

WHAT IS A PORTFOLIO, AND HOW IS IT USED IN PERFORMANCE-BASED LEARNING? pdf

1: What is Performance-Based Learning and Assessment, and Why is it Important?

A portfolio is a purposeful collection of student performances that exhibits a student's effort, progress, and achievement over a period of time. It is composed of student-selected works, and it includes both a student's reflection on her performances as well as the teacher's comments about the.

A productive alternative to coverage and activity-oriented plans, over the last decade UbD has become a widely used strategy of backward design of units and projects. More broadly, performance assessment is part of an approach to teaching and learning that values application over rote memorization. The broadest use of performance assessment is project-based learning. Schools that value Deeper Learning assign projects to students both as a learning experiences and a form of assessment. Engage students in authentic interdisciplinary work that is often community connected. Ask students to explore—and often solve—real problems faced by employers and community members. Ask students to produce and present professional quality work product to community audiences. Value employability and they track work skills as well as academic progress. Schools in the Asia Society , Big Picture , Edvisions , Envisions , and New Tech Network provide best practice examples of schools that, in addition to project-based learning, incorporate work- and community-based learning. There are many forms of performance tasks: Technology enables production of quality products as well as complex engagements and simulations; it expands the number of ways that teachers can observe, share and assess student work. The Role of Performance Assessment. At most schools, performance tasks supplement more traditional forms on teaching and learning—they extend and apply learning and provide a form of alternative assessment. There are a few hundred schools most are part of Deeper Learning networks where the instructional program is a sequence of performance tasks. Projects are the heart of the instructional program at Summit Public Schools. Performance assessment is a critical component of creating high engagement learner-centered environment and show what you know culture. Many open ended forms of performance assessment are at least partially interest-based. Project often give students some control over themes, pacing, and the final product. Compared to didactic instruction and selected response tests, performance tasks can produce high levels of motivation and engagement. Short performance assessment can be incorporated into units of instruction to check for understanding. Performance tasks can be combined with other forms of assessment to guide progress through units of study. Longer and more comprehensive performance assessments can serve as a matriculation gateway in a competency-based environment. Senior projects are required for graduation at many high schools and in some states. Performance assessments are often the best way to apply knowledge and skills—particularly those difficult to measure in traditional ways such as critical thinking, collaboration, effective communications, and academic mindset. As formative and summative assessments, performance tasks and resulting products scored using standards-aligned rubrics can be important role in demonstrating academic growth. However, creating standards-aligned projects, scoring projects, combining performance assessments with other forms of assessment, and providing useful reports can be very challenging and time consuming because the toolset available to schools remains weak and undeveloped. Useful performance assessment tools and resources make it easier for teachers to create, support, and assess performance tasks. Mastery tracking tools capture assessment results in a standards-based gradebook and provide reporting tools for individual students and aggregation and analysis tools for groups of students. Badges and other data visualization strategies can be used to certify and celebrate achievement. They can also personalize learning by guiding choices on what to learn, how to learn, and how to demonstrate learning. Badge systems are likely to become common matriculation management systems. Portfolio systems, like eduClipper and Pathbrite, create a running record of artifacts that reflect personal bests. Portfolios are gaining post-secondary importance as an alternative market signaling device that supplements or, with a badging system, replaces traditional degrees and certificates. Well constructed performance assessments and useful mastery tracking tools can create a high

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agency learning environments where students take responsibility for their own learning.

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2: Using Informal Assessments for English Language Learners | ColorÃ-n Colorado

A portfolio is a compilation of academic work, accomplishments, and other evidence used to evaluate student learning growth and academic achievement.

