

## **Assessment Handbooks Series**

### **Portfolio Assessment**

**Note: For a print quality copy of this document please contact:**

Government Publication Services  
563 Superior Street  
PO Box 9452 Stn Prov Govt  
Victoria, BC V8W 9V7

Phone: (250) 387-6409  
Fax: (250) 387-1120  
Toll Free within BC: 1-800-663-6105

On-line ordering: <http://www.publications.gov.bc.ca/>





## **Assessment Handbooks Series**

# **Portfolio Assessment**



**BRITISH  
COLUMBIA**

Ministry of Education

---



## **Assessment Handbooks Series**

# **Portfolio Assessment**

**February 1994**

**Produced by:**  
Curriculum Development Branch  
Ministry of Education  
Victoria, British Columbia

Canadian Cataloguing in Publication Data

Main entry under title:

Portfolio assessment

(Assessment handbooks series)

ISBN 0-7726-2107-1

1. Students - British Columbia - Rating of. I.  
British Columbia. Educational Programs. Curriculum  
Development Branch. II. Series.

LB3054.C3P67 1994      371.2'7      C94-960150-0



# Table of contents

Acknowledgements . . . . .	v
About this document . . . . .	vii
What is portfolio assessment? . . . . .	1
Why use portfolio assessment? . . . . .	2
Types of portfolios . . . . .	4
Setting the stage for portfolio assessment . . . . .	6
Getting started . . . . .	8
Organizational ideas . . . . .	12
Case studies . . . . .	14
Some final thoughts . . . . .	17
Glossary . . . . .	19
References . . . . .	21



# Acknowledgements

The Ministry is grateful to the many British Columbia educators who contributed to the development of these Assessment Handbooks:

- S.D. #1 (Fernie) Heather Dean
- S.D. #2 (Cranbrook) Victor Epp
- S.D. #7 (Nelson) Linda Hoffman
- S.D. #9 (Castlegar) Bruce Gerrand
- S.D. #11 (Trail) Lynn Coupland, Sylvia McGregor
- S.D. #22 (Vernon) Lynette Wren
- S.D. #23 (Central Okanagan) Bea Lehne
- S.D. #27 (Cariboo-Chilcotin) Eleanor Bjornson, Lori Giacometti
- S.D. #28 (Quesnel) Bill Atkinson
- S.D. #30 (South Cariboo) Cameron Rittinger, Mark Schiller, Steven Stanley
- S.D. #33 (Chilliwack) Marion De Wit
- S.D. #34 (Abbotsford) Dexter Horton, Pat Horstead, Des McKay, Bonnie Van Der Meulen
- S.D. #35 (Langley) Leslie Carter, Anne-Marie Farrell, Bruce Inglis, Daphne Jennings, Don Klinger, Kay Lotzer, Carol Lundine, Kerry Querns, Debbie Ralph
- S.D. #36 (Surrey) Tom Ayres, Manfred Hartmann, Kathy Laidlaw, Joan E. McAllister, Ann Mayer
- S.D. #37 (Delta) Bev Barnes, Steve Cardwell, Ralph George, Cathy Gilmour, John Maschak
- S.D. #38 (Richmond) Susan Poepperl
- S.D. #39 (Vancouver) Sylvia Jones
- S.D. #40 (New Westminster) Betty Yonida
- S.D. #42 (Maple Ridge-Pitt Meadows) Maureen Adam, Lori-Ann Borghardt, Mary-Ellen Laidlaw, Pierre Leroux, Chuck McCafferty, Les Raskewicz
- S.D. #43 (Coquitlam) Don Innes, Peter McConville, Anthony Williams
- S.D. #46 (Sunshine Coast) Anne Moul
- S.D. #52 (Prince Rupert) David Konsmo
- S.D. #54 (Bulkley Valley) Wendy Mundie
- S.D. #57 (Prince George) Pat Hill
- S.D. #59 (Peace River South) Steve Gomolchuk, Debbie Mastervick
- S.D. #60 (Peace River North) Lilly Frey
- S.D. #61 (Victoria) Peter Brelsford, Jan Coady, Melodie Cohen,

