

COURSE TITLE: PORTFOLIO ASSESSMENT: MAKING IT HAPPEN

NO. OF CREDITS: 3 QUARTER CREDITS
[Semester Cr Equivalent: 2.00]

WA CLOCK HRS: 30
OREGON PDUs: 30
CEUs: 3.0**

INSTRUCTOR: SONNI SVEJCAR, M.S.
541/573-5750
svej@centurytel.net

ASSIGNMENT CHECKLIST

This assignment checklist will help you plan your work. Please check off items as you complete them.

CLOCK, CEU, PDU, 400 LEVEL, or 500 LEVEL ASSIGNMENTS

A. Information Acquisition:

- ___ #1: Read and work through Gahagan's Text/Handbook. Formulate 5-7 Authentic Questions.
- ___ #2: Read one book from the bibliography. Compare/contrast it with the course text (#1.)
- ___ #3: Interview a colleague. Compose a brief summary of the conversation.
- ___ #4: Design a portfolio system that includes the 3 parts detailed in the text. Send sample to instructor.
- ___ #5: Design a time line for student introduction and participation.
- ___ #6: Design a Student Portfolio Review instrument.

NOTE: If you are doing this course for Clock Hrs, PDUs or CEUs, then #6 is your final assignment.

400 & 500 LEVEL ASSIGNMENTS

B. Learning Application:

- ___ #7: Write a sample parent letter.
- ___ #8: Design a format for a student-led conference. Tape a student-led parent conference.
- ___ #9: Poll parents after student-led conference. Make a collection of their comments.
- ___ #10: In a 1-2 page reflection paper, describe what aspects of existing practice pose a barrier to implementing desired practice.

500 LEVEL ASSIGNMENT

- ___ #11: In addition to the 400 level assignments, complete **one (1)** of the following assignment options.
 - Research *Portfolio Assessment* and organize an annotated bibliography of five or more resources.
 - Another assignment of your own design with prior approval of the instructor.

400 & 500 LEVEL ASSIGNMENT

C. Integration Paper:

- ___ #12: Complete the Integration Paper by responding to the questions listed in the syllabus.

NOTES:

- You may work collaboratively with other teachers and submit joint assignments on all but the final Integration Paper, which must be individually authored and submitted.
- Alternatives to written assignments (video, audio tape, photo collage, a collection of products, letters to editor, brochure and Web pages) may be submitted as substitute assignments with the instructor's prior approval.
- To maintain privacy, please do not refer to students in your paper by their actual names, but rather use an alias or designation such as "Student A."

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COURSE DESCRIPTION:

This course (appropriate for teachers K-1 2) will explore the many practices, strategies and tools that can be used to assess children authentically via portfolios. We will address the most common questions about portfolios:

- What are they?
- How do we get started?
- How do we maintain them throughout the year?
- What should they contain?
- How can they be assessed, graded, and used to honor individual differences?
- How do we communicate with students, parents and community?
- How do we fit our teaching style into portfolio assessment?

Materials Fee of \$27 is to be paid to the instructor using the Order Form provided after registration.

LEARNING OUTCOMES:

Upon completion of this course, participants will have:

1. Designed a Portfolio System making it useful and credible.
2. Learned to introduce Portfolios to the students.
3. Learned to introduce Portfolios to the parents.
4. Designed a student-led parent conference.
5. Designed organized Portfolio Reviews to be held with the students.
6. Reflected on their personal goal for authentic student assessment in their classroom.

COURSE REQUIREMENTS:

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

HOURS EARNED:**

Completing the basic assignments (*Section A. Information Acquisition*) for this course automatically earns participants their choice of 30 Washington State Clock Hours, 30 Oregon PDUs or 3 CEUs (Continuing Education Units, which translates to 30 hours). The Heritage Institute is an approved provider of Washington State Clock Hours, Oregon PDUs, and CEUs by IACET (International Association of Continuing Education and Training, an official national and international certifier of CEUs).

UNIVERSITY QUARTER CREDIT INFORMATION:

• UNIVERSITY QUARTER CREDIT OPTION 400 & 500 LEVEL

Teachers may opt to register for 3 (three) Antioch University, Seattle, 400 or 500 level quarter credits, instead of hours, and will be required to:

1. Complete all assignments for clock hours/CEUs (*Section A: Information Acquisition*)
2. Complete the extra reading/viewing, writing and classroom application assignments specified in the syllabus for the 400 or 500 level credit option (*Section B: Learning Application*)
3. Complete an Integration Paper by answering 5 questions (*Section C: Integration Paper*)

• REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Antioch University Seattle requires 75% or better for credit at the 400 level (Upper Division) and 85% or better to issue credit at the 500 level (Post-Baccalaureate). These criteria refer both to the amount of work submitted as well as the quality of work as determined by each instructor.

