

Portfolio Assessment

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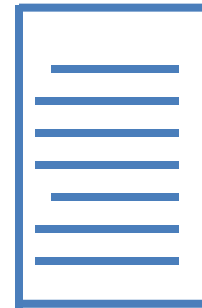
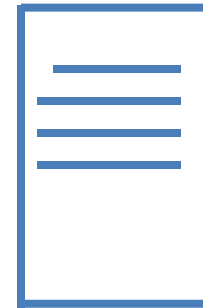
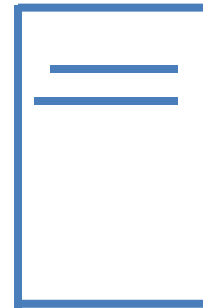
Showcase:

- Best work aligned with learning outcomes – mastery



Developmental:

- show evidence of growth or change over time – process of learning



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In a perfect world, our school library would be able to offer something that's possible and appropriate. But with budget limits throughout the school system, the administration must be sure they're making the best choices of books and magazines, not magazines like "Teen People" and "Vibe" that can be found for instead of educational books and publications.

The purpose of school, and school libraries, is learning. Supporters of popular magazines argue that there is something to be learned from any reading material, but I believe some kids by learning are more important to students' futures than other kids. If the school library has to choose between reading teenage girls about the achievements of Harriet Tubman and being their next show their favorite movie star, I know which one I vote for.

Ultimately, one of the school library's most important purposes is offering students



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Other Content to Consider

- **Reflection essays**
- Tables of contents
- Assignment instructions
- Teachers' feedback, peer reviews, expert comments

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SHOWCASE EXAMPLE

History program

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Steps Taken

1. Purpose: to assess program level outcomes
2. Intended use: to identify gaps in the curriculum
3. Requirement: In the capstone course, students are asked to
 - select 1 best work for each target SLO
 - write a reflection paper
 - submit a CV and job application cover letter

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Target SLOs

- Written communication
- Information literacy
- Critical thinking
- Professionalism

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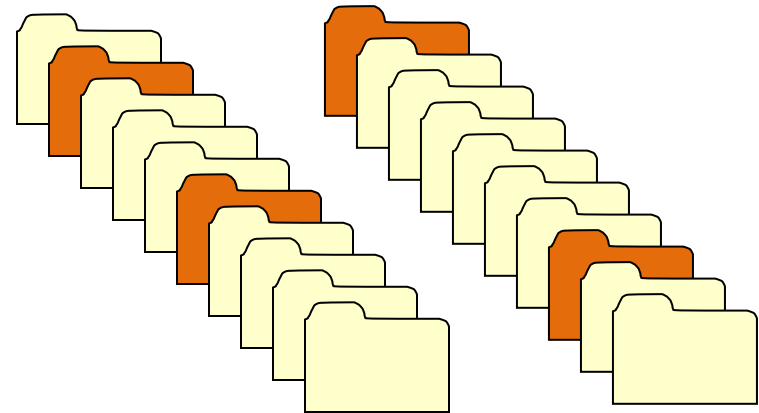
Evaluating Portfolios

- Faculty collaboratively
 - developed rubric
 - identified level for target performance
 - found sample work for each level of performance
 - Received training in evaluation

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Evaluating Portfolios 1

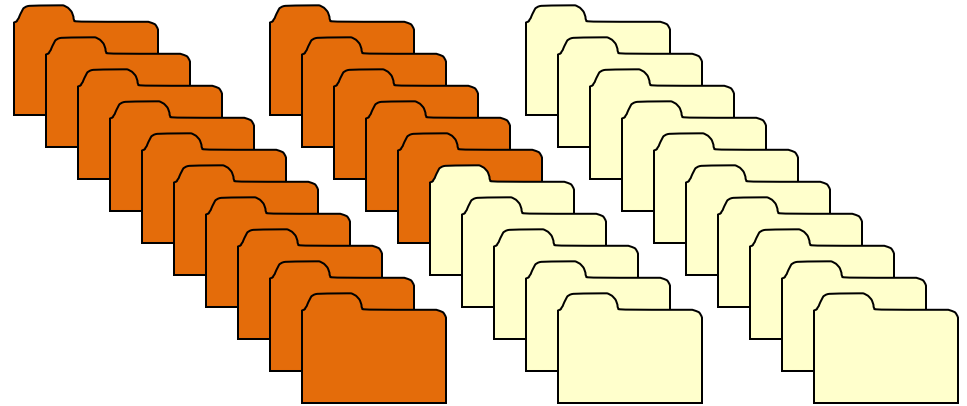
- 20% (n = 30) portfolios were selected for evaluation.



