**Slide 1**

### Digital Portfolios:
### Windows into the Learner's Mind

### A Comprehensive *Assessment* System for At Risk Students

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**Slide 2**

## Schools As Sorters-

L. Terman / Intelligence Tests

*Chapman 1922*

**What has 100 Years of Testing done?**

*Identified At Risk Populations Immigrants or LD with Tests-no solutions*

Origins are Complex-> SES, Lang, Literacy, Opportunities, Learning Disabilities



The pupil becomes an individual, *American School Board Journal* (1911) (Reprinted by permission of the Department of Special Collections and University Archives, Stanford University Libraries.)

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**Slide 3**

## DEFINING TERMS
### What is Assessment? What is Evaluation?
(Ambert, 1991, Marshall, 1992, Harris Stefanakis, 1995, 1998)

**To Assess** is to *Sit Beside* the Learner

**To Evaluate** is to assess using values to *Sort the Learners*
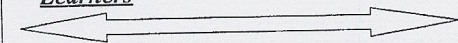
| To Assess | To Evaluate |
|-----------|-------------|
| Child | Norm Groups |
| Portfolios | Normed Tests |

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**Slide 4**

### A Comprehensive Assessment System:
### from Accountability to Informing Student Learning

**Learning** — Self Assessment, Informal Feedback, Content Rubrics, Portfolios, Performance-Based

**Accountability** — State Tests

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**Slide 5**

### Using Assessment as an Intervention for Student Learning

**Learning**
- Informal Feedback
- Self Assessment
- Rubrics
- Monthly Portfolio Review
- Portfolios At Risk Students Document Growth Make Learning Visible Track Interventions

**Accountability**
- State Tests Identify At Risk
- Scrutinize Lower Scores Examine Student Work Target Interventions

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**Slide 6**
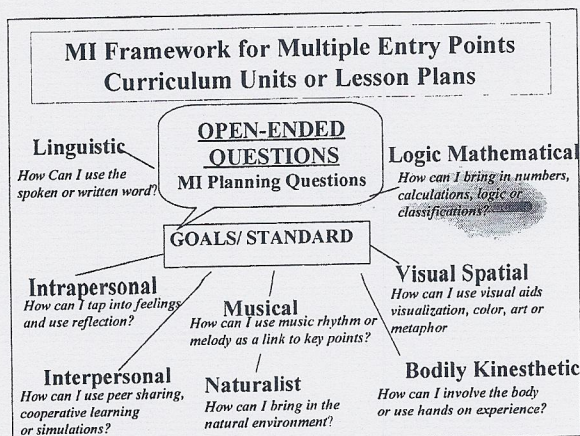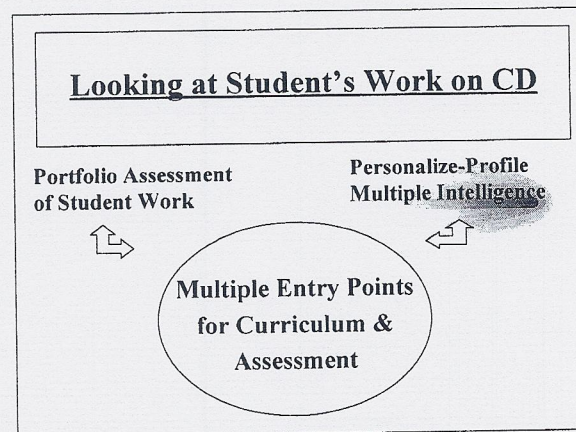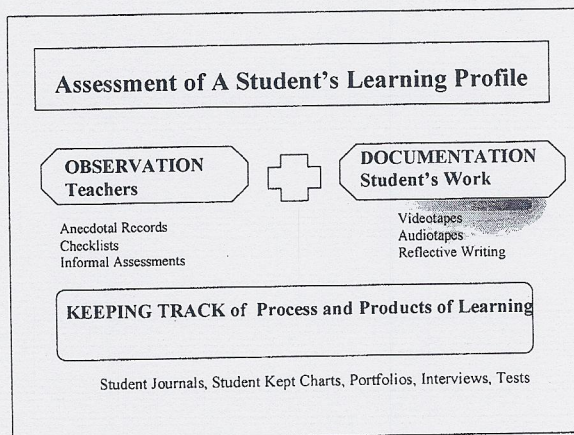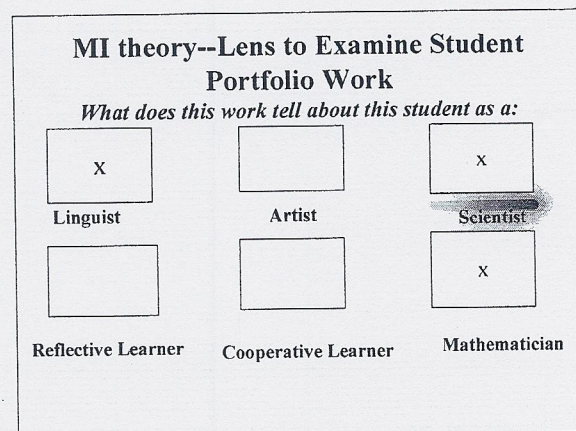
### Clarify The Purposes Of Assessment (s)

