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ABSTRACT
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8th, and 12th graders in 3 urban school settings. The three teachers involved
felt that current assessment methods were inadequate for measuring student
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methods focused on memorization rather than the acquisition of knowledge.
Test scores often did not correspond to the teacher's and parents'
perceptions of the student's achievements. Reviews of the literature
indicated that current assessments test narrowly and did not meet the needs
of students of varied learning styles in any classroom. A review of the
solution strategies used by knowledgeable others documented the validity of
portfolios as a more balanced and valid assessment tool. Portfolios coincided
more accurately with the teaching strategies used in the classroom. The
teachers found that, although the implementation of portfolio assessments
involved major investments in time, money, storage, and indoctrination for
the teachers and their schools, they proved to be valuable tools for
individualizing the learning process and in documenting student progress over
time. Portfolios did give a better understanding of student progress than
tests did. Fifty-six attachments contain supplemental information, including
student and parent surveys about portfolio use. (Contains 2 tables, 40
figures, and 61 references.) (Author/SLD)

PORTFOLIOS: AUTHENTIC ASSESSMENT

1

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An Action Research Project Submitted to the Graduate Faculty of the School of the

School of Education in Partial Fullfillment of the

Requirements for the Degree of Master of Arts in Teaching and Leadership

2

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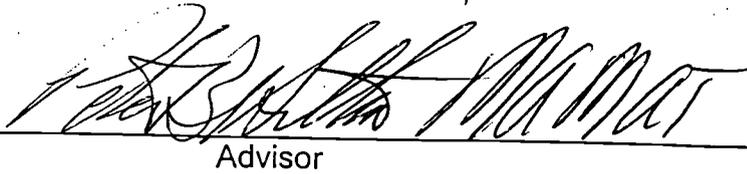
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Abstract

This report describes a plan for using student portfolios as a tool for authentic assessment. The targeted population consisted of a class of fifth grade, eighth grade and twelfth grade students in three urban school settings. The problem became evident because the three teachers involved felt that current assessment methods were inadequate in measuring student learning.

Analysis of data revealed that current traditional assessment methods focused on memorization rather than acquisition of knowledge. Test scores often did not correspond to the teacher's and parent's perception of the student's achievements. Reviews of the literature revealed that current assessments test narrowly and do not meet the needs of the varied learning styles present in any classroom.

A review of the solution strategies by knowledgeable others documented the validity of portfolios as a more valid and balanced assessment tool. Portfolios more accurately coincide with the teaching strategies used in the classroom.

The teachers found that although the implementation of portfolio assessments in the classroom involved major investments in time, money, storage, and indoctrination for the teachers and their schools, they proved to be valuable tools in individualizing the learning process, and in documenting student progress over time. Portfolios do give a better understanding of student progress than do tests.

TABLE OF CONTENTS

CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

Current assessment methods do not adequately meet our needs in evaluating the performance of our students in the targeted fifth, eighth and twelfth grades. Tests do not truly measure the acquisition of knowledge by our students. Evidence of this problem is indicated through teacher observations, comparisons between student performance on authentic assessments and student performance on traditional tests, and the results of student and parent evaluations.

Immediate Problem Context

The three schools involved in this action research project are a suburban elementary school, a parochial elementary school located in the city, and a private high school located in the city. For purposes of clarity, they will henceforth be referred to as Site A, Site B, and Site C.

<u>Site A</u>

This school, which has an enrollment of 508 students, is a suburban kindergarten through fifth grade elementary school located in a large midwestern metropolitan area. The ethnic/racial background of the targeted school consists of 93.5% White, 3.7%

Asian/Pacific Islander, 1.8% Hispanic, and 1% Black. Of the 508 students, 0.6% are from low-income families and 2.4% have limited speaking and writing proficiency in English. Ninety-five point nine percent of the students enrolled at Site A are in daily attendance. Attendance data indicate no chronic truants and a mobility rate of 19% (State School Report Card, 1999).

The school structure, built in 1929, has twenty-nine classrooms on three floors, two multi-purpose rooms/gymnasiums, an auditorium, a learning resource center, a computer laboratory, a separate Macintosh computer laboratory, and several small group learning areas. The smaller of the gymnasiums has windows on two sides. The larger gymnasium is the newer of the two and does not have any windows.

The faculty at Site A is comprised of 39 full-time teachers, seven part-time teachers, and ten full-time teaching assistants. The administrative staff consists of one principal, and three building assistants who are also full-time teachers. The support staff includes two secretaries, custodial and maintenance help and a health aide. There are eight males and 59 females on the staff/faculty. The ethnic/racial background of the faculty and staff is 100% White.

The class sizes at Site A range from 19 to 23 students in the kindergarten, first, and second grades, and 20 to 25 students in the third, fourth, and fifth grades. Site A's classrooms are divided into five half-day kindergartens, one all-day special needs kindergarten, four sections of first through fifth grades and one self-contained, cross-categorical classroom.

The academic curriculum uses both textbooks and tradebooks. The school is computerized and networked. Technology is integrated into classroom activities and the

curriculum on a regular basis. Spanish is taught to all the second through fifth grade students for 30 minutes twice a week. In addition, an optional parent paid foreign language program is offered before or after school to give students at every grade level an opportunity to learn other languages not offered in the current curriculum. Art instruction is offered once a week at all grade levels for 45 minutes. Music classes meet two times a week for 30 minutes each. The music teacher also teaches chorus during the lunch hour twice a week for fourth and fifth graders, which culminates with a special concert at the end of the school year. Classes in physical education meet four times a week for 30 minute periods for grades one through five. Kindergarteners receive physical education instruction three times a week for a total of 90 minutes. The Channels of Challenge program (C of C) is Site A's program for gifted students. These students may test out of regular core subjects and meet in the C of C classroom at specific subject times. Fifth grade students take part in the Drug Abuse Resistance Education program (D.A.R.E.) that meets once a week from September until graduation from the program in January. Of special interest to the targeted school is the communications lab, which focuses on character education and teaching good communication skills. All students have special class time spent in the lab.

Important committees at Site A include the Quality Improvement Team (Q.I.T.) and the newly formed Learning Teams. Q.I.T. members analyze various educational and political issues and report back to the faculty. Learning Teams at Site A develop, improve, and integrate ideas, such as differentiation, into the classrooms throughout the school year. The unique project in the 1999-2000 school year was the integration of Appalachian culture into the school curriculum.

A variety of academic enrichment programs are available at Site A. Programs such as the Science Olympiad and the Junior Great Books Foundation classes rely heavily on parent volunteers. Students can also participate in the annual "Battle of the Books" reading competition sponsored by the local library. Writing is encouraged through the Young Authors Conference that usually meets in May.

In addition to enrichment programs, the district provides social work services, speech therapy, and physical and occupational therapy. Each school offers a special education and resource education program. The district also offers a parent funded before-school and extended day care program. Approximately half of the students at Site A participate in a parent supported and administered lunch program that is offered district-wide.

Site A is one of five elementary schools and two middle schools that comprise the district. At kindergarten, first, and third grade, the district's class sizes are lower than the state average. The pupil-teacher ratio is 17: 1. The average per-pupil expenditure is $5,193. Teaching experience throughout the district averages twelve years. The average teaching salary is $49,745. Fifty-eight point six percent of site A's district teachers have a masters degree. Salaries for administrators average $86,902 (State Report Card, 1999).

The current district reporting system varies from grade to grade. The schools use developmental checklists for kindergarten through second grade, and letter grade progress reports for grades three through five, which are sent out at the end of each trimester. Classroom teachers throughout the district have one mandatory parent/teacher conference in the fall and one optional conference in the spring.

The community surrounding the targeted school is a suburb adjacent to a midwestern metropolitan city. The population is 38,704. The median home value in this tree-lined suburb is $258,030. Single-family units make up 87% of the homes and 13% are multi-family units. The median family income is $77,051. Occupations range from laborers to managerial/professionals. Professionals make up the largest part of the work force in this community at 42.1%, while 38.0% are technicians, salespeople and administrative support personnel. Eleven point seven percent of the population are in service occupations, while 6.2% are in agriculture, craft/repair, factory, or transportation, and 2.1 % are laborers (City Web Page, 2000).

The ethnic background of the community is as follows: White 96.4%, Hispanic 1.3% and other 2.3%. The community age distribution shows that 21.5% of the population are under the age of 18, 26.7% are between the ages of 19 and 39, 39.4% are between ages of 40 and 60, 21.3% are between the ages of 60 and 80, and 4.6% are over 80 years old, making the median age 45.7 years old (US Census, 1990).

Information on educational attainment indicates that 10.6% of residents 18 years and older have completed less than the twelfth grade, 24.3% graduated from high school, 22.4% have had some college, 5.2% have an associate degree, 23.4% earned a bachelors degree and 14.0% received a graduate degree (Local newspaper, 2000).

This conservative community currently has 19 places of worship and four parochial schools. A popular community center provides programs for preschoolers through adults. Restaurants are abundant downtown and are conveniently located near a renovated historic movie theater and a vast, contemporary library system. A large well-known hospital is located on the northern edge of targeted Site A's suburb.

<u>Site B</u>

Site B is located on the edge of a large metropolitan city. It is a preschool to eighth grade Roman Catholic elementary school with a population of 328 students from 237 families. The preschool consists of three-year-olds who attend school two afternoons a week and four-year-olds who attend school three afternoons a week. The ethnic/racial background of the school is 57 % White, 32.7 % Hispanic, 6.4 % Asian, 2.4 % bi-racial, and 1.5 % Black. The average daily attendance for students is 96.5 % with a mobility rate of 15.6% (Elementary School Survey, 2000).

Tuition for preschool through eighth grade students depends on several factors: whether there is more than one child, whether the family lives outside of the parish and whether the family is non-Catholic. The median tuition is $1,818 and 7.6 % of the families receive tuition assistance. The total income is $947,385, which equals $2,888.37 per student (Elementary School Survey, 2000).

Site B is part of a large archdiocese consisting of 277 elementary schools that serve 102,246 students and 48 high schools that serve 33,648 students (Shareholders Report, 1999). The parish consists of four buildings, a church, a rectory, a parish center, and a school. The school has three floors consisting of 19 classrooms, a school hall, a music room, a computer laboratory and a library. There is no gymnasium, so physical education classes take place either in the school basement, outside, or in an empty classroom depending on the weather and availability of space.

There are 14 full-time classroom teachers, two part-time aides, one full-time technology/computer teacher, and four part-time teachers for music, physical education, the learning resources center, and the library. Site B has an administrative staff of one

principal, and one part-time business manager. The percentage of females on staff is 99%. Teachers who have earned their masters degree comprise 23.8%. The median years of experience for the faculty are 17.9 and the median salary is $31,860. The principal has been at Site B for four years and has an approximate salary of $36,000. The ethnic/racial background of the faculty and staff is 100% White (Elementary School Survey, 2000).

The average number of students in a classroom is 20.7 (Elementary School Survey, 2000). The maximum number of students for a kindergarten classroom is 20, with 30 allowed in grades one through eight. Site B has one preschool class for three-year-olds, one preschool class for four-year-olds, a half-day kindergarten, a full-day kindergarten and first grade, two second, third and fourth grade classes and one each of fifth, sixth, seventh, and eighth grades.

Site B uses textbooks and tradebooks in the curriculum. The teachers and the principal in the school develop the curriculum. The preschool students participate in music and physical education classes once a week. Music class for kindergarten through fifth grade is twice a week, and once a week for sixth through eighth grade. Physical education class is held once a week for all grades. Students in kindergarten through eighth grade participate in computer and library classes once a week. These classes are generally 40 minutes in length. Site B has self-contained classrooms from preschool through third grade. Grades four through eight are departmentalized.

Site B offers many extracurricular activities. There is a sports program consisting of fifth through eighth grade girls' and boys' soccer and basketball teams. Soccer and basketball camps are available for students in kindergarten through fourth grades.

Students in grades four through eight can be elected to the student council. Site B has a fine arts club for fourth through eighth graders who sing at monthly school masses. The extra curricular activities mentioned above are held after school. The music teacher oversees the fine arts club and student council. The school newspaper is written and organized by the eighth grade students, overseen by the computer teacher and completed during computer class. There is a parent paid band program, which meets during school, available for students in grades four through eight. The Morning Club, which is run by the school librarian, provides students in grades four through eight with the opportunity to explore books. The students in grades seven and eight participate in the safety patrol. Fifth and sixth grade students take part in the yearly D.A.R.E. program. For students who are dealing with a divorce or death in the family, Site B provides a program called Rainbows for All God's Children. Students meet during school with a teacher or a facilitator to talk about their feelings and are taught skills to cope with their situation. Site B offers a before and after school program during the school year and a full-day program in the summer. Students who receive services prescribed by an Individual Education Program (IEP) consist of 2.7 % of the student body (Elementary School Survey). Site B offers a government subsidized hot lunch program. Sixteen point six percent of the students receive reduced lunches and 11 % of the students receive free lunches.

The targeted classroom setting is a computer lab that consists of 30 personal computers that are networked and have access to the Internet. The network system and Internet access also include computers used in the principal's office, the school secretary's office, in the library and in all classrooms. The large computer lab is a double-connected

room with desks arranged in cooperative groups in one room and the computers in the

other room. The computer lab is the only air-conditioned classroom at Site B.

The grading system in the targeted school varies within the school. The preschool classes

use a checklist. Kindergarten uses a numbering system, with 3 meaning "good," 2

meaning "satisfactory" and 1 meaning "needs improvement." First through third grades

use letter grades, with G meaning "good," S meaning "satisfactory" and N meaning

"needs improvement." Fourth through eighth grades use the letter grades A through U.

Report cards are issued quarterly in all grades. Site B has one mandatory parent/teacher

conference the first quarter and an optional conference for the second quarter. Students

at Site B in grades three, five and seven are administered the Terra Nova Test yearly in

the spring. The median national percentile score for third grade is 61.7%, in fifth grade it

is 63%, and in seventh grade it is 59.3% (Elementary School Survey, 2000).

The neighborhood has a population of 9,946 and consists of residential and

commercial businesses. The median age of the residents is 41.0 years old and the median

home value is $129,419. The occupations in the areas surrounding Site B consist of

20.1 % in administrative support, 17.5 % in managerial professional positions, 16.7 % in

service related careers, 12.9 % in craft/repair, 12.4 % in sales, 5.1 % in transportation;

4.1 % are helpers/laborers, 2.2 % are technicians and 0.5 % work in agriculture. The

median family income is $44,308 (Local paper, 2000).

The ethnic background in the community consists of 86.3 % White, 11.6 %

Hispanic, 0.4 % Black and 1.7 % other. The neighborhood age distribution shows 19.7%

of the population under the age of eighteen, 33.8% between the ages of nineteen and

thirty-nine, 32.7% between the ages of forty and sixty and 12.9% over the age of seventy.

There is a wide range of educational attainment in Site B's community. Fourteen point eight percent have completed less than ninth grade, 32.9 % are high school graduates, 18.7 % have completed some college, 3.6 % have earned an associate degree, 7.4% have earned a bachelors degree, and 4.0 % have earned a graduate degree.

Residents have access to two public libraries, three parks and a movie theater. Residents are in proximity to many major stores and a mall. Restaurants are prevalent and represent ethnic specialties, including Greek, Mexican, Chinese and Italian. There are also a variety of fast-food restaurants. The neighborhood has one public and one private elementary school (Local paper, 2000).

Site C

The enrollment at Site C consists of 1,005 boys. This private Catholic high school, founded by the French Christian Brothers, is located on the northwest side of a large metropolitan area in the Midwest. Currently there are 298 freshmen, 295 sophomores, 199 juniors, and 183 seniors. The ethnic breakdown of the student body is as follows: 75% White, 15% Hispanic, 6% Black, and 4% Asian. Daily attendance is at 98%. The students are drawn from all areas of the city. There are approximately 110 feeder schools whose students ultimately attend high school at Site C.

The school is housed in a 45 year-old three-story building located at a busy intersection, and includes a gymnasium, a swimming pool, and a state of the art computer center. Presently there is a $6,000,000 addition being built, which will provide an auditorium and fine arts center, a practice gym and music and art facilities, as well as an expansion of the library and media center.

The targeted classroom at Site C has a wall of windows, which face onto the new atrium of the building addition. There are blackboards on the other three walls. Facing into the classroom from the corridor window is a collection of student-designed sweatshirts. Brightly colored posters line the remaining space in the classroom. The teacher uses the targeted classroom for six of the eight periods of the day, with class sizes ranging from 16 students to 30 students.

Tuition for this academic year is $5,500, and the per-student expenditure is $6,400. Approximately 20% of the students receive some form of financial assistance or work-study. The difference between tuition and per-student expenditure is made up through fundraising and alumni donations.

The faculty consists of 60 males and 10 females, all full-time employees. Thirty-six percent of the faculty have earned masters degrees and three have a Ph.D. The administration consists of five males: four lay people and one member of the religious order that founded the school. The school is at its second location since being founded in 1861. At its inception the school was located on the near north side. It was originally intended to provide training for the children of the Irish immigrants in the city. The building of an expressway required the relocation to its present site in 1955. It is the oldest Catholic boy's school in the city. The average number of years of experience for the faculty is 18 years, and the average salary is $35,500. The average salary for the administrators is $60,000. The faculty and administration are 97% White, 2% Black, and 1% Asian. Sixteen of the teachers are alumni of the school, while an additional six are alumni of other area Christian Brother's schools. Three Christian brothers work at the school.

The school day is divided into eight 45-minute periods, and the students must earn 24 credits to graduate. The school is considered college preparatory, with almost 90% of its graduates going on to college. The pupil-staff ratio is 17:1, and the average class size is 24 students. The academic year is divided into four quarters. Students receive progress reports every five weeks, but the only grades that are recorded are semester grades, which are given in January and June. The grading scale is 93-100 A, 85-92 B, 76-84 C, 70-75 D, 69 and below F. Approximately 24% of the students are on the honor roll. The school has three academic tracks, with grades being weighted accordingly. The Phoenix Program is for incoming students who are at risk academically and comprises approximately 15% of the freshman class. The Honors Program is geared toward the top 10% of the freshman class. Parent-teacher conferences are scheduled twice yearly for students who are experiencing academic or behavioral difficulties. Each student is assigned a counselor, with whom he meets at least twice yearly. There are annual programs offered to the students dealing with such issues as drugs, alcohol and AIDS. Students make yearly religious retreats and are encouraged to volunteer within the community. Freshmen are required to perform ten hours of community service. Communication between parents and teachers is strongly encouraged, by phone call, E-mail or in person. The parent club and parental support in general are excellent.

All students must complete a minimum of six semesters of religious study, two semesters of computer classes, four years of English, two years of math and two years of science, one class each in economics, government and health, and three semesters of physical education classes, including swimming lessons. Students may participate in sixteen sports, which are offered over three seasons. There are 24 additional extra-

curricular clubs and activities including foreign language clubs, an academic team, a chess team and student-interest clubs.

The computer lab contains more than 100 fully networked computers. The new library facility being built will house an additional 30 computers. By 2002 there will be at least one computer and a telephone in each classroom. The three teachers in charge of the computer facility offer classes to students, faculty, parents, and the community in the basics of computer technology and the use of various programs such as PowerPoint and Excel.

This far northwest corner of the city is home to slightly under 60,000 people. The area is predominantly White, and the residents are a mixture of second generation or older Poles, Germans and Irish. A recent trend has been a significant increase in the number of first generation Poles to settle here, who speak little or no English. As a result, Site C has an English as a Second Language (ESL) class for the approximately 20 students who need help in adapting to classes taught in English. Approximately 4,000 Hispanics inhabit the neighborhood, along with approximately 500 African-Americans. Forty percent of the housing units are single-family homes, and the rest of the neighborhood consists of small apartment buildings with fewer than 10 units. The median value of the homes is $125,000. Mobility in the area stands at 9%.

Forty-two percent of the population in the area has more than a high school education, and 3% of the population lives below the poverty level. White-collar workers comprise 54% of the population and 33% in the area earn more than $50,000 per year.

The community surrounding Site C is predominantly residential, except for the three shopping districts and two malls, and it is anchored on the west by a huge park with

an Olympic-sized swimming pool and many sports facilities. Transportation is excellent, with expressways and public transportation readily available. There are two public high schools and a private school for girls in the community, as well as a junior college (US Census, 1990).

National Context

Standards and testing may be the greatest challenge facing schools in this new millennium (Chase, 2000). It can be argued that authentic assessment, based on the interests and capabilities of the individual student, had been the predominant method of evaluation throughout the history of education in this country. It was only after the Industrial Revolution that standardized testing became popular due to the greater number of students being educated. We argue that the changes in assessment technology over the last two centuries--from oral to written, from qualitative to quantitative, from short answer to multiple choice--have all been geared toward increasing efficiency and making the testing procedure inexpensive, particularly as the number of examinees increased (Madaus & O'Dwyer, 1999).

In 1900, E. A. Kirkpatrick called for the development of tests that, "in the interest of economy of time...so far as possible shall be so planned that they can be given to a whole class or school at once, instead of to each individual separately." This trend continued into the second half of the century. Then, in the late 1980's, standardized multiple-choice testing came under criticism, and the movement for "new" and "authentic" assessment gained momentum (Madaus & O'Dwyer, 1999), illustrating perfectly the cyclical nature of the educative process.

New work in understanding the process of cognition makes clear that both teaching and testing can be better structured to prepare students for the complex thinking skills required during their lifetimes. Since current political trends make it unlikely that the power of testing will decline in our society, or that testing will cease to drive instruction, it is especially important to reformulate assessments so that they can alter schooling in ways that will effectively and appropriately educate individual students to meet their personal needs as well as those of society.

Our new president, who, while governor of Texas, was often in the news as a frontrunner in the use of standardized testing as an indicator of student learning and teacher effectiveness, inspires us to ask if mass-produced tests fulfill our needs in our individual classrooms. Authentic assessment forces students to "produce" knowledge not to "reproduce" knowledge. It utilizes real-life tools that reflect skills necessary for learning and for life. If our students are expected to transfer classroom learning to authentic situations that occur in life, they must be given opportunities to practice these skills and perform meaningful tasks in the classroom (Burke, 1992). We propose that portfolios, created and assembled by students, in conjunction with their teachers, according to mutually agreed upon rubrics, offer a more meaningful and accurate measure of student achievement and teacher effectiveness. However, many people in positions of leadership within the field of education, though not necessarily educators themselves, continue to propose more standardized and traditional testing methods as the best measures of student and teacher success.

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

This report will describe a plan for using student portfolios as tools for authentic

assessment. The targeted population will consist of classes of fifth graders, eighth

graders and twelfth graders in three urban school settings. The problem became evident

because the teachers involved felt that current assessment methods were inadequate in

measuring student learning.

Analysis of data will reveal that current traditional assessment methods focus on

memorization rather than acquisition of knowledge. Test scores often do not correspond

to the teachers' and parents' perception of the students' achievements. Reviews of the

literature will reveal that current assessments test narrowly and do not meet the needs of

the varied learning styles present in any classroom.

A review of the solution strategies by experts in the field of education will

document the validity of portfolios as more comprehensive and balanced assessment

tools. Portfolios will more accurately coincide with the teaching strategies used in the

classroom.

Figures 1 through 5 represent graphs from a parent presurvey. The student

presurveys are represented in Figures 6 through 10. The response axis for Figures 1

through 10 is as follows: SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly

Disagree, and NR=No Response.