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Evaluating Portfolios 2

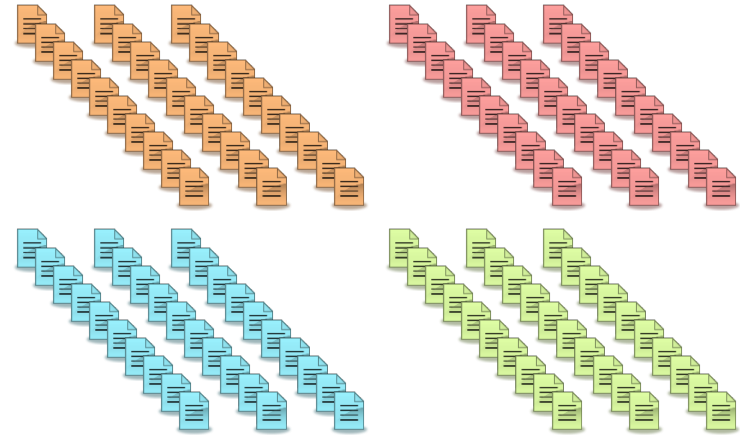
- Each faculty evaluates one work from half of the portfolios for one outcome (3-5hr workload)



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Evaluating Portfolios 3

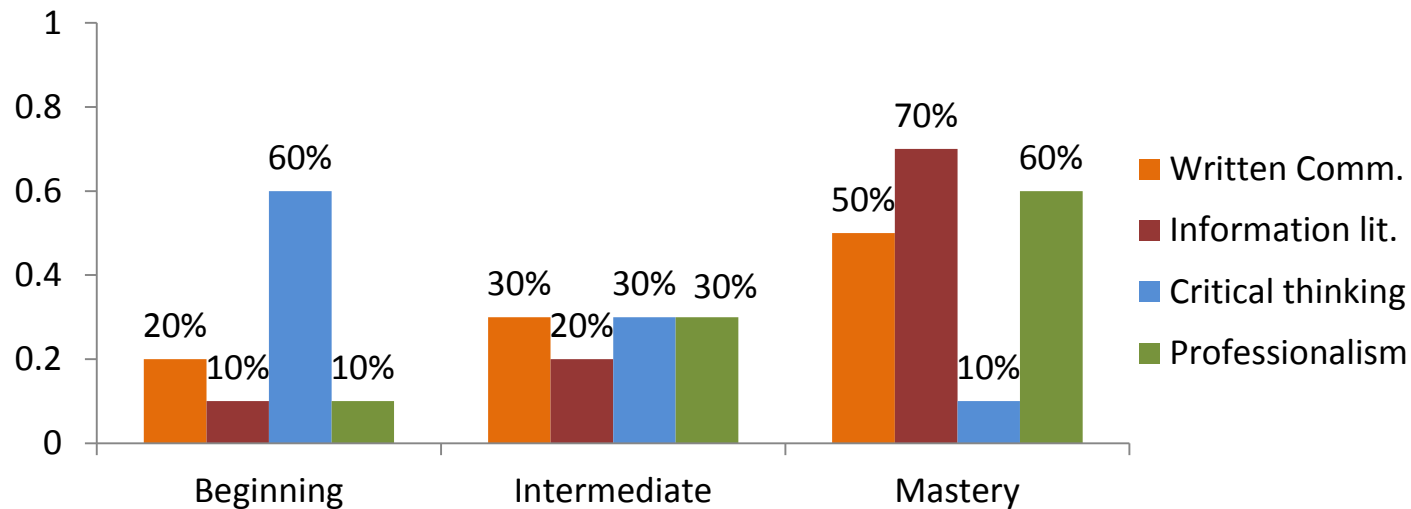
- A total of 30 works were evaluated for each outcome.



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Analyze and Use of Data

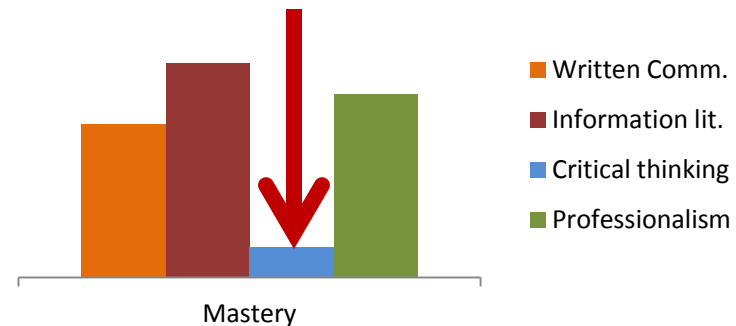
The Chair summarized two semester's data and presented % for each level of performance



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Analyze and Use of Data

- At the faculty meeting, faculty felt that critical thinking was a weak area. They decided to:
 - Ask students to write the event analysis essay earlier (in the second year)
 - Add a module in HIS 301 to formally introduce this writing genre



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Advantages of Portfolios

1. Often involves authentic assessment.
2. Assess higher order skills with complex tasks.
3. Multiple evidence of learning.
4. Sense of achievement for students and faculty.
5. Documentation for job application.
6. Reflective learning makes students more conscious learners.
7. Promotes discussion of learning among faculty.
8. Help identify gaps in curriculum and misalignment.

