Reflecting on Portfolio Use as an Assessment Tool in Class

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|  | **Reflection** | **Points to consider** |
| 1 | Format of portfolio | Physical, virtual, size, storage issues, accessibility. |
| 2 | How do teachers perceive portfolios? | Positive, negative, workload, value, complexity. |
| 3 | How do students perceive portfolios? | Positive, negative, workload, motivation, complexity. |
| 4 | How are portfolios used as an instructional/learning tool in class? | Time devoted in-class, for specific aspects of a subject. |
| 5 | Identify specifically how teachers assess students’ work in the portfolio. | How clearly are relevant learning outcomes specified? Are all elements in portfolio assessed? Type of scores, How overall score weighted/calculated? Use of rubrics, checklists. |
| 6 | How do teachers provide feedback to students about their portfolios? | Scores, discussion, written narrative; timing, frequency. |
| 7 | What use do students make of the feedback? | Student reflections, discussion, identifying areas to work on, redrafting. |
| 8 | Identify any aspects of self-assessment by students. | Use of rubrics, self-appraisal including explanation of why entries included, any support/training provided for students. |
| 9 | Identify approaches to peer review of portfolios | How portfolios shared, support/training for peer assessors. |
| 10 | What skills do teachers need in order to maintain portfolios? | Time-management, technical (e-portfolios), assessment, evidence of training, CPD. |
| 11 | What skills do students need in order to maintain portfolios? | Motivation, organisation, perseverance, editing. |
| 12 | How, if at all, is information from portfolios included in reporting to parents? | Parent–teacher meetings, written reports, transparency about how grades established, sharing of rubrics. |
| 13 | What checks do teachers make on the consistency of their assessment in relation to portfolios? | Rescoring work, discussing/sharing work with teaching colleagues. |