Parent Presurvey

Figure 1. Grades as an accurate indication of learning
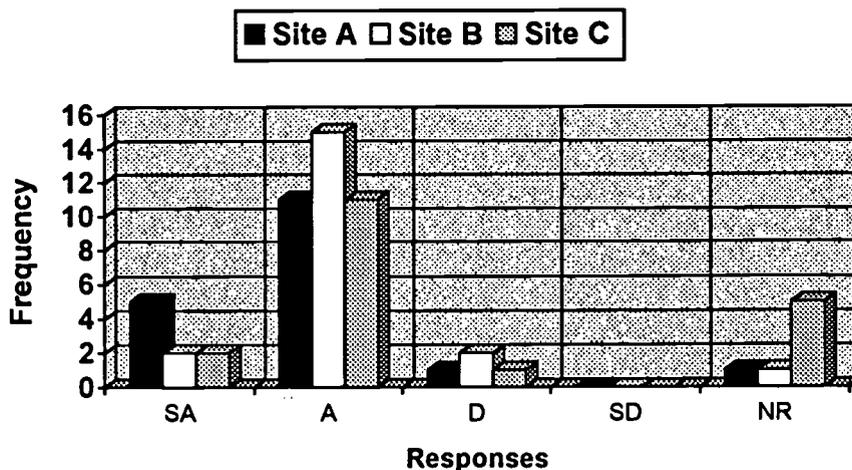
In Figure 1, the parents were asked in a presurvey, "Do you believe that your

child's grades in school are an accurate indication of what one has learned?" The graph

reveals that 89% of the parents at Sites A and C, and 85% of the parents at Site B felt that

their children's grades are an accurate indication of what one has learned.

Figure 2. Fairness of grading system
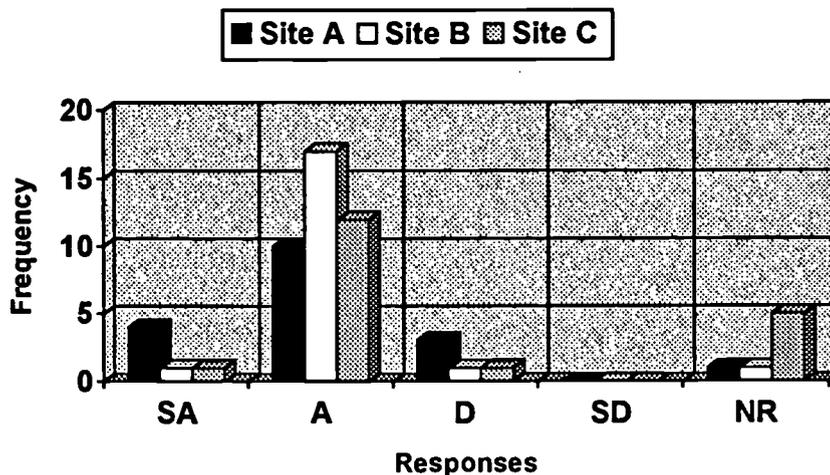
The parents were asked, "Do you believe that the current grading system is fair?" The parents' responses to the parent presurvey for Figure 2 indicate that 77% of the parents at Site A, 90% of the parents at Site B and 73% of the parents at Site C believed that the current grading system is fair.

Figure 3. Meaning of portfolio assessment
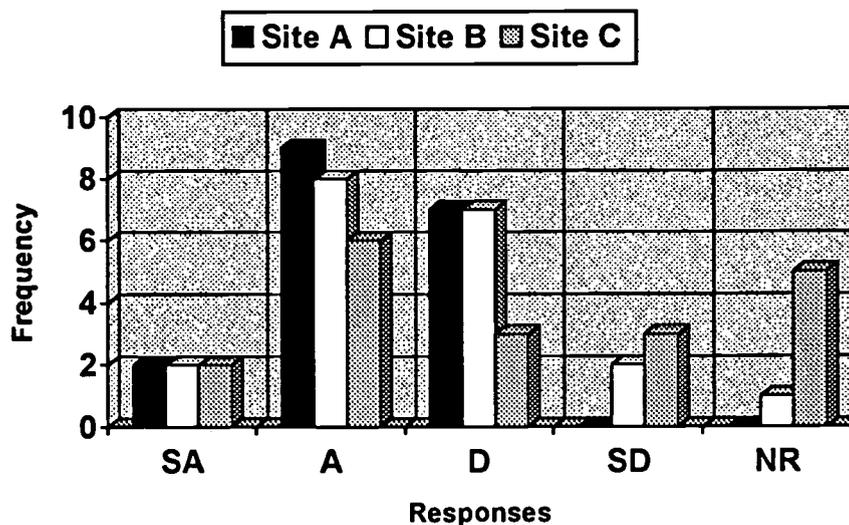
The parents were asked, "Do you understand what portfolio assessment means?" The responses were divided. Figure 3 shows that 61% of the parents at Site A, 50% of

the parents at Site B and 47% of the parents at Site C believed that they understand what portfolio assessment means. Parent presurvey responses also indicate that 39% of the parents at Site A, 45% of the parents at Site B, and 32% of the parents at Site C disagreed about knowing what portfolio assessment means.

<u>Figure 4.</u> Experience with portfolios
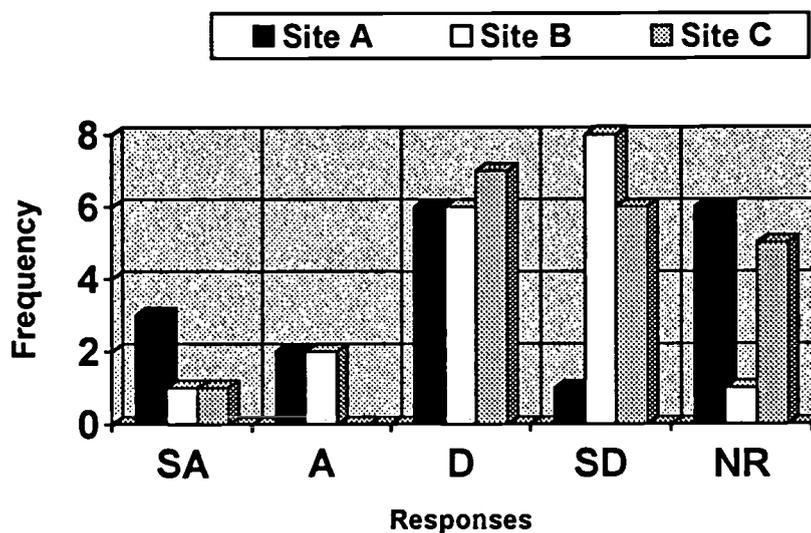
The parents were asked, "Has your child previously created a portfolio in school?" Figure 4 demonstrates that 39% of the parents at Site A, 70% of the parents at Site B, and 74% of the parents at Site C believed that their children have little or no experience in creating a portfolio as a means of assessment in school.

Figure 5. Portfolios as accurate indicators
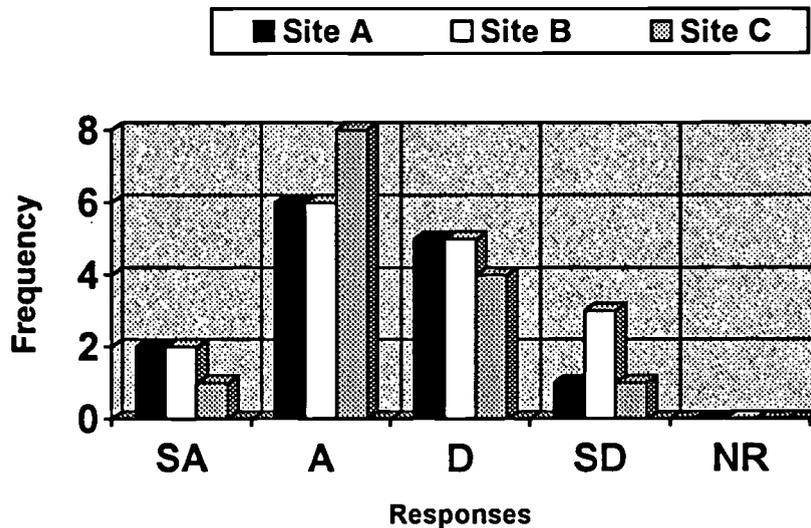
Figure 5 represents the parents' responses to the question, "Do you feel that portfolios are an accurate indication of what your child has learned?" The results indicate that 45% of the parents at Site A, 40% of the parents at Site B, and 48% of the parents at Site C believed that portfolios provide an accurate indication of what their child has learned. Figure 5 also indicates that 34% of the parents at Site A, 40% of the parents at Site B and 26% of the parents at Site C did not believe that portfolios provide an accurate indication of what their child has learned.

Student Presurvey

Figure 6. Grades as accurate indicators
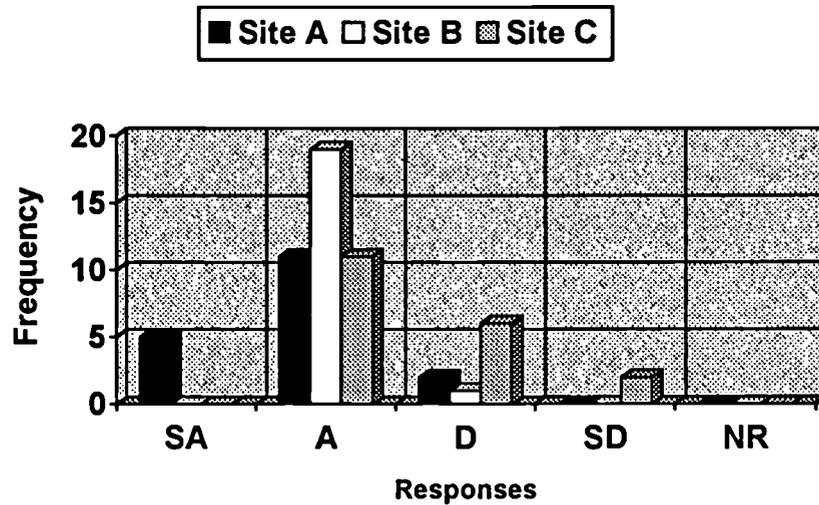
The students at all three sites were asked, "Do you believe that your grades are an accurate indication of what you have learned in school?" In Figure 6, 89% of the students at Site A, 95% of the students at Site B, and 58% of the students at Site C believe that grades are an accurate indication of what they have learned in school.

Figure 7. Fairness of grading system
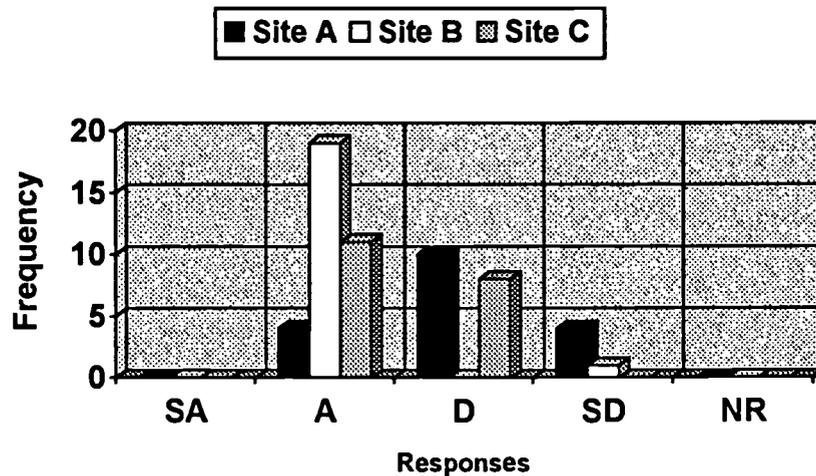
In the student presurvey, the students were asked, "Do you feel that the current grading system is fair?" The students at Site B were the most secure in that 95% believed

that the current grading system is fair, while 78% of the students at Site A believed that

the current grading system is not fair. The students at Site C were divided as shown in

Figure 7, with 58% of the students believing the current grading system is fair and 42%

believing that the current grading system is not fair.

Figure 8. Meaning of portfolio assessment
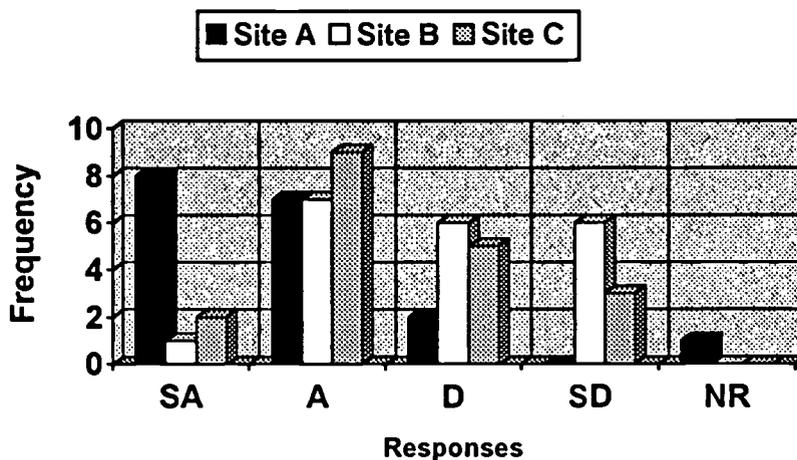
Figure 8 presents mixed reactions by the students in the presurvey question,

which asked, "Do you understand what portfolio assessment means?" Responses from

Site A indicate that 44% of the students strongly agreed that they understood what

portfolio assessment means. Figure 8 also shows that 39% of the students at Site A, 35%

of the students at Site B, and 58% of the students at Site C agreed with this statement.

The results in this figure indicate that 11% of the students at Site A, 60% of the students

at Site B, and 42% of the students at Site C had little or no knowledge of what portfolio

assessment means.

Figure 9. Experience with portfolios
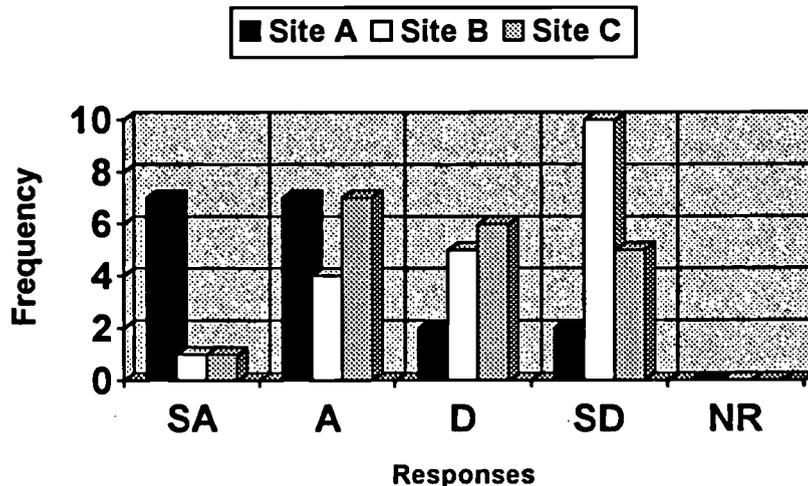
The question shown in Figure 9 is the response to the question, "Have you ever created a portfolio?" The students at Site A had the most experience in creating a portfolio with 78% of them having created some type of portfolio in the past. Site B students had the least experience, with 75% of them having little or no experience creating a portfolio. Figure 9 indicates that 42% of the students at Site C either strongly agreed or agreed that they have created a portfolio, while 58% of the students at Site C disagreed or strongly disagreed that they have had experience in creating a portfolio.

Figure 10. Portfolios as accurate indicators
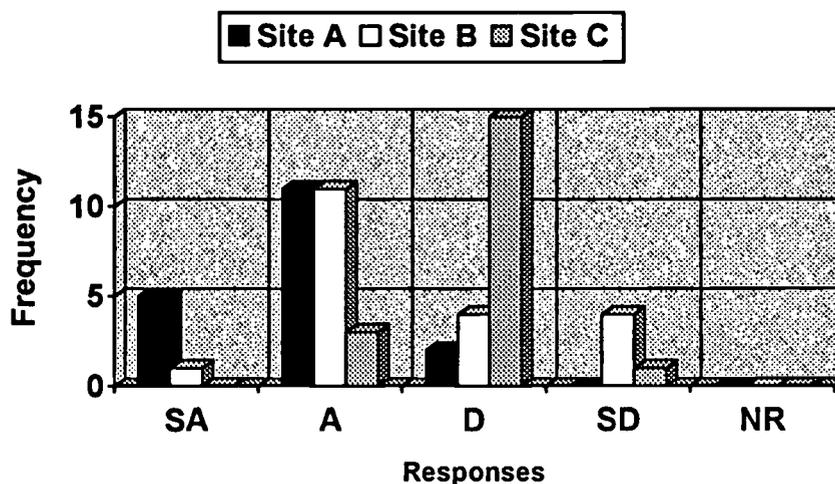
Figure 10 demonstrates that 89% of the students at Site A, and 60% of the students at Site B believed that portfolios are an accurate indication of what was learned, in their responses to the question, "Are portfolios an accurate indication of what I have learned?" Eighty-four percent of the students at Site C disagreed that portfolios are an accurate indication of what was learned.

We were surprised to learn that most parents and students felt that the current grading system is an accurate, fair indicator of student learning. The parents were not aware of the extent to which their children have dealt with the portfolio process, leading us to believe that the portfolios have not been shared outside the classroom. Both the parents and the students, as exhibited in Figures 5 and 10, had confidence in portfolio assessment as an accurate indicator of student achievement.

Probable Causes

"In 1995, the National Forum on Assessment proposed some basic guidelines on the subject of assessment, the first one of which was this principle: 'The primary purpose of assessment is to improve student learning' " (Kohn, 1999, p.191). Unfortunately, the

primary yardstick used to assess students in our society is a test (Olson, 1-11-99). "Test results have long been used to judge educational achievement in the U.S. Public interest in test scores appears to be highest during periods when the public is actively seeking educational reforms" (Linn & Dunbar, 1990, p.13). Children in the United States are the most tested in the world (Neill, 3-98), yet testing has not been shown to be an accurate indicator of student learning. Alfie Kohn (1999) describes the current state of our classrooms, "The intellectual life is being squeezed out of classrooms, schools are being turned into giant test-prep centers, and many students--as well as some of our finest educators--are being forced out" (p. 68). Mary Barr (2000, p. 22) insists that "the biggest single impediment to improve teaching and learning is the way we evaluate student achievement". Educator Bill Ayers believes that:

> ...tests can't measure initiative, creativity, imagination, conceptual thinking, curiosity, effort, irony, judgement, commitment, nuance, good will, ethical reflection, or a host of other valuable attributes. What they can measure and count are isolated skills, specific facts and functions, the least interesting and least significant aspects of learning, (as cited in Kohn, 1999, p. 82).

"Assessment activities that do not inform teaching practice day in and day out are misdirected and wasteful, doubly so if they do not help students to regularly make judgements about their own progress as learners " (Perrone, 2-94, p.13). Teachers need to use assessment tools that will measure worthwhile skills and/or significant bodies of knowledge. Assessment must illustrate pre-instruction to post-instruction progress (Popham, 3-99). It should give a holistic view of a child through teacher/student collaboration. An accurate assessment indicates an awareness of where the child has

been, the steps the child has taken, and a sense of where the child is going. Most important, it allows for rehearsal time in order to practice the skill, much as musical training, military training and traffic simulations do presently (Wiggins, 1990).

Multiple-choice tests in particular lead to "endless drill and practice on decontextualized skills" (Shepard, 1989, p.37). Roger Farr of Indiana University, who has written a number of standardized tests, relates, "I don't think there's any way to build a multiple-choice question that allows students to show what they can do with what they know" (as cited in Kohn, 1999, p.83.) A recent study by the Consortium on Chicago School Research concluded that student achievement is increased when teachers use more interactive teaching methods and rely less on "traditional or didactic approaches, which some critics call 'drill and kill' " (Rossi, 11-1-2000, p.17). Traditional forms of evaluation such as multiple-choice tests assess recall of factual information and one or two of the multiple intelligences. These tests are rarely able to assess whether or not students can organize complex problems. Learners should be able to construct meaning for themselves, reflect on the significance of the meaning and self-assess to determine their own strengths and weaknesses.

Memorizing is an overemphasized skill in many classrooms. Alfie Kohn quotes William Glasser, "I would hate to drive over a bridge, work in a building, or fly in an airplane designed by engineers who depended only on memory" (Kohn, 1999, p.191).

Committing things to memory may train you to be a better memorizer, but it does not provide any real cognitive benefits. Stuffing facts into your head doesn't help you to think better; the time spent memorizing is time not spent analyzing or

inventing or communicating, making distinctions or drawing connections

(Kohn, 1999, p. 54).

Memorization and rote learning imply that there are correct answers and incorrect

answers, and that "good" students get more right answers than "bad" students

(Kohn, 1999). Schools should not be run like factories where the goal is a mistake-free

day (Kohn, 1999). Eleanor Duckworth of Harvard University bemoans the loss of

children's curiosity and resourcefulness when the sum total of interaction between

students and teachers involves knowing the right answer. "Knowing the right answer

requires no decisions, carries no risks, and makes no demands. It is automatic. It is

thoughtless" (Kohn, 1999, p.58). Standardized tests primarily measure how much a

student has crammed into one's short-term memory.

Table 2-1.

AUTHENTIC ASSESSMENT VS.TRADITIONAL ASSESSEMENT

(Wiggins,G. The Case for Authentic Assessment, 1990)

AUTHENTIC ASSESSMENT	TRADITIONAL ASSESSMENT
Examines student performance directly on the task being mastered.	Relies on indirect or proxy 'items' to determine mastery of material.
Presents students with a full array of tasks that mirror the priorities and challenges of the instructional materials.	Is usually limited to paper and pencil, one-answer questions.
Forces the students to justify their answers.	Asks the student to select or write correct responses, irrespective of reasons.
Emphasizes the criteria being used for scoring.	Allows for one correct response, which is determined by the teacher or the text.
Determines validity by the usefulness of the information in real-life settings.	Determines validity by matching items to the curriculum content.
Allows for rehearsals of authentic situations.	Consists of drills of elements contained within the instructional materials.

"According to psychologists, many people have the same two recurring nightmares. In one dream, we're walking down the street naked. In the other, we're in school and suddenly have to take a test for which we're utterly unprepared" (Chase, 2-2000, p.5). Yet this is the reality for many students whose tests are not aligned with their learning styles. In his book, Eight Ways of Teaching, David Lazear refers to Howard Gardner and his team of researchers from Harvard who have theorized that there are several kinds of intelligence"--many ways by which we know, understand, and learn about our world--not just one. Most of these ways of knowing go beyond those that dominate Western culture and education, and they definitely go beyond what current IQ tests can measure." (1999, p. 2). Gardner is famous for his schema of eight intelligences and has suggested that there exist other intelligences that have not yet been discovered or tested. "Traditional grades include number or letter grades for daily work, homework, quizzes and tests and for class participation. While they are considered objective measures, often they are actually subjectively based on individual teacher standards" (Fogarty, 1997, p. 210).

In reality, written tests came into being in the 19th Century because of the greater number of students being educated. Prior to that time students were evaluated through recitation and performances, which were judged by committees of teachers. Horace Mann, in 1845 eliminated the oral exam in the Boston Public Schools and supplanted it with a written essay exam. He argued that using an identical set of questions with an ever-expanding student body would produce scores that would be faster and easier to evaluate (Herman, 1994). Teachers should constantly be watching and listening in the classroom, diminishing the need for formal testing. "The more a teacher needs formal

tests to gauge student achievement, the more something is wrong" (Kohn, 1999, p.192).
Piaget is quoted by Kohn (1999, p.80), "Anyone can confirm how little grading that
results from examinations corresponds to the final useful work of people in life."

