Parts of a Portfolio Assessment Process

Overview

This document supports the use of the five different parts in a portfolio assessment process for EFL teachers:
- Portfolio Contents Guide
- Portfolio Conference Guide
- Peer Evaluation Checklist
- Self-Evaluation Checklist
- Final Evaluation Checklist

Rationale

There are several important aspects to portfolio assessment that are present in these procedures:
- Students are involved in setting their own goals and in their own assessment.
- Students have some responsibility for their own learning and evaluation.
- Students know exactly what they are being evaluated on.
- Students can see their own progress and where they need to put in more effort.
- Students get regular feedback.

Steps for the Portfolio Process

These examples are for advanced learners. Trainers can simplify or adapt them for their own classes or specific skills. Criteria will always depend on the goals for the class. (The criteria in the above documents are very general.) Teachers can also adapt the process itself to fit their own time frames and work loads.

1. At the beginning of the school year/ term the trainer explains to the students (pre-service or in-service teachers) what a "portfolio" is and the how the portfolio process works. Together they determine what will go into their portfolios and what the criteria for evaluation will be. Student language proficiency and academic goals will determine the extent of student input. Each student then receives a list of the portfolio contents and criteria for evaluation (see Portfolio Contents Guide). They can use this as a checklist towards the end of the term to see if they have everything in the portfolio.

2. The trainer tells the students how the portfolio will be kept (in a loose leaf notebook, in a file, an envelope, etc.) and where it will be kept. Trainers also set up a regular, predictable procedure for working in, adding to, and checking the   portfolios. She will also make clear to the students what their

responsibilities are in regard to the portfolios. It would be a good idea to post those responsibilities on the wall of the classroom. Since reflection is an important part of the process, students could also be given guidelines

3. Also at the beginning, the trainer will meet briefly with each student to help each set up personal goals for the class. These will be included in the portfolio. Because reflection is an important part of the portfolio process, the trainer may want to set up guidelines to help students learn how to do a reflection, and to state expectations for how often students should do a reflection.

4. About half way through the term, the trainer will again meet with the students for a portfolio conference. The purpose of this conference to go over the students' work in the portfolio, help them see their strengths, help them see where they need more work, and help them set new goals for the second half of the term (see Portfolio Conference Guide). Conferencing could also be done more informally, meeting with maybe just a few students each week throughout the term. This may be better for larger classes.

5. Towards the middle and/or end of the term, the trainer gives students peer and self-evaluation forms (see Peer Evaluation Checklist and Self-Evaluation Checklist). Teachers give them time in class to work with a partner to do the peer evaluation using the forms. They do the self-evaluation before they hand the portfolio in for final evaluation, so that they can make needed corrections and additions.

6. And finally, the trainer summatively evaluates the portfolios and gives students a final grade (see Final Evaluation Checklist). This evaluation uses the criteria that the trainer and students set up in the beginning.