Rationale for Portfolio:

“Used as an assessment framework, portfolios are systematic collections by students and teachers that serve as the basis to examine ‘effort, improvement, process, and achievement as well as to meet the accountability demands usually achieved by more formal testing procedures.’” – Johns 1992, p. 10


Our plan is to use the portfolio as a tool for the students along with the teacher and parents to assess their growth over time. Our initial idea would be to keep a science portfolio that would contain selections of tasks completed by the students which both teacher and student selected. Along with their work, the portfolio would also contain rubrics and student reflections about work, their progress, performance, and setting goals for the future.

Through our research and limited experience with portfolios in workshops and teacher in-service experience, we want to under take this process as a tool for assessment. We feel that the traditional assessments do not provide a full picture of the child. They do not encourage all children to take ownership or to be actively involved in their educational growth. Having the students maintain a portfolio and reflect on their growth, we felt that they will take pride in their performance. They will also see where they have been and assess how they are progressing both through the year and as compared to past performances.

As discussed in our Assessment 501 course, one of student’s especially weaker student’s greatest areas of deficiency is the ability to recognize their own incompetence. Simply put students usually do not recognize their areas that they struggle with. We feel by maintaining a portfolio to demonstrate growth over time, we can work with the students to have them come to understand areas that they need to improve on. Together we can set goals to set strategies to work at, and monitor their improvement.
Sharing of the Portfolios