Preparing for and administering tests uses an inordinate amount of class time.
Arthur Costa states that educators should focus more on the production of knowledge,
rather than the reproduction of knowledge (1992). Some educators are even concerned
that in certain "test-happy" communities, the myriad tests have become the curriculum
(Wallace, 2-2000). Several articles have been written about the common problem in
some areas of "teaching to the test". In Susan Ohanian's book, One Size Fits Few, (1999)
educator Daniel Ferri laments:

> Somewhere along the way, we stopped thinking of test scores as a tool and started
> thinking of them as a goal. So much rides on these scores--from local property
> values to the long-term funding schools receive from the state--that teachers are
> encouraged to teach the tests rather than the knowledge and skills the tests are
> supposed to measure.

A recent episode of 60 Minutes about mandatory testing in Texas reveals how the state-
mandated tests are affecting education. "Everything rides on the test, whether students go
to the next grade or graduate, whether teachers keep their jobs, whether administrators
get bonuses of up to $25,000" (9-10-2000).

Although test scores in the state are increasing and administrators are professing
that the gains in scores reflect gains in learning, many teachers in Texas disagree. Only
27% of teachers in that state believe that the test scores are valid. Linda McNeil of Rice
University reports, "We have kids, including at the high school level, who can pass the

test, but then their principals and teachers call and say,' Our kids can't read. They can't

read an English lesson. They can't read their science books.' " (ibid). Teacher Sherrie

Madula says,

> We do a wonderful product as far as the test is concerned, but branch off into
>
> anything else, or tell them (the students) they must write in a complete sentence
>
> the answer to a question on literature, and they look at you like they're blank
>
> (ibid).

The teachers interviewed by the 60 Minutes staff criticized other ancillary results of the

new emphasis on the Texas Assessment of Academic Skills (TAAS) tests. Students as

young as eight years old are stressed to the point of tears at the prospect of taking the test.

Some schools have limited books in the library, but have $20,000 in test-taking practice

materials; classes such as social studies are being short-changed or ignored because their

curriculum is not on the test. Students who tend to test poorly are encouraged to be

absent the day of the test, and teachers and administrators in Texas and elsewhere are

being caught cheating to improve the results for their district.

There are several reasons why tests are not reliable indicators of student

achievement. Tests often are designed to show what a student does not know, rather than

what the student knows. They do not factor in extenuating circumstances like fatigue or

anxiety. Focus on test scores leads to competition, cheating, absenteeism and anger on the

part of the students (Wallace, 2-2000).

> The better job that teachers do in teaching important knowledge and/or skills, the
>
> less likely it is that there will be items on a standardized achievement test
>
> measuring such knowledge and/or skills.

A test item answered correctly by 90% of the test-takers (on a standardized test) is being answered correctly by too many students (Popham, 3-99, p. 12).

Glasser (as cited in Burke, 1999) believes that as many as 50% of secondary students have become unsatisfied, and therefore, unwilling to learn because of the pressure to conform to a system in which they have little or no chance to succeed. In his book, The Schools Our Children Deserve (1999, p.88), Alfie Kohn cites psychologist Bernard Weiner's views on testing. Weiner believes "There are four reasons for success or failure on a given test: ability, effort, luck, and degree of difficulty. Of these four, the only one under the control of the student is effort, and formal testing and grading leave no room for judging effort". In addition, poor test scores and grades often become a self-fulfilling prophecy for students who experience negative feedback in primary grades and lose confidence in their ability to achieve in the system (Burke, 1999). "Standardized tests have been used for decades as gatekeepers to deny low-scoring students access to high-quality programs and to track them into low-level classes" (Neill, 3-98, p.46). One of the flaws of tests as measures of student achievement is that they "delineate teaching and learning as a neat and tidy universal thing" (Ohanian, 1999, p.3), whereas the reality of the classroom proves that teaching and learning are "messy" and individualistic. Susan Ohanian's reply to those who rely on skills charts and standardized test scores to judge children is, "People, those aren't children, those are numbers" (1999, p.1).

Our goal as educators is to move "from a testing culture--where teachers are the sole authority, students work alone, and learning is done for the test--to an assessment culture--where teachers and learners collaborate about learning" (Seeley, 10-94, p.6). "The goal of authentic assessment is to facilitate quality work on the part of all students

rather than sorting and ranking students on the basis of test scores" (Wigle & White, Fall, 1998). Criticisms of multiple-choice and other structured tests have led to the search for an alternate method of assessment, which will accomplish the following goals:

1. Display critical thinking skills, problem solving, and motivation and persistence in the learner

2. Capture the work process

3. Align what we test with what we teach

4. Provide real-life situations for the production of work to make it more meaningful

5. Give feedback and encouragement to the student in observing his own growth

6. Integrate assessment and instruction (Arter & Spandel, Spring, 1992)

The focus of assessment is on students acquiring knowledge, as well as the disposition to use skills and strategies and apply them appropriately. Assessment practices do not measure knowledge skills as much as they measure the disposition to use the skills.

The root meaning of assess-- *assidere*--means "to sit beside," which makes learning a joint venture where students and teachers work together. It then follows that the responsibility for evaluation should also be shared by the teacher and the students. "Teachers who encourage their students to make choices, to take responsibility for their learning, to be independent and fulfilled in classrooms in which autonomy, decisiveness, risk-taking, and caring are recognized and appreciated know that power shared is not lost--but increased" (Mamchur, 2000, p. 124). "There definitely is a place for assessment", according to George Madaus of Boston College as cited by Olson," the problem is that testing has become the ultimate criterion" (1-11-99, p. 19).

Searfoss (cited in Burke 1999, p.84), stresses the importance of blending instruction and assessment, and insists that the product and the process are equally important. "Assessing process means we cannot act alone; we need our students involved in observing and monitoring their own products...The final product is important, but the process is equally important and probably conveys more about how the student learns." Competition for grades within the classroom separates the "winners" from the "losers." Alfie Kohn believes that if students are constantly competing for the highest grade in the class, they lose sight of one of the most thoughtful outcomes--collaboration. "How can students be taught to cooperate with group members, share, teach each other, and compromise when their major concern is to beat out everyone else, get ahead, come out on top and at all costs, WIN?" (Kohn, 1999, p.179)

The ways of teaching a concept have changed, but the methods of testing mastery of the concept haven't changed. Students should be allowed to express their acquisition of knowledge in different ways (Gardner, 1993).

> If students learn best through a variety of activities, wouldn't they be better able to demonstrate their knowledge and understanding of the content if they had the same avenues for expression? Shouldn't some of our assessments allow students to express their knowledge in ways that best suit their learning styles and intelligences? (Geocaris & Ross, 9-99)

We are teaching according to the new state standards, but our testing often doesn't match the new objectives contained within the standards. "Students need to construct learning for themselves, link it to prior knowledge, and bridge it to other subjects and real experiences" (Burke, 1992, p.6). "The new standards have to do with the application of

basic learnings. Students take things that at one time they simply memorized, and instead take them into real-life settings" (Cairn & Cairn, 3-99, p.68).

A final analogy that describes the differences between traditional testing and alternate assessment was developed by Steven Ferrara and Jay McTighe in Kay Burke's book, entitled <u>Authentic Assessment</u>. Instead of judging the student by a series of unconnected candid photos (tests), it makes more sense to judge the student by a photo album or a video of the student's work (alternate assessment), which is more likely to show the many dimensions that define the learning process. We know that all students are learning in our classrooms, but possibly "they just aren't learning what we are testing, or they aren't being tested on what they have chosen to learn" (Urban, 3-99, p.70). In fact, according to Wolfe,

> Current school-based assessment actually prevents students from becoming thoughtful respondents to, and judges of, their own work. Many students become dependent upon authority figures with red pens to provide feedback on how they are doing. Autonomy (the ability to govern oneself) has become an emergent goal of education (3-99, p.18).

"Our mission as educators is to help every child become a more active, engaged, committed, and skillful learner, not just for a test, but for a lifetime" (Bellanca, as cited in Burke, 1992). "The unfortunate reality is that at the state and now the national level, testing is mostly an attempt to improve education on the cheap...A first step is to reject the false idea that we can test our way to better schools" (Neill, 3-98, p.45).

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

In his book, <u>Coloring Outside the Lines</u> (2000), which criticizes the current state of education in the United States, author Roger Shank expresses his fear that students are taught to focus on the acquisition of skills and the race for top grades, instead of developing a passion for learning and an appreciation of the intrinsic rewards inherent in the learning process for the individual. A recent article in the <u>Chicago Sun-Times</u> (2-17-00) reveals that the University of California is considering dropping the main SAT as an admission requirement for its 170,000 students, saying that the test is hurtful to students, and that more comprehensive measurement methods are called for. "A high SAT score may have more to do with money spent on coaching than ability" say the proponents of the elimination of the test.

"Teachers are being urged to try different ways of grading, scoring, and reporting to best describe what students know and can do" (Seeley, 10-94, p. 5). "Meaningful learning does not just "happen" when students receive information through direct instruction" (Burke, 1999, p. xxiv).

There can hardly be anything as frustrating for a teacher as knowing that a student is growing and improving yet is unable to show that growth on standardized tests and other traditional assessment measures. "You scratch your head, baffled, and worry because you know this precious child has grown in ways these assessment measures cannot show...Keeping a portfolio for each child--a collection of work and artifacts that gives a picture of the child's growth--is a way of capturing progress without using paper-and-pencil measures" (Nelson, 2-2000, p. 1).

Students who are engaged in their work exhibit three characteristics: (1) They are attracted to their work; (2) they persist in their work despite challenges and obstacles; and (3) they take visible delight in accomplishing their work. Recent brain research tells us that "the students need to construct meaning for themselves through exploring relationships and webbing those explorations to their prior knowledge" (Schlecty as cited in Geocaris & Ross, 9-99, p.30).

Tierney, Carter, and Desai, as cited by Courtney and Abodeeb (4-1999) define portfolios as:

> ...systematic collections by students and teachers that could help both consider effort, improvement, processes and achievement across a diverse range of texts that were read or written. The authors also suggest that reflection is a necessary ingredient in the creation of portfolios in order to 'illuminate students' strengths, needs and progress' (p. 1).

The distinguishing element that separates portfolio assessment from other alternate methods of assessment is the practice of reflecting on work in progress and in its completed state.

The use of individual reflection tags (or some other open-ended written reflection) about the contents of a portfolio is an important element in portfolio construction. The physical act of attaching meaning to a specific piece of work contributes significantly to the child's metacognitive growth (Hebert, 4-98, p. 585).

When a student is asked to comment on work, talk about its positive and negative elements, explain the process that was chosen to complete the work, and evaluate the success or failure of the work, then the assessment itself becomes as meaningful as the original assignment.

"Assessment should be part of the instructional process that facilitates learning, not an extra task that must be done for grading purposes. When assessment is regarded as a learning tool, it becomes an integral part of each lesson" (Schiemer, 11-96, p. 28). Assessment is of value in both the teaching and the learning process. Portfolios allow assessment activities and classroom activities to occur throughout the school day, so teachers are not required to take time away from the instructional program; the teaching and the assessment are done concurrently (Weldin & Tumarkin, Winter 1998-1999). In portfolio assessment, "teaching and testing are so conjoined that they are indiscernible from each other. Rather than teach/test, the configuration is _teast_ech, in which the teaching and testing are ongoing and intertwined" (Roe, Vukelich, Spring, 1998, p.149).

This back-and-forth between performance and ongoing assessment illustrates the essence of understanding; it is not the smooth all-or-nothing ride that students often consider it to be. Rather, developing understanding involves a series of bumps and starts that emphasizes the importance of the processes and the

developing product of understanding rather than the importance of any one grade

(Simmons, 2-94, p. 23).

The portfolio combines the methods the teacher and/or the class have chosen to illustrate

that learning has taken place, along with the individual student's comments about the

learning process as expressed through reflections or journals. "All children have a

natural ability and desire to tell their story through the contents of the portfolio"

(Hebert, 98, p. 583). Individual goals can be developed according to the strengths of the

student. "Portfolios show teachers not only what to teach, but how and when to teach

it."(Weldin & Tumarkin, Winter, 1998-1999, p. 93). An educator who is a proponent of

the portfolio process feels "I can actually describe what each child can do rather than

what he can't do." (Weldin & Tumarkin, Winter, 1998-1999, p. 95). A portfolio can

become a "window into a student's mind", a way for both the teacher and the student to

understand the learning process. The portfolio must contain frequent contributions if it is

to accurately depict student progress.

Testing can be useful if it is part of a larger, more comprehensive system of

assessment. Portfolios can provide a "child-centered, qualitative supplement to the

single-number characterizations of learning emphasized by our testing culture" (Hebert,

4-98, p. 583). "Advocates say that portfolios are more likely to elicit the true capability

of most students, not just those motivated to do well on decontextualized, on-demand,

one-shot tests" (Herman &Winters, 10-94, p.85). For the reluctant learner in particular,

portfolios can often provide a better assessment than tests. The nature of the portfolio

process requires more one-on-one time with the teacher, provides feedback from peers,

makes it easier for the student to see progress, and emphasizes the student's role in the learning process (Young, Mathers, Kietzmann, & Westerfield, 2-97).

Hilda Taba, as cited by Geocaris and Ross, (9-99, p. 29) declared, "If you want students to think differently, you need to teach differently." Instead of using one rigid unbending assessment, such as a written test, to determine the student's acquisition of knowledge, portfolios allow the student to express knowledge in ways that best suit one's individual learning styles and intelligences (Geocaris & Ross, 9-99). Alfie Kohn (9-15-99) depicts the current state of teaching,

> When you watch students slogging through textbooks, memorizing lists, being lectured at, and working on isolated skills, you begin to realize that nothing bears a greater responsibility of undermining educational excellence than the continued dominance of traditional instruction...If kids are going to be forced to learn facts without context, and skills without meaning, it's certainly handy to have an ideology that values difficulty for its own sake (p.68).

Student assessment and reflection are vital components of the portfolio process. Children find the process of evaluation rewarding and affirming, and often strive to achieve higher goals because of the clarity of the evaluation process. The students who were given the opportunity to evaluate their work remarked that they were more critical of their own work than were their peers and/or teachers, and that they felt a sense of ownership and empowerment by being included in the assessment of their portfolios (Gronlund, 5-98).

Table 3-1.
ADVANTAGES OF USING PORTFOLIOS
(Gillespie, Ford, Gillespie, & Leavell, Journal of Adolescent & Adult Literacy, 3-1996, pp. 482-83)

ADVANTAGES FOR STUDENTS	ADVANTAGES FOR TEACHERS	ADVANTAGES FOR PARENTS
Portfolios allow students to reflect on the development/growth/progression of their strengths and weaknesses.	Portfolios provide teachers with a more meaningful picture of student growth.	Portfolios demonstrate children's knowledge and competence, as well as growth over time.
Portfolios facilitate students' understanding of the relations that exists among reading, writing, and thinking.	Portfolios generate data, which may be useful for teachers in instructional decision making.	Portfolios provide concrete and tangible evidence for facilitating communication among students, teachers, parents, and other school-related constituencies.
Portfolios assist in creating a collaborative climate among students through peer collaboration and peer critiques.	Portfolios offer teachers a wide range of information, from a variety of tests, tasks, and settings, that can be used for formative and summative evaluation of the multiple abilities, talents, and skills of students.	
Portfolios provide an opportunity for students to assume responsibility for their own learning and to become more independent.	Portfolios help to answer the question of what constitutes high-quality work.	
Portfolios contribute to the development of self-esteem, Self-awareness, and a more positive attitude toward reading and writing.	Portfolios allow for the integration of assessment and instruction.	
	Portfolios provide a rich base from which to engage in meaningful student/teacher conferences.	

Some of the negative features of portfolio assessment are the costs in terms of time, money, and stress (Bracey, 4-95). It is time-consuming to begin a portfolio system from scratch. The students and the parents, as well as the administration, must be indoctrinated in the benefits of portfolio collections. Decisions must be made about the process of collecting and storing portfolios as well as finding time in the school day in which student, peer, and teacher evaluations may be done. Costs arise for the training of teachers, the acquisition of storage materials, and the choice of folders, binders, etc. for the individual student.

One of the earliest studies on the value of portfolios as assessment tools was done in Vermont in the late 1980's, with the twin goals of obtaining important assessment information and of evaluating instruction in the state. Although the study proved unreliable in assessing student knowledge of specifics, the study did uncover some interesting facts about instruction. "Many educators found the program to be a powerful and positive influence on instruction...Some educators noted that the program had caused even recalcitrant teachers to change their instruction" (Bracey, 4-95, p. 647). Half of the teachers surveyed by the RAND Corporation about the statewide implementation of portfolio assessment reported an increase in the time students spent working in pairs or small groups (Improving America's School: A newsletter in Issues in School Reform, Spring, 1996). Positive benefits of portfolio assessment, according to the state of Vermont, are the ability to observe the student's growth over time and evidence of one's progress towards specific goals (Portfolios and your Child, Ed 377523, 1994).

In Kentucky, where portfolio assessment is used by state mandate, a recent evaluation determined that students "are writing more and doing more group work.

Writing as a skill has improved overall in Kentucky. More thematic and conceptual curriculum units and projects are being used, especially at the elementary level" (Improving America's Schools: A newsletter in Issues and School Reform, Spring, 1996, p.2).

Educators who are proponents of the portfolio process mention the stress of serving two masters- -their own philosophies of teaching, and the prevailing philosophy of the school or the district. The lone teacher, experimenting with portfolios within a school system that relies heavily on standardized testing, is often working twice as hard to satisfy personal goals and those of the system (Roe & Vukelich, Spring, 1998).

Scoring or grading portfolios is another challenge. It is difficult to devise scoring guidelines that embody just the right level of specificity. In order for the grading to be meaningful, the criteria must be acceptable to the teacher and to the student. Due to the personal nature of the portfolio and the difficulty of grading student reflections, some educators refuse to grade the contents of the portfolio, choosing instead to use a checklist of mandatory contents as a measure of completion of a portfolio.

In spite of the difficulties encountered, many teachers prefer grading based on alternative assessments to the use of traditional quizzes and unit tests... 'Now they know that if they can show their thinking, they have a better chance to get a decent grade.' A teacher who used portfolios said that he assigns fewer D's and F's; 'All students know something, so if they can show their thinking, few answers are an F' (Seeley, 10-94, p. 4).

"Classroom assessment is conducted in a climate of greater trust than are standardized tests. The accumulation of data about individual pupils in the course of a school year has much more accuracy" (Shepard, 1989, p. 43).

It may be stressful for the teacher beginning a portfolio program in a school or a district which favors traditional assessment. "Traditional testing addresses the question 'which child knows more?' whereas portfolios address the question 'what does this child know?'" (Hebert, 4-98, p. 25). Portfolios, rather than tests, "provide more complex outcomes and provide holistic and comprehensive pictures of students by emphasizing what students know and can do in response to real world tasks."(Wolfe, 3-99, p. 29) One generalized test that is created to assess a classroom filled with students of various skills and capabilities automatically depersonalizes the students to the detriment of their individuality. "We use portfolios at this school because there are so many things that we are interested in learning that they all can't be shown by the tests we take" (ibid).

It is important to stress that portfolios are more than mere folders, or even collections of papers. The work contained within the portfolio should show the improvement or progression of the student, and should contain certain items, including some work individually chosen by the student, along with a rubric developed by the class that determines benchmarks for success in completion of the portfolio (Roe & Vukelich, Spring, 1998). Teachers who have made the move from folders to portfolios stress the input of the student as the differentiating factor. "The way I kept papers before was to show parents what we were doing and maybe that's the key word--what *we* were doing instead of what the *child* was doing" (Roe, Vukelich, 1998, p. 29). The sharing of portfolios with parents provides them with concrete evidence of student growth.

"Unless the portfolio is given credence and shared with parents as a report card is, it will be seen as just a grab bag with little educational significance" (Hoerr, 2-2000, p. 3). It is also necessary for the teacher to decide in advance what knowledge or skills the student is expected to demonstrate in the portfolio and to explicitly communicate this information to the student (Micklo, 6-97). Of primary concern in beginning portfolio assessment is to have modest expectations, to be patient, and to use ongoing evaluation to determine if portfolios are achieving the assessment goals being sought (Bracey, 4-95).

While proceeding to align the teaching process to the new state goals, teachers must ask themselves several pertinent questions such as:

How will I recognize the desired outcomes in my students? What instructional strategies and activities in my classroom enable students to learn and apply these outcomes? Which of these activities might be included in a portfolio? (Koskinen, May, 1994, p. 667)

A successful portfolio program in the classroom requires the portfolio process to be a central, not tangential, component of the instructional setting. "You can't gauge the student's evolving work if you don't have frequent evidence of the student's efforts" (Wolfe, 3-99, pp. 1-2).

Aschbacher, as cited by Wolfe (3-99), identified four necessary ingredients in successful portfolio assessments: motivation and commitment to the portfolio process, sharing by teachers and support for each other in implementing portfolios, administrative support of the teacher's efforts at alternate assessment, and continuous technical assistance with the time-consuming beginning efforts at developing the systematic use of portfolios.

The work of assembling a portfolio can achieve several purposes. Documentation of student progress shows the student's improvement or lack of it as evidenced by the contents of the portfolio. These portfolios are known as working portfolios or time-sequence portfolios. A second type of portfolio is a celebration portfolio, which exists to showcase student accomplishments. The creation of this portfolio involves decision-making on the part of the student as to which works to include. Another valuable purpose for a portfolio is to evaluate student status to determine if the student has fulfilled the necessary requirements to advance to the next level. All portfolios must include student reflection in order to be valid assessments.

In conclusion, it must be acknowledged that tests have been, and continue to be, the most commonly used tool to measure student progress--whether they are national standardized tests used to compare school districts throughout the nation, or teacher-made tests used to determine whether or not to move ahead to the next chapter. Particularly for the student who does not test well, portfolio assessment provides another more individualized, more personal, view into the mind of the student. The analogy is valid that standardized testing is like "measuring mileage with a tablespoon" (Popham, 1998, p. 37) and is not an accurate measure of student achievement when used as a single determiner of student success or failure. According to educator Dennie Wolf, (Goldberg, 10-94).

> Any assessment needs to include a range of ways of being good at a subject, whether it be mathematics or writing...In a culture that distributes wealth and privilege so unevenly and yet still calls itself a democracy, schools have a

responsibility to help kids create an autobiography of themselves that is coherent, that shows growth, and that has possibility in it (p. 58).

Project Objectives and Processes

As a result of the implementation of portfolio assessment during the period of September 2000 to January 2001, the 5th, 8th, and 12th graders from the targeted classrooms will increase their ability to showcase acquired knowledge through the creation of individual portfolios.

♦ They will learn the skill of metacognition as measured by student reflection journals.

♦ They will compare the portfolio process to more traditional assessment methods as measured by teacher observation and peer sharing.

♦ They will learn to assess their own learning through the creation and use of student-made rubrics in order to grade the portfolios.