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FACILITATION TASK: PORTFOLIO SCENARIO DISCUSSION

Pretend that you are leading/participating in the faculty discussion about the portfolio assessment in the program.

1. Identify the things that the program has done well.
2. Identify the challenges.
3. Prioritize one or two challenges to solve.

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Portfolio Assessment Discussion Scenarios

Scenario 1: Read the scenario below. What did Green University do well? What challenges do they face? Propose ways to address these challenges.

Green University was enthusiastic about portfolio assessment and required that every program do portfolio assessment. The German program asks advisors to inform the freshmen that students need to collect their writing samples throughout the program and submit the collection as a CD by the end of the semester. Since this is not a graduation requirement, many students did not submit the collection of work. Faculty did not know how to use the portfolios to assess program learning outcomes. It has been 3 years. The Department has been collecting more and more CDs from students, with only some faculty using them to find exemplary essays.

Potential challenges:

- 1. Was the purpose of the portfolio system clearly specified before its implementation?
- 2. Were there discussions on intended uses among faculty before its implementation?
- 3. Were SLOs identified for the portfolio to address?
- 4. Were content collected aligned with the SLOs?
- 5. Were students given instructions and training on how to compile the portfolio?
- 6. Did students have motivation to compile the portfolio?
- 7. Did faculty collaboratively establish the standards of performance and provide examples for each level of performance? Is there a rubric?
- 8. Were faculty trained in rating portfolios?
- 9. Was the number of portfolios assessed manageable?
- 10. Were the results shared among faculty?
- 11. Were there discussions on how to improve teaching and learning based on assessment results?

To learn more about Portfolio Assessment, visit:

<http://manoa.hawaii.edu/assessment/howto/portfolios.htm>

Scenario 2: Read the scenario below. What did the college do well? What challenges do they face? Propose ways to address these challenges.

The College of Education at Purple University identified signature assignments that are aligned with program outcomes. Assignments include: research paper, teaching philosophy, video recording of teaching demonstration, CV, and etc. They ask the instructors to have students post the completed assignments online. Posting the work online affect students' grades in the class. Some students are not technologically savvy. They can spend 5 hours on an assignment but 10 hours to post it online. By the end of each semester, the faculty have to evaluate all student work based on a rubric. The rubric was developed by a senior faculty. Many faculty find some criteria are hard to apply. Each piece of work is reviewed by two faculty. Faculty did not receive training before the rating session and their scores on the same work can be very different. In addition, faculty have to work 10 hours without extra compensation on portfolio rating. After the rating, the Chair summarizes the results and sends it to all faculty and publishes it online without future discussion.

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2013 Assessment Leadership Institute (8/9, 8/12-8/14) Facilitation Technique

Flipchart Note-Taking Technique

Purpose: Brainstorming (For discussion of things done well and challenges)

Tools: Flip Charts, color markers

Procedure: Ask a question and alternate between two different color markers to record different responses.

Reminder: Keep being neutral. Do NOT take sides. Be very cautious when contributing to the ideas. You don't want to be perceived with a hidden agenda. Instead, solicit responses and clarify vague responses (e.g., any other ideas? What do you mean by saying...? Can you be a little more specific about...)

Sample script:

Today we are going to use 20 minutes to start the discussion on our portfolio system. We are going to cover 3 topics: (1) things that we have done well; (2) the challenges that we are facing; (3) prioritizing one or two challenge to solve in the upcoming academic year. I will record everyone's voice as best as I can. If I didn't capture your idea correctly, let me know. I will correct it.

Tips:

Situation 1: people are shifting to another topic when you are discussing the first topic.

Response: I think you just identified an important challenge. But right now we are discussing things we have done well. Can I write [what the participant said] under the topic of Challenges?

Situation 2: people start to discuss solutions when you are asking them to list challenges.

Response: Okay, We're getting into solutions now. And it looks like Yao and Monica have some valuable ideas and we don't want to lose them. I am going to write them down on our "Wall Safe." Now are these any other challenges that people want to add to the list?

Dot Voting Technique

Purpose: Narrow down the list of items/ideas/recommendations/solutions (For the Prioritization discussion topic)

Tools: Color dots

Procedure: Count the items generated through discussion. Divide the number by 3 (if less than 10) or 4 (if more than 10). For example, with 9 items, everyone gets to prioritize 3. With 20 items, everyone gets to prioritize 5.

Since this is not a vote, people can place all of their "priority dots" on one item or spread them however they wish. Use sticky dots. Can also use small post-its, colored markers, or other tools to do this visually.

Sample script:

You did great in generating the list of things that we have done well and the list of challenges. Our next task is to prioritize one or two challenges to solve in this upcoming academic year. Let's see: We generated a list of 10 items. I am going to give everyone three sticky color dots. You can choose to put all three dots in front of one item or spread the dots however you wish. In the end, we are going to select the item or items that get most dots. Let's start.