#### IMPROVE STUDENT LEARNING
- Make learning visible to students (Seidel et al)
- Foster reflective learning which is self adjusting
- Communicate learning to families & the community.

#### IMPROVING TEACHERS' TEACHING
- Adjust instruction to needs of individual students
- Foster reflective teaching which informs practice
- Improving the capacity of schools to reach high standards of student achievement

## Using MI theory for School Wide Enrichment and Differentiated Learning

**Portfolio Assessment** of Student Work

**Personalization-Profiling** -Multiple Intelligences

**Multiple Entry Points for Curriculum & Assessment**

**Curriculum based on Profiles, Projects & Portfolios**

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## MI theory--Lens to Examine Student Portfolio Work

*What does this work tell about this student as a:*

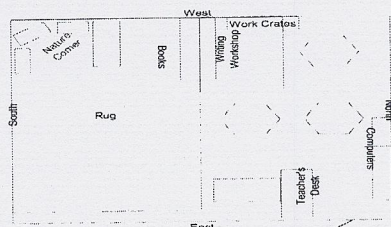| | | |
|---|---|---|
| X | | X |
| Linguist | Artist | Scientist |
| | | X |
| Reflective Learner | Cooperative Learner | Mathematician |

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## Assessment of A Student's Learning Profile

**OBSERVATION**
Teachers

**DOCUMENTATION**
Student's Work

Anecdotal Records
Checklists
Informal Assessments

Videotapes
Audiotapes
Reflective Writing

**KEEPING TRACK of Process and Products of Learning**

Student Journals, Student Kept Charts, Portfolios, Interviews, Tests

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## Looking at Student's Work on CD

**Portfolio Assessment** of Student Work

**Personalize-Profile** Multiple Intelligence

**Multiple Entry Points for Curriculum & Assessment**

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## MI Framework for Multiple Entry Points Curriculum Units or Lesson Plans

**Linguistic**
*How Can I use the spoken or written word?*

**OPEN-ENDED QUESTIONS**
MI Planning Questions

**Logic Mathematical**
*How can I bring in numbers, calculations, logic or classifications?*

**GOALS/ STANDARD**

**Intrapersonal**
*How can I tap into feelings and use reflection?*

**Musical**
*How can I use music rhythm or melody as a link to key points?*

**Visual Spatial**
*How can I use visual aids visualization, color, art or metaphor*

**Interpersonal**
*How can I use peer sharing, cooperative learning or simulations?*

**Naturalist**
*How can I bring in the natural environment?*

**Bodily Kinesthetic**
*How can I involve the body or use hands on experience?*

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## Next Steps- Elementary/Secondary

Provide students with self directed learning opportunities and independent project work so they can pursue interests in areas of study.

- Add activities that involve movement, music, visual arts, cooperative learning and self reflection.

- Use strengths as a bridge to weaknesses. If a student is strong mechanically and challenged linguistically, ask her to write a book explaining how to put together a clock.

