

NBHS - Electronic Portfolio Assessment

New Brunswick High School is exploring the use of electronic portfolios on campus to assess broader accomplishments of the students. The assembly of an electronic portfolio will provide an excellent method for assessing students' progress toward school and state technology standards, as well as 21st century skills.

What is an electronic Portfolio?

A portfolio is a collection of work developed across varied contexts over time that documents progress toward meeting the standards. The portfolio can advance learning by providing students and/or teachers with a way to organize, archive and display pieces of work. Work may be collected over a semester, a year, or even several years, passing from one grade level and teacher to the next. E-portfolios reflect more in-depth, more comprehensive, and better thought-out evidence of student learning.

Why use an e-portfolio?

There are several reasons that many institutions are starting to use electronic portfolios including:

- **Storage/Access:** Electronic portfolio information is stored digitally on a computer hard drive, server, or on removable media such as a memory disk, zip disks or CD-ROM. This electronic information takes up very little physical space and is easily accessible. Electronic portfolios not only take up little physical space, but can hold a great deal of information. Various parts of electronic portfolios can be interconnected through hyperlinks and users do not have to worry about losing or misplacing documents. New student work can replace older work with minimal effort.
- **Multimedia:** Once the student work is organized, users can easily add sound, pictures, graphics and video to the electronic portfolio.
- **Computer Skills:** Students gain valuable computer skills while creating and editing their portfolio.
- **Assessment:** Electronic portfolios directly relate student work to the defined standards or criteria. Portfolios demonstrate wider dimensions of learning than just paper-and-pencil reports or exercises. For example, within an electronic portfolio, a student can add digital audio or video and graphics to document evidence of learning

Portfolio Development Process

Method: Collect Select Reflect Connect

- Collect (deposit) class work and other materials.
- Select –best of work samples that show learning & growth.
- Reflect -on learning and identify evidence of growth.
- Connect
 - i. Build links across classes, disciplines & semesters
 - ii. Strengthen connection between school, community, and work
 - iii. Use the Internet to share with other students, faculty, family, employers, etc.

Portfolio Planning & Time Line

January 2008:

Step 1: Define the Portfolio Context & Goals

- i. Define Purpose
- ii. Audience
- iii. Standards

February 2008:

Step 2: Working Portfolio - Achieve Creation/Digital Conversion

- i. Identify requirements such as hardware, software, storage, etc.
- ii. Determine what kind of evidence needs to be collected - evidence of learning and where it will be stored
- iii. Determine who will be responsible for making sure the evidence is collected
- iv. Determine whether or not the electronic portfolio can be a requirement for graduation

March 2008:

Step 3: The Reflective Portfolio

- i. Select specific artifacts from the abundance of the working portfolio to demonstrate achievement
- ii. Determine who will help students select artifacts
- iii. Identify the criteria for selecting artifacts and judging merit
- iv. Determine how the faculty/teacher feedback on student work and achievement of goals will be recorded

May/June 2008:

Step 4: The Connected Portfolio

- i. Determine how the students will organize their digital artifacts
- ii. Determine how the portfolio will be evaluated for the effectiveness in light of its purpose and the assessment context

Step 5: The Connected Portfolio

- i. Determine how the students will record their portfolio to an appropriate presentation and storage medium
- ii. Determine how the students' will present the finished portfolio to an appropriate audience
- iii. Determine whether or not the electronic portfolio can be a requirement for graduation
- iv. Determine how many artifacts should each student collect per year

This site will be updated as each milestone is accomplished