

# Module 2: Developing Portfolios

## Work-Based Learning Measures Series

[Insert Name]

[Insert Position]

[Insert Month 20XX]

**COLLEGE & CAREER  
READINESS & SUCCESS** Center

at American Institutes for Research ■



# Work-Based Learning Module Series

---

- Module 1: Selecting Appropriate Measures
- **Module 2: Developing Portfolios**
- Module 3: Designing Rubrics
- Module 4: Constructing Employer Feedback and Evaluation
- Module 5: Creating Student Self-Assessments

# Objectives

---

- Explore portfolios as a possible measure of work-based learning.
- Discuss the key decisions needed to develop a portfolio to assess work-based learning experiences.

# Overview of Portfolios

---

**COLLEGE & CAREER  
READINESS & SUCCESS** Center

at American Institutes for Research ■



# Measures of Work-Based Learning



- States reviewed: 17
- Districts reviewed: 59
- Total resources reviewed: 109



- Employer evaluations: 30
- Rubric: 23
- Self-assessments/Reflections: 19
- Worklogs: 7
- Portfolios: 5

# What Can Portfolios Do?



- **Demonstrate learning across time**  
(Shulman, 1998; Wade, Abrami, & Sclater, 2005).
- **Connect knowledge gained in the academic context with other contexts, such as the workplace**  
(Acosta & Liu, 2006; Light, Sproule, & Lithgow, 2009; Wuetherick & Dickinson, 2015).
- **Provide a platform for self-promotion and future employment**  
(Wade et al., 2005).
- **Promote collaboration, promote reflection, and shift demonstration of learning to the student**  
(Shulman, 1998).

# Decision Points

---

1. Determine the purpose of the portfolio.
2. Select the type of portfolio.
3. Determine the artifacts required in the portfolio.
4. Identify who selects portfolio artifacts.
5. Determine portfolio scoring.

# Decision Point 1: Determine the Purpose of the Portfolio

---

**COLLEGE & CAREER  
READINESS & SUCCESS** Center

at American Institutes for Research ■





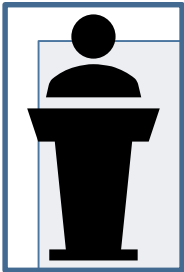
# Purposes of Portfolios



**Student Progress:** Evaluating individual student progress, grading, or certifying an accomplishment



**Instructional:** Diagnosing students' needs, informing instructional planning, or improving instructional effectiveness



**Student Efficacy:** Encouraging student efficacy, promoting student self-assessment, or motivating student performance



**Communication:** Communicating with parents and employers

Source: Herman, Gearheart, & Aschbacher, 1996

# Student Progress Example: Georgia

**Standard 18: Each Work-Based Learning student is evaluated on a regular basis by the work site supervisor/mentor to assess progress toward goals established in the student's Educational Training Plan.**

Exemplary	3	Meets Expectation	2	Does Not Meet Expectation	1	Evidence
<p><b>Include all criteria from "meets expectations" plus the following:</b></p> <ul style="list-style-type: none"> <li>The WBL-Coordinator meets regularly with the work-site supervisor/mentor along with the WBL student to discuss student performance and make adjustment to the student's Educational Training Plan.</li> <li>Parents and work site mentors are oriented about assessment and student expectations.</li> <li><b>Other assessment methods such as journals and portfolios are used in the grading process..</b></li> <li>Two or more technical skill assessments based on the training plan are conducted per semester.</li> <li>Extensive information is given to the student to assist them in becoming successful on the job site.</li> </ul>	<ul style="list-style-type: none"> <li>Students are given a packet which clearly defines expectations and the assessment procedures.</li> <li>A written evaluation of the student's employability skills is completed by the work-site supervisor/mentor on the performance of the WBL student at least twice per semester.</li> <li>An assessment of the technical job skill attainment is conducted at least once per grading period by review of the training.</li> <li>A conference is held by the WBL-Coordinator with the student to give feedback on the student's accomplishments and areas for improvement.</li> <li>At a minimum, the student's semester grade includes evaluation of employability skills, assessment of technical skills listed on the training plan and school-based requirements of the WBL Coordinator.</li> </ul>	<ul style="list-style-type: none"> <li>Written evaluations are not regularly completed by the work-site supervisor/mentor.</li> <li>No conference is held with the student to give feedback on the student's accomplishments and areas for improvement.</li> <li>The work site evaluation is not an integral part of the student's overall grade.</li> <li>The method for determining student grades is ambiguous.</li> <li>Student expectations are not clearly defined and communicated in advance.</li> </ul>	<ol style="list-style-type: none"> <li>Written grading procedures.</li> <li>Documentation of work-site evaluation.</li> <li>Records of conferences held with students about employer evaluations</li> <li>Student enrollment packet/materials.</li> <li>Evidence of parent and/or mentor training.</li> <li>C-NET Records.</li> <li>Student journals and/or portfolios.</li> </ol>			

Source: [Georgia Department of Education, 2016, p. 282](#)

# Communication Example: Los Angeles

## B. Preparing Students for the Defense

Use the following timeline to ensure students have adequate time to prepare for their portfolio and defense.