Paulette Kushner, Susan Langridge, Alan Penty, Dorothy M. St. Claire,  
Connie Simpson, Malcom Sneddon, Teri Wickes

S.D. #62 (Sooke) Jim Cambridge, Bill Cook, Kathy Ollila, Bill Polkinghorne,  
Ted Waring

S.D. #63 (Saanich) Donna Collette, Suzanne Curbishley, Linda Giles,  
Kelly Hunt, Sally Morgan, Sue Reid

S.D. #66 (Lake Cowichan) Molly Halton, Keith Robertson

S.D. #68 (Nanaimo) Jim Basnett, Kim Slater, Dave Sully

S.D. #70 (Alberni) Bev Frolic, Dawn Reithaug, Mike Ruttan

S.D. #71 (Courtenay) Edna Knights

S.D. #72 (Campbell River) Carol Reynolds, Donna Walker

S.D. #75 (Mission) Brenda Lightburn

S.D. #88 (Terrace) Helen Forsyth, Christine Foster, Mary Ann Lawrence

S.D. #89 (Shuswap) Julia Bowlby, Loyola Elliott, Hugh McCurrach,  
Diana Williams

Teacher on Call: Jane Kyle

#### And from the Ministry of Education:

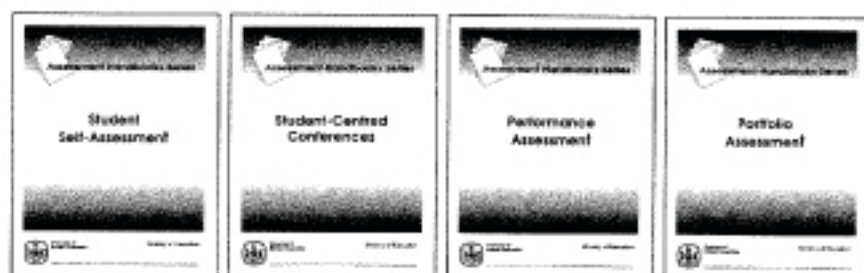
Aaron Beauchene, Sylvia Carter, Daina Eby, Dean Goodman, Fran Hillier,  
Judy Pasemko, Kerry Robertson, Ron Smith, Nancy Walt, Dana West

# About this document

## Rationale

Surveys of teachers (B.C. Ministry of Education, 1992) and studies (Bachor and Anderson, 1991, 1993) show that assessment practices in B.C. classrooms are changing. Teachers are seeking alternatives to traditional testing methods by rethinking their assessment practices and changing their evaluation techniques. With this evolution in practice have come practical questions regarding methods for assessing student achievement. A key request has been for support in the development and implementation of assessment methods.

## The Assessment Handbooks Series



This series has been developed to provide guidance for teachers as they explore and expand their assessment repertoires. The four handbook series includes *Student Self-Assessment*, *Student-Centred Conferences*, *Performance Assessment* and *Portfolio Assessment*. For the sake of clarity, the handbooks separately address each of these assessment methods. However, in practice, the methods are not used in isolation. For example, self-assessment is an important component of portfolio assessment and both can contribute to a successful student-centred conference.

Each of the handbooks contain a definition and rationale, reflective questions, ideas for getting started, and samples in varying forms. While each handbook includes information



specific to a particular type of assessment, cross-referencing is used to identify important links between them. *Student Self-Assessment* is particularly central to the other handbooks as it expands on self-assessment, goal setting and establishing criteria, topics common to the whole series.

## **This Handbook**

*Portfolio Assessment* offers ideas and strategies that will expand the knowledge of both novice and experienced portfolio practitioners. It discusses the different types of portfolios, why to use them, how to get started, and includes organizational ideas, case studies, and sample forms to include in portfolios.

# What is portfolio assessment?

Portfolio assessment is a method of gathering student work samples for the purpose of evaluating student knowledge and learning. The process includes student participation in the selection of work, in criteria and goal setting, and through self-assessment. Students and teachers collaborate in assessing and evaluating student learning from evidence in the portfolio collection, then use this information to make plans and set goals for further learning.

