What is a Portfolio? A portfolio is a collection of student's work which gives evidence to show how the student can meet the specified learning outcomes. A typical portfolio consists of work selected by the student, reasons for selecting these works and self-reflection on the learning process. Portfolio is a developmental process, thus it is not only the product that the student or teacher assess upon but also the learning process in which the student develops during the given period. Portfolio is an assessment method that monitors the growth and development of student learning. How to design a good Portfolio Assessment? 1. Ensure the students know what the objectives of the portfolio assessment are. 2. Provide students the time period, guidelines, requirements, assessment criteria and if there are items that are not to be included. The students should also be aware of who is going to assess them – tutor, peers and/or self? And if peers or themselves are going to assess, would the weightings be the same as the tutor's assessment? 3. Prepare a structured marking sheet for all assessors. 4. Feedback is very important for a good portfolio assessment. https://ar.talic.hku.hk/am_portfolio.htm Portfolios as a data-collection method for assessment Portfolios can be created for course assessment as well as program assessment. Although the content may be similar, the assessment process is different. Course portfolio Program portfolio Course portfolios contain products of student learning within a course, within a single term. Program portfolios draw from several courses, extracurricular activities, internships, and other experiential learning related to the program. Program portfolios can serve the same purpose as an exit exam: provide evidence of the cumulative effect of the program. Students include items from a single course. Students include items from a single course. Students write a reflective essay or cover memo to explain the portfolio and their learning. Students write a reflective essay or cover memo to explain the portfolio and their learning. All students in a single course participate. All students in the program participate. Course instructor scores portfolio by using a scoring rubric(s). Multiple faculty members, not the instructor, score the portfolio by using a scoring rubric(s). Usually every item and every student's portfolio is scored. Either all portfolios or a sample of portfolios is scored. In some cases, particular items are scored from the portfolio. Advantages and disadvantages Advantages of a portfolio 1. Enables faculty to assess a set of complex tasks, including interdisciplinary learning and capabilities, with examples of different types of student work. 2. Helps faculty identify curriculum gaps, a lack of alignment with outcomes. 3. Promotes faculty discussions on student learning, curriculum, pedagogy, and student support services. 4. Encourages student reflection on their learning. Students may come to understand what they have and have not learned. 5. Provides students with documentation for job applications or applications to graduate school. Disadvantages of a portfolio 1. Faculty time required to prepare the portfolio assignment and assist students as they prepare them. Logistics are challenging. 2. Students must retain and compile their own work, usually outside of class. Motivating students to take the portfolio seriously may be difficult. 3. Transfer students may have difficulties meeting program-portfolio requirements. Storage demands can overwhelm (which is one reason why e-portfolios are chosen). https://manoa.hawaii.edu/assessment/resources/using-portfolios-in-program-assessment/ Challenges 1. It can be difficult to get the balance right between clarifying the requirements for portfolios and allowing students enough scope for creativity. 2. You must take care, when defining the scope of the portfolio, to optimise the benefits for learning while minimising the burden of work for students. 3.

Grading student portfolios can be very time-consuming, especially if they are used to support integrative learning across multiple courses or a whole program of study, and grading must be done collaboratively. 4. It can be difficult to grade reliably, as students' portfolios are an individual expression of their own work and achievements. Interpreting them involves a high degree of subjective judgement. 5. You must manage the risk of students including items that are not their own work in their portfolios. 6. Similarly, you must clearly state the course or university policy on using artificial intelligence when producing works for portfolios. Strategies Make the portfolio a vehicle for assessment as learning: 1. In terms of the portfolio's scope, is it best to limit the task to a single course (consider the workload benefits), or should the portfolio compile artefacts from different courses at program level? 2. A portfolio can require a significant investment of time for students. If they don't plan properly, or keep good records, they can sabotage their own success in producing a good-quality portfolio. Introduce the portfolio as a learning tool early in the course or program. Also, provide clear guidelines to students about the processes involved in managing their growing collection of portfolio items. 3. Make sure that students can see how the objectives of the portfolio are aligned with the course learning outcomes. Distinguish, for example, between a portfolio assessing progressive learning development and one focused on professional skills. Negotiate with the class a portfolio format that reflects discipline-specific characteristics and professional contexts. 4. Keeping in mind the effect on student and staff workloads, you might want to encourage students to include evidence of their progressive learning, such as: .earlier drafts of completed work .review feedback on these drafts .reflections on this feedback .evidence of how they have acted on feedback to advance their knowledge and understanding. 5.Encourage students to consider how they might recycle the content of their portfolio for inclusion in a different type of portfolio, such as one that will support an application for employment. Explore with them how such a portfolio would serve its own distinctive purpose. (It's important, however, to ensure that students are aware that resubmitting the same work for a different course is a violation of academic integrity.) 6.Give examples of the types and formats of evidence to include. Show the students the full diversity of ways in which the evidence can be interpreted and presented Show how the assessors apply assessment criteria, using sample portfolio excerpts; for example, show how a student's own reflective commentary can context ualise a portfolio item, or provide a rationale for and a critique of the collection in relation to the course and program learning outcomes. https://www.teaching.unsw.edu.au/assessing-portfolio Purpose: The purpose of a portfolio is to collect student learning and demonstrate the specific evidence of growth in a variety of standards and content. Using portfolios is an excellent way to get students involved in the assessment process and for teachers to authentically assess student growth. Portfolios can be used in lieu of testing or final projects. Process: Collect: The first part of the portfolio process is collection. Students should keep all evidence of learning in one place. Whether it is in a crate with folders if paper or in Google drive organized by folders, students should maintain all of their work in every state of completion. Select: The selection process will largely depend on the determined success criteria. Portfolios can be used to demonstrate success, achievement, growth or improvement or a combination of any of those ideas. Depending on the age and level of students, open up a dialogue about what their portfolios should represent about them as a learner. Reflect: Once students have selected the evidence for their portfolio,

students should reflect on why they selected the pieces they did. What does the work demonstrate? How do they know? Are their goals that these pieces show being met? Is it their best work? What students are most proud of? Or does it demonstrate how far they have come? Connect: This is specifically on here for schools that employ portfolio systems in different classes or for elementary aged students where they can connect evidence of learning a particular skill or content in multiple areas of their learning. It is meant as a way for them to consider transfer of learning and to have evidence of interdisciplinary understanding. Present: Use a portfolio presentation as an opportunity to allow students to articulate their learning for an audience.