September	School informs parents and seniors about the senior portfolio and defense requirement for graduation either in a parent letter or presentation.
October - November	Senior Advisory teachers support seniors to compile and create the senior graduation portfolio.
December	Senior students submit their graduation portfolios.
February - March	Senior Advisory teachers prepare seniors to create and practice their senior defense presentations.
March	Staff calibrates a video defense and/or live defense at least 1-2 times using the rubric and tools.
March	School finalizes senior defense logistics and sends invitations to parents and community partners.
April	Seniors defend!
April	Senior Advisory teachers or senior mentors support and coach students who did not pass for re-submits.
May	Seniors re-submit defenses as needed.

Source: [Los Angeles Unified School District, 2017, p. 10](#)

# Discussion: Portfolio Purpose

---

- Use the Module 2 handouts and refer to Decision Point 1.
- In your teams, discuss and complete the checklist for portfolio purposes that best fits your state, district, or school.
- Capture your final decision on the handout.

# Decision Point 2: Select the Type of Portfolio

---

# Types of Portfolios



**Showcase:** The best work



**Growth:** Evidence of growth across time



**Working:** Draft and final artifacts

Source: Herman et al., 1996; Stiggins, 1994

# Showcase Example: Los Angeles

## B. Building the Pathway Portfolio

Building the portfolio should begin at the 9th grade when students first enter the pathway. Each year, students will collect a variety of artifacts, which will allow them to narrow down their exemplars by the time they submit their final graduation portfolio. This can take place either in Advisory or in a designated content class.

---

Portfolio Defense Handbook 2017-18

6

---

LAUSD Linked Learning

At least once a year, students should be guided through the process of building their portfolios. Students first select the exemplars they will put in their portfolios that demonstrate their college and career readiness. In order to ensure that students only select artifacts that are proficient, a process should be put in place for the content area teachers to approve student artifacts before they are added to the portfolio. Once all artifacts for the portfolio are selected, the student's advisory teacher is responsible for checking off the overall portfolio for completion.

Source: [Los Angeles Unified School District, 2017, p. 6](#)

# Discussion: Type of Portfolio

---

- Refer to Handout 2, Decision Point 2.
- In your teams, discuss and capture notes for the type of portfolio purpose that best fits your state, district, or school.
- Capture your final decision on the handout.



# Decision Point 3: Determine the Artifacts Required in the Portfolio

---

# Considerations for Selecting Portfolio Artifacts

---

- Involves considerable amount of student choice
- Includes students' explanation for selection of products
- Based on the portfolio purpose and instructional outcomes
- Includes a representative sample of students' accomplishments and work
- Provides evidence of knowledge and skill development

Source: Zubizarreta, 2008

# Sample Portfolio Artifacts

---

- **Background**
  - Introduction letter
  - Table of contents
- **Postsecondary Planning**
  - Résumé
  - Letters of recommendation
  - Job or college application
- **Assessments**
  - Employer
  - Teacher/work-based learning coordinator
  - Student
- **Work samples**
  - Describes the work-based learning experience
  - Identifies skills(s) demonstrated
  - Reflects on what was learned (skills or content)

# Portfolio Requirements: Ohio

A suggested portfolio that provides evidence of standards attainment would include the following artifacts:

1. **Introductory Letter** written by the student describing the work to be presented and how the samples were selected.
2. **Table of Contents** of student's work items contained within the portfolio.
3. **Career Development Materials, including:**
  - Career and educational development plan;
  - Resume;
  - Application for college;
  - Application for employment;
  - Letters of recommendation.
4. **Documentation of Progress**
  - List of responsibilities throughout the experience;
  - Journal entries reflecting on tasks and activities.
5. **Work Samples (3-4)**
  - Examples of materials developed throughout the experience linked to standards and learning plan.
6. **Writing/Research Sample** to demonstrate in-depth knowledge about a career area describing skill needs and future trends in the industry; use of multiple sources (interviews, literature review and internet search) with proper citations to demonstrate research/knowing how to learn, information literacy and written communication skills.
7. **Project** encompassing both work samples and writing samples, culminated in a presentation. (Note: could substitute for writing/research sample and other work samples, if the project will already include these.)
8. **Assessments**
  - Student self-assessment;
  - Supervisor evaluation and observations;
  - Work-based learning coordinator evaluations and observations.