*"A portfolio is a carefully crafted portrait of what someone knows or can do."*

*Black, 1993*

Portfolios are purposeful collections of a student's work that show the student's effort, progress and achievement over time. Portfolios include:

- a selection of student work
- guidelines for content selection
- criteria for evaluating process and products
- evidence of student reflection

# Why use portfolio assessment?

*"The use of portfolios engages students in constructing a story—a long-term account—of what and how they learn."*

**Wolf, 1989**

Portfolio assessment offers teachers, students, and parents a broad view of student learning by providing a place to document processes in learning as well as students' final products. In addition to offering benefits for all partners, portfolio assessment promotes student involvement in, and responsibility for, their own learning.

## For teachers, portfolio assessment:

- integrates assessment with instruction
- provides opportunities for teachers and students to collaborate
- provides concrete evidence for evaluation
- gives feedback on individual student performance
- can serve as a focus for student-centred conferencing
- provides evidence to support reports to parents

*"... feedback from student-teacher conferences and from peer and self-evaluations, and analyses of portfolios, can be used to promote students' awareness of and thoughtfulness about their individual strengths and weaknesses as learners. Nurturing students' abilities to evaluate their own work and their peers' work may be one of the more effective ways of improving learning."*

**Case, 1992**

## For students, portfolio assessment:

- develops organizational and decision making skills
- incorporates opportunities for self-assessment and goal setting
- provides evidence for revisiting and resetting goals
- provides opportunities for teachers and students to collaborate
- promotes responsibility for student's own learning
- provides concrete evidence for evaluation
- sets a focus for student-centred conferences



### For parents, portfolio assessment:

- increases involvement in their child's learning
- allows them to see their child's development over time
- provides direct evidence of their child's skills and learning
- provides concrete evidence for evaluation and goal setting
- sets a focus for student-centred conferences

*"The girls were very proud of their portfolios and eager to share them with us. It was interesting to see what my girls felt about how they have done on their work and to see what was important to them."*

*Parent, 1993*

# Types of portfolios

While the characteristics of a portfolio collection will differ widely among teachers, portfolio collections generally fall into three categories: working, presentation and cumulative.

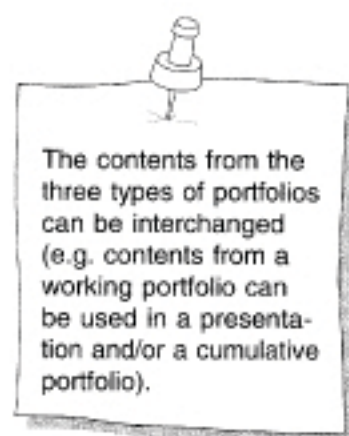
*"Portfolios are obviously more than collections of artifacts. They are ... a reason for talking. And, depending on the way the talk goes, the portfolio can take many different forms."*

*Murphy and Smith, 1990*

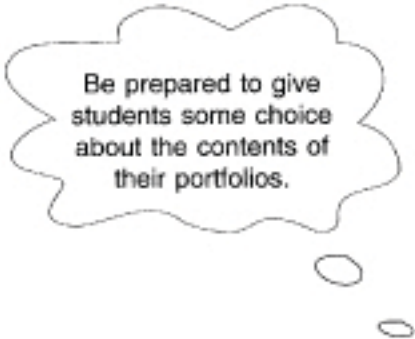
- A **working portfolio** is an ongoing collection of self-selected samples of work that are used to highlight the students' efforts, progress, achievement and reflections (writing samples, photographs, self-assessment, etc.).
- A **presentation portfolio** can include samples selected by both the student and the teacher. The collection consists of student work samples representing learning and growth, collected for the purpose of making presentations. The presentations could include: student-centred conferences, interim reports, interviews with employers and/or educational institutions, etc.
- A **cumulative portfolio** is a collection of selected samples of student learning that is taken from either a working or a presentation portfolio and is passed on to the next year's teachers. A cumulative portfolio may also include student progress reports and become part of the student's permanent school record, or be used with future employers and other educational institutions. The cumulative portfolio may be compiled collaboratively by the student and the teacher with final approval made by the teacher.

