

PORTFOLIOS

Part of a student-engaged assessment system where the primary purpose is to engage students in assessing their growth and learning. Reflecting on their work and how it demonstrates mastery of or growth towards learning standards.

(Ron Berger, *Leaders of their own learning*, pg. 261)

The Essential Dimensions of Communicating Student Learning

Capturing Learning

Opening Doors

Conferencing

Reporting

The **Four Elements of Learning Documentation** aim to provide parents a “window” into student learning through:

- **Authentic Evidence** – Showing growth over time in what the learner KNOWS, can DO, and what they understand;
- **Quality Assessment** – Information that informs both learning and teaching, shifting ownership to SHARED OWNERSHIP between learner, teacher, and parent;
- **Learning Standards** – Evidence demonstrates growth in relation to the Learning Standards of B.C.’s Curriculum; and
- **Voice** – Learning is deepened with the presence of STUDENT, TEACHER, and PARENT voice.

Types of portfolios

- **Learning portfolio** – If a student were to take a video of them reading in four consecutive months, you would see all readings over time to see development and growth.
- **Showcase portfolio** -If a student were to take a video of them reading in four consecutive months, they would pick the best one from the four samples.

Implementation

- Content, competencies or both?
- Provide time to reflect on success and areas for improvement
- Reflect on process and final products
- Reflect on core competencies
- Share with parents → possible have parents sign off on term reflection
- Student teacher conferences – at reporting periods or midway through?
- Assessment – provide students with a learning map



FIVE WAYS TO GET THE MOST OUT OF STUDENT PORTFOLIOS

Potential Barriers to Portfolio Use

- TIME

- *For reflections*
- *For assessment of portfolios*
- *For student-led conferences*

- Content – can be “one and done”

- Paper or Electronic?

Tools for Making Portfolios

- Blogs – Edublog, Evernote, OneNote
- Websites – weebly, wix, google sites
- Paper – binders, file folders
- Eportfolio platforms – myBlueprint, Freshgrade

Resources:

- Resources on blogs as digital portfolios - [link](#)
- Surrey secondary student examples of portfolio entries and reflections - [link](#)
- 11 essentials for portfolios - [link](#)
- 5 reasons to use digital portfolios in your classroom - [link](#)

SUGGESTED CONVERSATION STARTERS

- *I notice how you ... (be specific, focusing more on perseverance and less on “ability”, avoiding phrases such as “you are so smart” or “you are such a talented artist”)*
- *What are you most proud of? Why?*
- *I am so proud that you are now able to...*
- *I can see you tried really hard to....*
- *I can see evidence of growth. You used to... but now you...*
- *When I compare what you used to do with what you do now, I notice...*
- *What do you notice when you compare these two pieces of work?*
- *I am pleased with how you did this work because...*
- *Can you explain your thinking about this...?*
- *What I like about this work is...*
- *What do you like most about this work?*
- *Do you think you need some help with...?*
- *What do you think you could do differently next time?*
- *How could you have done that differently?*
- *What would you like to get better at? Why?*
- *What do you think you will try next time?*
- *Tell me (more) about ...*

PROFICIENCY LEVEL



Emerging <i>"I am just getting started."</i> <i>"I learn best with help."</i>	Developing <i>"I get some of it."</i> <i>"I am beginning to do more and more on my own."</i>	Proficient <i>"I get it."</i> <i>"I can do it on my own."</i>	Extending <i>"I get it and go beyond what is expected of me."</i> <i>"I can teach it to a friend."</i>
<ul style="list-style-type: none"> •The student is beginning to demonstrate basic knowledge in relation to the learning standards •Works with ongoing support 	<ul style="list-style-type: none"> •The student demonstrates some knowledge in relation to the learning standards •Works with some support 	<ul style="list-style-type: none"> •The student demonstrates good knowledge in relation to the learning standards •Works independently 	<ul style="list-style-type: none"> •The student demonstrates knowledge beyond the learning standards •Works independently and can support the learning of others

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