In order to accomplish the project objectives, the following processes are necessary:

1. Materials in each of the three disciplines, (French, physical education, and technology) will be developed, with which to create a student portfolio. (Appendix Q-V)

2. Presurveys and postsurveys for students and parents will be disseminated, which will serve to identify progress in the comprehension of the portfolio process. (Appendix A-P)

3. Teacher and student descriptive journals will be completed which will chronicle the learning process. (Appendix W-Z)

4. Individual conferences with students will be held and peer sharing of

portfolios will be done in order to continue the reflective process and

encourage metacognition. (Appendix AA-CC)

Project Action Plan

The three teachers will spend the first week of the intervention preparing for the

introduction of portfolios as an assessment tool. The targeted students and their parents

will be surveyed on their knowledge of, or previous experience with, portfolios. Each

teacher will then spend 12 weeks teaching an appropriate unit related to her subject

matter, during which time the students will each create a portfolio pertaining to the unit.

Elements of the portfolio are delineated in the checklist and are specific to the content

area of the three teachers.

Throughout the sixteen week period, the teachers will complete weekly journal

entries, which will describe the effects of the intervention upon the class. In addition, the

students will be asked to complete ten journal entries pertaining to the topic of portfolio

assessment, which will describe the students' journey through the portfolio-making

process.

As the portfolio nears completion, the students will be asked to reflect on five

items within the portfolio in order to increase practice in using metacognition. (Appendix

DD-FF) The last two weeks of the study will allow time for sharing of the portfolios

among the other members of the school community such as counselors, administrators

and other teachers, with peers within and outside the targeted classroom, and with

parents. (Appendix GG-II) Postsurveys completed by the parents and the students will

help the teachers to assess the value of the intervention. The teachers will also conduct

individual conferences with each student for the purpose of evaluating the portfolio

process. Finally, a student and teacher generated rubric will be used for the purpose of

grading the portfolios. The activities of the final two weeks of the intervention will aid

the teachers in making a comparison between traditional assessment methods and

portfolio assessment.

Methods of Assessment

In order to assess the effects of the intervention, teacher-made tests covering the

content and/or skills identified in the portfolio assessment will be developed. (Appendix

JJ-NN) In addition, each portfolio will contain a multiple intelligence activity, a graphic

organizer, ten student journal entries that reflect on the portfolio process, five reflections

from the student about his or her entries in the portfolio, and two entries of the student's

choice. (Appendix OO-QQ) A rubric which has been created by the entire class will be

used by the students and the teacher to evaluate the individual portfolios.

Each student and his/her parent will complete a presurvey and a postsurvey about

the portfolio process, and each student will have an individual conference with the

teacher, where information will be shared about the efficacy of portfolios as assessment

tools. Finally, each class will be given an opportunity for all of the students to share their

portfolios with each other and with any and all members of the school community, and to

compare the various ways in which the portfolio assessment was completed by each

individual student.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The intervention chosen by the three teachers involved the implementation of

portfolios in the targeted classrooms as a means of assessment. The students involved

were members of a fifth grade physical education class, an eighth grade computer class,

and a twelfth grade French class. The objective of the intervention was to determine if

the creation of portfolios by individual students would provide a more accurate,

complete, satisfying method of assessing achievement than more traditional assessment

tools, such as tests.

In order to measure the results of the intervention, it was determined that the

students and their parents would complete presurveys at the beginning of the project, and

postsurveys at the completion of the project, and that the responses to both surveys would

be compared. The three teachers kept weekly journals during the sixteen-week period of

the intervention, during which time they recorded both the positive and negative impact

of portfolio assessment in their classes. Although the content of the portfolios was

specific to each subject taught by the teachers involved, it was agreed that all of the

portfolios would contain certain elements, which would lend themselves to comparison

among the three classes. Examples of the components of the portfolios are contained in

the appendix, and include journal entries, student reflections, checklists, multiple

intelligence activities, traditional teacher-made tests, and grading rubrics. (Appendix RR-

ZZ) During the intervention period, the students were asked to complete certain elements

of the portfolio and to reflect on their feelings about the work in progress. At the end of

the intervention, each teacher held individual conferences with the students, during which

time the contents of the completed portfolio were discussed. The students also shared the

portfolios with other members of the school community, including peers, other teachers,

counselors and administrators, and also with one or more persons at home, including a

parent. The postsurveys provided feedback from the students and their parents about the

feasibility of using portfolio assessment as an indicator of student achievement.

Presentation and Analysis of Results

Eighteen students at Site A met for thirty minutes, four days per week, twenty

students at Site B met for forty-five minutes once per week; and nineteen twelfth-grade

students at Site C met daily for 45 minutes per day during the intervention period. Figures

11 through 25 represent graphs from a parent postsurvey. The student postsurveys are

represented in Figures 26 through 40. The response axis for Figures 11 through 40 is as

follows: SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree, and

NR=No Response.

Parent Postsurveys

Figure 11. Grades as an accurate indication of learning
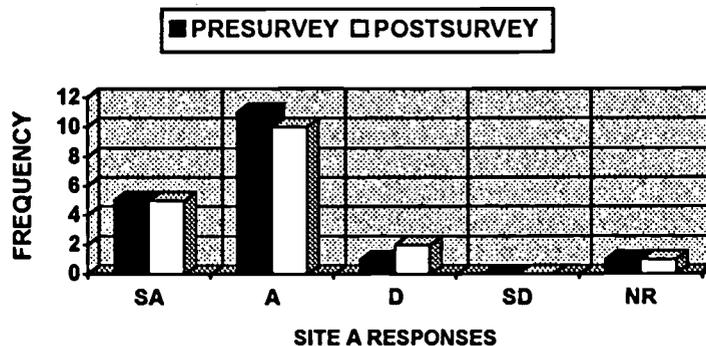
Figure 12. Grades as an accurate indication of learning
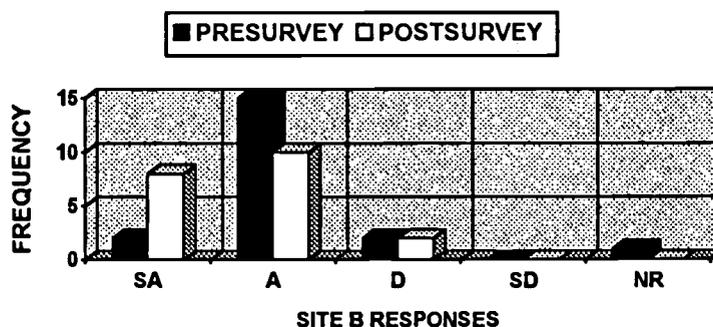
Figure 13. Grades as an accurate indication of learning
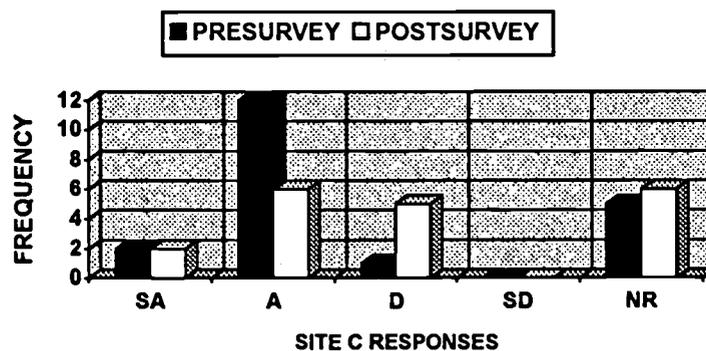
In Figures 11-13 the parents were asked in a postsurvey, "Do you believe that your child's grades in school are an accurate indication of what one has learned?" The graphs reveal that that 83% of the parents at Site A, 90% of the parents at Site B, and 42% of the parents at Site C felt that their children's grades are an accurate indication of what one has learned. The presurvey percentages for the same question showed that 89%

of the parents at Site A, 85% of the parents at Site B, and 89% of the parents at Site C felt

that their children's grades are an accurate indication of what one has learned. Slightly

fewer parents agreed that their children's grades were accurate at Sites A and B, while

there was a dramatic decrease at Site C in the belief that grades accurately indicated

learning.

Figure 14. Fairness of grading system
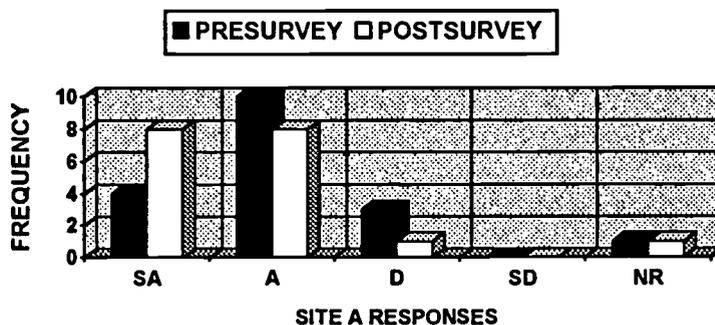
Figure 15. Fairness of grading system
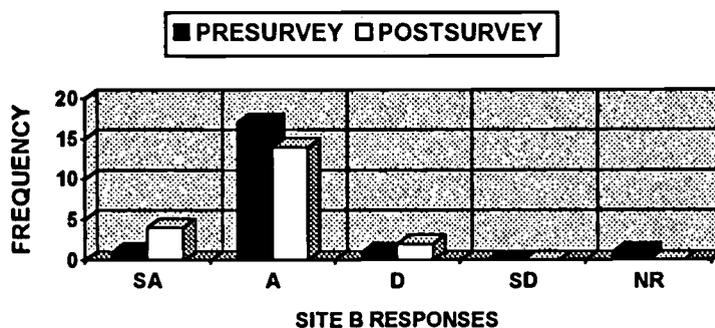
Figure 16. Fairness of grading system

SITE C RESPONSES
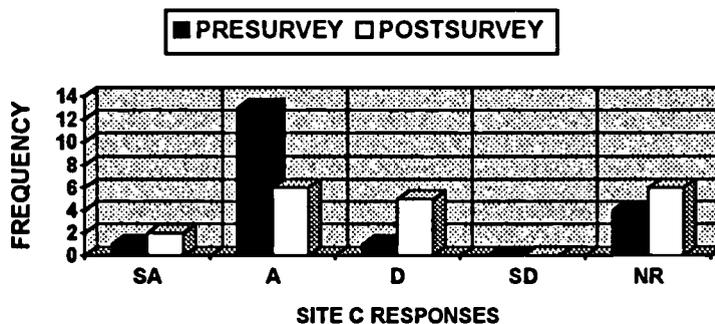
In Figures 14-16 the parents were asked in a postsurvey, "Do you believe the current grading system is fair?" Eighty-nine percent of the parents at Site A responded that the current grading system is fair, compared to 77% in the presurvey. At Site B, the response to both the presurvey and the postsurvey was 90%, meaning there was no change in the parent's opinion that the current grading system is fair from the beginning to the end of the intervention. Site C shows the biggest change from presurvey to postsurvey, with 73% of the parents agreeing that the grading system is fair in the presurvey, and only 42% of the parents agreeing that the current grading system is fair in the postsurvey.

Figure 17. Meaning of portfolio assessment

SITE A RESPONSES
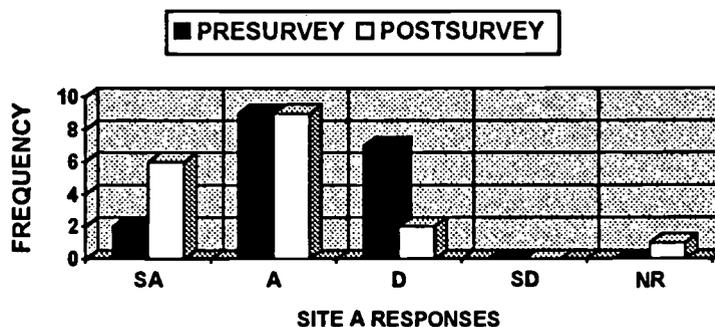
Figure 18. Meaning of portfolio assessment

■ PRESURVEY □ POSTSURVEY

SITE B RESPONSES
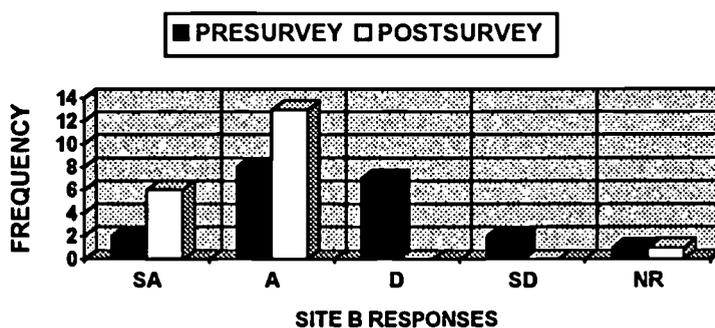
Figure 19. Meaning of portfolio assessment

■ PRESURVEY □ POSTSURVEY

SITE C RESPONSES
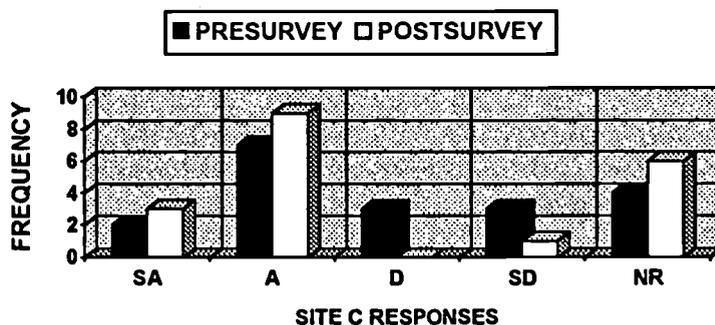
In Figures 17-19 the parents were asked, "Do you understand what portfolio assessment means?" The parent postsurveys reveal an increased understanding at all three sites about portfolio assessment. Percentages at Site A increased from 61% to 83%, Site B increased from 50% to 90%, and Site C increased from 47% to 67% from presurvey to postsurvey.

Figure 20. Experience with portfolios

■ PRESURVEY □ POSTSURVEY

SITE A RESPONSES
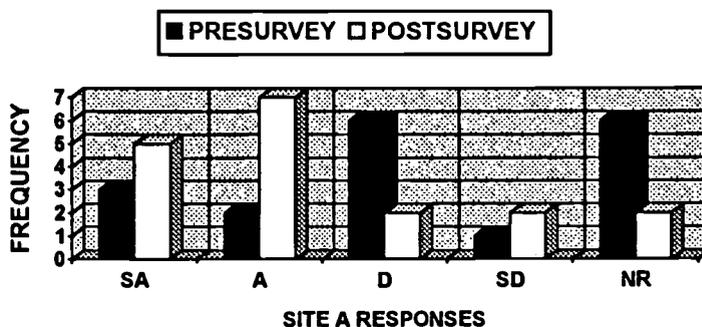
Figure 21. Experience with portfolios

PRESURVEY □POSTSURVEY

SITE B RESPONSES
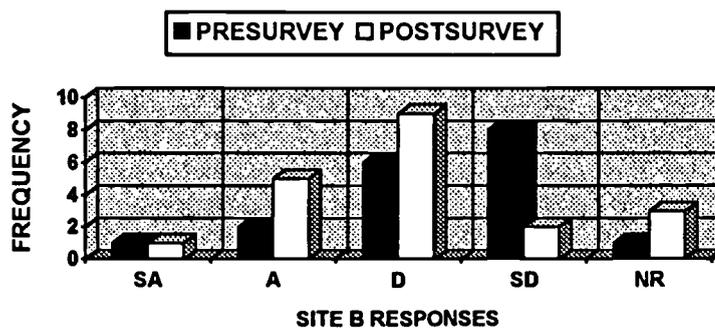
Figure 22. Experience with portfolios

PRESURVEY □POSTSURVEY

SITE C RESPONSES
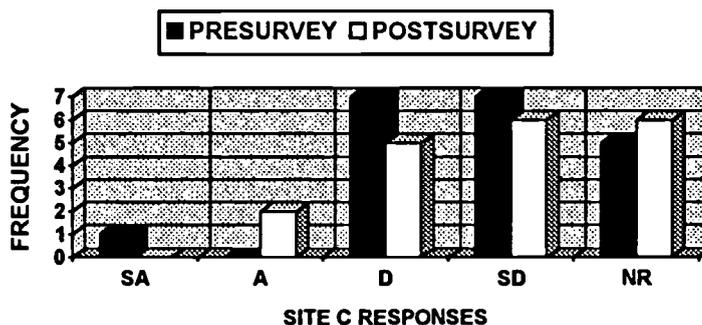
In Figures 20-22, the parents were asked, "Has your child previously created a portfolio in school?" The percentages for Site A rose from 39% to 67% for this survey question from presurvey to postsurvey, while the percentages at Site b dropped from 70% on the presurvey to 55% on the posturvey. Fifty-eight percent of the parents at Site C responded that their children had previously created a portfolio on the postsurvey, compared with 74% on the presurvey.

Figure 23. Portfolios as accurate indicators

PRESURVEY □POSTSURVEY

SITE A RESPONSES
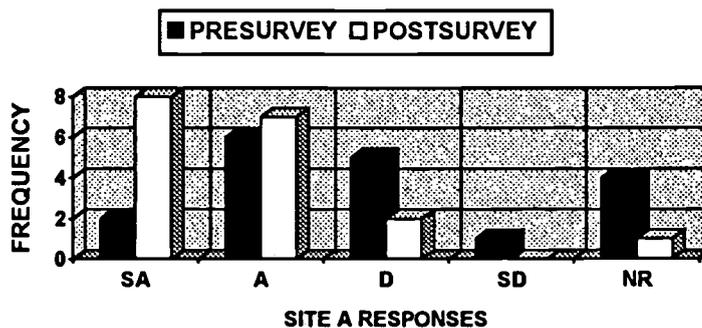
Figure 24. Portfolios as accurate indicators

PRESURVEY □POSTSURVEY

SITE B RESPONSES
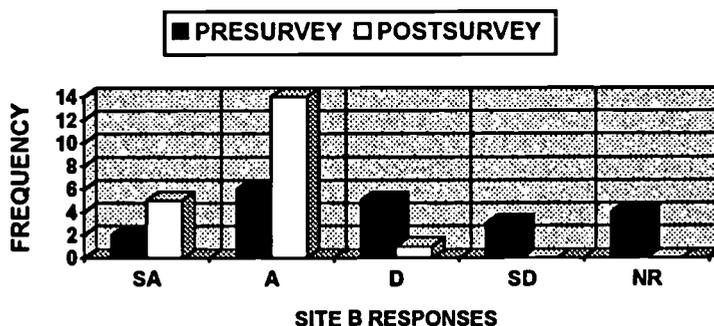
Figure 25. Portfolios as accurate indicators

PRESURVEY □POSTSURVEY

SITE C RESPONSES
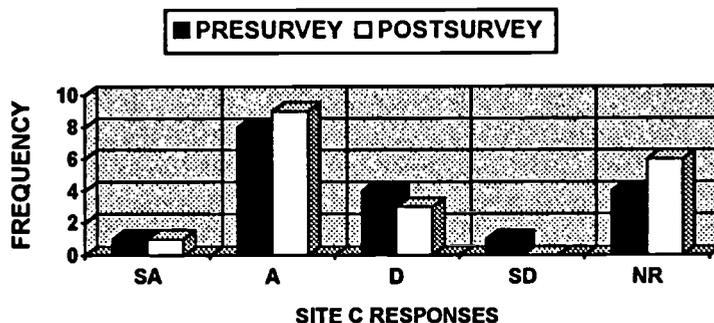
Figures 23-25 represent the parent's responses to the question, "Do you feel that portfolios are an accurate indication of what your child has learned?" The results of the postsurvey indicate a large increase in the number of parents who believe that portfolios are an accurate indication of what a child has learned. The statistics at Site A increased from 45% to 83% from the presurvey to the postsurvey. The percentages at Site B increased from 40% to 95% from the presurvey to the postsurvey, and the percentages at Site C increased from 43% to 53% from the presurvey to the postsurvey.

Student Postsurveys

Figure 26. Grades as accurate indicators
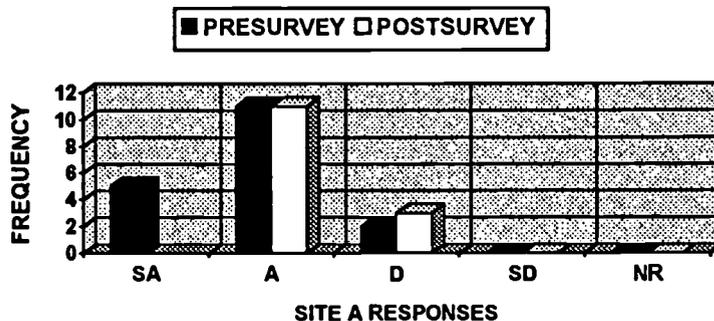
Figure 27. Grades as accurate indicators
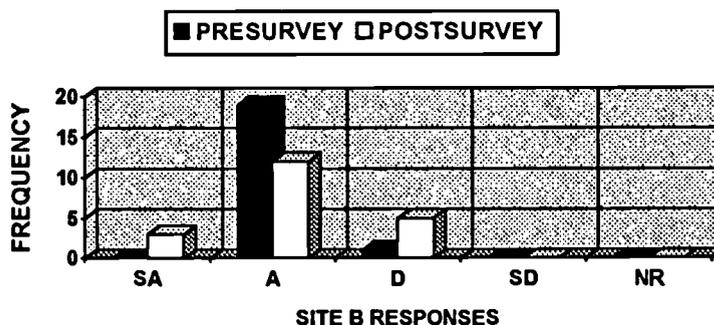
Figure 28. Grades as accurate indicators
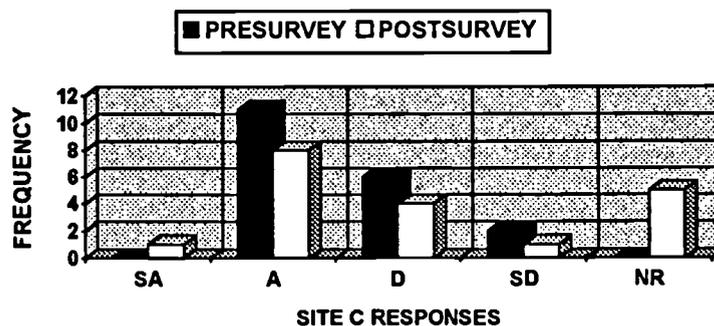
The students at all three sites were asked, "Do you believe that your grades are an accurate indication of what you have learned in school?" Figures 26-28 reveal that at Site A, the percentages dropped from 89% to 61%. The students at Site B showed some dissatisfaction from presurvey to postsurvey, with 90% of them agreeing that grades are an accurate indication of student learning in the postsurvey, compared to 95% in the

presurvey. The percentages at Site C dropped from 58% to 47% from presurvey to

postsurvey on this question.