## Portfolio Planning Chart

Portfolio	Purpose	Content	Audience
<b>Working</b>	<ul style="list-style-type: none"> <li>• to help students assess and evaluate their work</li> <li>• to help students notice patterns in their learning</li> </ul>	<ul style="list-style-type: none"> <li>• many samples of student work from across the curriculum or within a subject</li> </ul>	<ul style="list-style-type: none"> <li>• student and teacher</li> </ul>
<b>Presentation</b>	<ul style="list-style-type: none"> <li>• to assist students in discussions about their learning</li> </ul>	<ul style="list-style-type: none"> <li>• selected samples that represent a few chosen aspects of student work</li> </ul>	<ul style="list-style-type: none"> <li>• teachers</li> <li>• parents</li> <li>• future employer</li> <li>• advanced educational institutions</li> </ul>
<b>Cumulative</b>	<ul style="list-style-type: none"> <li>• to help educators know where students are in their learning</li> <li>• to assist in planning student programs</li> <li>• to help students develop resumes</li> </ul>	<ul style="list-style-type: none"> <li>• selected samples of student work</li> <li>• student progress reports</li> </ul>	<ul style="list-style-type: none"> <li>• future teachers</li> <li>• administrators</li> <li>• future employer</li> <li>• advanced educational institutions</li> </ul>



# Setting the stage for portfolio assessment



Be prepared to give students some choice about the contents of their portfolios.

## Classroom Environment

If portfolio assessment is to become an integral part of learning, teachers need to create a classroom environment which promotes:

- student choice/autonomy
- learning represented in a variety of ways
- individual and cooperative work
- sharing ideas
- risk taking

In such an environment teachers can provide ongoing opportunities for students to self-assess, set goals, and collect samples for their portfolios. Initially the structure may come from the teacher, but as students and teachers become more familiar with portfolio assessment, increased student autonomy and choice can be integrated into the planning. The classroom environment is important for promoting self-assessment and goal setting, two important components of portfolio assessment.

## Self-Assessment

Self-assessment is an essential component in portfolio assessment. Students need to be able to analyze their work and work habits in order to establish criteria and goals for further learning. Self-assessment is an ongoing process of students getting to know themselves as learners by reflecting on their performances, products, thinking and learning.

*"Portfolios ... ought to include students' narratives about how they produced the contents and about what they learned. Students' written reflections about their learning might be among the most valuable pieces in the portfolios."*

*Black, 1993*



### Portfolio Self-assessment Form

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

To complete this evaluation, you will need to think back over the time period that your collection covers. Reflect upon your successes, growth, and areas you would like to further develop.

Success:

Evidence:

Growth:

Areas to Develop:

### Cover Sheet for Portfolio Entry

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Project: \_\_\_\_\_

Student Comments:

Two reasons I chose this item are:

I want you to notice:

Next time I might:

Other comments:

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

Teacher Comments:

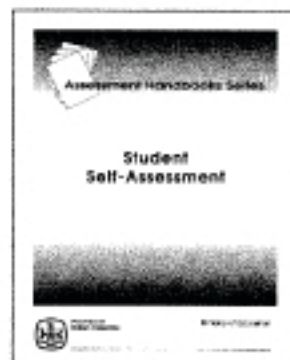
Two positive things I noticed are:

One specific area to work on is:

Other comments:

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

For more information on self-assessment and goal setting see *Student Self-Assessment*.



## Goal Setting

Goal setting is an important aspect of portfolio assessment. The purpose of students reflecting on their portfolio collections is to see which areas need improvement and to set goals for further achievement. Portfolios provide an excellent opportunity for students to revisit their program and set (or reset) goals for future learning. Within a class the goals for a portfolio collection will be individual to each student.

