

The purpose of the portfolio as we have designed it is to help you track your own learning. We identify it as a *growth* portfolio, because its overriding intent is to show your growth in assessment literacy. It is a good idea to read (or skim) Chapter 11 now to understand options for assembling your own portfolio.

Focusing Your Portfolio

You may not want to select items that illustrate everything you have learned—you may want to narrow your focus. Each chapter will have specific recommendations for portfolio entries. Decide which activities to complete and/or to include based on your own personal learning goals. You may be focused on improving performance assessment in your classroom, in which case you will select portfolio entries to reflect your growth in that area. You may be most intrigued by the student-involvement ideas presented and may wish to create a portfolio that shows what you have done to involve students in assessment *for* learning. Table 1.2 in Chapter 1 provides a list of the learning targets for this program of study. Use it as a guide to identify which learning targets your portfolio will address.

Working Folders

Keep all activities you complete in a working folder. You never know when you will want to refer to something you did earlier, and your focus may change during your course of study, so you may decide later to include those artifacts. The working folder is the collection of all the activities you complete, from which you will choose portfolio entries.

Artifacts

The first entry in your portfolio should be the “Confidence Questionnaire,” because it establishes a baseline to which you can return periodically throughout your study. Retaking the questionnaire at the end of each of the three sections of the book will provide information you can use to reflect on the progress of your learning.

Whatever else you choose for your portfolio, we recommend that it show your growth in both of the central concepts of this book: assessment accuracy and effective use, the “doing it right” and “using it well” of the book’s title. We encourage you to include evidence of your ability to create and select accurate assessments as well as information about how you are using assessment with students to increase motivation and achievement. All of our suggestions for portfolio entries are aimed at one or both of these targets.

Consider also including evidence of student growth that you believe is attributable to changes in your assessment practice. These artifacts can be the most powerful testament to your learning, as student growth is the ultimate goal for us all.

Annotations

Date each entry and make a note of what learning target it illustrates. (Again, refer to Table 1.2 for a list of learning targets.) Also include a comment indicating why you chose the item and what it shows. The “Portfolio Entry Cover Sheet” on this CD asks for that information and is designed to be attached to each entry.

Sharing Your Portfolio

We describe how to prepare to share your portfolio at the end of Chapter 13 in the section, “Culminating Portfolio Preparation for Sharing with Peers.” In the CD file, “Establishing Learning Teams,” you will find suggestions for portfolio sharing at the final team meeting.