This article has been cited by other articles in PMC. Abstract Portfolio-based learning is recognized in medical education. It helps students to assess themselves as per the key learning objectives and outcomes expected out of them. This article addresses the process of portfolio development and assesses from students feedbacks, if portfolio-based learning is an improvement over record-based study in community-based field studies. A portfolio provides a comprehensive view of student performance. It is a portfolio where the student is a participant in, rather than the object of assessment. It provides a forum that encourages students to develop abilities needed to become independent, self-directed learners. For years, we have been using record-based teaching learning process in FHAP. In the present new batch of 4th semester, students we tried to initiate portfolio-based learning, in which, students were encouraged to set-up their own learning objectives with the help of teachers. Moreover, this type of learning was expected to shift the focus of students from record filling to problem-solving activities. This article addresses the process of portfolio development and assesses, from students feedbacks, if portfolio-based learning is an improvement over record-based study in community-based field studies. This exercise was done for the students at the beginning of their FHAP. This list was then analyzed into specific, valid, and measurable points. These points were used to define the broad areas of learning. After the broad areas of students interests were drawn, the more detailed points that the students wanted to learn under the broad headings were enlisted. These were discussed with all the faculty and residents of the department and the second draft of the broad categories of objectives and the minimum specific points that the students were expected to learn was drawn. This second draft was again discussed with students to finalize the seven areas that the students had to concentrate and the five specific sub-areas under each broad area that the students had to learn, practice, and impart health education in the respective families they were allotted. The students were asked to identify problems in the family, they were following, from the 35 points that was finalized [Table 1]. They were also made free to identify any other issues, even beyond the enlisted 35 points, during their 18 months interaction with the family allotted to them. The given 35 points were just to guide students in identifying issues in the family, assist them to identify their learning objectives, give them the direction to initiate their self-learning, and to an extent standardize the program for all the groups of students. This point issue list was also devised with the objective to improve the ownership of the program by the students. It was thought that if the students were asked to frame their own learning objectives, as they did at the beginning of the program, their ownership for the program had to increase. Table 1 Identified 7 major areas and 35 sub-areas Affective domain Efficient in identifying the problems in family listening skills, observation skills Effective communication.

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3: Electronic portfolio - Wikipedia

Performance-based learning and assessment represent a set of strategies for the acquisition and application of knowledge, skills, and work habits through the performance of tasks that are meaningful and engaging to students.

Jackson, EdD, James G. As previously mentioned, there are many types of performance-based assessments. Each type of assessment brings with it different strengths and deficiencies relative to credible and dependable information. Because it is virtually impossible for a single assessment tool to adequately assess all aspects of student performance, the real challenge comes in selecting or developing performance-based assessments that complement both each other and more traditional assessments to equitably assess students in physical education and human performance. The goal for assessment is to accurately determine whether students have learned the materials or information taught and reveal whether they have complete mastery of the content with no misunderstandings. Just as researchers use multiple data sources to determine the truthfulness of the results, teachers can use multiple types of assessment to evaluate the level of student learning. Because assessments involve the gathering of data or information, some type of product, performance, or recording sheet must be generated. The following are some examples of various types of performance-based assessments used in physical education. Using Observation in the Assessment Process Human performance provides many opportunities for students to exhibit behaviors that may be directly observed by others, a unique advantage of working in the psychomotor domain. Wiggins uses physical activity when providing examples to illustrate complex assessment concepts, as they are easier to visualize than would be the case with a cognitive example. The nature of performing a motor skill makes assessment through observational analysis a logical choice for many physical education teachers. In fact, investigations of measurement practices of physical educators have consistently shown a reliance on observation and related assessment methods Hensley and East ; Matanin and Tannehill ; Mintah Observation is a skill used with several performance-based assessments. It is often used to provide students with feedback to improve performance. However, without some way to record results, observation alone is not an assessment. Going back to the definition of assessment provided earlier in the chapter, assessment is the gathering of information, analyzing the data, and then using the information to make an evaluation. Therefore, some type of written product must be produced if the task is considered an assessment. Teachers and peers can assess others using observation. They might use a checklist or some type of event recording scheme to tally the number of times a behavior occurred. Keeping game play statistics is an example of recording data using event recording techniques. Students can self-analyze their own performance and record their performances using criteria provided on a checklist or a game play rubric. When using peer assessment, it is best to have the assessor do only the assessment. When the person recording assessment results is also expected to take part in the assessment e. In the case of large classes, teachers might even use groups of four, in which one person is being evaluated, a second person is feeding the ball, the third person is doing the observation, and a fourth person is recording the results. Projects typically require students to apply their knowledge and skills while completing the prescribed task, which often calls for creativity, critical thinking, analysis, and synthesis. Examples of student projects used in physical education and human performance include the following: Criteria for evaluating the projects are developed and the results of the project are recorded. Group projects involve a number of students working together on a complex problem that requires planning, research, internal discussion, and presentation. Group projects should include a component that each student completes individually to avoid having a student receive credit for work that he or she did not do. Another way to avoid this issue is to have members of the group award paychecks to the various members of the group e. To encourage reflections on the contributions of others, students are not allowed to give an equal amount to everyone. The following example of a project designed for middle school or high school students involves a research component, analysis and synthesis of information, problem solving, and effective communication. Since a portfolio provides documentation of student learning, the knowledge and