Figure 29. Fairness of grading system
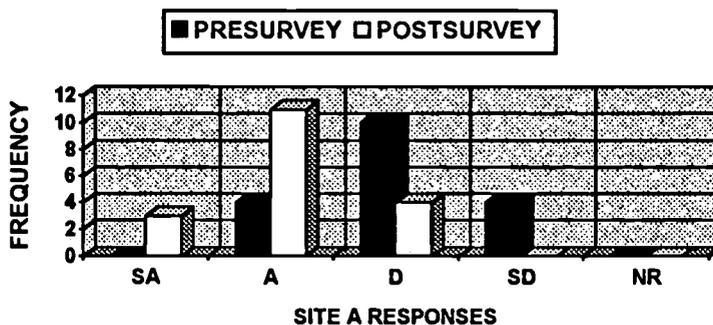
Figure 30. Fairness of grading system
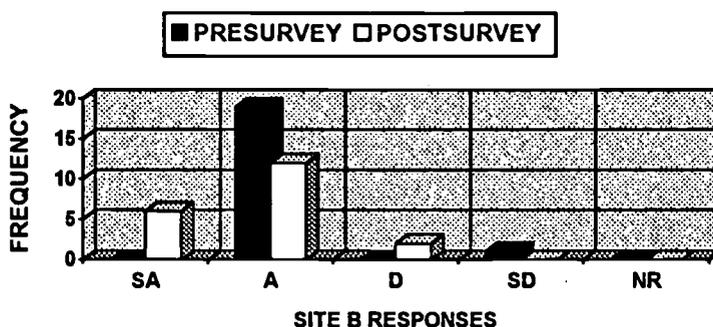
Figure 31. Fairness of grading system
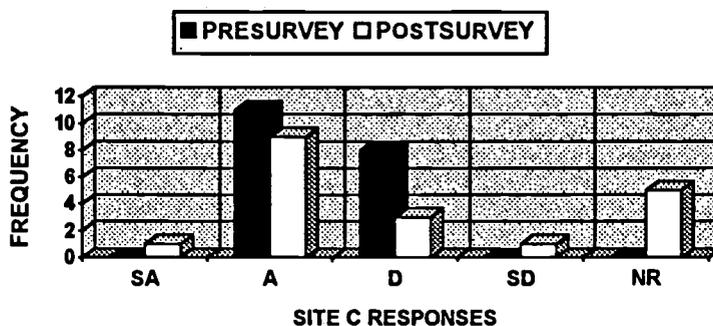
In Figures 29-31, the students were asked, "Do you feel that the current grading

system is fair?" The graphs indicate that there was little change at any of the three sites

from presurvey to postsurvey. Site A had no change with 78% of the responses in

agreement from presurvey to postsurvey. The percentages declined at Site B from 95%

to 90%, and at Site C from 58% to 53%.

Figure 32. Meaning of portfolio assessment
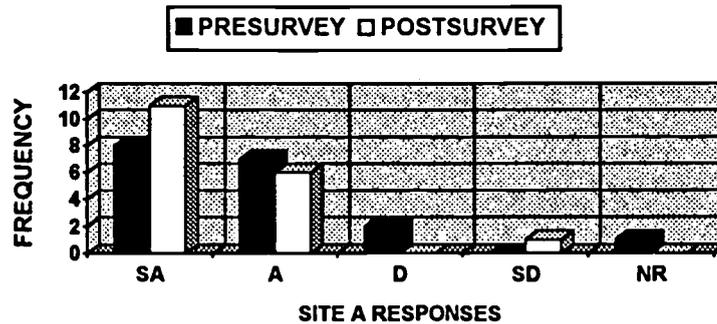
Figure 33. Meaning of portfolio assessment
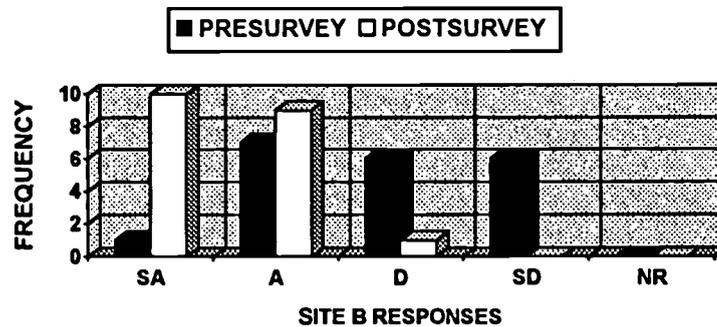
Figure 34. Meaning of portfolio assessment
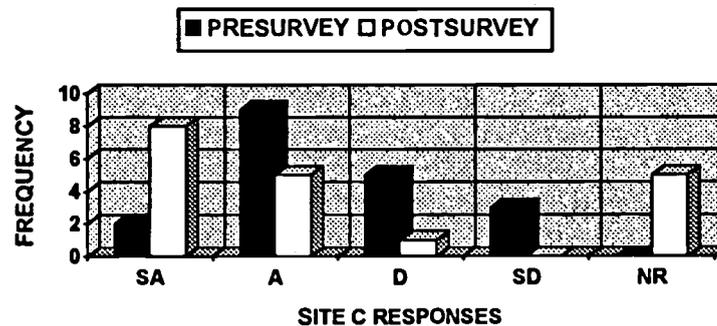
Figures 32-34 show a significant change at all three sites in response to the

question, "Do you understand what portfolio assessment means?" The percentages

increased at Site A from 79% to 94%, at Site B from 35% to 95%, and at Site C from

58% to 68%.

Figure 35. Experience with portfolios
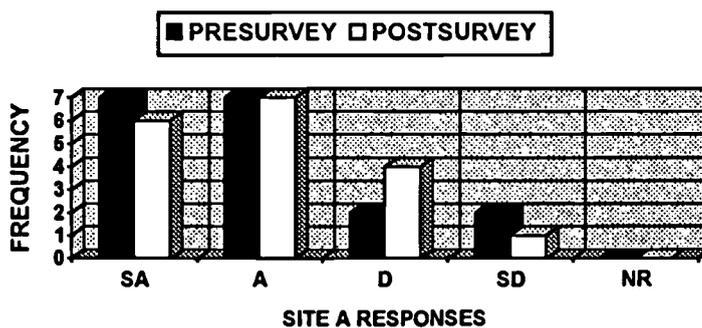
Figure 36. Experience with portfolios
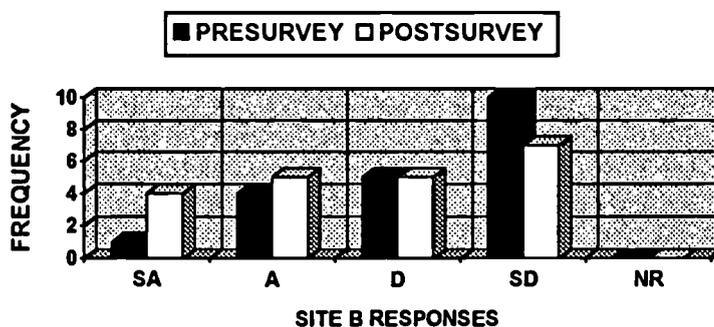
Figure 37. Experience with portfolios
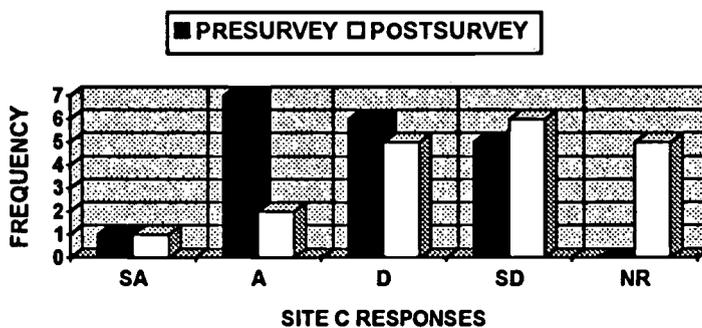
In Figures 35-37, the students responded to the postsurvey question, "Have you ever created a portfolio?" Seventy-two percent of the students at Site A responded positively in the postsurvey compared to 39% in the presurvey, and 60% of the students at Site B responded affirmatively compared to 35% in the presurvey. At Site C, 32% of the students agreed that they had experience creating a portfolio compared to 42% in the presurvey.

Figure 38. Portfolios as accurate indicators

■ PRESURVEY □ POSTSURVEY

SITE A RESPONSES
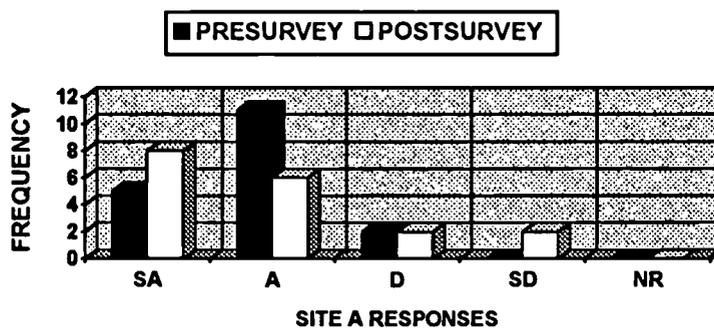
Figure 39. Portfolios as accurate indicators

■ PRESURVEY □ POSTSURVEY

SITE B RESPONSES
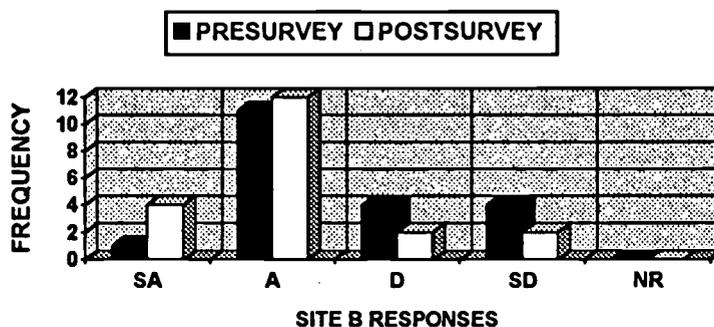
Figure 40. Portfolios as accurate indicators

■ PRESURVEY □ POSTSURVEY

SITE C RESPONSES
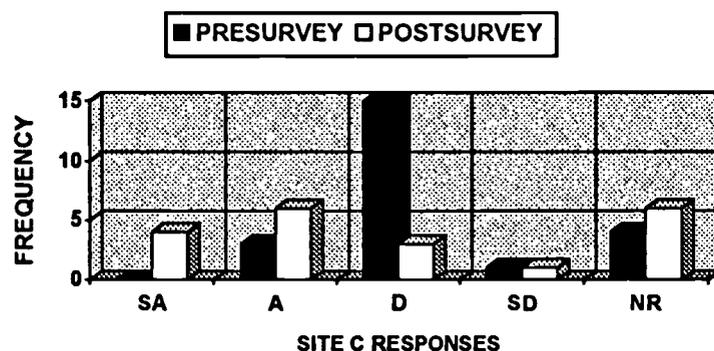
In Figures 38-40, the question was asked, "Are portfolios an accurate indication of what was learned?" The graph indicates that at Site A, there was a drop from 89% of the students in the presurvey to 78% of the students in the postsurvey who believe that portfolios are an accurate indication of what was learned. The students at Site B showed an increase from 60% to 80% from presurvey to postsurvey in their belief that portfolios

are accurate indications of what was learned. At Site C, the percentage of students who disagreed that portfolios are an accurate indication of student learning dropped from 80% to 16%.

Implications for Teachers

The teachers observed many benefits in the use of portfolios. The students were obviously proud of their work, and they took advantage of the opportunity to rework submissions in an effort to receive the highest possible grades. The focus was on quality work because the students knew that others would view the portfolios. Overall, they were successful in completing the necessary components of the portfolios, and had a higher ratio of completed work compared to traditional homework assignments. The teachers required frequent contributions from the students in order to provide them with choices that depicted their progress. The portfolios captured the work process because they included teacher and student comments that led to second and third drafts of certain assignments. Reworking assignments also led students to link new information to prior knowledge and to explain that linking process.

The teachers also felt that the portfolios provided clear expectations for the students, and gave them control over their success, in contrast to the anonymity and capriciousness of standardized tests. The portfolios also provided a more multi-dimensional view of the students, and their choices of which free-picks to include provided information about their interests and learning styles. A student at Site B wrote, "I knew what I needed to do ahead of time because I was given a checklist with the criteria. If I wanted an A I knew what I needed to do in order to get an A."

The teachers chose to construct an intervention that would investigate the use of the masters degree program. The major reasons to continue using portfolios with classes coincide with the very reasons the teachers enjoyed making portfolios. Assessments should improve student learning, they should show creativity and growth, and should provide an opportunity for the student to self-assess. Instead of focusing on memorization or recall, the portfolio stresses the effort put forth by the student and illustrates that there is not one right way to achieve success. The students must make judgments about their progress as learners, and they must include in their portfolios concrete evidence of their growth from pre-instruction to post-instruction. Because the portfolios are shared with several people, they are interactive, and provide for collaboration between teachers and students.

Some of the disadvantages of testing bothered the teachers, who felt that tests focus on what the student doesn't know, versus what he or she does know. Tests provide an on-the spot assessment that may be influenced by many outside factors, while portfolios provide assessments that have been accumulated over time and show preparation. The teachers also felt that tests encourage competition and cheating. Time for testing takes away from teaching time, while portfolio assessment provides for teaching and assessing to be done concurrently.

However, the teachers recognize that they have merely investigated the tip of the iceberg in terms of alternate assessments available to teachers and students alike, and that portfolios are not the panacea to all assessment problems. They intend to offer their students a wider array of choices for inclusion in future portfolios, including audio and videotapes, and CD ROMs. (Appendix AAA-BBB) They also found that portfolio

assessment skewed the grading scales upwards, due to the fact that the students were able to rework assignments and were graded less often using traditional tests during the intervention period.

One of the drawbacks to portfolio assessment was the sense of isolation the teachers felt while working to create something new in school systems that relied more heavily on traditional assessment tools. All three teachers were asked to explain the rationale of the portfolio assessments, and experienced feelings of disapproval, doubt, or apprehension , not from the administration, but from their fellow teachers. Perhaps if more teachers in each school were recruited to use portfolio assessments, a support system would eventually fall into place for the people involved.

It was somewhat difficult to grade the portfolios, based on the subjective nature of the submissions. The teachers felt that checklists (Appendix CCC-DDD) provided the most accurate method of scoring, since they were more concrete and specific, and allowed students to raise their grades by focusing on the items that needed improvement before being checked off. It was also difficult to balance the need to provide grades for the school system and respect the individual nature of the portfolio's contents. On the whole, however, portfolio assessment was felt to be a positive experience, especially the emphasis on the accomplishments of the individual inherent in the creation of a portfolio. There was definitely more focus on what the student learned than on what the teacher taught. One of the most positive outcomes for all three teachers was to see the progress of the students as they learned to assess their own work through reflection and journaling. The teachers gained insight into the true learning personality of each student.

Grades were sometimes given only to certain submissions in the portfolio, and involved an agreement between the teacher and the student as to what the grade should be.

The students at Site A were reluctant to work on portfolios because they felt that the process took time away from the activities they were accustomed to completing in a traditional physical education class. Teacher A also felt that the time constraints of a thirty-minute class impacted negatively on the use of portfolios in her class. She felt that one of the interesting features for portfolio use in her classes was that she discovered what the students thought was important to learn, as opposed to what she thought was important for them to learn.

Teacher A was surprised by the honest insightful reflections of the students, since they were the youngest students involved in the intervention. Not all of the student responses were positive. Some students voiced concerns about the time taken away from physical activities. The parents at Site A felt a better appreciation for and understanding of the portfolio process upon completion of the intervention. One parent commented, "I saw what areas she was good at and what she needs to work on. I learned how she is able to evaluate herself and others, and how responsible she felt for her portfolio. Portfolios are a good way to assess students and should be used more often in all subject areas."

Teacher B increased the number of times she met with the students for the last three weeks of the intervention, due to the difficulty of attempting to complete the portfolios while meeting for 45 minutes per week. She also deviated from the planned schedule of journal statements, because some of the questions were asked too early in the process of assembling the portfolios. She added more journal statements in order to get a

better understanding or the students' thoughts about traditional assessment versus portfolio assessment, which became clearer to the students as the intervention developed. Teacher B also revised the compilation process during the intervention because of the tendency of the students to misplace or lose papers that were incomplete.

The students involved in the portfolio intervention at Site C were the oldest of the three groups of students, and therefore had the most experience and success using traditional assessment methods. These students expressed concern about the personal and individual nature of the portfolios, and wondered if working on portfolios would be detrimental to developing skills that would be useful for college. Upon completion, the students were proud of the compilation of work they had created. The written responses of the parents were positive, with one mother remarking, " I am thrilled to see page after page of French written by my son in response to the novel he read in French! He doesn't often share information about what goes on at school. This was a great way for him to show off and for me to see what he is doing in French class. Unfortunately, communication between parents and teachers lessens at the high school level. The portfolio bridged that gap. I can't believe the creative work he has done. Thank you!"

Recommendations

The three teachers were in agreement that the greatest drawbacks to portfolio assessments related to time and money. It was time-consuming to deal individually with students concerning the contents of their portfolios, although the one-on-one conversations between the teacher and the student that related to portfolio assessment were very rewarding. The larger the class, the less likely it seems that portfolio assessment can be a viable

alternative to traditional testing. The teachers also felt that the original plan for the portfolios contained too many components for completion within a sixteen-week period.

As for financing, the three sites in question varied in financial support for individual portfolios for each student. Money was needed for storage containers for the portfolio collections, and for the individual portfolios and the papers and plastic sleeves that were necessary to keep order. It would be difficult to sustain the use of portfolios over time without a financial commitment by the schools involved. The teacher at Site A experienced difficulty with storage because her class does not meet in a traditional classroom setting. There is no storage area in the gym, so the portfolios were stored in the office. This was feasible for the targeted class, but the prospect of using portfolios for nine classes of 20-25 students would be daunting. Teacher B felt that the administration at her school was supportive about both the cost and the need for storage for the portfolios, and that this support would allow her to continue to use portfolios as assessment tools for all of her classes next year. Due to the positive reactions of her students, teacher C will outfit her classroom with shelving units next year that will contain enough space to store portfolios for all of her classes. Teacher C teaches the same students over a four-year period, and hopes to continue the portfolio process for each student throughout ninth through twelfth grades.

A major concern for the students was keeping their work organized. Originally, rough drafts and unfinished projects were kept separately, and the portfolio binders were reserved for completed work, but several students misplaced or lost papers until they came up with the solution of keeping all work in all stages of completion in the binders.

This new system worked and eliminated the concern for missing items, but necessitated additional class time in which to organize and prioritize items in the binders.

Before beginning the research, the three teachers already felt that standardized and/or teacher-made tests were flawed because they could not take into account the individuality of the students in class. That opinion has not changed; however it must be stated that, when dealing with large numbers of students, standardized tests are often the most logical choice. Due to the ease of administering and grading standardized tests, they are most often chosen over authentic assessments. The three teachers are unanimous however, in the belief that the end results, the completed portfolios, were worth the time, money, and effort involved in their creation.

The teachers were not satisfied with the questions they used for the presurveys and postsurveys. The questions were too vague and open to interpretation. The questions about the student's experience in creating portfolios were confusing because the students did not know if they should include the current portfolio intervention as part of their experience. The teachers came from three unique school districts and therefore the responses to the surveys were quite different. The students from Site A, although the youngest of the three groups, had considerable experience using portfolios due to the reputation of the school district for being innovative and creative. The students from Sites A and B were grouped heterogenously, while the students from Site C were in an "honors" class, and therefore represented both the oldest group and the group that had the most experience being successful in a traditional grading situation. Some of these students were uncomfortable because of the lack of competition involved in the portfolio process.

Conclusion

We recognize that assessment must satisfy many people--students, teachers, parents, administrators, school boards, communities, systems of education, and politicians. This is definitely a complex issue, made no easier by the fact that the person being assessed is also bringing into play certain capabilities, emotions, and expectations that are difficult to separate from the evaluation process. Our final thoughts are that portfolio assessments provide an alternate measurement method that takes the entire person into account, as opposed to the narrow view which traditional tests portray. Portfolios provide a valuable and necessary portrait of the student, and document growth over a specific length of time. Portfolios capture the student at a given moment; they chart progress, show growth, tell a story. Now that we have begun to explore the creation of portfolios, we intend to continue refining and expanding portfolio usage with our classes to provide our students with tangible proof of the learning process. We challenge other teachers to take the less-traveled road. "Oh, the places you'll go!" (Geisel, 1990 p.11)

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PARENT PRESURVEY

PLEASE DO NOT WRITE YOUR NAME

AGE OF STUDENT: _____   *GRADE LEVEL:* _____

PLEASE LOOK OVER THE TECHFOLIO BEFORE YOU ANSWER THE QUESTIONS ON THIS SURVEY.
PEASE CIRCLE THE MOST APPROPRIATE RESPONSE

STRONGLY AGREE	*AGREE*	*DISAGREE*	*STRONGLY DISAGREE*
SA	**A**	**D**	**SD**

1. MY CHILD'S GRADES ARE AN ACCURATE INDICATION OF WHAT HE/SHE HAS LEARNED.
   SA   **A**   **D**   **SD**

2. THE CURRENT GRADING SYSTEM IS FAIR.
   SA   **A**   **D**   **SD**

3. I UNDERSTAND WHAT PORTFOLIO ASSESSMENT MEANS.
   SA   **A**   **D**   **SD**

4. MY CHILD HAS PREVIOUSLY CREATED A PORTFOLIO IN SCHOOL. (IF SO, WHICH CLASS OR GRADE LEVEL?)
   SA   **A**   **D**   **SD**

5. PORTFOLIOS ARE AN ACCURATE INDICATION OF WHAT MY CHILD HAS LEARNED.
   SA   **A**   **D**   **SD**

ADDITIONAL COMMENTS:

PARENT PRESURVEY SITE A

PLEASE DO NOT WRITE YOUR NAME

AGE OF STUDENT: _____   *GRADE LEVEL:* _____

PLEASE LOOK OVER THE TECHFOLIO BEFORE YOU ANSWER THE QUESTIONS ON THIS SURVEY.
PEASE CIRCLE THE MOST APPROPRIATE RESPONSE

STRONGLY AGREE	*AGREE*	*DISAGREE*	*STRONGLY DISAGREE*
SA	A	D	SD

1. MY CHILD'S GRADES ARE AN ACCURATE INDICATION OF WHAT HE/SHE HAS LEARNED.

SA	A	D	SD
5	11	1	0

2. THE CURRENT GRADING SYSTEM IS FAIR.

SA	A	D	SD
4	10	3	0

3. I UNDERSTAND WHAT PORTFOLIO ASSESSMENT MEANS.

SA	A	D	SD
2	9	7	0

4. MY CHILD HAS PREVIOUSLY CREATED A PORTFOLIO IN SCHOOL. (IF SO, WHICH CLASS OR GRADE LEVEL?)

SA	A	D	SD
3	2	6	1

5. PORTFOLIOS ARE AN ACCURATE INDICATION OF WHAT MY CHILD HAS LEARNED.

SA	A	D	SD
2	6	5	1

ADDITIONAL COMMENTS:

There were a total of 18 students at Site A.
NR=No Response was not given as a choice, but for data collection purposes, it was added to the graphs in chapters 2 and 4.

PARENT PRESURVEY SITE B

PLEASE DO NOT WRITE YOUR NAME

AGE OF STUDENT: _____   GRADE LEVEL: _____

PLEASE LOOK OVER THE TECHFOLIO BEFORE YOU ANSWER THE QUESTIONS ON THIS SURVEY.
PEASE CIRCLE THE MOST APPROPRIATE RESPONSE

STRONGLY AGREE   AGREE   DISAGREE   STRONGLY DISAGREE
     SA   A   D   SD

1. MY CHILD'S GRADES ARE AN ACCURATE INDICATION OF WHAT HE/SHE HAS LEARNED.

SA	A	D	SD
2	15	2	0

2. THE CURRENT GRADING SYSTEM IS FAIR.

SA	A	D	SD
1	17	1	0

3. I UNDERSTAND WHAT PORTFOLIO ASSESSMENT MEANS.

SA	A	D	SD
2	8	7	2

4. MY CHILD HAS PREVIOUSLY CREATED A PORTFOLIO IN SCHOOL. (IF SO, WHICH CLASS OR GRADE LEVEL?)

SA	A	D	SD
1	2	6	8

5. PORTFOLIOS ARE AN ACCURATE INDICATION OF WHAT MY CHILD HAS LEARNED.

SA	A	D	SD
2	6	5	3

ADDITIONAL COMMENTS:

There were a total of 20 students at Site B.
NR=No Response was not given as a choice, but for data collection purposes, it was added to the graphs in chapters 2 and 4.