Source: [Ohio Department of Education, 2016](#)

# Portfolio Requirements: Georgia

- I. **Cover Sheet for the front cover of the 3-ring binder (5 points)**
  - **Graphic or Unique Design**
  - **Name**
  - **School**
  - **Occupation or Career Pathway Related to the WBL Experience**
- II. **Table of Contents (5 points)**
- III. **Introduction (20 points)**
  - **Letter of Introduction**

This is the major self-reflective piece in the portfolio. This describes the qualities and goals of the individual and introduces the various parts of the portfolio, including the significance of the work included.
  - **Work Philosophy**

Write a paper discussing the responsibilities, expectations, and work ethics you believe to be important for an outstanding employee. Include information about how your personal characteristics compare to those listed in your discussion.
  - **Goals**

This may include two to five year goals for the student  
Goals should be measurable  
Goals are different from career objectives  
Write three to five goals  
The goals should not be too personal  
Academic plan of study
- IV. **Employability Skills (20 points)**
  - Resume
  - Letters of references or recommendations
  - Cover Letter
  - Follow-up letter/Thank-you note for the job interview
- V. **Other Career Related Education Experiences (25 points)**

**Choose five topics below to be counted as 5 points each.**  
*(If a student has skills in more than one area of expertise, get them to make sections in the portfolio to indicate the different areas with information behind each divider)*

  - Job Shadowing Experiences
  - Internships
  - Photo Journal (give explanations)

Source: [Georgia Department of Education, 2016, p. 294](#)

# Activity: Portfolio Artifacts

---

- Refer to Handout 2, Decision Point 3.
- In your teams, brainstorm possible artifacts for the portfolio for each knowledge and skill identified in Module 1. Identify any potential gaps for each knowledge and skill missing an artifact.
- Capture your final decision on the required or recommended artifacts on the handout.

# Decision Point 4: Identify Who Selects Portfolio Artifacts

---

# Selecting Artifacts

---



Source: Colette, Woliver, Bingman, & Merrifield, 1996; Zubizarreta, 2008



# Example: Los Angeles

## B. Building the Pathway Portfolio

Building the portfolio should begin at the 9th grade when students first enter the pathway. Each year, students will collect a variety of artifacts, which will allow them to narrow down their exemplars by the time they submit their final graduation portfolio. This can take place either in Advisory or in a designated content class.

---

Portfolio Defense Handbook 2017-18

6

---

LAUSD Linked Learning

At least once a year, students should be guided through the process of building their portfolios. Students first select the exemplars they will put in their portfolios that demonstrate their college and career readiness. In order to ensure that students only select artifacts that are proficient, a process should be put in place for the content area teachers to approve student artifacts before they are added to the portfolio. Once all artifacts for the portfolio are selected, the student's advisory teacher is responsible for checking off the overall portfolio for completion.

Source: [Los Angeles Unified School District Linked Learning, 2017, p. 6](#)

# Discussion: Selecting Artifacts

---

- Refer to Handout 2, Decision Point 4.
- In your teams, discuss and capture notes for who selects the artifacts that best fit your state, district, or school.
- Capture your final decision on the handout.

# Decision Point 5: Determine Portfolio Scoring

---

# Approaches to Scoring Portfolios

## Rubric

Describes the knowledge and skills across performance levels

## Weighted

Assigns point value sections of the portfolio

# Example of a Portfolio Rubric: Tennessee

## Portfolio Rubric for Work-Based Learning

Skills	Approaching Proficiency	Proficient	Approaching Expertise	Insufficient Evidence
<b>Application of Academic Knowledge and Skills</b>	<input type="checkbox"/> Shows gaps in comprehension of academic and technical texts or in application of mathematical concepts to solve problems and perform expected tasks. Frequent spelling and grammar errors.	<input type="checkbox"/> Shows comprehension of relevant academic and technical texts and applies relevant mathematical concepts to solve problems and perform expected tasks	<input type="checkbox"/> Shows advanced understanding of academic and technical texts and/or superior abilities in mathematical reasoning in performing expected tasks. Only minor spelling and grammar errors.	<input type="checkbox"/>
<b>Application of Industry-Focused Knowledge and Technical Skills</b>	<input type="checkbox"/> Shows gaps in demonstration of industry-specific technical skills and/or adherence to industry-specific safety regulations	<input type="checkbox"/> Demonstrates industry-specific technical skills and adherence to industry-specific safety regulations	<input type="checkbox"/> Shows evidence of advanced industry-specific technical skills and adherence to industry-specific safety regulations	<input type="checkbox"/>
<b>Career Knowledge and Navigation Skills</b>	<input type="checkbox"/> Shows little evidence of planning or navigating workplace or education and career paths aligned with personal goals	<input type="checkbox"/> Shows evidence of planning and navigating workplace and education and career paths aligned with personal goals	<input type="checkbox"/> Shows excellent understanding of paths and options; demonstrates superior ability to navigate workplace; strong alignment with personal goals	<input type="checkbox"/>
<b>21<sup>st</sup> Century Skills</b>	<input type="checkbox"/> Shows significant gaps in demonstration of two or more 21 <sup>st</sup> Century skill categories.	<input type="checkbox"/> Shows evidence of proficiency in most 21 <sup>st</sup> Century skill categories, with no significant gaps in more than one skill category.	<input type="checkbox"/> Demonstrates exceptional abilities in two or more 21 <sup>st</sup> Century skill categories, with no significant gaps in any skill category.	<input type="checkbox"/>
<b>Personal &amp; Social Skills</b>	<input type="checkbox"/> Shows significant gaps in demonstration of two or more Personal & Social skill categories.	<input type="checkbox"/> Shows evidence of proficiency in most Personal & Social skill categories, with no significant gaps in more than one skill category.	<input type="checkbox"/> Demonstrates superior skill in two or more Personal & Social skill categories, no significant gaps in any skill areas.	<input type="checkbox"/>

