Portfolio - a means of developing the child's personality, assessment and self-assessment

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Basic questions

- What do you understand by the term portfolio?
- What are your experiences with portfolios?
- Why should students create a portfolio?

- A portfolio is a structured **set of a student's work** during a certain period, which provides information on the pupil's school results, his/her **learning** and **development**.

- 1995 – it appeared for the first time in a pedagogical thesaurus: A collection of records about a person (his/her characteristics and performance), which is based on an evaluation he or she performs.

- It is intended for: students, teachers and parents
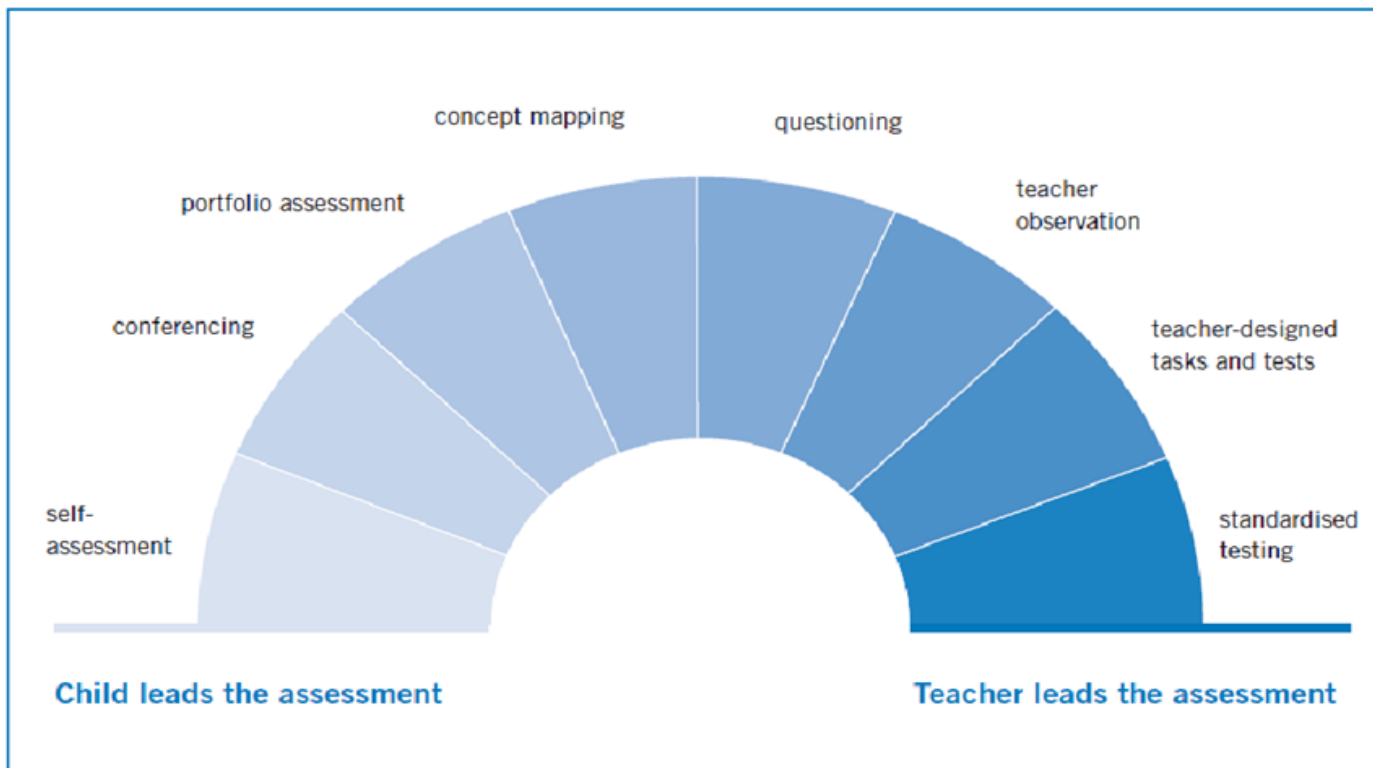
What is the purpose of it?