Teachers who register for Antioch University Seattle 400 or 500 Level Credit will be required to:

- | | |
|--|-----|
| 1. Complete <i>Section A: Information Acquisition</i> assignments | 30% |
| 2. Complete <i>Section B: Learning Application</i> assignments appropriate for your levels | 40% |
| 3. Complete <i>Section C: Integration Paper</i> assignment | 30% |

• CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalent on Transcripts)

Antioch University Seattle Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents will show on a transcript. At the 400 level credit granted is equal to a "C" or better, and at the 500 level credit granted is equal to a "B" or better. This information is stated on the back of the transcript.

REQUIRED TEXT:

- *Portfolios: Our Vehicle for Authentic Classroom Assessment, An Educator's Handbook, 1999, By Hilary S. Gahagan.* This text is provided as part of the materials ordered from the instructor.

MATERIALS FEE:

- \$27 for a binder that contains the text and other materials. Fee is payable by check to the instructor using the order form provided with your registration confirmation.

HEADING REQUIRED FOR ALL ASSIGNMENTS

A heading is required; please use the following format.

Your Name:	Instructor Name:
Course Number:	Course Name:
Date:	Level: Clock/ PDU/ CEU/ Credit (400 or 500)
Assignment #:	

ASSIGNMENTS for CLOCK HRS/PDUs, CEUs, 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignment #1:

Read and work through Gahagan's Text/Handbook. Formulate using Bloom's taxonomy (1956) 5-7 Authentic Questions that engage you in deeper thinking concerning portfolio assessment.

Assignment #2:

Read your choice from the bibliography. While reading think about how you will compare and contrast the material with information in the book for this course. How are these books alike? How do they differ? Why is this information important? What point of view does each author take? Why is this relevant? Essentially, this is a critical essay paper that challenges you to question what you read. Write a summary of information you found in the book you chose, including at least one selection from the recent brain research, and then compare/contrast it with information in *Portfolios: Our Vehicle For Authentic Classroom Assessment*.

Assignment #3:

Talk to a colleague about the class you are taking. Interview them regarding their perspective and thoughts on Portfolio Assessment. To document completion of this assignment, include the following:

- the date of the interview
- to whom you spoke
- why you chose this person
- a brief summary the conversation including info you presented
- your evaluation of how the conversation went including comments and feedback from your colleague

Assignment #4:

Design your own Portfolio system for use with your students. Include the 3 parts detailed in the text: Working folio, Teacher folio, Showcase folio. Send a sample portfolio to the instructor for evaluation.

Assignment #5:

Construct a time line for student introduction and participation, include in your timeline your plan to implement portfolios with your class.

Assignment #6:

Design a Student Portfolio Review instrument.

This completes the assignments required for Washington Clock Hours, Oregon PDUs, or CEUs.

Continue to the next section for additional assignments required for University Quarter Credit

ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT**B. LEARNING APPLICATION**

In this section you will have an opportunity to apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you are not teaching in a classroom, please contact the instructor for course modifications. If you are a classroom teacher and start or need to complete this course during the summer, please try to apply your ideas when possible with youth from your neighborhood, at a local public library or parks department facility, (they will often be glad to sponsor community-based learning), or with students in another teacher's summer classroom in session.

Assignment #7: (Required for 400 and 500 Level)

Write a sample parent letter.

Assignment #8: (Required for 400 and 500 Level)

Design a format for a student-led conference.

Tape a student-led parent conference. Send tape and 2-3 page analysis and summary.

Assignment #9: (Required for 400 and 500 Level)

Poll your parents after the student-led conference using Portfolios as the assessment tool. Make a 2-3 page collection of their comments.

Assignment #10: (Required for 400 and 500 Level)

In a 1-2 page reflection paper, describe what aspects of existing practice pose a barrier to implementing desired practice. Describe any areas that need improvement and modifications. State any unanswered questions that may still exist.

500 LEVEL ASSIGNMENT

Assignment #11: (500 Level only)

In addition to the 400 level assignments, complete **one (1)** of the following assignment options:

Option A): Research *Portfolio Assessment* and organize an annotated bibliography of five or more books. The annotation should include Title, Author, Publisher (or URL), length of the book or article and your review of information contained. Add your opinion of the value or your criticism of the contents of each book or article, and rate the importance of the material in contrast to the subject of your course.