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skills that the teacher desires to have students document guides the structure of the portfolio. The type of portfolio, its format, and the general contents are usually prescribed by the teacher. Portfolio collections may also include input provided by teachers, parents, peers, administrators, or others. The guidelines used to format a portfolio will be based on the type of learning that the portfolio is used to document. The following are two basic types of portfolios: Working portfolio—A repository of portfolio documents that the student accumulates over a certain period of time. Other types of process information may also be included, such as drafts of student work or records of student achievement or progress over time. The student has consciously evaluated his or her work and selected only those products that best represent the type of learning identified for this assessment. Each artifact selected is accompanied by a reflection, in which the student explains the significance of the item and the type of learning it represents. This also requires students to exercise some judgment about which artifacts best fulfill the requirements of the portfolio task and document their level of achievement. The contents could include items such as a training log, student journal or diary, written reports, photographs or sketches, letters, charts or graphs, maps, copies of certificates, computer disks or computer-generated products, completed rating scales, fitness test results, game statistics, training plans, report of dietary analyses, and even video- or audio recordings. Collectively, the artifacts selected will document student growth and learning over time as well as current levels of achievement. The potential items that could become portfolio artifacts are almost limitless. Kirk suggests the following list of possible portfolio artifacts that may be useful for physical activity settings. A teacher would never require that a portfolio contain all of these items. The list is offered as a way to generate ideas for possible artifacts. A rubric scoring tool should be used to evaluate portfolios in much the same manner as any other product or performance. Providing a rubric to students in advance allows them to self-assess their work and thus be more likely to produce a portfolio of high quality. Portfolios, since they are designed to show growth and improvement in student learning, are evaluated holistically. The reflections that describe the artifact and why the artifact was selected for inclusion in the portfolio provide insights into levels of student learning and achievement. Teachers should remember that format is less important than content and that the rubric should be weighted to reflect this. For additional information about portfolio assessments, Lund and Kirk have a chapter on developing portfolio assessments. Performances Student performances can be used as culminating assessments at the completion of an instructional unit. Teachers might organize a gymnastics or track and field meet at the conclusion of one of those units to allow students to demonstrate the skills and knowledge that they gained during instruction. Game play during a tournament is also considered a student performance. Rubrics for game play can be written so that students are evaluated on all three learning domains psychomotor, cognitive, and affective. Students might demonstrate their skills and learning in one of the following ways: Performing an aerobics routine for a school assembly Organizing and performing a jump rope show at the half-time of a basketball game Performing in a folk dance festival at the county fair Demonstrating wu shu a Chinese martial art at the local shopping mall Training for and participating in a local road race or cycling competition Although performances do not produce a written product, there are several ways to gather data to use for assessment purposes. A score sheet can be used to record student performance using the criteria from a game play rubric. Game play statistics are another example of a way to document performance. Performances can also be video recorded to provide evidence of learning. In some cases teachers might want to shorten the time used to gather evidence of learning from a performance. Event tasks are performances that are completed in a single class period. Students might demonstrate their knowledge of net or wall game strategies by playing a scripted game that is video recorded during a single class. The ability to create movement sequences or a dance that uses different levels, effort, or relationships could be demonstrated during a single class period with an event task. Many adventure education activities that demonstrate affective domain attributes can be assessed using event tasks. Teachers can assess participation in an activity or skill practice trials completed outside of class using logs. Practice trials during class that demonstrate student effort can also be documented with logs. A log records behaviors over a period of time see figure Often the information recorded shows

