**Audience of portfolio:**

The portfolio will be used as an assessment tool by the teacher and student. The portfolio will also be used at fall and spring conferences for the parents to view.

**Content of portfolio and Process:**

The portfolio will be a selection of snapshot of the student’s performance. The idea would be that we would introduce this to our teams of teachers and possibly we would all do some type of portfolio.

In our science class, the students would select two pieces of work. It could be any of the tasks from the unit on Everyday Forces and Motion that Create Change. We would also select two pieces that we would want all students to have in their portfolios. The criteria for the task and the completed rubrics would also be contained in the portfolio so all pieces would be together.

Along with the 4 pieces of selected work, the students would have a reflection on each piece. They could do more than one if they wanted. Some of the prompts that they could use as a reflection would be the following:

- I am most proud of this piece because . . .
- I felt that I tried very hard on this because . . .
- I wish I would have done differently . . .
- What I learned from doing this is . . .
- I want my parents to notice about this piece is . . .

Finally, the portfolio would contain reflections of their performance not only in my class but in their other core classes. The sheet that we have place in here would be something that we would like the student to fill out. We would also like the teachers to fill out another copy of the sheet so that at the conference, the parent, teacher, and student can compare the two forms. The form is titled “Keys to Academic Success”. The other form placed in here called “Conference Report to My Parents . . . “would also be filled out and placed in the portfolio.
We feel that if the portfolio contains some samples of their work with reflections about the work, a student and teacher reflection of how each views the student, and the conference report to their parent, the parent and child should have a good idea of the child. We want the students to not only celebrate their success but reflect upon areas that they need to improve.

**Management:**

The process of gathering the contents of the portfolio would be hopefully maintained by the students. We would have them hold their work in their science folder. Stress that they need to hold their work for reflections, and once or twice a quarter, they would be selecting and reflecting on a piece to go into their science portfolio. The pieces would sometimes be student selected, and other times be teacher selected.

**Communication:**

As stated earlier, we would like the portfolios to become a part of our conferences at our school. We would share them with the parents through the students at conference time. The two forms that we included are forms that we have developed so when we return to school, we will be able to share them with our teams to be possibly used this fall.

The first form would be passed out to all parents at open house to explain what we will be doing at conferences this year. It hopefully explains what we want to accomplish and the role of the portfolio. The second would be the sign-up form which would reinforce what we will be doing and what their child has been preparing.

The final form would be in the portfolio the night of the conference. The idea behind that would be to show what our school believes in, and provide a contract of sorts for the student, teacher, and parents to develop. The contract would be based on the contents of the portfolio and would serve as a plan for the remaining year.

**Evaluation:**

We are mainly using our portfolios as a growth portfolio, but the contents would contain many evaluations which would be used as tools for discussion both formally and informally. The
portfolios could also be used as an assessment not only for the students but for a teacher to look at what they are doing in school.