

Table of Contents

Introduction	4
Assessment Profile: What is Involved?	5
Moving From a Collection to Authentic Assessment	13
Guidelines for Portfolio Assessment Practices	27
Types of Portfolios: From Showcase to Process	39
Issues to Consider	49
Constructing Professional Development Portfolios	55
Portfolios Across the Curriculum	61
Last Thoughts, Future Directions	73
References	78

Introduction

Professional's Guide: Portfolio Assessment discusses and highlights portfolios as an alternative assessment practice in the classroom. The chapters address such topics as aspects of portfolios beyond a collection of student work, what to consider when evaluating portfolios, the different types and purposes of student portfolios, issues involving management and ownership of the portfolios, professional development portfolios, and integrating portfolio assessment throughout the curriculum. Throughout the chapters are examples of ways to integrate portfolio assessment practices into your own classroom. Sample forms are included to provide you with possibilities that may be useful for you and your students.

The underlying focus of *Professional's Guide: Portfolio Assessment* is to encourage discussion about ways in which portfolios are successfully implemented as alternative assessment practices in classrooms. As you read and reflect on the various chapters of the book, keep in mind portfolios offer glimpses into the thinking and learning of students and teachers. Portfolio assessment practices are multifaceted with many possibilities and pathways.

Assessment Profile: What is Involved?

What are Assessment Practices?

Assessment practices are embedded within our country's educational system. On any given instructional day, teachers and students engage in some aspect of assessment. Involved in assessment practices are activities in which a decision or judgment is being made regarding the performance of a student. Assessment practices are used in an effort to find the best fit for students and their educational environment (Smith, 1994).

The fit should reflect students who are actively participating and challenged in their instructional programs. As a teacher, you will evaluate and judge your students on a variety of tasks and concepts throughout the instructional year. The decisions you make have far reaching implications for your students as they progress through their academic programs. Decisions made affecting level of instruction and/or placement into special programs are usually the most common outcomes of assessment practices. Teachers and others in the educational community frequently rely upon the results of assessment practices to determine the academic course for many students. Assessment practices, therefore, are important aspects of the educational system and play a critical role in the academic lives of your students and in your professional life as a teacher.

Decisions made affecting level of instruction and/or placement into special programs are the most common outcomes of assessment practices.
