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Week 11-14

DESIRED LEARNING OUTCOMES:

- To be able to understand the methods of portfolio assessment
- To be able to understand its purpose

Portfolio assessment methods

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.

1. Features and Principles of portfolio assessment

- A portfolio is a form of assessment that students do together with their teachers. The teachers guide the students in the planning, execution and evaluation of the contents of the portfolio. Together, they formulate the overall objectives for constructing the portfolio. As such, students and teachers interact in every step of the process in developing a portfolio.
- A portfolio represents a selection of what the students believe are best

included from among the possible collection of things related to the concept being studied.

c. A portfolio provides samples of the student's work which show growth over time. By reflecting on their own learning (self-assessment), students begin to identify the strengths and weaknesses in their work.

d. The criteria for selecting and assessing the portfolio contents must be clear to the teacher and the students at the outset of the process.

2. Purposes of Portfolio Assessment

First, portfolio assessment matches assessment to teaching.

The final outputs to be assessed are products of classroom discussions and classroom work and are not simple diversions from the tedium of classroom activities. Unlike test items which mainly measure cognitive skills, portfolio assessment can assess other components of the students' formed abilities based on classroom discussions.

Second, portfolio assessment has clear goals. In fact, they are decided on at the beginning of instruction and are clear to teacher and students alike.

In cognitive testing, the objectives are set at the beginning but the actual items may or may not

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classroom testing is norm-referenced.

Grades may also reflect absolute performance o.e. score compared to specified performance standards (what you can do) ---- criterion.

a) Grade does Not depend on what group you are in, but only on your own performance compared to a set of performance standards.

b) Grading is a complex task, because grades must:

- clearly define the domain;
- clearly define and justify the performance standards;
- be based on criterion-referenced assessment.

c)conditions are hard to meet except in complete mastery learning settings.

6. Distribution of grades and guidelines for effective grading

1) Norm –referenced or relative (have ranked the students) distribution is a big issue:

- normal curve is defensible only when we have a large unselected group;
- when “grading on the curve,” school staff should set fair ranges of grades for different groups and courses;
- when “grading on the curve,” any pass-fail decision should be based on an absolute standard
- standards and ranges should be understood and followed by all teachers

2) Criterion-referenced or absolute (have assessed absolute levels of knowledge) grading system is not an issue because:

- It seldom uses letter grades alone
- It often includes checklist of what have been mastered
- The distribution of grades is not predetermined

7. Guidelines for effective grading

a) Describe grading procedures to students at beginning of instruction

b) Clarify that course grade will be based on achievement only

c) Explain how other factors (effort, work habits, etc.) will be reported

d) Relate grading procedures to intended learning outcomes.

e) Obtain valid evidence (tests,etc.) for assigning grades.

f) Prevent cheating

g) Return and review all test results as soon as possible

h) Properly weight the various types of achievements included in the grade

i) Do not lower an achievement grade for tardiness, weak effort, or misbehavior.

j) Be fair. Avoid bias. When In doubt, review the evidence. If still in doubt, give the higher grade.

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Activity 2

Name: _____

Score: _____

Course: _____

Date: _____

I. Give the stages of portfolio assessment and explain each. 5POINTS EACH

II. Give the similarities and differences of norm and criterion reference grading. 10POINTS.

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rank-order along some dimension.

Ratio measure

Interval measure

A level of measurement describing a variable whose attributes are rank-ordered and have equal distances between adjacent attributes.

A level of measurement describing a variable with attributes that have all the qualities of nominal, ordinal and interval and based on a "true zero" point, e.g. age, length of residence in a place, etc...

WORK PROJECT

*Select a teacher and ask he or her if portfolio assessment methods are really necessary and his or her opinion about it. Record your conversation if it is via ZOOM, SKYPE or video call, interview thru messenger is allowed unless you have evidence.

Type his or her answers in short bond paper.