## CLASSROOM ENRICHMENT -WORKSHOP SETTING- MULTIPLE ENTRY POINTS TO DIFFERENTIATED LEARNING INCLUDING TECHNOLOGY, SCIENCES, ART
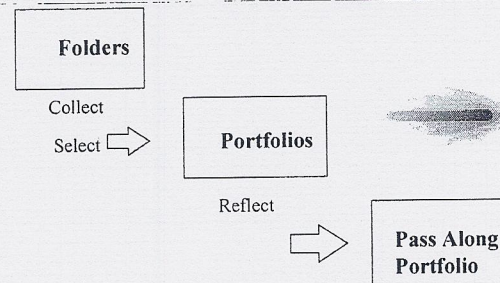A diagram of a redesigned First/Second Grade Classroom



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## Why Consider the Whole School?

- Schools are organisms- all parts must share beliefs

- Children learn the values and practices of the whole school as a learning community

- Student progress is the concern of students, teachers, parents, and the educational community

- Each school is a unique learning community which adds a context to student work

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## Learning Visible to Multiple Audiences / Purposes for Portfolio



School Community
Next Year's Teacher
Parent
Teacher
Student

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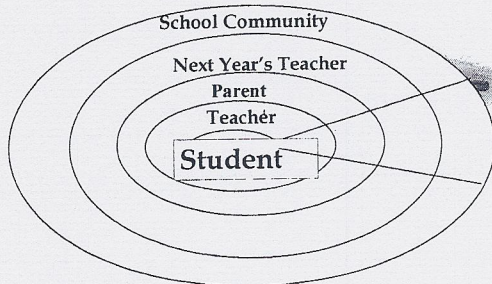
## The Process of Building Portfolios into your Classroom



Folders

Collect

Select ⇒ Portfolios

Reflect

⇒ Pass Along Portfolio

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## GETTING STARTED-PORTFOLIOS

1. START SMALL, WORK TOGETHER

Talk about portfolio purposes in grade level or faculty meetings

Let families know about portfolios. Enlist their help-Conference.

Conduct a descriptive review using student work as evidence.

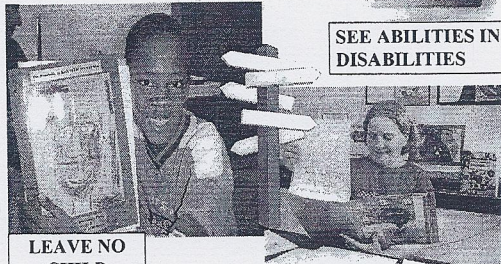2. FIND TIME AS A FACULTY TO DISCUSS

Shared purposes and a school wide system for portfolios

MI in curriculum & assessment to pluralize/ personalize learning

The uses of rubrics in standard setting

How technology organizes, stores the images, and acts of learning

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## Comprehension System Assessment for Learning



Learning                    Accountability

Rubrics    Portfolios    Standardized Tests
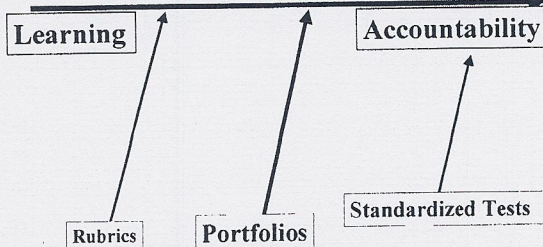
KEY ACCOUNTABILITY, ASSESSMENT & LEARNING

SEE ABILITIES IN DISABILITIES

LEAVE NO CHILD BEHIND

FIND ASSETS-LANGUAGE(S)



COMPREHENSIVE SYSTEM

Administer culturally suitable formal assessment in student's native language, such as norm-reference assessment/or curriculum-based assessment.

Track and document interventions

Maintain Portfolio, tracking & recording progress over time.

Level of mastery of curriculum components

Performance compared to normative group

Observe students by self, in small groups, and as member of class.

Student's strengths, interests, challenges

Collected Information about Student

Attempted interventions

Student's challenges

Student's current status

Parent's Expectations

Interview student, family, teachers, and other community members.

Student's goals

Instructional plan for achieving goals

IEP

Adapted from the Work of K. Guinee