PARENT PRESURVEY SITE C

PLEASE DO NOT WRITE YOUR NAME

AGE OF STUDENT: _____   *GRADE LEVEL:* _____

PLEASE LOOK OVER THE TECHFOLIO BEFORE YOU ANSWER THE QUESTIONS ON THIS SURVEY.
PEASE CIRCLE THE MOST APPROPRIATE RESPONSE

STRONGLY AGREE	*AGREE*	*DISAGREE*	*STRONGLY DISAGREE*
SA	**A**	**D**	**SD**

1. MY CHILD'S GRADES ARE AN ACCURATE INDICATION OF WHAT HE/SHE HAS LEARNED.

SA	**A**	**D**	**SD**
2	12	1	0

2. THE CURRENT GRADING SYSTEM IS FAIR.

SA	**A**	**D**	**SD**
1	13	1	0

3. I UNDERSTAND WHAT PORTFOLIO ASSESSMENT MEANS.

SA	**A**	**D**	**SD**
2	7	3	3

4. MY CHILD HAS PREVIOUSLY CREATED A PORTFOLIO IN SCHOOL. (IF SO, WHICH CLASS OR GRADE LEVEL?)

SA	**A**	**D**	**SD**
1	0	7	7

5. PORTFOLIOS ARE AN ACCURATE INDICATION OF WHAT MY CHILD HAS LEARNED.

SA	**A**	**D**	**SD**
1	8	4	1

ADDITIONAL COMMENTS:

There were a total of 19 students at Site C.
NR=No Response was not given as a choice, but for data collection purposes, it was added to the graphs in chapters 2 and 4.

PARENT POSTSURVEY

PLEASE DO NOT WRITE YOUR NAME

AGE OF STUDENT: _____   *GRADE LEVEL:* _____

PLEASE LOOK OVER THE TECHFOLIO BEFORE YOU ANSWER THE QUESTIONS ON THIS SURVEY.
PEASE CIRCLE THE MOST APPROPRIATE RESPONSE

STRONGLY AGREE	*AGREE*	*DISAGREE*	*STRONGLY DISAGREE*
SA	**A**	**D**	**SD**

1. MY CHILD'S GRADES ARE AN ACCURATE INDICATION OF WHAT HE/SHE HAS LEARNED.

SA	**A**	**D**	**SD**

2. THE CURRENT GRADING SYSTEM IS FAIR.

SA	**A**	**D**	**SD**

3. I UNDERSTAND WHAT PORTFOLIO ASSESSMENT MEANS.

SA	**A**	**D**	**SD**

4. MY CHILD HAS PREVIOUSLY CREATED A PORTFOLIO IN SCHOOL. (IF SO, WHICH CLASS OR GRADE LEVEL?)

SA	**A**	**D**	**SD**

5. PORTFOLIOS ARE AN ACCURATE INDICATION OF WHAT MY CHILD HAS LEARNED.

SA	**A**	**D**	**SD**

ADDITIONAL COMMENTS:

PARENT POSTSURVEY SITE A

PLEASE DO NOT WRITE YOUR NAME

AGE OF STUDENT: _____   *GRADE LEVEL:* _____

PLEASE LOOK OVER THE TECHFOLIO BEFORE YOU ANSWER THE QUESTIONS ON THIS SURVEY.
PEASE CIRCLE THE MOST APPROPRIATE RESPONSE

STRONGLY AGREE	*AGREE*	*DISAGREE*	*STRONGLY DISAGREE*
SA	**A**	**D**	**SD**

1. MY CHILD'S GRADES ARE AN ACCURATE INDICATION OF WHAT HE/SHE HAS LEARNED.

SA	**A**	**D**	**SD**
5	10	2	0

2. THE CURRENT GRADING SYSTEM IS FAIR.

SA	**A**	**D**	**SD**
8	8	1	0

3. I UNDERSTAND WHAT PORTFOLIO ASSESSMENT MEANS.

SA	**A**	**D**	**SD**
6	9	2	0

4. MY CHILD HAS PREVIOUSLY CREATED A PORTFOLIO IN SCHOOL. (IF SO, WHICH CLASS OR GRADE LEVEL?)

SA	**A**	**D**	**SD**
5	7	2	2

5. PORTFOLIOS ARE AN ACCURATE INDICATION OF WHAT MY CHILD HAS LEARNED.

SA	**A**	**D**	**SD**
8	7	2	0

ADDITIONAL COMMENTS:

There were a total of 18 students at Site A.
NR=No Response was not given as a choice, but for data collection purposes, it was added to the graphs in chapters 2 and 4.

PARENT POSTSURVEY SITE B

PLEASE DO NOT WRITE YOUR NAME

AGE OF STUDENT: _____   *GRADE LEVEL:* _____

PLEASE LOOK OVER THE TECHFOLIO BEFORE YOU ANSWER THE QUESTIONS ON THIS SURVEY.
PEASE CIRCLE THE MOST APPROPRIATE RESPONSE

STRONGLY AGREE	*AGREE*	*DISAGREE*	*STRONGLY DISAGREE*
SA	A	D	SD

1. MY CHILD'S GRADES ARE AN ACCURATE INDICATION OF WHAT HE/SHE HAS LEARNED.

SA	A	D	SD
8	10	2	0

2. THE CURRENT GRADING SYSTEM IS FAIR.

SA	A	D	SD
4	14	2	0

3. I UNDERSTAND WHAT PORTFOLIO ASSESSMENT MEANS.

SA	A	D	SD
6	13	0	0

4. MY CHILD HAS PREVIOUSLY CREATED A PORTFOLIO IN SCHOOL. (IF SO, WHICH CLASS OR GRADE LEVEL?)

SA	A	D	SD
1	5	9	2

5. PORTFOLIOS ARE AN ACCURATE INDICATION OF WHAT MY CHILD HAS LEARNED.

SA	A	D	SD
5	14	1	0

ADDITIONAL COMMENTS:

There were a total of 20 students at Site B.
NR=No Response was not given as a choice, but for data collection purposes, it was added to the graphs in chapters 2 and 4.

PARENT POSTSURVEY SITE C

PLEASE DO NOT WRITE YOUR NAME

AGE OF STUDENT: _____   *GRADE LEVEL:* _____

PLEASE LOOK OVER THE TECHFOLIO BEFORE YOU ANSWER THE QUESTIONS ON THIS SURVEY.
PEASE CIRCLE THE MOST APPROPRIATE RESPONSE

STRONGLY AGREE	*AGREE*	*DISAGREE*	*STRONGLY DISAGREE*
SA	**A**	**D**	**SD**

1. MY CHILD'S GRADES ARE AN ACCURATE INDICATION OF WHAT HE/SHE HAS LEARNED.

SA	**A**	**D**	**SD**
2	6	5	0

2. THE CURRENT GRADING SYSTEM IS FAIR.

SA	**A**	**D**	**SD**
2	6	5	0

3. I UNDERSTAND WHAT PORTFOLIO ASSESSMENT MEANS.

SA	**A**	**D**	**SD**
3	9	0	1

4. MY CHILD HAS PREVIOUSLY CREATED A PORTFOLIO IN SCHOOL. (IF SO, WHICH CLASS OR GRADE LEVEL?)

SA	**A**	**D**	**SD**
0	2	5	6

5. PORTFOLIOS ARE AN ACCURATE INDICATION OF WHAT MY CHILD HAS LEARNED.

SA	**A**	**D**	**SD**
1	9	3	0

ADDITIONAL COMMENTS:

There were a total of 19 students at Site C.
NR=No Response was not given as a choice, but for data collection purposes, it was added to the graphs in chapters 2 and 4.

STUDENT PRESURVEY

PLEASE DO NOT WRITE YOUR NAME

AGE OF STUDENT: _____   *GRADE LEVEL:* _____

PEASE CIRCLE THE MOST APPROPRIATE RESPONSE

STRONGLY AGREE   *AGREE*   *DISAGREE*   *STRONGLY DISAGREE*

   SA   **A**   **D**   **SD**

1. MY GRADES ARE AN ACCURATE INDICATION OF WHAT I HAVE LEARNED. (DO YOU FEEL YOUR GRADE SHOWS WHAT YOU KNOW?)
   SA   **A**   **D**   **SD**

2. THE CURRENT GRADING SYSTEM IS FAIR. (ARE YOU ALWAYS GRADED FAIRLY?)
   SA   **A**   **D**   **SD**

3. I UNDERSTAND WHAT PORTFOLIO ASSESSMENT MEANS. (DO YOU KNOW WHAT A PORTFOLIO IS?)
   SA   **A**   **D**   **SD**

4. I HAVE PREVIOUSLY CREATED A PORTFOLIO IN SCHOOL. (IF SO, WHICH CLASS OR GRADE LEVEL?)
   SA   **A**   **D**   **SD**

5. PORTFOLIOS ARE AN ACCURATE INDICATION OF WHAT I HAVE LEARNED.
   SA   **A**   **D**   **SD**

ADDITIONAL COMMENTS:

STUDENT PRESURVEY SITE A

PLEASE DO NOT WRITE YOUR NAME

AGE OF STUDENT: _____   *GRADE LEVEL:* _____

PEASE CIRCLE THE MOST APPROPRIATE RESPONSE

STRONGLY AGREE	*AGREE*	*DISAGREE*	*STRONGLY DISAGREE*
SA	**A**	**D**	**SD**

1. MY GRADES ARE AN ACCURATE INDICATION OF WHAT I HAVE LEARNED. (DO YOU FEEL YOUR GRADE SHOWS WHAT YOU KNOW?)

SA	**A**	**D**	**SD**
5	11	2	0

2. THE CURRENT GRADING SYSTEM IS FAIR. (ARE YOU ALWAYS GRADED FAIRLY?)

SA	**A**	**D**	**SD**
0	4	10	4

3. I UNDERSTAND WHAT PORTFOLIO ASSESSMENT MEANS. (DO YOU KNOW WHAT A PORTFOLIO IS?)

SA	**A**	**D**	**SD**
8	7	2	0

4. I HAVE PREVIOUSLY CREATED A PORTFOLIO IN SCHOOL. (IF SO, WHICH CLASS OR GRADE LEVEL?)

SA	**A**	**D**	**SD**
7	7	2	0

5. PORTFOLIOS ARE AN ACCURATE INDICATION OF WHAT I HAVE LEARNED.

SA	**A**	**D**	**SD**
5	11	2	0

ADDITIONAL COMMENTS:
There were a total of 18 students at Site A.
NR=No Response was not given as a choice, but for data collection purposes, it was added to the graphs in chapters 2 and 4.

STUDENT PRESURVEY SITE B

PLEASE DO NOT WRITE YOUR NAME

AGE OF STUDENT: _____   *GRADE LEVEL:* _____

PEASE CIRCLE THE MOST APPROPRIATE RESPONSE

STRONGLY AGREE	*AGREE*	*DISAGREE*	*STRONGLY DISAGREE*
SA	**A**	**D**	**SD**

1. MY GRADES ARE AN ACCURATE INDICATION OF WHAT I HAVE LEARNED. (DO YOU FEEL YOUR GRADE SHOWS WHAT YOU KNOW?)

SA	**A**	**D**	**SD**
0	19	2	1

2. THE CURRENT GRADING SYSTEM IS FAIR. (ARE YOU ALWAYS GRADED FAIRLY?)

SA	**A**	**D**	**SD**
0	19	0	1

3. I UNDERSTAND WHAT PORTFOLIO ASSESSMENT MEANS. (DO YOU KNOW WHAT A PORTFOLIO IS?)

SA	**A**	**D**	**SD**
1	7	6	6

4. I HAVE PREVIOUSLY CREATED A PORTFOLIO IN SCHOOL. (IF SO, WHICH CLASS OR GRADE LEVEL?)

SA	**A**	**D**	**SD**
1	4	5	10

5. PORTFOLIOS ARE AN ACCURATE INDICATION OF WHAT I HAVE LEARNED.

SA	**A**	**D**	**SD**
1	11	4	4

ADDITIONAL COMMENTS:
There were a total of 20 students at Site B.
NR=No Response was not given as a choice, but for data collection purposes, it was added to the graphs in chapters 2 and 4.

STUDENT PRESURVEY SITE C

PLEASE DO NOT WRITE YOUR NAME

AGE OF STUDENT: _____   *GRADE LEVEL:* _____

PEASE CIRCLE THE MOST APPROPRIATE RESPONSE

STRONGLY AGREE	*AGREE*	*DISAGREE*	*STRONGLY DISAGREE*
SA	A	D	SD

1. MY GRADES ARE AN ACCURATE INDICATION OF WHAT I HAVE LEARNED. (DO YOU FEEL YOUR GRADE SHOWS WHAT YOU KNOW?)

SA	A	D	SD
0	11	6	2

2. THE CURRENT GRADING SYSTEM IS FAIR. (ARE YOU ALWAYS GRADED FAIRLY?)

SA	A	D	SD
0	11	8	0

3. I UNDERSTAND WHAT PORTFOLIO ASSESSMENT MEANS. (DO YOU KNOW WHAT A PORTFOLIO IS?)

SA	A	D	SD
2	9	5	3

4. I HAVE PREVIOUSLY CREATED A PORTFOLIO IN SCHOOL. (IF SO, WHICH CLASS OR GRADE LEVEL?)

SA	A	D	SD
1	7	6	5

5. PORTFOLIOS ARE AN ACCURATE INDICATION OF WHAT I HAVE LEARNED.

SA	A	D	SD
0	3	15	1

ADDITIONAL COMMENTS:

There were a total of 19 students at Site C.
NR=No Response was not given as a choice, but for data collection purposes, it was added to the graphs in chapters 2 and 4.

STUDENT POSTSURVEY

PLEASE DO NOT WRITE YOUR NAME

AGE OF STUDENT: _____   *GRADE LEVEL:* _____

PEASE CIRCLE THE MOST APPROPRIATE RESPONSE

STRONGLY AGREE	*AGREE*	*DISAGREE*	*STRONGLY DISAGREE*
SA	**A**	**D**	**SD**

1. MY GRADES ARE AN ACCURATE INDICATION OF WHAT I HAVE LEARNED. (DO YOU FEEL YOUR GRADE SHOWS WHAT YOU KNOW?)

SA	**A**	**D**	**SD**

2. THE CURRENT GRADING SYSTEM IS FAIR. (ARE YOU ALWAYS GRADED FAIRLY?)

SA	**A**	**D**	**SD**

3. I UNDERSTAND WHAT PORTFOLIO ASSESSMENT MEANS. (DO YOU KNOW WHAT A PORTFOLIO IS?)

SA	**A**	**D**	**SD**

4. I HAVE PREVIOUSLY CREATED A PORTFOLIO IN SCHOOL. (IF SO, WHICH CLASS OR GRADE LEVEL?)

SA	**A**	**D**	**SD**

5. PORTFOLIOS ARE AN ACCURATE INDICATION OF WHAT I HAVE LEARNED.

SA	**A**	**D**	**SD**

ADDITIONAL COMMENTS:

STUDENT POSTSURVEY SITE A

PLEASE DO NOT WRITE YOUR NAME

AGE OF STUDENT: _____   *GRADE LEVEL:* _____

PEASE CIRCLE THE MOST APPROPRIATE RESPONSE

STRONGLY AGREE	*AGREE*	*DISAGREE*	*STRONGLY DISAGREE*
SA	**A**	**D**	**SD**

1. MY GRADES ARE AN ACCURATE INDICATION OF WHAT I HAVE LEARNED. (DO YOU FEEL YOUR GRADE SHOWS WHAT YOU KNOW?)

SA	**A**	**D**	**SD**
4	11	3	0

2. THE CURRENT GRADING SYSTEM IS FAIR. (ARE YOU ALWAYS GRADED FAIRLY?)

SA	**A**	**D**	**SD**
3	11	4	0

3. I UNDERSTAND WHAT PORTFOLIO ASSESSMENT MEANS. (DO YOU KNOW WHAT A PORTFOLIO IS?)

SA	**A**	**D**	**SD**
11	6	0	1

4. I HAVE PREVIOUSLY CREATED A PORTFOLIO IN SCHOOL. (IF SO, WHICH CLASS OR GRADE LEVEL?)

SA	**A**	**D**	**SD**
6	7	4	1

5. PORTFOLIOS ARE AN ACCURATE INDICATION OF WHAT I HAVE LEARNED.

SA	**A**	**D**	**SD**
8	6	2	2

ADDITIONAL COMMENTS:
There were a total of 18 students at Site A.
NR=No Response was not given as a choice, but for data collection purposes, it was added to the graphs in chapters 2 and 4.

STUDENT POSTSURVEY SITE B

PLEASE DO NOT WRITE YOUR NAME

AGE OF STUDENT: _____   *GRADE LEVEL:* _____

PEASE CIRCLE THE MOST APPROPRIATE RESPONSE

STRONGLY AGREE	*AGREE*	*DISAGREE*	*STRONGLY DISAGREE*
SA	**A**	**D**	**SD**

1. MY GRADES ARE AN ACCURATE INDICATION OF WHAT I HAVE LEARNED. (DO YOU FEEL YOUR GRADE SHOWS WHAT YOU KNOW?)

SA	**A**	**D**	**SD**
3	12	5	0

2. THE CURRENT GRADING SYSTEM IS FAIR. (ARE YOU ALWAYS GRADED FAIRLY?)

SA	**A**	**D**	**SD**
6	12	2	0

3. I UNDERSTAND WHAT PORTFOLIO ASSESSMENT MEANS. (DO YOU KNOW WHAT A PORTFOLIO IS?)

SA	**A**	**D**	**SD**
10	9	1	0

4. I HAVE PREVIOUSLY CREATED A PORTFOLIO IN SCHOOL. (IF SO, WHICH CLASS OR GRADE LEVEL?)

SA	**A**	**D**	**SD**
4	4	5	7

5. PORTFOLIOS ARE AN ACCURATE INDICATION OF WHAT I HAVE LEARNED.

SA	**A**	**D**	**SD**
4	12	2	2

ADDITIONAL COMMENTS:
There were a total of 20 students at Site B.
NR=No Response was not given as a choice, but for data collection purposes, it was added to the graphs in chapters 2 and 4.

STUDENT POSTSURVEY SITE C

PLEASE DO NOT WRITE YOUR NAME

AGE OF STUDENT: _____   *GRADE LEVEL:* _____

PEASE CIRCLE THE MOST APPROPRIATE RESPONSE

STRONGLY AGREE	*AGREE*	*DISAGREE*	*STRONGLY DISAGREE*
SA	**A**	**D**	**SD**

1. MY GRADES ARE AN ACCURATE INDICATION OF WHAT I HAVE LEARNED. (DO YOU FEEL YOUR GRADE SHOWS WHAT YOU KNOW?)

SA	A	D	SD
1	8	4	1

2. THE CURRENT GRADING SYSTEM IS FAIR. (ARE YOU ALWAYS GRADED FAIRLY?)

SA	A	D	SD
1	9	3	1

3. I UNDERSTAND WHAT PORTFOLIO ASSESSMENT MEANS. (DO YOU KNOW WHAT A PORTFOLIO IS?)

SA	A	D	SD
8	5	1	0

4. I HAVE PREVIOUSLY CREATED A PORTFOLIO IN SCHOOL. (IF SO, WHICH CLASS OR GRADE LEVEL?)

SA	A	D	SD
1	2	5	6

5. PORTFOLIOS ARE AN ACCURATE INDICATION OF WHAT I HAVE LEARNED.

SA	A	D	SD
4	6	3	1

ADDITIONAL COMMENTS:

There were a total of 19 students at Site C.

NR=No Response was not given as a choice, but for data collection purposes, it was added to the graphs in chapters 2 and 4.

LE PETIT PRINCE
LES QUESTIONS GUIDEES
CHAPITRES 8-12

REPONDEZ A CES QUESTIONS POUR LES DISCUTER EN CLASSE

Chapitre 8

1. Faites un dessin de la fleur en la remplissant avec ces mots de vocabulaire.
   LES PETALES (petals)
   L'HERBE (grass)
   LA GRAINE (seed)
   LA BRINDILLE (stem)
   LE BOUTON (center)

2. De quoi la fleur avait-elle peur?

3. Comparez la fleur à une femme,en citant le texte.

4. Est-ce que la peur de la fleur est raisonable? Pourquoi ou pourquoi pas?

5. Quels sont des aspects negatifs des relations avec une jeune fille à votre age?

6. Etes-vous trop jeune pour savoir aimer? Pourquoi ou pourquoi pas?

Chapitre 9

1. Qu'est-ce que la fleur possede pour sa protection contre les bêtes?

2. Pourquoi la fleur tousse-t-elle?

Chapitre 10

1. Qu'est-ce que vous aimez faire quand vous êtes triste?

2. Qui le roi voulait-il que le petit prince juge sur son planète?

3. Pourquoi le roi voulait-il que le prince reste sur sa planète avec lui?

Chapitre 11

1. Que portait le vaniteux?

2. Redites ce chapitre du point du vue du vaniteux.

Chapitre 12

1. Qui habitait le troisième planete?

2. Quelles sont les deux raisons pourquoi le buveur boit?

3. Que dit l'auteur au sujet des addictions?

LES REFLECTIONS:

Choisissez une phrase qui vous represente et expliquez sa signifiance pour vous.

J'AURAI DU LA JUGER SUR LES ACTES, PAS SUR LES MOTS

IL FAUT BIEN QUE JE SUPPORTE DEUX OU TROIS CHENILLES SI JE VEUX CONNAITRE LES PAPILLONS

LES GRANDES PERSONNES SONT DECIDEMENT BIEN BIZARRES

JE SUIS CELEBRE

Je m'appelle

Ma voiture préférée, c'est

Le dernier film que j'ai vu, c'est

Je reste à la maison pour voir

Ma nourriture préférée, c'est

Mon nom familier, c'est

Ma vedette preféree, c'est

Mon hero, c'est

Les gens croient que je suis

Personne ne sait que je suis

Je voudrais rencontrer

Ma fantaisie, c'est de

Les meilleurs conseils que ma mère m'a jamais donnés

Trois mots qui me décrivent sont

Je souhaite que je pourrais controller

Je suis meilleur que personne à

Ma bete s'appelle

Ma meilleure experience en école, c'était

Ma pire experience en école, c'était

LE PETIT PRINCE
LES PLANÈTES

REMPLISSEZ CE DESSIN DES PLANÈTES VISITÉS PAR LE PETIT PRINCE EN EXPLIQUANT CE QUI A HABITÉ CHAQUE PLANÈTE ET CE QUE CETTE PERSONNE A OFFERT AU PETIT PRINCE.