## Further Preparations

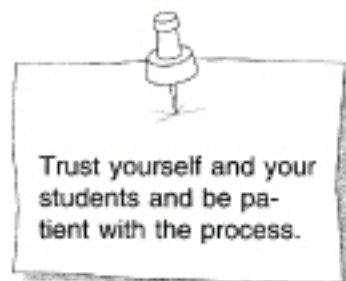
After considering the importance of classroom climate, self-assessment and goal setting, teachers can continue to set the stage for portfolio assessment by:

- gathering samples of authentic (real) portfolio use (resumes, teacher work files, modelling/photography, artists)
- teaming with other teachers for ideas and support
- networking with other school and district contacts
- reading (see reference list)

Consider contacting the:

Authentic Assessment  
Consortium  
Attn: Rob Morrison  
School District #36 (Surrey)  
Planning, Research  
& Evaluation Dept.  
14225 - 56th Ave.  
Surrey, BC V3X 3A3  
(604) 596-7733 (ext. 214)  
Fax: (604) 596-7941

# Getting started



There are four basic elements for setting up portfolio assessment:

- setting purposes for portfolio collections
- identifying guidelines for portfolio collections
- developing evaluation criteria
- providing for student reflection

In order for portfolio assessment to be effective, students need to be involved in each of these four steps of the process.

Initially the structure may come from the teacher; however, as students and teachers become more familiar with the various aspects of portfolio assessment, more student autonomy and choice can be integrated into the process.

Teacher Portfolio Planning Sheet	
Description: _____	Date: _____
Purpose...	
Guidelines...	
Evaluation Criteria...	
Reflection Activities...	

## Setting Purposes for Portfolio Collections

A crucial element to beginning portfolio assessment is deciding on a purpose. Teachers choosing to implement portfolio assessment need to establish what it is they want the portfolio to accomplish (refer back to “Why use portfolio assessment?” pg. 2). There may be more than a single purpose for using portfolio assessment, and teachers may choose a combination of reasons for using portfolios. For example, a teacher might identify the following purposes:

- to provide evidence to support progress reports
- to promote student responsibility for their learning

Important in determining the purpose is deciding who the audience will be for the portfolio—teachers, students, peers, parents, other educators, etc. Teachers can then determine which type of portfolio will suit their purpose, and in which area of the curriculum to begin.

*“[Portfolio assessment] has added a new dimension to my teaching and evaluation methods and it has given me another method of encouraging life-long learners.”*

*Teacher, 1993*

## Identifying Guidelines for Portfolio Collections

Guidelines determine both the quantity of samples within a portfolio collection and the format of the collection. The format may or may not include tables, records, or indexes, depending on the age of the students involved. Guidelines for a primary working portfolio may be such that all work is to be included. As students become more experienced, the guidelines may be more specific. Teachers can work collaboratively with students to identify guidelines for the collections.

### Sample Guidelines for a Working Portfolio

- Include a table of contents
- Choose samples of work from each topic that will be covered during the term.
- Choose different samples of work from each topic (e.g. reports, notes, pictures of models, experiments).
- Choose samples of the same work at different times throughout the term.

**Tips:**

- The same material may be used to reveal different areas of learning by changing the guidelines and evaluation criteria.
- The portfolio collection can be kept dynamic by creating new guidelines and evaluation criteria which direct the student to select new portfolio material as well as remove selected material.

[illegible]



For more information on student involvement in criteria setting see *Student Self Assessment*.



## Developing Evaluation Criteria

One of the keys to helping students become responsible for their learning is to involve them in the assessment and evaluation process. Including students in the development of evaluation criteria for evaluating progress and achievement gives them a better understanding of:

- what is important and valued in a particular discipline
- evaluating their own and their peer's achievements
- their own roles in working towards classroom standards
- how and when the contents of the portfolio will be evaluated

As students become more experienced with portfolio assessment, they may become more involved in developing criteria for the collection. The evaluation of the portfolio may include setting criteria for fulfillment of the established guidelines. For example, meeting all the requirements of the content guidelines may constitute part of a term mark.

Content guidelines for an intermediate science portfolio could include: table of contents, 2 lab reports, labelled diagram, peer assessment, summary of group project, student/teacher conference summary, etc.

