

**October 17, 2002**

East San Jose

We talked about the Tierney and Micklo articles on portfolio assessment. One interesting point was the shift from teacher-directed portfolios to more standardized, district-directed portfolio. Another question is how teachers can use the previous years' portfolios. Another aspect was how children and families can be involved. The question then is how to involve them at East San Jose. Silvia raised them related issue that we need to educate parents about the value of portfolios. Diana brought up the idea that student reflection is a key, but that there is a lot of variability between teachers about the goal and purposes of portfolios. Another teacher here at East San Jose built in student reflection, with a statement for each work piece: why it was a good or not very good work sample (if not great, then what does that show about goals), and multiple intelligences.

*Some of the key components of portfolios are:*

- a variety of kinds of work samples
- reflection
- student and teacher choice
- teacher observations
- teacher-student conferences
- evaluation criteria

Another issue is the organization of the work and making it consistent across grade levels. For example, having different sections for different content areas.

Julia will ask someone from Eagle Ridge Middle school come in to share the portfolios they do there.

*Some of the purposes:*

- to show growth,
- to show some snap shots of student work at set times per year,
- reflection pieces that show the importance of each piece -- could be a half sheet that are staples to each piece,
- an overall rubric that can be used from year to year, maybe using different colored pen.

Whole Group

We developed an assessment to for reading comprehension graphic organizers. We wanted something measurable -- the graphic organizers are the activity. We know they got it, but we have no way of documenting that. The instrument is on the last page.

Some of the general statements would be:

- The information included makes sense.
- The information included is correct.
- The information included is complete.
- The information included is important for understanding the text.

We want to use a rating scale (**Meets Proficiency, Beginning, Needs Improvement**) and then have a place for comments underneath.

Another question is how you evaluate it when students do graphic organizers in groups. One solution is to have them do them in groups several times and then do them independently. Another is to include some that are completed in group.

For next week:

Kristin will bring in her writing portfolio materials. As a group, decide what content area you would want to include in a portfolio and the rubrics (i.e. NAPE & 6 traits) that could be used at each grade level. Then, start developing a possible reflection format. Then, start talking about choosing 'anchor pieces' (for a model portfolio). We also need some really explicit directions that include some of the purposes for doing this - we can create a manual for teachers.

**\*\*\* It is important that this be a group exercise. So, we need to think about not only talking about the district pass-along portfolios, but also how the teachers in the class want to start implementing working and demonstration portfolios in their classes. This is important as they can be models for other teachers at their schools in showing how portfolios can be really useful forms of performance-based assessment, especially for second language learners.**

#### Off Campus Group

*Julia raised the issue that Joyce and Kristin seem to have had less to contribute more recently to the whole group time than at the beginning of the semester. We talked about how the purpose of this class has been changing and how we can make sure that the needs and interests of all of the participants (and East San Jose and from outside) can be met. Julia was concerned that we all need to be aware of facilitating the participation of Kristin and Joyce, who, because of timing, always will arrive in the middle of a conversation. We talked about some ways to ensure that the whole group time is inclusive and that it really is about learning to work together to develop assessment instruments.*

We then started talking about standards. We wondered whether you can break apart the standards, or whether they are so integrated that you can't emphasize some more at different times.

Then we started talking about what Kristin and Joyce are doing with portfolios, know about portfolios, and want to learn about them. Joyce does a portfolio with her daughter and would really like to work on doing portfolios in her classroom. Kristin would too. She gave a really interesting idea from a friend for working portfolio storage -- using pizza boxes. She said that you can put all sizes of work in them and that they store easily in the classroom. You can also put contact paper on them to make them last longer. We also talked about how rubrics and performance based assessments can be helpful to show progress for students who are behind other students -- you can still show what they CAN do, even when they can't complete the entire assignment.

Next week Kristin will borrow the Kay Burke book from Lupe. She also wanted to see some other samples of rubrics -- if any of the San Jose teachers has some, please bring them to share.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Text Title: \_\_\_\_\_

Type of Graphic Organizer: \_\_\_\_\_

	<b>Meets Proficiency</b>	<b>Beginning</b>	<b>Needs Improvement</b>
The information included makes sense.			
The information included is correct.			
The information included is correct.			
The information included is complete.			
The information included is important for understanding the text.			