PUIS, CHOISISSEZ UNE DES PERSONNAGES DU LIVRE QUE VOUS RECONNAISSEZ DE VOTRE VIE ET ÉCRIVEZ DEUX PARAGRAPHES EN COMPARANT CETTE PERSONNE IMAGINAIRE À UNE PERSONNE ACTUELLE.
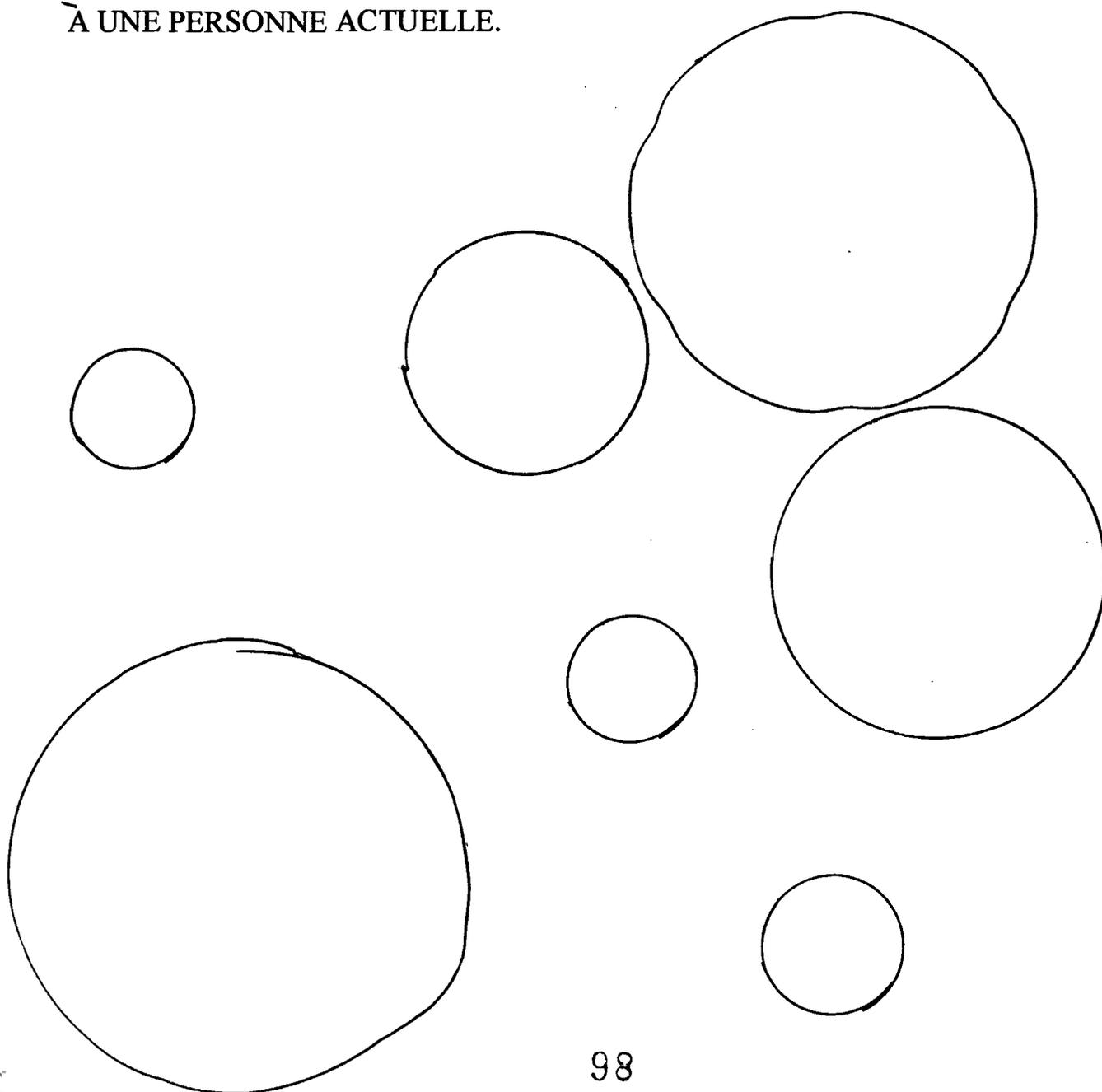
LE PETIT PRINCE
LA FIN

À LA FIN DU LIVRE, L'AUTEUR DISCUTE SA VIE DANS LES SIX ANS DEPUIS QUE LE PETIT PRINCE A DISPARU.

RÉCRIVEZ LE DERNIER CHAPITRE AU POINT DU VUE DU PETIT PRINCE, EN DISANT CE QUI S'EST PASSÉ APRES SON DÉPART DE LA TERRE, ET SES SENTIMENTS ENVERS LE PILOTE ET SES AVENTURES LOIN DE SA PLANÈTE.

TEAMWORK

LOOKS LIKE

SOUNDS LIKE

LOG ENTRIES FOR COMPUTER LOG BOOK

🖳 *DEFINITIONS*

- Tool bar
- Task bar
- Status bar
- Menu
- Pop up menu
- Network
- Icons
- Import

🖳 STEPS FOR HOW TO...

- Access a program
- Cut and paste
- Import graphics
- Import text
- Delete text
- Exit a program
- Turn on a computer
- Turn off a computer
- Log on to network
- Log off to network
- Save to hard drive
- Save to a disk
- Save to the server
- Print
- Change font style
- Change font color
- Change font size
- Change screen saver/wallpaper
- Use bold, italics and underline icons
- Add bullets/numbers
- Access a program from the network
- Import a table
- Add columns

JOURNAL

The following are examples of journal questions which will be used in our portfolio research.

1. A PORTFOLIO IS..........

2. I THINK CREATING A PORTFOLIO IS GOING TO BE......

3. MY FEELINGS ABOUT TRADITIONAL GRADING ARE......

4. A PROBLEM I AM HAVING WITH MY PORTFOLIO IS.....

5. THE THING I LIKE MOST ABOUT PORTFOLIOS IS........

6. THE THING I LIKE LEAST ABOUT PORTFOLIOS IS..........

7. PORTFOLIOS MAKE THIS CLASS DIFFERENT THAN OTHERS BECAUSE........

8. THE THING I AM MOST PROUD OF IN MY PORTFOLIO IS........

9. I WANT YOU TO NOTICE THESE THINGS IN MY PORTFOLIO..........

10. SOMETHING I LEARNED ABOUT MYSELF DURING THE PORTFOLIO PROCESS.......

11. ONE THING I WILL ALWAYS REMEMBER ABOUT THIS CLASS IS..........

Computer **Journal**

2-7-01

Do tests show your teachers everything you learned? No, because everything you learned and haven't learned isn't actually on the test, only the basic things are.

2-14-01

What things do you like about techfolios... I like that they are easy to show to people instead of carrying a whole bunch of papers and it shows others what you have learned to do with computers.

2-28-01

What is a problem or concern you might have with your techfolio? My problem is trying to keep all the papers organized and tidy.

Write about something you learned about yourself during the techfolio process... I learned that I am not to organize with doing this.

3-5-01

The thing I am most proud of my techfolio is...the high use of computers is very high tech.

3-7-01

One thing that I will remember about this class is ...the many things I learned to do.

8/301
Computer

Journal!!

2-28-2001
What is the problem or concern you are having with your techfolio?
I didn't make a cover yet but, that is all I need to add.

2-28-2001
Write about something you learned about yourself during the techfolio process.
I have learned how to get more organized with my work and get all the papers kept in my binder.

2-14-2001
What is the thing you like most about techfolios and why?
I like saving my work because the I can look back at what I have done during the year.

3-5-2001
The thing I'm most proud of in my techfolio is...
My newspaper because it's the nicest, most colorful, and I put the most time into it.

3-7-2001
The thing I will always remember about this class is....why?
I will always remember making the techfolios because I will save it forever.

TEACHER JOURNAL
USED DURING ACTION RESEARCH

ACTIONS TAKEN: **WEEK OF: 2-19-01**
- ➤ Journal statement asked—What is a problem you are having with your portfolio?
- ➤ Teacher made test (performance based) worth 50 points called—Show Me What You Know 8th Grade: Create a graph
- ➤ Each student received a set of directions that stated all the criteria needed to include on the graph.
- ➤ Some things students needed to include—title, data, and legend
- ➤ Students could choose between a pie or bar graph=free pick
- ➤ Students saved the test to their disks because part of the grade was based on the ability to save to a disk
- ➤ I evaluated them from the disk

REFLECTION:

PLUSES	MINUSES	INTERESTING
✔ Students asked to demonstrate a skill not a pencil paper test ✔ Performance tests are another way for students to demonstrate what they can apply not just memorize ✔ All had a chance to be successful ✔ Students verbally gave a sign of relief when they found out it was performance based ✔ Many students said, "I don't like written tests." ✔ Journal statement— Most said=I have trouble keeping my things organized	✔ Many would still rather take "traditional tests"=those who do well on written tests ✔ I questioned myself=I'm not sure if the test was too easy since there were no low scores. Was the material covered so well that they knew the material? ✔ Or, since they had to apply their knowledge instead of spitting it back out to me, is this a better way to show acquisition of knowledge?	✔ All students even those on a modified program were successful ✔ Need to try a paper and pencil test to compare results ✔ 8th grade teacher saw their printed graph project and wants to know how to do that. ✔ Several students jumped at the chance and said, "I can teach you."=A true test that knowledge was acquired. ✔ Journal statement— A couple said=We need more things in our binder ✔ Two said=I don't like putting holes in my papers when I put my work in the binder

Name

Student Observed

What things did you feel the person did well?

What things do you think the person needs to improve upon?

My favorite piece in my portfolio is...

_____

_____

_____

_____

_____

_____

The project I most enjoyed was...

_____

_____

_____

_____

_____

_____

The one piece I could improve is...

_____

_____

_____

_____

_____

_____

The most important thing I learned about was...

_____

_____

_____

_____

_____

_____

_____

PEER PMI

DIRECTIONS: Write comments about the Techfolio you looked at today. Remember to keep in mind that the owner of this Techfolio has worked very hard to put this project together. You may print or write, but please be neat so the Techfolio owner and I can read your comments.

WHOSE TECHFOLIO DID YOU LOOK AT TODAY? (THEIR NAME/GR/RM#)

_____

NAME OF THE COMMENTATOR (YOUR NAME/GR/RM#)

_____

PLUS (+)	MINUS (-)	INTERESTING (?)

MRS. POTTER'S QUESTIONS
REFLECTION

NAME _____   GRADE/ROOM# _____

TYPE OF PROJECT _____

DIRECTIONS: Answer each question as honestly and as completely as you can. Be as specific as possible.

What were you expected to do?

In this assignment, what did you do well?

If you had to do this task over, what would you do differently?

What help do you need from me?

1. What did you do well in this unit?

2. What would you do differently next time?

3. Do you need any help?

4. How can you help someone else?

EE

NAME:
ROOM # :
UNIT:

111
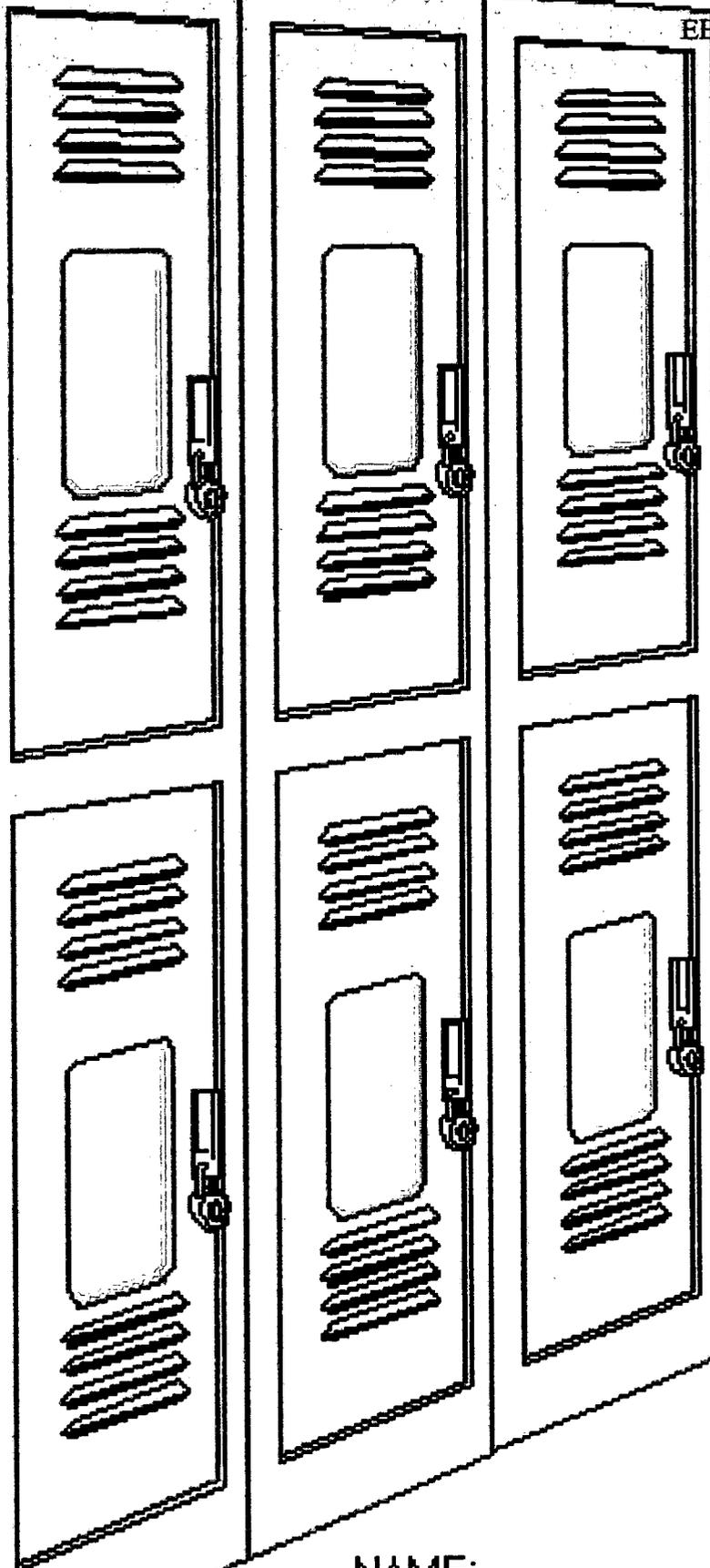
1ST QUARTER COMPUTER REFLECTION

NAME _____   GRADE/ROOM# _____

DIRECTIONS: Read the questions and answer in the correct places marked on the sheet. Use a pen and write or print. Be as specific and honest as possible. You should be proud of your growth and progress, I know I'm proud of you.

What I learned in the first quarter.

What I want to learn in the second quarter.

Write any where around the outside of the computer for this response.
What I'm having difficulty with in computer.

FINAL REFLECTION

PARENT'S NAME:

CHILD'S AGE:

CHILD'S GRADE LEVEL:

SUBJECT:

PLEASE RESPOND TO THE FOLLOWING STATEMENTS.

1. MY CHILD'S PORTFOLIO IS AN ACCURATE INDICATION OF WHAT HE/SHE HAS LEARNED.

2. I HAVE LEARNED MORE ABOUT MY CHILD THROUGH HIS/HER PORTFOLIO.

3. MY FEELINGS ABOUT THE GRADING PROCESS HAVE CHANGED THROUGH THE VIEWING OF MY CHILD'S PORTFOLIO.

4. MY CHILD'S TEACHER HAS A BETTER UNDERSTANDING OF HIM/HER BECAUSE OF THE PORTFOLIO PROCESS.

5. THE PORTFOLIO PROCESS HAS GIVEN STUDENTS, TEACHERS, AND PARENTS A MORE HOLISTIC VIEW OF MY CHILD.

Portfolio Presentation

This Portfolio belongs to:

Proudly present your portfolio to *someone special*. Discuss it with them. Explain the items it contains.

☐ *Someone special* sign here. _____

☐ Comments about the portfolio. _____

_____

_____

☐ Questions about the portfolio. _____

_____

_____

Thank you for sharing your thoughts!

114

TECHFOLIO
SPECIAL PERSON
COMMENT
SHEET

DEAR SPECIAL PERSON,

Please take a few moments to look over this impressive Techfolio. The owner of the Techfolio should be able to explain and answer questions about all the projects he/she has created so far this year. After he/she has shared the Techfolio with you, please sign this sheet. You are also encouraged to write comments to the owner of the Techfolio. Basically, this is your time to let the student know what you think. Suggestions include:

◀) **Your thoughts about this year-long project** ◀) **Project ideas to add**
◀) **Suggestions for improvement** ◀) **Things you like about the Techfolio**

◀) **Other thoughts or comments**

Please return this form, the survey, questionnaire, and the Techfolio in tact by the due date.
Thank you so much for your time and input. Your comments are very much appreciated, but please keep in mind that only a signature is required. This helps to ensure that the student has shared his/her Techfolio with a special person in his/her life.
You are encouraged to share the Techfolio with more than one person, but it is not necessary.

Thank you again for your cooperation. It is very much appreciated.
Sincerely,

Mrs. Karen Zaccaraia

COMMENTS:

PLEASE SIGN IF YOU LOOKED AT THIS STUDENT'S TECHFOLIO

EXAMEN FINAL
FRANCAIS IV
LE PETIT PRINCE

1. IL Y A BEAUCOUP DE SYMBOLISME DANS LE LIVRE, LE PETIT PRINCE.
   EXPLIQUEZ LE SYMBOLISME DE CES CHOSES QUI SE SONT
   ASSOCIEES. QU'EST-CE QU'ELLES REPRESENTENT PAR RAPPORT A
   LA FLEUR?
   LA FLEUR
   LES RACINES
   L'EAU
   LE MOUTON
   LE BAOBAB

2. LE RENARD DIT QU' "ON NE CONNAIT QUE LES CHOSES QUE L'ON
   APPRIVOISE" ET POUR APPRIVOISER QUELQU'UN "IL FAUT DES
   RITES". DISCUTEZ COMMENT ON PEUT APRIIVOISER QUELQU'UN ET
   PARLER DES RITES QU'ON PEUT UTILISER POUR ACCOMPLIR
   L'APPRIVOISEMENT.

3. CHOISISSEZ UNE DES PERSONNES DU LIVRE QUE VOUS
   RECONNAISSEZ DANS VOTRE VIE, ET EXPLIQUEZ LES
   CORRESPONDANCES ENTRE CETTE PERSONE ET LA CARACTERE
   DANS LE LIVRE.
   L'ALLUMEUR
   LE BUVEUR
   LE BUSINESSMAN
   LE ROI
   LE GEOGRAPHE
   LE VANITEUX

116

FRANCAIS IV

A quel magasin est-ce qu'on peut acheter ces choses?   (26)

B   boucherie   M   marché
BL   boulangerie   P   pâpeterie
C   charcuterie   PA   pâtisserie
CO   confiserie   PH   pharmacie
CR   crèmerie   PO   poissonnerie
LI   librairie   T   tabac

_____chocolat   _____mouton
_____pain   _____hors d'oeuvres
_____pâté   _____livre
_____steak   _____stylo
_____disque   _____shampooing
_____fromage   _____thon
_____bonbons   _____timbres
_____saucisse   _____croissants
_____cheval   _____médicaments
_____pommes de terre   _____lait
_____cahier   _____tomates
_____pommes   _____fleurs
_____tarte   _____yaourt

EXTRA-CREDIT

Dessinez l'affiche pour la pharmacie (1) et le tabac (1)

117

EXAMEN DE FRANCAIS

40 points
A 36-40
B 32-36
C 28-32
D 24-28
F 24-0

A. Match the body parts in the drawing to the French words.
(15 POINTS)

1. le pied
2. la tete
3. l'oreille
4. l'oeil
5. le bras
6. la jambe
7. la bouche
8. les cheveux
9. le nez
10. les dents
11. le genou
12. le cou
13. la main
14. l'epaule
15. l'orteil

B. Choose three of the above vocabulary words, and use them in a sentence
to explain "Qu'est-ce que tu as?   (What's wrong with you?)
French
(6 POINTS)

OR

B. Choose three of the above vocabulary words and explain a problem which would lead you to the following health care professionals.
French
(6 POINTS)

Le dentiste

Le chirurgien

Le pharmacien

C. Compare the French and American health systems and explain how they each reflect the society that uses them.
English
(10 POINTS)

D. Imagine that you are a doctor. The patient has the following symptoms. What is your diagnosis?
French
(9 POINTS)

1. J'ai le nez qui coule.

2. J'ai mal au ventre.

3. Je dois aller aux toilettes.

SHOW ME WHAT YOU KNOW 8ᵀᴴ GRADE

NAME _____   GRADE/ROOM# _____

DIRECTIONS: Do your best to answer each question in all four sections. Choose the best possible answer for each question. Total possible points=55.

TRUE/FALSE=1 POINT EACH, WRITE T OR F

1. ____ To keep a document for future use, you must save it.

2. ____ To quickly close a document, click the document EXIT button.

3. ____ To import graphics from the server at St. William School, you use the H: drive.

4. ____ Double-clicking the name of a document in the FILE list opens it.

5. ____ A green wavy underline indicates a possible grammatical error.

6. ____ Word Art is a program you use when you want to create fancy headings.

7. ____ The column icon has two rows of black lines on the button.

8. ____ A font is the size of the text.

9. ____ The spell check icon has a blue arrow on the button.

MULTIPLE CHOICE=1 POINT EACH, CIRCLE THE BEST ANSWER

10. Which command do you use to open an existing document in Word?
    a. File, Open
    b. File, Document Open
    c. Open, Existing File
    d. Open, Document

11. The File menu contains which of the following menu items in all Microsoft Office applications?
    a. Start
    b. Programs
    c. Exit
    d. Document

12. What Office application should you use to create a document with mostly text?
    a. Microsoft Access
    b. Microsoft Powerpoint
    c. Microsoft Excel
    d. Microsoft Word

13. The Print command is found under which menu?
    a. File
    b. Edit
    c. View
    d. Print

14. What does clicking the Print Preview icon do?
    a. It increases the size of the text when printed.
    b. It enables you to view full pages as they will appear when printed.
    c. It opens an earlier version of the document.
    d. It prints the document.

15. The Borders and Shading command is found under which menu?
    a. Tools
    b. Edit
    c. Insert
    d. Format

16. Which menu contains the option to start the Thesaurus?
    a. Language
    b. Tools
    c. Edit
    d. Format

17. In the Spelling and Grammar dialog box, which choice Ignores a single occurrence of a word?
    a. Change
    b. Ignore All
    c. Ignore
    d. Add

18. What does the Spelling and Grammar checker look for?
    a. Misspelled words
    b. Duplicate words
    c. Possible capitalization errors
    d. All the above

19. Floppy disks are usually _____ inch disks.
    a. 3.5
    b. 3
    c. 5.25
    d. 5

COMPLETION QUESTIONS=1 POINT EACH, FILL IN THE BLANKS

20. To start Word, click its name on the _____ menu.

21. You preview a document by choosing _____ from the File menu.

22. The quickest way to restore or fix the most recent change made to a document is

    to use the _____ command.

23. If you click the _____ button, Word saves the document with the existing name and in the existing location.

24. When you want to show data in your document in the form of a graph, you need to insert a _____ .

25. To change the text you already typed, you must _____ it first.

ESSAY=10 POINTS EACH, LIST THE STEPS IN ORDER, BE SPECIFIC SINCE THERE ARE OFTEN MORE THAN ONE WAY TO COMPLETE A TASK JUST LIST ONE WAY TO COMPLETE THE TASK, BUT IT MUST BE ACCURATE TO RECEIVE FULL CREDIT.