## Providing for Student Reflection

Reflection is a self-assessment activity where students learn to look at their own learning. It encourages students and teachers to develop the habit of pausing to think about their learning in terms of where they've been, where they are going, and how they will get there.



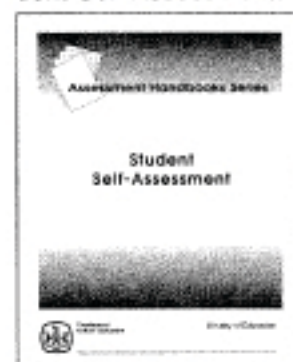
Involving students in reflecting on their learning:

- helps them view mistakes and risk-taking as avenues for continued growth
- builds confidence in their own abilities
- improves study skills by helping to focus on what is known and what is not known
- encourages taking responsibility and ownership for their own learning
- helps develop realistic self concepts
- builds self esteem

Portfolio collections should include evidence of student reflection such as:

- thinking clusters, webs, concept mapping
- reflective journals
- reflection frames or sheets
- audio tapes

For more information on student reflection see *Student Self-Assessment*.



**Student Reflection Sheet**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

My plan was:

And I did this:

I felt:

because:

Teacher's comments:

**Student Reflection Sheet**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

The attached evidence is (eg. first draft, drawing, map):

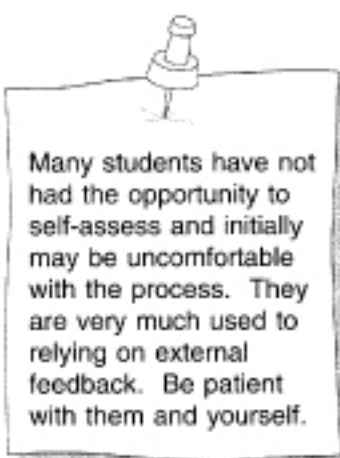
This piece of work shows:

<input type="checkbox"/> risk-taking	<input type="checkbox"/> collaboration
<input type="checkbox"/> perseverance	<input type="checkbox"/> a thoughtful response
<input type="checkbox"/> a process	<input type="checkbox"/> something unexpected
<input type="checkbox"/> improvement	<input type="checkbox"/> something of personal significance
<input type="checkbox"/> other: _____	

Please notice:

Next time I would:

Student Signature: \_\_\_\_\_



*"I think that portfolios are a good way to learn. After a while you can look back at what you did and see the changes in your work since then."*

*Student, 1993*

# Organizational ideas

Use this as a teaching and learning experience about decision making, organizing, assessing and evaluating work.

To introduce portfolio assessment in the classroom, teachers may initiate the process by:

- holding a discussion with students to discover what they already know about portfolios
- sharing samples of authentic (real) portfolios
- discussing the process for setting up the portfolio, working together to set up the guidelines and evaluation criteria
- discussing the management of the portfolio
  - use of record/index/table of contents
  - importance of date stamping all materials
- deciding when items will be placed in the portfolio
- deciding when items are added, removed or interchanged between portfolios
- informing parents/guardians of the use of portfolios

Parent Portfolio Reflection Sheet	
Student Name: _____	Date: _____
What I notice about my child's work:	
What I wonder about my child's progress:	
Parent/Guardian Signature: _____	

Parent Portfolio Reflection Sheet	
Student Name: _____	Date: _____
Before my child shared their portfolio with me, I expected to see:	
I was pleased to see:	
I noticed growth in:	
What I would like to see in my child's portfolio is:	
Parent/Guardian Signature: _____	

### Sources

- Essays
- Projects
- Tests
- Quizzes
- Labs
- Notebooks
- Presentations
- Reflection Samples
- Discussions
- Debate / Panel

### Formats

- File Folder
- Accordion Folder
- Binder
- Boxes
- Tote Tray
- Scrap Books

## Sources and Storage

### Collections

- Videotapes
- Compact Disks
- Paintings/Drawings  
/Sketches
- Observation Notes  
/Checklists
- Self-assessment Sheets
- Work Samples
- Photographs
- Audio Tapes
- Computer Disks

### Storage

- Large Box
- Plastic Containers  
(milk crates)
- File Cabinet

*"The portfolio process is developmental. There are no magic formulas. Teachers must be prepared to be risk takers, along with their students. Discovering the possibilities of what portfolios can achieve for each group of students and for each individual student is an 'energizing' activity."*

*Teacher, 1993*

# Case studies

These two case studies are not picture perfect examples of portfolio assessment, but they are examples of two teachers willing to share their initial experiences with portfolio assessment, the negative as well as the positive. Their willingness to share is a wonderful example of risk taking and provides encouragement to others to begin the process.

