The purpose of this portfolio review is to showcase the various ways in which programs at UWM document student learning and performance through portfolio assessment. You will see a number of examples of portfolios – what they look like, what is included in a portfolio, how they are organized, and how they are used as evidence of student learning. As you visit each of the five stations around the room, use the following questions as a guide.

As you review the portfolios this afternoon, ask yourself the following questions:

1. What different kinds of artifact/performances does the portfolio include to provide evidence of what students know and can do?
2. How do the students' written reflections provide even more support for student learning and performance?
3. How are artifacts/performances and student reflections linked with specific performance criteria/expectations?
4. What evidence do you see of students' knowledge and use of discipline-based content?
5. How are rubrics used in the assessment of student performance?

Station #1: (Robin Mello)

**Fine Arts** - There is an established tradition in the fine arts of using portfolios to document their work. You will see examples of portfolios from music, theater, dance, and art.

Station #2: (DJ Himes)

**School of Education, Collaborative Teacher Education Program** – As part of the state requirement for portfolio assessment, all teacher education programs have developed portfolio assessment models. The portfolio in the collaborative program must demonstrate how preservice teachers' performances meet the Wisconsin Teaching Standards.

Station #3: (Hope Longwell-Grice)

**School of Education, Secondary Programs** – Portfolio models from secondary science and exceptional education demonstrate how various School of Education teacher education programs use portfolios to assess preservice teachers' performance.

Station #5: (English Department Representative)

**English** - Portfolios were developed in the English Department to assess the development of written language in beginning English composition courses. A well-defined system is used to assess students' understanding of the writing process and their skills in composition.

Station #6: (Connie Schroeder and Amy Otis-Wilborn)

**TNE Portfolio Model** – After each of the Design Teams/Programs develop mid-point goals for students' discipline-based content knowledge and skills. Identifying performance assessments that will become part

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Artists have maintained portfolios for years, often using their collection for seeking further work, or for simply demonstrating their art; an artist’s portfolio usually includes only their best work. Financial portfolios contain a comprehensive record of fiscal transactions and investment holdings that represent a person’s monetary worth. By contrast, an educational portfolio contains work that a learner has selected and collected to show growth and change over time; a critical component of an educational portfolio is the learner’s reflection on the individual pieces of work (often called ‘artifacts’) as well as an overall reflection on the story that the portfolio should tell. All future references to ‘portfolios’ in this article refer to portfolios used in education, although electronic portfolios may be developed in other fields for a variety of purposes.

Definition of portfolio
Grant Wiggins' defines a portfolio as: "a representative collection of one's work. As the word's roots suggest (and as is still the case in the arts), the sample of work is fashioned for a particular objective and carried from place to place for inspection or exhibition." (Wiggins, 2000)

Educators in the Pacific Northwest, through the Northwest Evaluation Association (1990), developed the following definition of a portfolio:
A portfolio is a purposeful collection of student work that exhibits the student's efforts, progress and achievements in one or more areas. The collection must include student participation in selecting contents, the criteria for selection; the criteria for judging merit, and evidence of student self-reflection.

The traditional storage format for portfolios in education is paper-based, usually in manila folders, three-ring notebooks or larger containers. Most often, the artifacts are comprised of text and images on paper, although the use of video or audio tape has been emerging. More recently, portfolios are developed and stored in electronic formats.

Various Portfolio Purposes
There are three general purposes for developing portfolios: Learning (Formative) Portfolios, which usually occurs on an ongoing basis supporting professional development; Assessment (Summative) Portfolios, which usually occurs within the context of a formal evaluation process; and Employment (Marketing) Portfolios, which are used for seeking employment (Hartnell-Young & Morriss, 1999; Wolf, 1999). There are Working Portfolios, Showcase or Best Works Portfolios and Assessment Portfolios.

As noted above, portfolios can be a form of alternative assessment. The terms alternative assessment, authentic assessment, or performance-based assessment are often used synonymously "to mean variants of performance assessments that require students to
generate rather than choose a response" (Herman, Aschbacher, and Winters, 1992, p. 2). The characteristics of this type of assessment are: the student is involved in meaningful performance tasks; there are clear standards and criteria for excellence; there is an emphasis on metacognition and self-evaluation; the student produces quality products and performances; there is a positive interaction between assessor and assessee (Burke, 1999). There are two central features to alternative assessments: "First, all are viewed as alternatives to traditional multiple-choice, standardized achievement tests; second, all refer to direct examination of student performance on significant tasks that are relevant to life outside of school" (Worthen, 1993, p. 445).

Kay Burke (1999) and Robin Fogarty (1998) advocate a balanced approach to assessment, with a focus on three components:

- **Traditional Assessment**, with a focus on grades and rankings, knowledge, curriculum, and skills, implemented through classroom assessments (tests, quizzes, homework assignments), and standardized tests (either norm-referenced or criterion-referenced)
- **Performance Assessment**, with a focus on observable results and standards, application and transfer, implemented through standards, tasks, criteria and scoring rubrics.
- **Portfolio Assessment**, with a focus on growth and development over time, implemented through selection, reflection and inspection of classwork, along with goal-setting and self-evaluation

"Performance assessment focuses on the direct observation of a student's performance" (Fogarty, 1998, p.10). Students create projects or perform tasks based on predetermined standards, criteria, and indicators, which are evaluated by scoring rubrics. Teachers have always observed student learning in the classroom. However, until recently documenting these observations has been difficult and time-consuming. In the early 1990s, several tools were developed to collect and organize these observational data; the Greater Victoria (B. C., Canada) School District developed a system using bar codes to record student classroom activities. Subsequently, the software was published by Sunburst as Learner Profile, and moved from using bar code readers, to using Apple's Newton and now Palm hand-held devices to collect data in the classroom. The most promising application of the Palm involves linking data collection to generic database applications, such as FileMaker Pro, to allow more flexible use of observational data.

There are significant differences between Performance Assessments and Portfolios. A portfolio is a container that holds examples of student or teacher work (the "artifacts") and reflections on that work that transforms the artifacts into "evidence" of achievement. Many of those artifacts could be the results of performance assessments with associated evaluations and reflections. A standards-based portfolio creates linkages between student tasks and performance assessments, with their associated scoring guides, and the standards that they are designed to demonstrate.