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changes in behavior, trends in performance, results of participation, progress, or the regularity of physical activity. A student log is an excellent artifact for use in a portfolio. Because logs are usually a self-recorded document, they are not used for summative assessments unless as an artifact in a portfolio or for a project. If teachers wanted to increase the importance placed on a log, a method of verification by an adult or someone in authority should be added. Journals Journals can be used to record student feelings, thoughts, perceptions, or reflections about actual events or results. Journal entries would not be an appropriate summative assessment by themselves, but might be included as an artifact in a portfolio. Teachers must be careful not to assess affective domain journal entries for the actual content, because doing so may cause students to write what teachers want to hear or give credit for instead of true and genuine feelings. Teachers could hold students accountable for completing journal entries. Some teachers use journals as a way to log participation over time.

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4: Types of performance-based assessment

Performance-based learning is when students participate in performing tasks or activities that are meaningful and engaging. The purpose of this kind of learning is to help students acquire and apply knowledge, practice skills, and develop independent and collaborative work habits.

This can be particularly useful if the portfolio is to be shared with external audiences unfamiliar with the coursework such as parents, other educators and community members. What processes will be engaged in during the development of the portfolio? One of the greatest attributes of the portfolio is its potential for focusing on the processes of learning. Too often in education we emphasize the products students create or the outcomes they achieve. But we do not give sufficient attention to the processes required to create those products or outcomes, the processes involved in self-diagnosis and self-improvement, or the metacognitive processes of thinking. As a result, the products or outcomes are not as good as we or the students would like because they are often unsure how to get started, how to self-diagnose or self-correct or how to determine when a piece of work is "finished. Selection of Contents Once again, identifying the purposes for the portfolio should drive the selection process. As listed in the tables above, different samples of student work will likely be selected for different purposes. Additionally, how samples are selected might also differ depending on the purpose. For example, for an evaluation portfolio, the teacher might decide which samples need to be included to evaluate student progress. On the other hand, including the student in the decision-making process of determining appropriate types of samples for inclusion might be more critical for a growth portfolio to promote meaningful reflection. Finally, a showcase portfolio might be designed to include significant input from the student on which samples best highlight achievement and progress, or the teacher might primarily make those decisions. Furthermore, audiences beyond the teacher and student might have input into the content of the portfolio, from team or department members, principals and district committees to external agencies to parents and community members. External audiences are most likely to play a role for evaluation portfolios. However, it is important to remember there are no hard rules about portfolios. Anything can be included in a portfolio. Anyone can be involved in the processes of selection, reflection and evaluation of a portfolio. Flexibility applies to portfolios as it does to any authentic assessment. That is, you should be true to your purposes, but you should feel no constraints on how you meet them with a portfolio assignment. How might the selection take place? What I will describe below are just a few of the many possible avenues for selecting which samples will be included in a portfolio. But these examples should give you a good sense of some of the choices and some of the decisions involved. Which work students select depends on the criteria used to choose each piece see below. A peer might also provide some reflection on a piece of work to be included in the portfolio. Based on what criteria? Simply selecting samples of work as described above can produce meaningful stories about students, and others can benefit from "reading" these stories. But the students themselves are missing significant benefits of the portfolio process if they are not asked to reflect upon the quality and growth of their work. As Paulson, Paulson and Meyer stated, "The portfolio is something that is done by the student, not to the student. The student needs to be directly involved in each phase of the portfolio development to learn the most from it, and the reflection phase holds the most promise for promoting student growth. In the reflection phase students are typically asked to comment on why specific samples were selected or comment on what they liked and did not like in the samples or comment on or identify the processes involved in developing specific products or performances or describe and point to examples of how specific skills or knowledge improved or did not or identify strengths and weaknesses in samples of work or set goals for themselves corresponding to the strengths and weaknesses or identify strategies for reaching those goals or assess their past and current self-efficacy for a task or skill or complete a checklist or survey about their work or some combination of the above Reflection sheets Probably the most common portfolio reflection task is the completion of a sheet to be attached to the sample or samples of work which the