26. You sit down at a computer in the lab and the computer was used by someone else before you. You need to log onto the network. List the steps you need to follow to log on.

27. You just finished creating a document and you want to save it to as disk. List the steps for saving to a disk.

28. You want to place a graphic in your document. List the steps to import a graphic from the server

SHOW ME WHAT YOU KNOW 8TH GRADE

DIRECTIONS:

Don't write on this paper, it is a direction sheet

You are to do your own work no help from others

Try your best and follow as many as the directions as you can

If you used the tip sheet for making a graph you should be able to follow most or all the directions

Open word and set page set up for **landscape**

Type name, grade/room number, SMWYK8TH, and enter 3 times

Create one of the two graphs=<u>Pie Graph or Cylinder Graph</u>

You need to include all the following information no matter which graph you decide to create

You don't need to follow the directions in order, just make sure you include everything I ask you to include

IMPORTANT=MAKE SURE ALL THE LABELS SHOW

TITLE=WHAT IS YOUR FAVORITE FAST FOOD?

LEGEND=PIZZA, NACHOS, HOTDOGS, OTHER

LABEL THE AXISES=TOTAL and CHOICES

IF YOU MAKE A PIE GRAPH THE % NEEDS TO SHOW BY THE PIE SLICES YOU WON'T BE ABLE TO TYPE THE AXIS LABELS

THE DATA TO FILL IN THE GRAPH (*HINT MAKE SURE YOU PUT THE INFORMATION IN THE CORRECT CELLS ON THE DATA CHART*)

       PIZZA=20   NACHOS=6 HOTDOGS=12   OTHER=9

CHANGE THE COLOR OF THE COLUMNS OR PIE SLICES

SINCE YOU ARE LIMITED ON TIME DON'T CHANGE BACKGROUNDS OR ADD A BORDER

FILE NAME SAVE AS...SHOW ME AND YOUR STATION #(where you are sitting)

EXAMPLE SHOW ME15

DO NOT PRINT, PUT YOUR DISK AND THIS SHEET IN MY TRAY

THE TOTAL POINTS FOR THIS ASSESSMENT IS 50 POINTS

2 POINTS FOR EACH CORRECT ANSWER AND 1 FOR EACH ATTEMPT OF AT LEAST TRYING TO SHOW THE CORRECT ANSWER

GOOD LUCK!

MULTIPLE INTELLIGENCE ACTIVITY
USED IN THE COMUTER LAB

OBJECTIVES
- ❖ All students should be able to write two articles for a personal newspaper.
- ❖ All students should be able to use a desktop publishing program to design and publish a newspaper about himself/herself.

PROCEDURES
- ❖ The students will be integrating technology with language arts and using multiple intelligences to create a personal newspaper.
- ❖ They will write the articles in English class, but they will be typed in computer class.
- ❖ The students will choose two different types of articles from topics such as—biography, review of a book, video game, music CD, computer program, interview a family member, editorial, persuasive and advice.
- ❖ Using a desktop publishing program the students will design the layout using various fonts, colors, and graphics.
- ❖ Students will create a name for their newspaper.

INTELLIGENCES USED
Interpersonal, intrapersonal, verbal/linguistic, logical/mathematical, and visual/spatial.

ASSESSMENT
A checklist that is included will be used to assess this project.

REFLECTION
- ❖ Students will critique his/her own paper.
- ❖ In this critique the students will write what went well, what didn't, and list the computer skills used in the project.

PP

Student's Name
Mind map

ADJECTIVES ABOUT SELF

TITLE

POWER POINT

SPECIAL MEMORY

WHAT MY
SCHOOL
MEANS TO ME

THE
FUTURE

END

125
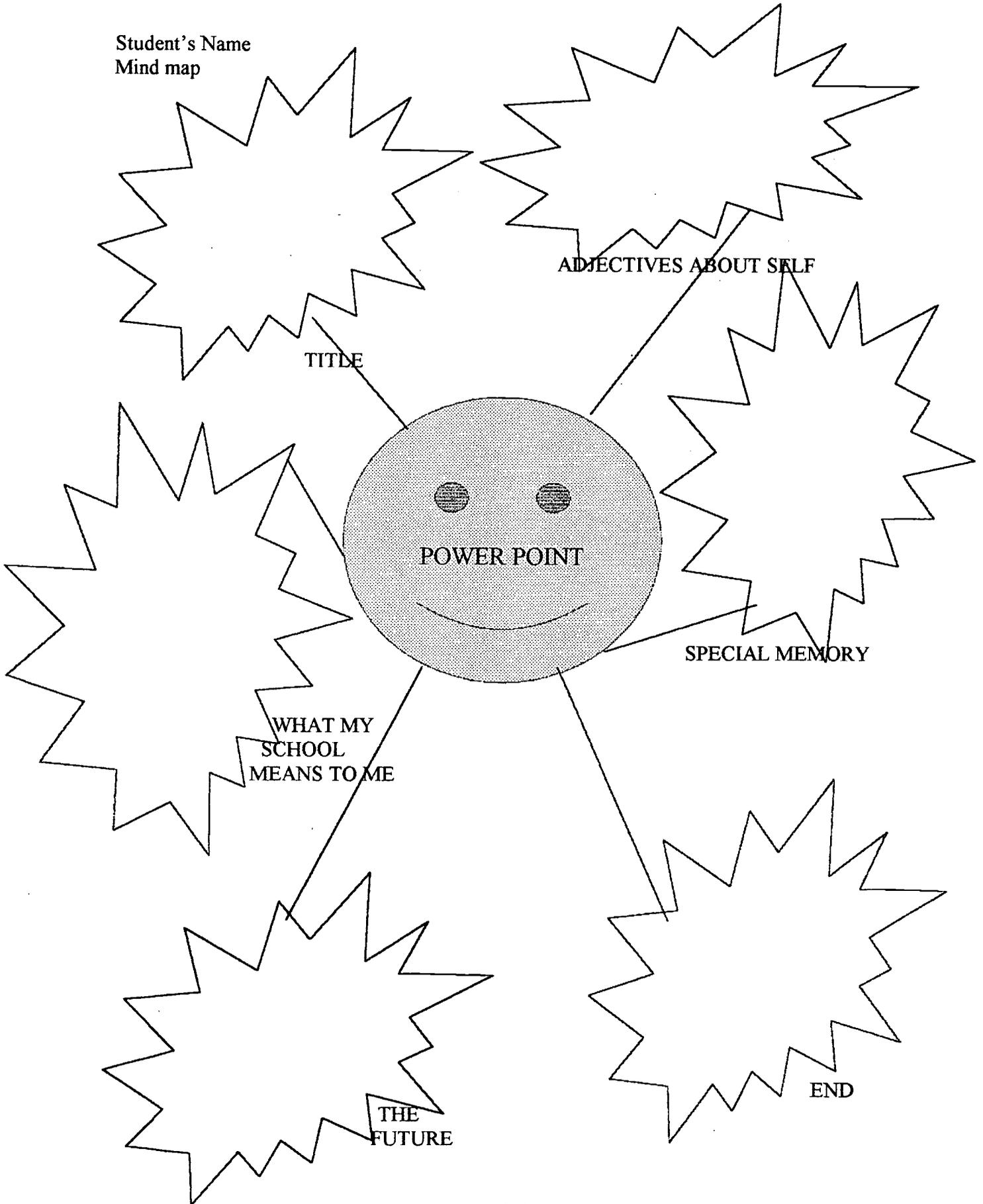
COMPARE AND CONTRAST TAKING A WRITTEN TEST VS. A PERFORMANCE TEST

NAME _____

GRADE/ROOM# _____

PERFORMANCE TEST

WRITTEN TEST

127

126
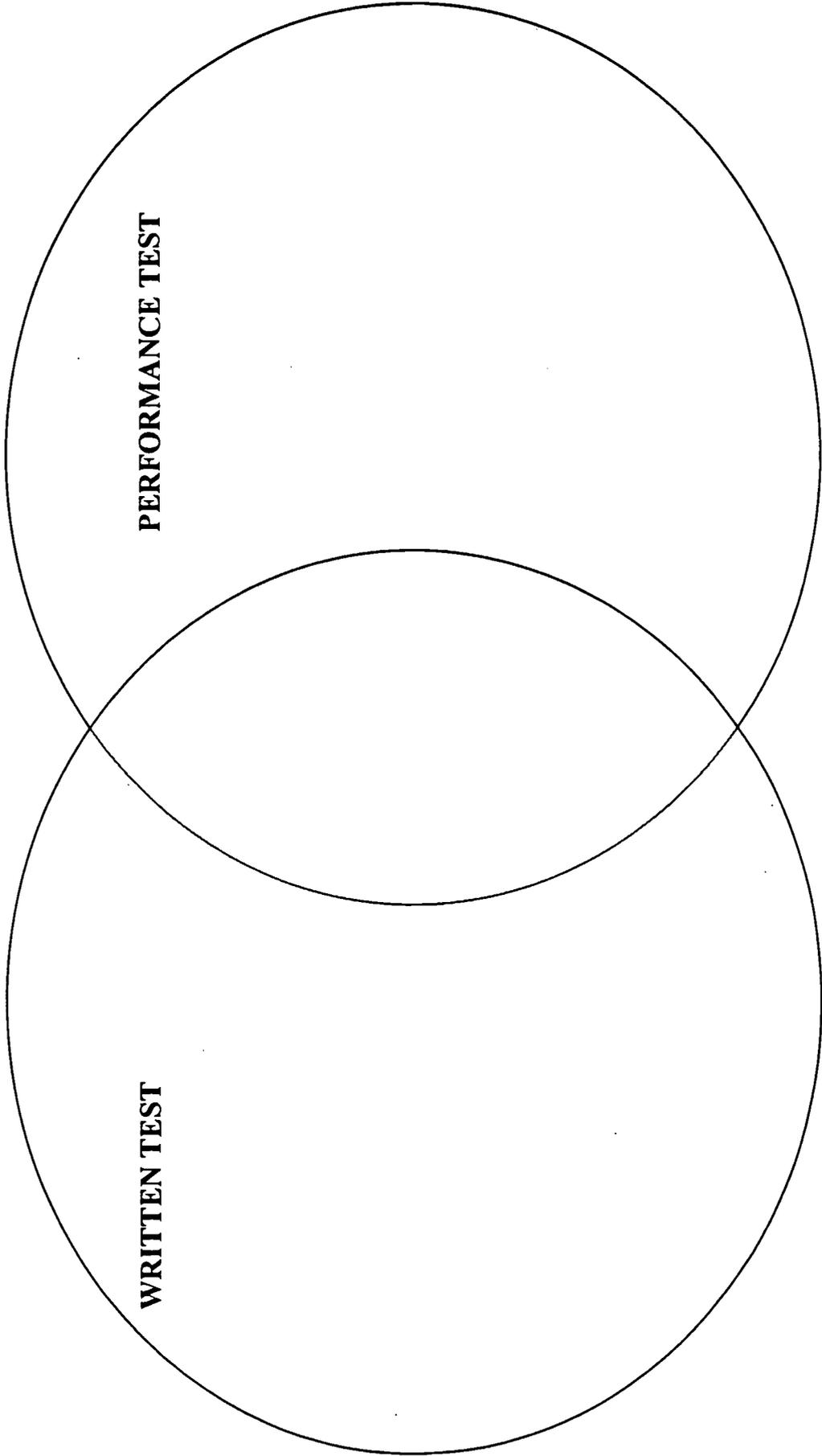
COMPONENTS OF TUMBLING

OBSERVATION CHECKLIST

Teacher: _____ Class:_____ Date:_____

Target Skills: _____

Ratings:
+ = Frequently
✓ = Sometimes
○ = Not Yet

NAMES OF STUDENTS	ROTATION	FLEXIBILITY	BALANCE	BODY CONTROL	STRENGTH	QUALITY OF MOVEMENT	COMMENTS
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							

Soccer Skills Checklist

Criteria and Subpoints	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Total Score
DRIBBLE				
• uses both feet				
• control				
• eyes focused up				
TRAP				
• with foot				
• with knees				
• "control and go"				
PASS				
• with inside of foot				
• with outside of foot				
• with accuracy				SS

129

130

TYPING SPEED PROGRESS RECORD

NAME _____   GR/ROOM# _____

DIRECTIONS: Please fill your record sheet in every time you complete a speed check. This is record sheet will be used to check your progress and completion of the typing exercises. Make sure you fill in each column and be honest. The last column you are asked to list mistakes and/or WPM, depending on which typing lesson you complete. I'm looking for progress not for you to be the fastest typist.

DATE	ACTIVITY TITLE	LENGTH OF TIME	ERRORS/WPM

NAME _____   GRADE/ROOM# _____

Completed project   _____

Included typed name/grade/room#   _____

Created a name for newspaper   _____

Used 1-2 graphics   _____

Included 2 articles   _____

Used 3-4 different fonts   _____

Used 3-4 different colors   _____

Less than 10 spelling errors in entire project

                                                           _____

Used capitals in appropriate places   _____

Proper punctuation   _____

Correct use of spacebar   _____

Used 3 different font sizes   _____

Creative   _____

Included a reflection   _____

GRADING SCALE=AMOUNT OF CHECKS

13-14=A	12=A-	11=B+		10=B	9=B-
8=C+	7=C		6=C-	5=D	

0-4=Below expectations

GRAPH CHECKLIST

NAME _____ *GRADE/ROOM #* _____

1. Completed the graph by the due date   _____
2. Included a title   _____
3. Included a legend   _____
4. Included a border   _____
5. The X axis is labeled   _____
6. The Z axis is labeled   _____
7. Correct spelling   _____
8. Creative   _____
9. 30 or more responses   _____

GRADE=AMOUNT OF CHECK MARKS
8-9=A   6-7=B   4-5=C   3=D 0-2=Below
                        Expectations

CHECKLIST FOR COMPUTER LOGS

NAME _____

GRADE/ROOM# _____

1. Included title page with first & last name, grade,
   room number, and title _____

2. Entries are dated _____

3. Entries are titled _____

4. Entries are accurate _____

5. Completed the required entries for the grading period (___) _____
   Amount

6. Turned in required entries on time _____

GRADING SCALE=THE AMOUNT OF CHECKS
  6=A   5=B   4=C   3=D
    0-2=Below expectations

134

CHECKLIST FOR JOURNALS

NAME _____

GRADE/ROOM#_____

1. Completed the required entries for the grading period (____) _____

                                                                 Amount

2. Completed the required entries in a grade appropriate manner _____

3. Used font size 12 or 14 _____

4. Used black ink _____

5. Turned in required entries on time _____

6. Used complete sentences _____

7. Dated each entry _____

8. Included journal statement or question _____

9. Included response to journal statement or question _____

10. Demonstrated proper use of keyboarding skills _____

11. Used proper punctuation and spelling (less than 5 errors) _____

12. Used various fonts _____

13. Included a title _____

GRADING SCALE=THE AMOUNT OF CHECKS

12-13=A	11=A-	10=B+	9=B	8=B-

7=C+   6=C   5=C-   4=D   0-3=Below expectations

8TH GRADE OBSERVATION CHECK LIST

STUDENTS	SAVE DISK	SAVE SERVER	GRAPHIC FROM CATALOG	GRAPHIC FROM SERVER	CREATE GRAPH	CHANGE ALIGNMNET	COLUMNS	BORDER	CUT/PASTE	CUT/COPY	WORD ART	TABLE	NUMBER	BULLETS

COMPUTER RUBRIC

NAME _____   GRADE/ROOM# _____

4=D	5-6=C	7-9=B	10-12=A
TECHNAPHOBIA	*TECHIE*	*SUPER TECH*	*TECHIE EXTRAORDINAIRE*
Your computer may have a virus.	Your CPU is working fine.	You are on the *Super Highway*.	You have the skills computer techs are made of.

CRITERIA/SCALE	0	1	2	3
Followed directions				
Demonstrated components that are a part of the pc program				
Completed the assignment				
Grammar/Spelling				

Students can show what they know by:

- Telling a story
- Creating a puppet
- Designing a game
- Making a mask
- Preparing a display
- Making a drawing
- Writing and teaching a song
- Writing a telegram
- Designing an ad
- Making a video tape
- Producing a slide show
- Making a comparison
- Bringing in a collection
- Giving a chart talk
- Explaining an observation
- Developing an outline
- Designing a word search
- Making a diorama
- Playing an instrument
- Designing a labyrinth
- Making a banner
- Designing name tags
- Making a wall hanging
- Making a trademark
- Writing a job description
- Giving a speech
- Writing and performing a cheer
- Designing a treasure hunt
- Designing stationary
- Designing napkins
- Telling or writing directions
- Writing a dialogue
- Making a scroll, poster, mural, mobile, or sculpture
- Writing a letter
- Putting together a newspaper
- Making an audio tape
- Taping an interview
- Making a scrapbook
- Making a time line
- Debating an issue
- Designing a machine
- Designing a brochure
- Making awards
- Creating a weaving
- Creating a logo
- Preparing a sales talk
- Preparing and implementing a test
- Designing a business card
- Making greeting cards
- Developing a dictionary
- Stating and solving a problem
- Writing a skit
- Singing a song
- Miming
- Writing a play
- Writing a poem
- Designing a crossword puzzle
- Conducting a survey
- Designing a booklet
- Making a commercial
- Writing a biography
- Designing a 3-D map
- Conducting a political campaign
- Role playing
- Designing a maze
- Writing a recipe

Students can show what they know by:

- Designing a bulletin board
- Preparing a quiz show
- Writing trivia questions
- Conducting a survey
- Putting together a magazine
- Developing a glossary
- Creating a new invention
- Designing a T shirt message
- Creating a cartoon
- Giving a demonstration
- Making a time capsule
- Making a mosaic
- Choreographing a dance
- Constructing an activity calendar
- Writing to a pen pal
- Finding new uses for an item

PORTFOLIOS OF MULTIPLE INTELLIGENCES COULD INCLUDE THE FOLLOWING ACTIVITIES AND ASSESSMENTS

VERBAL/ LINGUISTIC	LOGICAL/ MATHEMATICAL	VISUAL/ SPATIAL	BODILY/ KINESTHETIC	MUSICAL/ RHYTHMIC	INTERPERSONAL	INTRAPERSONAL
☺ Computer printouts	☺ Puzzles	☺ Artwork	☺ Field trips	☺ Background music in class	☺ Group video, film, filmstrip	☺ Problem-solving strategies
☺ Tape recordings of readings	☺ Problems solved on calculators	☺ Photographs	☺ Role playing	☺ Songs for books, countries, people	☺ Team computer programs	☺ Goal setting
☺ Reactions to guest speakers	☺ Patterns and their relationships	☺ Math manipulatives	☺ Learning centers	☺ Raps, jingles, cheers, poems	☺ Think-pair-share	☺ Reflective logs
☺ Autobiographies	☺ Lab experiments	☺ Graphic organizers	☺ Labs	☺ Musical mnemonics	☺ Cooperative task trios	☺ Divided journals
☺ Biographies	☺ Mathematical operations	☺ Posters, charts, graphics, pictures	☺ Outdoor education	☺ Choral reading	☺ Round robin	☺ Metacognitive reflections
☺ Mnemonics	☺ Formulas/abstract symbols	☺ Illustrations	☺ Environmental studies	☺ Tone patterns	☺ Jigsaw	☺ Silent reflection time
☺ Reactions to films or videos	☺ Analogies	☺ Sketches	☺ Sports/games	☺ Music and dance of different cultures	☺ Wraparounds	☺ Concentration exercises
☺ Scripts for radio shows	☺ Time liens	☺ Drawings	☺ Cooperative learning	☺ Musical symbols	☺ Electronic mail	☺ Self-evaluation
☺ Captions for cartoons	☺ Outlines	☺ Paintings	☺ Exercise breaks		☺ Group songs, collages, poems	☺ Visualization
☺ Student-made bulletin boards	☺ Venn diagrams	☺ Props for plays	☺ Stretching		☺ Rating scales	☺ Self-discovery
☺ List of books read	☺ Computer games	☺ Demonstrations	☺ Simulations		☺ Class and group discussions	
☺ Annotated bibliographies	☺ Original word problems	☺ Use of overhead or blackboard	☺ Interviews		☺ Group projects	
	☺ Mind maps	☺ Storyboards	☺ Projects		☺ Group presentations	
			☺ Presentations			
			☺ Dances			

Many activities and assessments overlap into several intelligences.

Adapted from If the Shoe Fits...: How to Develop Multiple Intelligences in the Classroom (Chapman, 1993)

FRANCOFEUILLES

Mettez un X à côté de chaque chose que tu as mis dans ta francofeuille.

1. _____TABLE OF CONTENTS CHECKLIST

2. _____ELLE EST ELLE

3. _____LEARNING STYLES

4. _____DIAMOND POEM

5. _____CHAPTER REVIEW

6. _____COLLAGE (avec rubrique)   .

7. _____SEMESTER EXAM

8. _____REFLECTIONS (5)

9. _____JOURNAL ENTRIES (10)

10. _____PEER PMI

11. _____QUESTIONS/VOCABULARY
          (CHAPTERS 8-12)

12. _____ GRAPHIC ORGANIZER (word splash)

13. _____NAME DESIGN

14. _____FREE PICK

15. _____FREE PICK

8TH GRADE TECHFOLIO CHECKLIST

NAME _____   **GR/RM#** _____

ALL OF THE FOLLOWING ITEMS SHOULD BE INCLUDED IN YOUR COMPLETED TECHFOLIO.
SINCE THIS WAS CREATED BEFORE THE END OF THE SCHOOL YEAR, MORE PROJECTS MIGHT BE ADDED TO THIS CHECKLIST.
I WILL ASSESS YOUR TECHFOLIO, PLEASE JUST WRITE YOUR NAME AND ROOM NUMBER AT THE TOP OF THIS PAGE.

COMPLETE TABLE OF CONTENTS _____
NEWSPAPER _____
REFLECTION—WHAT GRADE SHOULD I RECEIVE _____
REFLECTION—1ST QUARTER _____
1ST QUARTER JOURNAL ENTRIES _____
2ND QUARTER JOURNAL ENTRIES _____
3RD QUARTER JOURNAL ENTRIES _____
4TH QUARTER JOURNAL ENTRIES _____
WHAT CAN A COMPUTER DO? (WS PAGE 8) _____
ACTIVITY #1—NEW, CLOSE (WS PAGE 7) _____
COMPLETED TYPING RECORD SHEET _____
SURVEY GRAPH _____
REFLECTION—MRS. POTTER'S QUESTIONS _____
SHOW ME WHAT YOU KNOW—GRAPH ASSESSMENT _____
MIND MAP _____
POWER POINT PROJECT _____
COMPLETE LOG BOOK _____
TECHFOLIO COMMENT SHEET FROM A SPECIAL PERSON _____
PEER PMI _____
TECHFOLIO COMMENT SHEET FROM A FACULTY/STAFF MEMBER _____
ONE –TWO FREE PICKS _____
A CHECKLIST/RUBRIC FOR EACH PROJECT _____
REFLECTION—TECHFOLIOS _____
TECHFOLIO CHECKLIST _____

GRADING SCALE=AMOUNT OF CHECKS

22-24=A	20-21=A-	18-19=B+	16-17=B	14-15=B-	12-13=C+
	10-11=C	7-8=D	0-6=Below expectations		

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