

**PORTFOLIO ASSESSMENT****Dr. Kasture Padmaja B.** (Page 54-57)

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*Scholarly Research Journal's is licensed Based on a work at www.srjis.com***Concept of Portfolio: -**

Portfolio is systematic collection of students work. It can serve a variety of instructional and assessment purposes. A **portfolio** is a collection of student work assembled for the use of (1) evaluating coursework quality and academic achievement, (2) creating a lasting record of academic work products, and (3) determining whether students have met learning standards or academic requirements for courses, grade-level promotion, and graduation. The value of portfolios depends on clarity of purpose, the guide lines for inclusion of materials, and the criteria to be used in evaluating portfolios. It helps in keeping the record of the child, which may help even when it goes to the next class to know about the achievement of the child. (It creates a great challenge for teachers to communicate with parents. This provides a concrete evidence to show the student work).

Portfolios contains videotapes showing a teacher interacting with students in the classroom-examples of problems assigned to students, samples of student work for the assigned tasks/assignment, teachers commentary on the portfolio entries. Portfolios can be a physical collection of student work that includes materials such as written assignments, journal entries, completed tests, artwork, lab reports, physical projects and other material evidence of student learning progress and academic accomplishment, including awards, honors, certifications, and recommendations. Portfolios may also be digital collections or presentations that include the same documents and achievements as physical portfolios, but that may also include additional content such as student-created videos, multimedia presentations etc.

Portfolio contains with an intended purpose those representing best pieces of work. E.g. students selected assignments, masterly works and supportive value judgment made by teacher, sometimes self ratings of children by way of selecting the best work to keep in the portfolio.

Purpose of portfolio: -

- to help students reflect on their own work products and academic progress.
- to monitor learning progress of students.
- to identify learning weaknesses, and recognize accomplishments and growth.
- to keep parents and other adults more informed about what students are doing and learning in the classroom.
- to keep parents engaged in their child's education and more informed about changes in learning progress, curriculum, or testing,
- to structure and facilitate the self-reflection process.
- to become part of a student's formal transcript and may be used in job and college-admissions applications.

Characteristics of portfolio: -

1. Purposeful collection of pieces of student work.
2. It is a self portrait, sometimes from peers and sometimes from teachers.
3. There is flexibility in assessment.
4. Teaching, learning & assessment are often enmeshed in a single activity.
5. Both students and teachers need to put a lot of effort.

Merits of portfolio: -

- ✓ Students get an opportunity to exhibit their own strengths.
- ✓ It makes learner more self-reflective learners and gives reinforcement.
- ✓ It helps students in setting their own goals and evaluates their progress.
- ✓ It assesses what students can do and not just what they know.
- ✓ Engages students actively.
- ✓ Both teachers and students can collaborate in evaluation to reflect on student's progress.
- ✓ It fosters student-teacher communication and depth of exploration.
- ✓ It is very convenient and authentic to communicate effectively with parents about child's progress by showing concrete evidence.
- ✓ It offers an alternative to traditional tests for students with special needs.

Limitations of portfolio: -

- It is very time consuming compilation and assembling for both student and teacher.
- It requires constructive feedback of the teacher on the whole.

- They need guidance to construct the portfolios best for a purpose and audience.
- It requires considerable thinking, experience and preparation on the part of both students and teachers.
- There will not be any comparability as different students include different things and thus have poor reliability.
- It is difficult to translate the overall portfolios by using individual rating; there are no standardized rules as to what the student has to put into their portfolios; it may lead to poor validity and utility.
- It requires careful planning.
- Teachers need to be very committed to put lot of time and effort and need a lot of steps to be followed;

Steps involved in creating portfolio: -

1. Specify purpose
2. Guidelines for selecting portfolio entries
3. Define student role in selection and self-evaluation
4. Specify evaluation criteria
5. Use portfolios in instruction and communication

Specify purpose: -

The purpose of a portfolio should be known while designing the portfolio. Instructional purpose and assessment purpose are the two main purposes of portfolios. Instruction purpose is to refine self-evaluation skills among students, which needs training, practice and feedback. It also includes students' self-reflection and commentary on the work. The collected materials could be useful for both summative and formative evaluation. They are helpful for comparing the progress and for assigning grades or certifying accomplishments.

Guidelines for selecting portfolio entries: -

Following minimum guide lines necessary;

- Identify purpose
- Select objectives
- Think about different types of entries
- Decide how much to include and how to organize it
- Decide who selects the entries either students or teacher or both
- Set the criteria for judging the work (evaluation tool-checklist, rubric etc)

Define student role in selection and self-evaluation: -

Students role in selection of entries depends on different aspects- 1) Purpose – Instructional, assessment, showcasing the best work. 2) Guidelines – decided by teacher.

i.e – 1) Showcasing the best work – student has full freedom to select the portfolio entries. 2) Assessment portfolio – teacher plays prominent role and students role is subordinate in the selection

Self evaluation – students are expected to reflect on their progress in all types of portfolios and in turn students set their own goal.

Specify evaluation criteria: -

Rubric, checklist, rating scale etc. are prepared by teacher in collaboration with students. (not for small kids)

Use portfolios in instruction and communication: -

Portfolio assessment is an alternative form of assessment which helps teacher to give instruction or communicate to students, parents, school authorities and other stake holders in the field about the achievement levels of students showing concrete evidence.