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reflection is addressing. Why should this sample be included in your portfolio? How does this sample meet the criteria for selection for your portfolio? I chose this piece because What would you work on more if you had additional time? Looking at or thinking about an earlier piece of similar work, how does this new piece of work compare? How is it better or worse? Where can you see progress or improvement? How did you get "stuck" working on this task? How did you get "unstuck"? One skill I could not perform very well but now I can is From reviewing this piece I learned What is a realistic goal for the end of the quarter semester, year? One thing I still need to work on is I will work toward my goal by Using the appropriate rubric, give yourself a score and justify it with specific traits from the rubric. What do you like or not like about this piece of work? I like this piece of work because The work would have been better if I had spent more time on I am pleased that I put significant effort into What does the portfolio as a whole reveal about you as a learner writer, thinker, etc. A feature of this portfolio I particularly like is In this portfolio I see evidence of As mentioned above, students or others can respond to such questions or prompts when a piece of work is completed, while a work is in progress or at periodic intervals after the work has been collected. Furthermore, these questions or prompts can be answered by the student, the teacher, parents, peers or anyone else in any combination that best serves the purposes of the portfolio. Other reflection methods In addition to reflection sheets, teachers have devised a myriad of means of inducing reflection from students and others about the collection of work included in the portfolio. Reflection itself is a skill that enhances the process of skill development and virtually all learning in innumerable settings. Those of us who are educators, for example, need to continually reflect upon what is working or not working in our teaching, how we can improve what we are doing, how we can help our students make connections to what they are learning, and much, much more. Thus, it is critical for students to learn to effectively reflect upon their learning and growth. As a skill, reflection is not something that can be mastered in one or two attempts. Developing good reflective skills requires instruction and modeling, lots of practice, feedback and reflection. As many of you have probably encountered, when students are first asked to respond to prompts such as "I selected this piece because But we would like them to elaborate on that response. The fact that they did not initially elaborate is probably not just a result of resistance or reluctance. Students need to learn how to respond to such prompts. They need to learn how to effectively identify strengths and weaknesses, to set realistic goals for themselves and their work, and to develop meaningful strategies to address those goals. Students often have become dependent upon adults, particularly teachers, to evaluate their work. They need to learn self-assessment. So, the reflection phase of the portfolio process should be ongoing throughout the portfolio development. Students need to engage in multiple reflective activities. Those instances of reflection become particularly focused if goal-setting is part of their reflection. Just as instruction and assessment are more appropriately targeted if they are tied to specific standards or goals, student identification of and reflection upon strengths and weaknesses, examples of progress, and strategies for improvement will be more meaningful and purposeful if they are directed toward specific goals, particularly self-chosen goals. Once opportunities for reflection practice take place, feedback to and further reflection upon student observations can be provided by conversations with others. Conferencing is one tool to promote such feedback and reflection. Conferencing on Student Work and Processes With 20 or 30 or more students in a classroom, one-on-one conversations between the teacher and student are difficult to regularly arrange. Such feedback is also more likely to be processed by the student than comments written on paper. Conferencing typically takes several forms: Other times, teachers use class time to schedule one-on-one conferences during "conference days. Typically such conferences take only a few minutes, but they give the teacher and the student time to recap progress, ask questions, and consider suggestions or strategies for improvement. The focus might be teacher-directed e. How will time and materials be managed in the development of the portfolio? As appealing as the process of students developing a portfolio can be, the physical and time constraints of such a process can be daunting. Where do you keep all the stuff? How do you keep track of it? Who gets access to it and when? Should you manage paper or create an electronic portfolio? Does some work get sent home before it is put in the portfolio? Will it come back? When will you find the

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time for students to participate, to reflect, to conference? What about students who join your class in the middle of the semester or year? There is one answer to all these questions that can make the task less daunting: That is good advice for many endeavors, but particularly for portfolios because there are so many factors to consider, develop and manage over a long period of time. In the final section of this chapter Can I do portfolios without all the fuss? I will elaborate on how you can get your feet wet with portfolios and avoid drowning in the many decisions described below. How you answer the many management questions below depends, in part, on how you answered earlier questions about your purpose, audience, content and process. Return to those answers to help you address the following decisions: Management Decisions Possible Solutions Should the portfolio building process wait until the end or should it occur as you go? The easiest solution is to collect work samples along the way but save the selection and reflection until the end, keeping selection simple and limiting the amount of reflection. The more involved and more common approach is for participants to periodically make selections and to engage in reflection throughout the process. This gives the student time to respond to identified weaknesses and to address goals set.