## CASE STUDY

### **Presentation Portfolio**

#### **Business Education 10**

1. Purpose
  - students will demonstrate their understanding of each unit covered during the term
  - to facilitate discussions between student, teacher and parents
2. Physical Structure
  - a binder and a computer disk
3. Content Guidelines
  - only finished work
  - one piece of work demonstrating understanding of each topic in a unit
  - examples can be assignments, projects, group projects, tests, etc.
4. Selection of Material
  - students will select work that demonstrates their knowledge in the content areas
  - if the work is part of a group project, photocopies will be accepted
5. Access to Portfolio
  - portfolio will be kept in the classroom
  - only teacher, student, and parents
6. Time Line
  - work will be selected at the end of each unit of study
  - portfolio will be reviewed with the teacher at end of each reporting period
  - shared with parents at the end of a reporting period
  - students keep the portfolio at the end of the year



## CASE STUDY

### Working Portfolio

I used portfolios this year so that students could evaluate their own work and note the improvement they had made throughout the year.

Success I had:

- students enjoyed having a choice for the contents and took pride in their accomplishments
- students improved in their ability to self-assess their work and this placed ownership on them to show improvement
- parents appreciated seeing the portfolios before the report card went home and felt they were better prepared for interviews
- portfolios gave me concrete information (in one place) for writing report cards

Some difficulties:

- finding time to place work in their portfolios
- helping students evaluate their work in a meaningful way and then setting specific goals

What I would do differently:

- set time in the timetable for portfolio related work
- collect work more often and specify more directly what I would like them to choose from
- place more work of my choosing
- take more time with goal setting and teach more directly how to evaluate their work

Conclusions:

- I would do it again!

*"When I'm getting my portfolio ready to take home I have fun reading my best stories over again. The best part is when my Mom and Dad tell me how good and neat my work is."*

*Student*



## Some final thoughts

Portfolios are purposeful collections of student work (evidence of process and products) that show the student's effort, progress and achievement over time. Portfolio assessment stresses the importance of student responsibility in their own learning by including them in the process through self-assessment and by involving them in establishing criteria and goal setting. The reasons for choosing to introduce portfolios as part of a teacher's assessment strategy are many, and Stenmark summarizes them extremely well.

*"I felt better about having something to back up my test scores. The criteria for evaluating the portfolio were listed and a cover sheet had all the assignments included. Students were to check off this list and then select four samples of their work along with two assignments of my choosing. The work chosen had to show variety and evidence of thought. They had to explain what they had picked and why they had picked it. They were allowed to make revisions and attach them to the originals along with some reflections on why they felt revisions were necessary. The students liked the portfolio. They felt that if they "messed up" they could work it out without being penalized. They liked being able to decide and then pick the quality of the work."*

*Stenmark, 1991*





# Glossary

**Assessment** Assessment is the systematic process of gathering information about student learning, what they know, are able to do, and are trying to do.

**Evaluation** The process of making judgments and decisions based on the interpretation of evidence of student learning gathered throughout assessment. Evaluation might be done by the teacher or the student independently or in collaboration.

**Performance Assessment** Assessment that is based on students demonstrating what they can do. The term is sometimes used to describe assessment using performance tasks. More generally, it is used to describe approaches to assessment which value process as well as product.

**Portfolio** A purposeful collection of student work that shows the student's effort, progress, or achievement over time.

**Portfolio Assessment** Portfolio Assessment is a method of gathering student work samples for the purpose of evaluating student knowledge and learning.