- A pupil's results
- The learning process
- A pupil's progress

personality development in the cognitive, social, emotional, biological, spiritual areas as well as the self

One of the tools of pedagogical diagnosis

Figure 2: A continuum of assessment methods

The discussion of assessment methods in this section follows the order shown in Figure 2. Each method is presented as a fold-out from the main document.

Functions   Types

- *informative*
- *motivational*
- *communicative*
- *Self-regulative*
- *diagnostic*

- **Collection** (Documentational) – a collection of all a student's work
- **Selection, representative** the best work, a presentation of the child
- **Evaluative, diagnostic documents the child's progress,** teacher's records of observations, regular comments from the teacher records the child's self-esteem, reports from parents ...

Persons influencing the form of portfolio

- The pupil: creation is entirely in the hands of the pupil,
- The teacher
- The pupil and teacher: They both work together on the form of the portfolio
- The pupil, teacher and pupil: They all work together on the form of the portfolio

☐ **Front page**

☐ Method of storing records

1) Based on aims (skills) which are being observed
2) Based on themes, subjects
3) Chronologically

☐ Repeating? Development (with dates)

☐ Non-repeating?

Basis for the structure of the portfolio

- **Knowledge of skills, aims and outcomes** ➤

- Content of the portfolio

Expected outcomes	Parts of the portfolio
The pupil: · **Understands how language is used in everyday situations in the class** · **Experiments with spoken language in groups, in the class, individually, acts out a role** · **Communicates with the teacher, with classmates and with familiar adults** · **Listens to stories read aloud and individually reads various types of texts, e.g. stories, picture books, poems, song lyrics and other texts** · **Works with rhyme and rhythm, repeats them** · **Develops their own reading habits** · **Creates their own texts using their own experience, texts they have read and heard and visual perceptions** · **Understands the structure of texts (including notes, lists and symbols)** · **Uses written text in order to share information**	The teacher's non-official notes on the behaviour of the pupil in the class in various situations Audio/video recordings documenting how the pupil copes in situations requiring him/her to listen and answer Records about the pupil's reading Audio/video recordings from discussions about reading Pupil's written work Regular notes about the errors made by pupils, including photocopies of texts which serve to look at their reading strategies

Possible content

- Life story – who am I?
- weekly plans, agreements, class rules
- written assignments and tests
- evaluative and self-assessment questionnaires (for individual and group evaluation)
- School report
- materials showing the process of learning (concepts, sketches, comments, etc..)
- reflective journals describing the conditions and feelings in learning
- extracurricular activities
- evaluation of student performance by the teacher
- teacher records from regular observation of the pupil
- records of classmates from observation of and co-operation with the pupil
- Parents' records
- homework

Working with a portfolio: The pupil

Regularly planned reflection

1) When choosing which work to put into the portfolio and conversations

When self-evaluating,

- for experiencing and remembering life at primary school.

- 2) Unintentional reflection at a particular time.

Working with a portfolio: The teacher

Evaluation of results, progress, how the learning is going.

Time for a "private" conversation with the student, uncovering implicit phenomena.

Lesson planning

Individualisation and differentiation.

Working with a portfolio:

The parent

- evaluation of the work of the child – verbally and in writing
- shares in the selection of work to go into the portfolio
- communication with the teacher on the child's results
- communication with the child about his/her results: unofficial, official – consultation days.

Its importance for parents

- monitor the development of the child and his/her progress,
- To understand the organization in primary schools,
- To understand a teacher's teaching style
- It is an opportunity for communication between parents, teachers and pupils

Benefits of introducing portfolios

Advantages :

☐Lays the foundation for self-evaluation and self-reflection

☐Supports the involvement of children in planning other activities

☐Allows for a comprehensive and long-term assessment of children's results, and to follow their progress.

☐It combines formative and summative aspects of evaluation

☐It helps teachers, children and parents to get a picture of the child's self-efficacy

☐It increases the involvement of all participants in the educational process

Disadvantages of introducing a portfolio

Disadvantages

- It requires some time to create the intended content, selection of work, continuous and summarizing reflection

- It consists mainly of worksheets, in which the pivotal domain of the cognitive development of the student is documented

- Too wide or overly narrow range of material – core skills, objectives and outcomes not covered - unsystematic, underdeveloped system of evaluation

- Parents are sometimes not interested.

- Managing portfolios requires funding

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