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5: What is a Portfolio, and How is it Used in Performance-Based Learning?

Grace (, p.1), who stresses the learning process, defines as "portfolio is a record of the child's process of learning: what the child has learned and how she has gone about learning; how she thinks, questions, analyzes, synthesizes, produces, creates;.

Instructional Outcomes A portfolio is not a random collection of observations or student products; it is systematic in that the observations that are noted and the student products that are included relate to major instructional goals. For example, book logs that are kept by students over the year can serve as a reflection of the degree to which students are building positive attitudes and habits with respect to reading. A series of comprehension measures will reflect the extent to which a student can construct meaning from text. Developing positive attitudes and habits and increasing the ability to construct meaning are often seen as major goals for a reading program.

Multiple Products Collected over Time Portfolios are multifaceted and begin to reflect the complex nature of reading and writing. Because they are collected over time, they can serve as a record of growth and progress.

Variety of Materials Portfolios can consist of a wide variety of materials: All of these items are not used all of the time.

Effective Means of Evaluating Reading and Writing There are many ways in which portfolios have proven effective. Teachers can use their record of observations and the collection of student work to support the conclusions they draw when reporting to parents. Linn, Baker, and Dunbar indicate that major dimensions of an expanded concept of validity are consequences, fairness, transfer and generalizability, cognitive complexity, content quality, content coverage, meaningfulness, and cost efficiency. Portfolios are an especially promising approach to addressing all of these criteria.

Brings Assessment in Line with Instruction Portfolios are an effective way to bring assessment into harmony with instructional goals. Portfolios can be thought of as a form of "embedded assessment"; that is, the assessment tasks are a part of instruction. Teachers determine important instructional goals and how they might be achieved. Through observation during instruction and collecting some of the artifacts of instruction, assessment flows directly from the instruction.

Shavelson, Portfolios can contextualize and provide a basis for challenging formal test results based on testing that is not authentic or reliable. Student performance on such tests can show day-to-day variation. However, such scores diminish in importance when contrasted with the multiple measures of reading and writing that are part of a literacy portfolio.

Valid Measures of Literacy Portfolios are extremely valid measures of literacy.

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6: Portfolios (Authentic Assessment Toolbox)

In the second project, Gearhart is documenting the impact of mathematics portfolios on instructional methods and students' learning and motivation. Richard P. Mills is commissioner of education in Vermont, where fourth and eighth grade students are being assessed in writing and mathematics using three methods: a portfolio, a best piece from the.

Giving descriptions or instructions using visual or written prompts Oral reporting to the whole class Telling a story by using a sequence of three or more pictures Completing dialogue or conversation through written prompts Debating, either one-on-one or taking turns in small groups Brainstorming Completing incomplete stories Playing games When using performance-based assessments with beginner and intermediate English proficiency level ELLs, it is best to assess no more than three items at a time. Respond to "what" and "where" questions Ask for or respond to clarification Read addresses or telephone numbers Portfolio assessments Portfolios are practical ways of assessing student work throughout the entire year. With this method, you can systematically collect descriptive records of a variety of student work over time that reflects growth toward the achievement of specific curricular objectives. Portfolios include information, sample work, and evaluations that serve as indicators for student performance. By documenting student performance over time, portfolios are a better way to crosscheck student progress than just one measure alone. Checklists can also help you collect the same kind of data for each student. In this way you can assess both the progress of one student and of the class as a whole. This sample math development checklist is an example of how you can organize your data collection for each ELL. In addition, here are a few ways that your ELLs can have an active role in the portfolio process: Students can select samples of their work and reflect on their own growth over time. You can meet with ELLs to develop their goals and standards, such as with this sample writing criteria chart. Together with students, you can set tangible, realistic improvement goals for future projects. Students "as a class, in groups, or individually" can create their own rubrics. Assessing content knowledge ELLs need to learn grade level academic content even though they are still in the process of learning English. Even if ELLs are at the beginning or intermediate stages of English language development, you can still use their thinking ability and challenge them with content knowledge activities. ELLs need your help to exercise their critical thinking skills "such as knowledge, comprehension, application, analysis, synthesis, and evaluation" in order to succeed in school during all stages of English language development. These techniques can be used separately or simultaneously as needed. Scaffolding assessments allow ELLs to demonstrate their content knowledge through exhibits or projects, drawings, and graphic organizers. Consider giving ELLs extra time to complete these tasks, or to give short responses. Differentiated scoring scores content knowledge separately from language proficiency. To score content knowledge, look at how well ELLs understand key concepts, how accurate their responses are, and how well they demonstrate the processes they use to come up with responses. You will need separate forms for math, science, and social studies performance. It is important to note that if students are being instructed in content in one language e. Read about assessing fluency. Starter Kit for Primary Teachers. Assessing bilingual children, K

