Student Portfolios
A Follow-up to Dr. Zubizaretta

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University of Delaware
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What is a portfolio?

- Continually updated, selective record of student work that documents students’ learning with focus on continual improvement
  - Growth illustrated by including work from the beginning to the end of a course or program
  - Documentation includes the process that students went through in producing their work such as notes, drafts, work logs, etc.
  - Students reflection on the significance of each item they chose to present in their portfolio

- Documentation guidelines provided by faculty

- Assessment based on specific criteria such as a scoring guide or rubric
Questions to think about

- What will students learn?
- What will students learn through the process?
- What questions will it answer?
- Who will be the audience?
- How will the portfolio be used?
- What will it include?
- How will it be assessed?
Group Work

Name Goal:

What assignments (evidence) would be appropriate indicators of learning?

What will happen in/out of the class to help students create these assignments? (Collaboration/mentoring/feedback)

What assessment means would be appropriate?
# Portfolio Assignment/Assessment

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Assignment(s) What questions are answered from the assignment?</th>
<th>In/Out of class activities to support creation of the assignment</th>
<th>Reflective Questions</th>
<th>Assessment Tool</th>
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Potential Assignments

Many of the assignments that are in your Portfolio will be indicators of your general education proficiencies, other relevant courses and courses within your major. Some examples of these include, but are not limited to:

- What does the portfolio say about you as an emerging scholar in this field? What is your credo?
- Indication of how you will use your major in the future?
- How does this discipline connect to your life?
- Connections among the programmatic/course goals
- Projects that you and or a group created (give credit where credit is due)
- Resources you feel are important for those in your discipline and why
- Research papers
- Audio taped statements
- Photographs or movie files
- Internship/international study experiences-field logs and journals
- Letters of recommendation
- Evaluations, self, peer, supervisors
- Teacher observations
- Selected journal entries
- Co-curricular transcript
- Service learning or volunteer experiences
- Essays or position papers
- PowerPoint presentations with context
- Goal statements
- Awards
- Resume
What makes a good assignment?

- Carefully selected and representative of the goals
- Demonstrate your achievement in relation to the designated goals listed on your syllabus for this course
- Presented professionally
- Personally meaningful
- Paired with a relevant and insightful reflection supported by mentoring (reflections can be written, audio or videotaped)

- What is your main goal of reflection?
- Why is this at the heart of the portfolio?
Group Work

Go back to learning goal you created and create 3 reflective questions and share with your partner.
Other reflective questions

- how and why you think the way you do about your major
- what actions you took, what choices you made
- the meaning of your actions and choices
- what learning and growth has occurred
- how you can change your practices in the future
- what you believe is the social value of your major
- given your education in this major, what you believe are your roles and responsibilities as a professional, an individual, and a citizen
- how would you describe your development as a teacher in your discipline and what evidence can you provide
- what do you notice when you review your earlier work
- how have your problem solving skill developed over time, compare and contrast
- describe yourself as a leader from your first year of study to your last year of study
- as a result of your studies, how have you become a change agent in the field of _____
How do you ensure reflection?

- Instruct students how to write reflectively
- Provide opportunities to practice (start small)
- Provide frequent, constructive feedback loop
- Indicate feedback in question form
- Incorporate self and peer assessment as appropriate
- Make it count
Cover Sheet for Individual Portfolio Items

1. What type of assignment is this?
2. What learning goal does this represent?
3. Why did you select this for your portfolio?
4. What does this assignment show me about you as a _________ major?
5. What did you learn by creating this item?

My comments to you:
What are the steps to putting together the portfolio?

- Collect/develop all relevant assignments and store in a digital format. Make backup copies.
- **Select** and edit assignments. Sufficient care must be taken to select and edit your portfolio so that it represents your best efforts to achieve the goals of the assignment as set forth in the beginning paragraphs of this document.
- **Reflecting** on assignments: reflection gives meaning and value to assignments. Artifacts must have personal meaning and significance to you.
- **Connecting** assignments to reflections and organizing assignments in meaningful ways.
- **Assessing** your work thus far. Consider whether the current assignments and reflections you’ve chosen to include best demonstrate your competencies and your attainment of general education goals and the learning goals of the capstone.
- **Re-selecting and editing** your portfolio. Consider whether you have any other assignments and/or reflections to add that best demonstrate your growth over time.
- **Presenting** your final version of your portfolio (assignments and reflections) in a digital format.
Potential ways to assessing portfolios

- Align assessments with goals

- Tools include: rubrics with criteria for performance and set proficiency levels, check lists – including feedback for improvement

- Peer and self-evaluation forms, guided comparison of draft vs. final product

- Consider creativity, amount of effort, as appropriate.
Group Work

Revisit your portfolio assignment and determine the assessment measure

LEAD 490
## Example of Business Majors Portfolio Rubric

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Outstanding</th>
<th>Satisfactory</th>
<th>Inadequate</th>
<th>Insufficient information</th>
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<tbody>
<tr>
<td>Write articulate, persuasive, and grammatically correct business materials.</td>
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<td>Use critical, flexible, and creative thinking to generate sound conclusions,</td>
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<td>ideas, and solutions to problems.</td>
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<td>Use software and networking services to obtain, manage, and share information.</td>
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<td>Apply understanding of domestic and international diversity concepts and issues to business situations.</td>
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<td>Recognize ethical challenges and reach ethical business decisions.</td>
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University of Wisconsin

http://www.uwstout.edu/soe/profd
ev/eportfoliorubric.html
More Programmatic Portfolio Rubrics

- Leadership Portfolio Rubric
- UMES Portfolio Rubric
- University of Wisconsin E-portfolio Rubric
- Portfolio Assessment Rubrics – Media Design, Content Assessment, Professionalism Assessment
Portfolio: Assumptions

- There is a distinction between collecting assignments, reflecting upon them, and thoughtfully presenting them in a portfolio.
- Students will be collecting assignments throughout their academic careers and should have exclusive access to their collections.
- Using portfolios for reflection is a process that is important in all phases of an academic career, not just at the end of senior year.
Assumptions (cont.)

- Instructors, advisers, and peers should collaborate with students to help them **present** assignments in a reflective way
- Students should be able to present a variety of portfolios for different objectives: completing coursework or demonstrating academic, personal, or career development
Example of E-portfolio

E-portfolios at Urban Affairs and Public Policy
Share with a partner

- What are your plans from here?
- What you need help with in the future?
References


Engaging Critical Thinking (Bloom’s Revised Taxonomy)

**Creating**
Generating new ideas, products, or ways of viewing things
Designing, constructing, planning, producing, inventing.

**Evaluating**
Justifying a decision or course of action
Checking, hypothesising, critiquing, experimenting, judging

**Analysing**
Breaking information into parts to explore understandings and relationships
Comparing, organising, deconstructing, interrogating, finding

**Applying**
Using information in another familiar situation
Implementing, carrying out, using, executing

**Understanding**
Explaining ideas or concepts
Interpreting, summarising, paraphrasing, classifying, explaining

**Remembering**
Recalling information
Recognising, listing, describing, retrieving