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## **Developing and Implementing a Standardized Portfolio Assessment System**

1. Decide what assessment information is needed to document learner attainment of the objective (or curriculum standard) and how that information can be obtained.
2. Involve stakeholders, including the learners, in determining the desired outcomes.
3. Decide on the range of selections for inclusion in the portfolios. Develop a plan and timeline for placing selections into portfolios, scoring individual entries, and evaluating the portfolios as a whole. Determine the type(s) of learner reflections (written or oral or both) to be included and when and how they will be added.
4. Develop scoring criteria and standards of performance. Decide on common goals for student learning and performance and how they will be assessed, Develop scoring rubrics and checklists, and agree on standards of performance to be attained.
5. Align assessment tasks with the identified objective and proposed learner outcomes.
6. Provide professional development related to the purpose, implementation, and anticipated results of using portfolio assessment to all staff who will be involved in the process.
7. Implement the portfolio process. Once all steps above have been completed, implement the portfolio process in designated classes.
8. Provide training in scoring student entries using the identified scoring criteria and rubrics. Training should include discussion of the need for inter-rater reliability as well as learners' levels of English language proficiency or special needs identified in IEPs or other educational plans and the impact of these educational circumstances on scoring decisions.
9. Score the portfolios. Team members score the portfolios based upon predetermined criteria and rubrics.
10. Report results. All stakeholders receive feedback about the results of the portfolio assessment in a timely fashion in ways that make the results meaningful to everyone, including teachers, students, and community members.
11. Evaluate the process. Develop a plan and timelines for evaluating the effectiveness of the portfolio process. Consider the impact on students, instructors, and other stakeholders, what made a difference and why, and recommendations for future use.

The above summary is based on excerpts from the following ERIC Digests:

- *Alternative Assessment and Second Language Study: What and Why?* (1994) Hancock, Charles R. ERIC Clearinghouse on Languages and Linguistics, Washington D.C.
- *Assessment Portfolios: Including English Language Learners in Large Scale Assessments.* (2000) Gomez, Emily. ERIC Clearinghouse on Languages and Linguistics, Washington D.C.
- *Portfolios for Assessment and Instruction.* (1995) Arter, Judith A., And Others. ERIC Clearinghouse on Languages and Linguistics, Washington D.C.

Comprehensive Adult Student Assessment System (CASAS). *California Adult Education.* (June 2003). Research Digest No. 1: Performance Assessment. California State Department of Education.

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