**Reporting** The presentation of information gained through evaluation based on identified standards. Reporting may be done in writing, through a scheduled conference, or informally.

**Self-Assessment / Self-Evaluation** The ongoing process in which students get to know themselves as learners by reflecting on their own performance, products, thinking, and learning.

**Student-Centred Conference** A meeting of teacher, parent(s) and student to discuss the student's learning.



# References

- Bachor, D. G., and Anderson, J. O. *Assessment Practices in the Primary Classroom*. A paper presented in the symposium *Findings and Implications of Research on Classroom Assessment* at the annual meeting of the Canadian Society for Studies in Education, Queen's University, Kingston, Ontario, 1991.
- Bachor, D. G., and Anderson, J. O. *Perspectives on Assessment Practices in the Elementary Classroom*. Victoria, B.C.: Ministry of Education and Ministry Responsible for Multiculturalism and Human Rights, 1993.
- Black, Susan. "Portfolio Assessment" *The Executive Educator*, 15(1), February 1993.
- British Columbia Ministry of Education. *Primary Program Resource Document*. Victoria: Ministry of Education, 1990.
- British Columbia Ministry of Education. *The Intermediate Program: Foundations (Draft)*. Victoria: Ministry of Education, Spring 1992.
- British Columbia Ministry of Education and Ministry Responsible for Multiculturalism and Human Rights. *The Graduation Program Working Paper*. Victoria: Ministry of Education and Ministry Responsible for Multiculturalism and Human Rights, Spring 1992.
- British Columbia Ministry of Education and Ministry Responsible for Multiculturalism and Human Rights. *Thinking in the Classroom. Resource for Teachers: Volume One. The Context for Thoughtful Learning*. Victoria: Ministry of Education and Ministry Responsible for Multiculturalism and Human Rights, 1991.
- British Columbia Ministry of Education and Ministry Responsible for Multiculturalism and Human Rights. *Thinking in the Classroom. Resource for Teachers: Volume Two. Experiences That Enhance Thoughtful Learning*.

- Victoria: Ministry of Education and Ministry Responsible for Multiculturalism and Human Rights, 1991.
- British Columbia Ministry of Education and Ministry Responsible for Multiculturalism and Human Rights, Assessment, Examinations and Reporting Branch. *Needs in Assessing Student Learning: Teachers' and Principals' Results*. Victoria: Ministry of Education and Ministry Responsible for Multiculturalism and Human Rights, 1992.
- British Columbia Ministry of Education and Ministry Responsible for Multiculturalism and Human Rights. *A Resource for Self-Assessment. Thinking About Learning: Early Intermediate*. Victoria: Ministry of Education and Ministry Responsible for Multiculturalism and Human Rights, 1992.
- California Assessment Program. *Guidelines for the Mathematics Portfolio Phase II Pilot*. California: California Assessment Program, November, 1989 to April, 1990.
- Case, Roland. "On the Need to Assess Authentically" *Holistic Education Review*, Winter 1992.
- Murphy, S., and Smith M. A. "Talking About Portfolios" *The Quarterly*, 12(1), 1990.
- Paulson, F. L., Paulson, P. R., and Meyer, C. A. "What Makes A Portfolio A Portfolio?" *Educational Leadership*, 48(5), February 1991.
- Stenmark, J. K. (ed.) *Mathematics Assessment: Myths, Models, Good Questions, and Practical Suggestions*. Reston, VA: National Council of Teachers of Mathematics (NCTM), 1991.
- Tierney, R.J. and others. *Portfolio Assessment in the Reading-Writing Classroom*. Norwood, MA: Christopher-Gordon Publishers, Inc., 1991.
- Valencia, S. "A Portfolio Approach to Classroom Reading Assessment: The Whys, Whats and Hows." *The Reading Teacher*, 43 (4).
- Vavrus, L. "Put Portfolios to the Test" *Instructor*, August 1990.
- Wolf, D. P. "Portfolio Assessment: Sampling Student Work" *Educational Leadership*, 46(7) 1990.

---

Queen's Printer for British Columbia  
Victoria, 2000

ED00151  
MR-192