind of portfolio is useful, depending on the purpose the portfolio assessment is meant to serve. The two can even be combined. Over the course of a semester, working portfolios could be developed and used to construct a showcase portfolio at the end of the course.
17. Portfolios Might Include. . .	In addition to samples of student work, the portfolio could also contain work logs, diary entries, photos or audio tapes of field experiences, PowerPoint or video presentations, web links, animations, tests, and the observations of teacher, peers, or self.
18. Activity Three	See if you can locate portfolio descriptions that include different kinds of student work that could demonstrate mastery of a curriculum outcome. Identify a subject, content knowledge, or skill that can be measured by a showcase portfolio. Write a set of portfolio procedures to help students select a variety of work samples that address that subject, content, knowledge, or skill. The procedures are guidelines that spell out for the student what work is to be collected in the portfolio, how it is to be collected, how often it is collected, where it is to be stored, and how it is to be accessed.
19. Positive Effects for Students Using Portfolios	As you can readily see, portfolios are quite versatile. They can be designed to measure almost any skill, process, or content area knowledge. They can include a wide range of student products and skills, and they provide for a wide range of student ability to 'show what they know and are able to do.'
20. Variety of Portfolio Assessment	With such a variety of work samples and contextual artifacts portfolios can reflect the breadth and depth of student work on curricular standards. Research has demonstrated the validity of portfolios as a measure of attainment of standards. Not only do portfolios measure student growth in the standard but portfolios can actually contribute to that growth as students reflect on their own experiences and identify steps in the processes they followed.
21. Other Uses for Portfolios	Because portfolios can be so valid and versatile, they can be important tools to build the self-confidence of learners, evidence mastery, certify competence, and evaluate instructional programs.

22. Implementation	Accomplishing those aims, however, requires careful implementation. Following are steps you should follow to implement a successful portfolio experience.
23. Questions Teachers Should Ask Before Creating a Portfolio System	Begin by asking yourself what a successful portfolio looks like for you. What is your students' vision of a successful portfolio? Then consider the criteria for documenting that success. For example, you might envision success in a semester creative writing course as producing 9 publishable pieces in a variety of such writing genres as poetry, short story, essay, or one-act play. Your criteria for mastery may be that the writer develops at least 8 of those pieces to publishable status as described in a 5-point rubric. See the handout on a creative writing portfolio as an example.
24. Set Focus and Purpose for the Portfolio	Show students examples of successful portfolios and ask them what a successful portfolio would look like for them. Then articulate teacher and student visions by setting a focus and purpose for the portfolio.
25. Establish the Mechanics	Now you are ready to address the mechanical issues--where the portfolios will be housed and accessed, how the individual portfolios will be constituted, when artifacts will be collected, and how student participation will be monitored. These are sometimes referred to as 'portfolio procedures' because they offer practical guidelines for the students to follow in setting up their portfolios.
26. Create Rubrics and Scoring Guides	Once the student work is identified and gathered, teachers and students will use rubrics to evaluate that work. In our writing example used earlier, you might use a holistic or an analytic writing rubric along with a 'Project Log' to help students keep track of their submissions and to provide teachers with an inventory of student work being developed for the portfolio. Take a look at the sample 'Project Log' handout that accompanies this module.
27. Conduct Working Portfolio Conferences	Periodic conferences with students to review the project log can help students reflect on their process, identify next steps, and manage the work load on their own. Working Portfolios are good resources for parent conferences, as well.
28. Create a Showcase Portfolio	Finally, students can create a Showcase Portfolio of best work from their Working Portfolios.
29. Activity Four	This is a good point to review what we've covered so far in the process of creating a portfolio. Complete Activity 4 by looking at "Developing and Implementing a Standardized Portfolio Assessment System." Follow the steps to design a portfolio project of your own.
30. Importance of Student Self-Appraisal	Throughout the process of creating informal instructional portfolios or formal working and showcase assessment portfolios the focus remains primarily on the development of student skills of self-assessment. This skill is the bottom line, the real strength of using student portfolios.
31. Disadvantages of Using Portfolios	So what could possibly go wrong? Well, a lot. For example, confusion in the purpose, focus, standards to be assessed, or in the procedures for the creation, maintenance, and analysis of the portfolios can have major repercussions.

32. Disadvantages of Using Portfolios	Also demanding are the logistics of creating storage space, providing containers or notebooks to house the individual portfolios, and scheduling time for student access.
33. Disadvantages of Using Portfolios	But perhaps the greatest drawback with using portfolios, and the one identified most often, is the time it takes to develop, maintain, and analyze them.
34. Activity Five	Carefully weigh these drawbacks when you consider implementing a portfolio assessment, but remember that these drawbacks are not insurmountable. Like with most things, planning is the key to implementing a successful portfolio assessment. Use the detailed checklist in Activity 5, “How to Evaluate a Portfolio,” as a review tool just prior to when you make the portfolio operational. Adjust as necessary.
35. How to Address Drawbacks	Limiting the scope of the project and developing rubrics beforehand can help you keep the portfolio assessment manageable. You can then expand the scope over time and learn from yours and the students' evaluations as you go. Remember also that technology can be a big help in solving logistical issues. Portfolios have much to offer you and your students, but like any educational strategy, to be successful they must be collaborative, carefully thought-out, and carefully managed.