

# Portfolio Assessment Planning Guide

Course Description \_\_\_\_\_ Date \_\_\_\_\_

Names of Planners \_\_\_\_\_

**Directions:** Use these questions and examples to start the planning process.

1. What kind of portfolio is most appropriate for the students?

Examples of type: progress • mastery

Examples of content: reading • writing • employment readiness

2. Given our instructional activities, what kinds of materials will we collect?

Examples: journal writing • reading logs • discussion notes • book reviews • projects

3. What are our criteria for selection?

Examples for progress: best work • favorites • personal goals • most progress

Examples for mastery: specified skills • demonstrated achievement of preset criteria

4. What are our criteria for moving up a level in the program?

Examples: completion of activities • demonstration of mastery

5. How often will students select material and meet for portfolio conferences?

Examples: monthly • at the end of a theme project • at the end of the cycle

6. Who will assess the portfolios?

Examples: student peers • teacher and students • other teachers

7. How will the portfolios be used?

Examples: student self-evaluation • progress evaluation • program evaluation • report to funders

# Portfolio Conference Questionnaire

Teacher \_\_\_\_\_ Student \_\_\_\_\_

Course \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Ask these questions to review and plan with students.

1. Which selections have you chosen for your portfolio?
2. How did you decide to choose these selections?
3. What do these selections show you that you've learned?
4. What are you most proud of?
5. What would you like to do better?
6. What would you like to do more of?
7. What do you still need to do?
8. What suggestions do you have to improve instruction?
9. What are your plans for further work?

## Teacher Summary Page

Student \_\_\_\_\_ Period covered: from \_\_\_\_\_ to \_\_\_\_\_

Course \_\_\_\_\_ Teacher \_\_\_\_\_

Attendance \_\_\_\_\_ % (percentage of total class hours)

**Course description (purpose, activities, projects)**

**Profile of student (goals, participation, observations)**

**What the student does well**

**What the student is beginning to do**

**Areas that need attention**

**Plans and recommendations**

# Guide to Preparing a Portfolio

**Directions:** As you put together your portfolio, here are some questions to guide you.

## Preparing a Portfolio

1. What are the different kinds of work I did?
2. Which samples of each kind of work do I want to put in my portfolio?
3. Is my name, a title, and a date on each sample?
4. Have I put in a record of activities or assignments?
5. What else do I need to put in?

## Writing a Portfolio Summary Page

1. Who will read this summary page? What do they need to know?
2. What should I tell them about myself?
3. What do I like about my work?
4. What did I enjoy doing?
5. What is my best work in this portfolio?
6. What do I know now that I didn't know before?
7. What can I do now that I couldn't do before?
8. What do I want to say about the course? The teacher? The program?

## Writing a Sample Cover Page

1. Why did I choose this sample?
2. What do I like about it?
3. What does it show that I can do?
4. What did I learn from doing it?
5. What did I learn about myself?

# Portfolio Summary Page

Student \_\_\_\_\_ Period covered: from \_\_\_\_\_ to \_\_\_\_\_

Course \_\_\_\_\_ Teacher \_\_\_\_\_

**What's in my portfolio** \_\_\_\_\_

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**Why I chose these samples** \_\_\_\_\_

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**What I have learned** \_\_\_\_\_

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**What I think about the class or program** \_\_\_\_\_

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## Cover Page

Name \_\_\_\_\_

Date \_\_\_\_\_

Title \_\_\_\_\_

**I chose this because**



## Cover Page

Name \_\_\_\_\_

Date \_\_\_\_\_

Title \_\_\_\_\_

**I chose this because**



# Goal Setting

Name \_\_\_\_\_ Date \_\_\_\_\_

**These are my most important goals:** \_\_\_\_\_

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**I will get there by first reaching these goals:** \_\_\_\_\_

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**I know I am on my way because I can already** \_\_\_\_\_

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**I can help myself reach my goals if I** \_\_\_\_\_

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**These things stand in my way:** \_\_\_\_\_

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**This is what I can do to get help:** \_\_\_\_\_

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**Here is my plan:** \_\_\_\_\_

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# Teacher's Guide to Assessing a New or Developing Reader

These steps, questions, and terms can help you prepare a teacher's summary for a new or developing reader.

## 1. Relate the portfolio materials to instruction.

What reading behaviors did I notice during instruction?

### Observed behavior

shows interest in reading	seeks out a variety of materials
reads for meaning	uses strategies to overcome difficulties in reading
finds appropriate reading material	reads for own purposes outside of class
can read some material independently	
reads for a variety of purposes	

In what ways do the records, samples, and summary information in the portfolio reflect the range of reading experiences during instruction?