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7: Use of Portfolio-based Learning and Assessment in Community-based Field Curriculum

Portfolio assessment can be used in grades (based on effort) learning Portfolio should be assessed using.

Performance-based learning and assessment represent a set of strategies for the acquisition and application of knowledge, skills, and work habits through the performance of tasks that are meaningful and engaging to students. Balance in Literacy Performance-based learning and assessment achieve a balanced approach by extending traditional fact-and-skill instruction Figure 1. Performance-based learning and assessment are not a curriculum design. Whereas you decide what to teach, performance-based learning and assessment constitute a better way to deliver your curriculum. Because authentic tasks are rooted in curriculum, teachers can develop tasks based on what already works for them. Through this process, assignments become more authentic and more meaningful to students. What Is the Balance? Content Knowledge The subject area content can come from already defined curriculums or can be enhanced by the adoption of a set of themes or topics by the department, grade-level team, school, or school system. Process Skills Higher-order thinking or process skills can come from the various disciplines, such as writing or proofreading from language arts or math computation and problem-solving skills. Other process skills cut across subject area lines or may be identified as areas of need based on standardized testing e. Work Habits Time management, individual responsibility, honesty, persistence, and intrapersonal skills, such as appreciation of diversity and working cooperatively with others, are examples of work habits necessary for an individual to be successful in life. They are both an integral part of the learning and an opportunity to assess the quality of student performance. When the goal of teaching and learning is knowing and using, the performance-based classroom emerges. Performance tasks range from short activities taking only a few minutes to projects culminating in polished products for audiences in and outside of the classroom. In the beginning, most performance tasks should fall on the short end of the continuum. Teachers find that many activities they are already doing can be shaped into performance-learning tasks. The development of performance-assessment tasks is no exception. With a little practice, however, teachers find that they can easily and quickly develop performance tasks and assessment lists. This process is further simplified as teachers and schools begin to collect and maintain lists of generic tasks and assessments that teachers can adapt for individual lessons. Teachers find assessment lists a more efficient way of providing feedback to students than traditional methods, thus saving time in the long run. Finally, as students work with performance assessment, the quality of their work improves, reducing the time teachers must spend assessing and grading student work. Examples of Performance Tasks Performance tasks should be interesting to the student and well connected to the important content, process skills, and work habits of the curriculum. Sometimes students can help in constructing these tasks and assessment lists. The following are three performance tasks that call for graphs: Upper Level Middle or High School Provide the students with a copy of a speeding ticket that shows how the fine is determined. Make a graph that shows teenagers in our town how much it will cost them if they are caught speeding. Your help is needed to make graphs that show how many vehicles go through that intersection at certain times of the day. Excellent graphs will be sent to the Chief of Police. Place a flashlight at one end, while darkening the other by folding over the box top. Make a graph that shows how many caterpillars move to the light and how many move to the dark part of the box. Your graphs will be displayed at Open House. Assessment lists also enable the teacher to efficiently provide students with information on the strengths and weaknesses of their work. In creating performance task assessment lists, teachers focus on what students need to know and be able to do. One result is that teachers can more consistently and fairly evaluate and grade student work. Information from performance task assessment lists also helps students set learning goals and thus helps teachers focus subsequent instruction. Examples of Performance Task Assessment Lists This chapter includes several examples of assessment lists; the first three are lists for assessing student-made graphs. The upper-level format Exhibit 1 is used in middle and high school. It lists the important elements and provides three columns of