OR

Option B): Another assignment of your own design with prior approval of the instructor

400 & 500 LEVEL ASSIGNMENT

C. INTEGRATION PAPER

Assignment #12: (Required for 400 and 500 Level Credit)

Write a 2-3 page Integration Paper answering these questions:

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

INSTRUCTOR COMMENTS ON YOUR WORK:

Please indicate by email to the instructor if you would like to receive comments on your assignments.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Sonni Svejcar, M.S., has been actively involved in education for over 20 years as a teacher, counselor and community outreach coordinator. She has designed programs for instruction, written curriculum and been well received as an in-service presenter and instructor. In 2001 Harney County Chamber of Commerce presented her their "Woman of the Year" award for her outreach efforts. She has a broad variety of educational experiences from developing drug and alcohol awareness programs in small rural schools to teaching at urban college level. She understands the challenges of both rural as well as urban education and is dedicated to helping teachers develop to their highest ability. She has taught for Truckee Meadows Community College and works as an educational consultant. Ms. Svejcar has a B.S. from Colorado State University, 1978 and an M.S. from the University of Central Oklahoma in 1985.

PORTFOLIO ASSESSMENT BIBLIOGRAPHY

Barbour, N. (1997). *Designing and Using Portfolios*. Needham Heights, MA:
Allyn & Bacon

Bernhardt, Victoria, (2001). *The School Portfolio Tool Kit: A Planning,
Implementation, and Evaluation Guide for Continuous School Improvement*

Butler, Susan (2006). *A Teachers' Guide to Classroom Assessment: Understanding and Using
Assessment to Improve Student Learning*.

ISBN 07879 7877-9

While the major focus of this book is on how to design quality performance tasks and scoring guides, the book also provides guidance on setting standards based on learning targets, analyzing assessment data and using instructional strategies to provide effective feedback to students.

Gahagan, H. (1999). *Portfolios: Our Vehicle for Authentic Classroom Assessment*
Beaverton, OR: Gahagan & Sumner Associates.

Portfolios is designed to help you create and implement a manageable Portfolio System which addresses the multi-dimensional needs for assessment, and honors the diversity in the classroom. You will learn a variety of techniques for documenting student growth using observation, anecdotal records, developmental checklists, student-teacher conferences, rubric assessments and student self-reflection.

Gardner, Howard, (1993), *Frames of Mind, The Theory of Multiple Intelligences*.

ISBN 0465025102

Howard Gardner challenges the notion of a single intelligence, proposing instead a kaleidoscopic view of 7 human intellectual competencies. He explores the practical implications of multiple intelligence and drives those who teach to consider current instructional methods in order to meet individual students' needs.

Hebert, E., (2001). *The Power of Portfolios: What Children Can Teach Us About
Learning and Assessment*. Jossey-Bass ISBN 0-7879-5871-9

Ms. Herbert, rather than prescribe what the portfolio should contain and how it should be assessed, offers practical guidance, including classroom exercises, for making the portfolio experience a success for the students, the teachers, and the school as a whole.

Johnson, Ruth S., (2006). *Developing Portfolios in Education: A Guide to Reflection, Inquiry, and
Assessment*. ISBN 1412913896

Developing Portfolios in Education clearly describes how portfolios are defined, organized, presented, evaluated, and reflected upon. Ms. Johnson connects the reader to the portfolio process by offering real-life scenarios, visuals, templates, and a chapter on electronic portfolios.

Mundell, S., and DeLario, K. (1994). *Practical Portfolios: Reading, Writing, Math And Life Skills, Grades
3-6*. Englewood, CO ISBN 7-56308-197-0

Popham, W. James, (Pearson 2005). *Classroom Assessment: What Teachers
Need to Know*. ISBN: 0-205-41256-4

Written in Jim Popham's characteristic witty style, the 4th Edition of *Classroom Assessment* addresses the range of assessments that teachers are likely to use in their classrooms. The forces of accountability have changed educational assessment and this new edition now addresses the central issue of how classroom assessment can effectively benefit students when carried out in the context of accountability tests.

Tierney, R.; Carter, M.; Dseai, L.E. (1991). *Portfolio Assessment in the Reading, Writing Classroom*. Norwood, Mass.: Christopher Gordon Publishers.

Valencia, Shelia, and Paris, Scott G. (May 1991). *Portfolio Assessment for Young Readers*. *The Reading Teacher*. pp. 680-681.

Vermont Department of Education. (1991). "*This is My Best: The Report of Vermont's Writing Assessment Program*". Vermont Department of Education, 120 State Street Montpelier, VT. 05620. (802)828-3135.

Wolf, Denny P., *Portfolio Assessment, Sampling Student Work*, Educational Leadership, 1989. 46:7, pp35-39.