### Reading opportunity

#### Reading action

reads own writing and transcribed copy  
reads group writing produced through the language experience approach  
listens to readings and audiotapes  
reads teacher-written material  
discusses reading as making meaning  
develops sight word vocabulary  
gains control of phonic elements for decoding  
uses the reading process: prereading, reading, postreading  
other:

#### Type of reading (genre)

personal narrative  
own opinions and ideas on familiar topics  
teacher responses in dialogue journal  
high-interest, low-difficulty stories  
high-interest, low-difficulty articles  
high-interest, low-difficulty poetry  
high-interest, low-difficulty newspapers  
simple forms  
signs, labels, timetables, maps  
general newspapers, magazines  
accessible short novels, drama

## 2. Assess reading performance based on the information in the portfolio.

After reviewing all the information in the portfolio, what can I tell about the capabilities of the student as a reader?

### Reading performance

amount of reading is increasing	can retell points of interest
variety of materials is increasing	can personally relate to reading
difficulty of materials is increasing	can summarize or abstract message

## 3. Recommend ways to further develop reading abilities.

What are areas of reading growth for the student?

### Reading growth

develop reading to learn information and ideas	use dictionary and other reference materials
develop skills for using variety of materials	use reading as a leisure-time activity
develop vocabulary and other language skills from reading	recognize source(s) of difficulty in text and choose strategy for the situation



# Teacher's Guide to Assessing an Intermediate or Advanced Reader

These steps, questions, and terms can help you prepare a teacher's summary for an intermediate (pre-GED) or advanced (GED) reader.

## 1. Relate the portfolio materials to instruction.

What reading behaviors did I notice during instruction?

### Observed behavior

reads with concentration	sets own purpose for reading
identifies self as a good reader	reads material for general audiences
reads as a social act (talks about reading, criticizes, uses information)	uses library and bookstore
has repertoire of reading strategies to fit task	

In what ways do the records, samples, and summary information in the portfolio reflect the range of reading experiences during instruction?

### Reading opportunity

Reading action	Type of reading (genre)
does self-selected leisure reading	newspapers
studies to achieve own goals	magazines
uses features of different types of text (newspaper, book, dictionary, textbook, document)	fiction
follows structure of different types of text (story, informative writing)	nonfiction
reads to experience a connection to others	poetry
reads to gain knowledge of the world	drama
develops study skills and test-taking skills	textbooks
other:	skill-building exercises
	tables, graphs, maps
	forms for work and home
	test passages and questions

## 2. Assess reading performance based on the information in the portfolio.

After reviewing all the information in the portfolio, what can I tell about the capabilities of the student as a reader?

### Reading performance

seeks out appropriate materials	can read critically for quality of language, ideas, and organization
reads flexibly as appropriate to task	uses reading to develop own ideas
reads variety of materials	uses reading as a model to develop own writing and speaking
reads materials that are challenging	

## 3. Recommend ways to further develop reading abilities.

What are areas of reading growth for the student?

### Reading growth

continue to develop tastes in reading	develop plans for further education
gain content expertise through reading	explore career options that require advanced reading skills
develop college preparedness reading skills	

# Student Progress Report

Name \_\_\_\_\_ Date \_\_\_\_\_

Period covered: from \_\_\_\_\_ to \_\_\_\_\_

		Improvement				Comments
		A lot	Some	A little	None	
<b>Reading</b>	Book					
	Newspaper					
	Studying					
	For work					
	For home					
	Other					
<b>Writing</b>	For class					
	For work					
	For home					
	Other					
<b>Math</b>	For class					
	For work					
	For home					
	Other					
<b>Computer</b>						
<b>Planning</b>						
<b>Record keeping</b>						
<b>Other progress</b>						

## Reading Log

Name \_\_\_\_\_ Class \_\_\_\_\_

Date	Title	Author	Type of writing	Amount read	Plan	Comments

# Reading Review

Name \_\_\_\_\_ Date \_\_\_\_\_

Title \_\_\_\_\_ Author \_\_\_\_\_

Type of reading \_\_\_\_\_ Source \_\_\_\_\_

Pages read (Give the page numbers.) \_\_\_\_\_

Why did you choose this? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Did you finish it? If not, why not? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What is it about? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What do you think about it? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What did you like? What didn't you like? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What is your recommendation to another reader? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What do you plan to do next? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_