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lines. On the first column of lines, the teacher indicates the points each element is worth. These point values are based on the objectives of the task or lesson. Some elements receive more points because they are more important. These point values are determined by the teacher or could be decided by the class and the teacher together. The list also aids students in time management because they can see what the most important elements are in constructing graphs. Before they submit their work, students do a final inspection of their own graphs and complete the self-assessment column. During this self-assessment step, students often find ways to improve their work. Peer assessment can also take place at this time. The assessment list can be customized to add an extra column for this purpose. For example, earning 90 percent of the points possible might be an A, 80 percent a B, and so on. The teacher determines the relative importance of each activity in determining an overall grade point average, just as teachers do with traditional assessments. The elementary format Exhibit 2 is used for children in the upper elementary grades 3rd–5th. It lists several important elements of the graph and describes three levels of quality for each: The third format is for children in the primary grades Exhibit 3. Student self-assessment and teacher assessment are a part of the format of the elementary and primary assessment lists as well. These children color the face and draw hair or a hat on the face that represents the quality of their work—terrific, OK, or needs work. The teacher indicates agreement or disagreement and talks with the child about his work and self-assessment. Common Framework of Assessment Lists When teachers at a grade level, school, or school district use and adapt similar assessment lists for student work such as graphs, students encounter a common framework for learning from subject to subject, from grade to grade, and from school to school. Overall, student performance is improved by this common focus and consistency. Models of Excellent Work: Besides using an assessment list to learn about the specific elements that will be used to assess the quality of their work, students must see what quality looks sounds, feels, smells, or tastes like. Over time, teachers collect sets of excellent work such as graphs, nonfiction writing, solutions to open-ended math problems, and designs for science experiments from students. Flawed or not-so-excellent work may also be used in the process of teaching students how to use the assessment lists and benchmarks. Exhibit 4 shows a graph about caterpillars in the dark versus light graph made by a primary student ; Exhibit 5 shows a traffic count in front of school made by an elementary student in the 3rd–5th grade ; and Exhibit 6 shows traffic fines for speeding made by a middle or high school student. Cycle of Learning How would you feel about learning all the rules and skills of a sport, spending months sweating yourself into good physical condition, but never actually playing the game? How much is traditional schooling like this? Schooling frequently centers on individual concepts, facts, discrete skills, and work habits. Students are provided with data on the number of eligible voters and the number that actually voted in local, state, and federal elections over the past 10 years. Your purpose is to persuade your audience, not to antagonize. Steps 1–4 of the cycle are structured through performance task assessment lists. For this task, students will use the assessment lists for persuasive writing and for creating a graph. Both during and at the end of these four steps, the student uses performance task assessment lists provided by the teacher or made by the student, such as that in Exhibit 8. The student is also asked to evaluate her work—to make a judgment about the degree to which the writing and graph represent her best effort to meet the requirements of the assignment. Many performance learning tasks will be only parts of the Cycle of Learning, while others will take the student through the entire cycle. As the valid self-perception of capability grows, the student is more willing to expend the energy to begin and complete a quality product. The Cycle of Learning thus becomes a cycle of improving student performance. Meshing with Three Types of Competencies Any learner successfully completing the Cycle of Learning has used a combination of competencies: Interpersonal competencies include communication skills, cooperative learning, and courtesy. Intrapersonal competencies include work habits such as organization, time management, and persistence. When all competencies are working together, the Cycle of Learning turns. When one or more competencies do not work, the Cycle of Learning does not turn well. Schooling includes improving student discipline-based competencies, interpersonal competencies, and intrapersonal competencies. Administrators, teachers, and other adults can provide support and encouragement in the form of time, resources,

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encouragement, and support of creativity and risk-taking.

8: What is Performance Assessment? - Getting Smart by Tom Vander Ark - Assessment, PBL, portfolio

The Learning Portfolio: The learning portfolio is a flexible, evidence-based process that Developing Classroom Performance Assessments and Scoring Rubrics.

9: Portfolio Assessment

For example, a showcase portfolio might also be used for evaluation purposes, and a growth portfolio might also showcase "final" performances or products. What is critical is that the purpose(s) is clear throughout the process to student, teacher and any other pertinent audience.

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