Source: [Tennessee Department of Education, n.d.](#)

# Example of Weighted Scoring: South Dakota

## DIGITAL PORTFOLIO RUBRIC – SAMPLE

Name \_\_\_\_\_ Term \_\_\_\_\_

Item	Points	Points Received
Title Page – include the career pathway	5	
Table of Contents	5	
Personal Data Sheet – include name, address, phone, career goal or reason for this portfolio	10	
Cover Letter	10	
Resume	25	
Reference Page (at least 3) – include job title, complete address, and phone number	5	
Letters of Recommendation (at least 2)	10 (5 points each)	
Skills Summary – give detailed examples of at least 4 of your top skills	15	
Two Samples of Work with Reflection (illustrating skills needed for job)	10 (5 points each)	
Samples of Extracurricular Awards/Activities (relating to job skills)	5	
Easy to Navigate (links)	5	

Source: [South Dakota Department of Education, n.d., p. 46](#)


# Aligning the Scoring Approach to the Purpose

Purpose	Rubric	Weighted
Student progress	X	
Instruction	X	
Student efficacy	X	X
Communication	X	X

# Key Considerations for Weighted Approach



How do you weigh the different artifacts within the portfolio?



How will educators award points for each artifact?



# Activity: Determine Portfolio Scoring

---

- In your teams, discuss and determine which summative scoring approach would work best for you. Use the “Selecting an Approach” section of Handout 2, Decision Point 5 to capture your notes and decision.
- If you select rubric, please complete Module 3: Designing Rubrics for the key decision points on developing a work-based learning rubric.
- If you select the weighted approach, Handout 2, Decision Point 5 provides the steps to develop the weighted summative scoring approach.

# Wrap-Up

---

**COLLEGE & CAREER  
READINESS & SUCCESS** Center

at American Institutes for Research ■



# Key Decisions

---

1. Determine the purpose of the portfolio.
2. Select the type of portfolio.
3. Determine the artifacts required in the portfolio.
4. Identify who selects portfolio artifacts.
5. Determine portfolio scoring.

# Additional Modules

---

- Module 1: Selecting Appropriate Measures
- Module 2: Developing Portfolios
- Module 3: Designing Rubrics
- Module 4: Constructing Employer Feedback and Evaluation
- Module 5: Creating Student Self-Assessments

# References

---

- Acosta, T., & Liu, Y (2006). ePortfolios: Beyond assessment. In A. Jafari & C. Kaufman (Eds.), *Handbook of research on ePortfolios* (pp. 15–23). Hershey, PA: Idea Group Reference.
- Colette, M., Woliver, B., Bingman, M. B., & Merrifield, J. (1996). *Getting there: A curriculum for people moving into employment*. Knoxville: University of Tennessee, Center for Literacy Studies.
- Georgia Department of Education. (2016). *Work-based learning: Including standards and activities for career-related education*. Atlanta, GA: Author. Retrieved from <https://www.dropbox.com/sh/b7cmfmg86wk2575/AABojjezjoodzGBJWFbla2sfa?dl=0&preview=Complete+WBL+Manual+Printing+Caution+Over+200+pages.pdf>
- Herman, J. L., Gearheart, M., & Aschbacher, P. R. (1996). Portfolios for classroom assessment: Design and implementation issues. In R. Calfee & P. Perfumo (Eds.), *Writing portfolios in the classroom: Policy and practice, promise and peril* (pp. 27–62). Mahwah, NJ: Erlbaum. Retrieved from <http://files.eric.ed.gov/fulltext/ED398588.pdf>
- Los Angeles Unified School District. (2017). Portfolio-defense handbook 2017–18: A guide for LAUSD Linked Learning Pathways. Los Angeles, CA: Author. Retrieved from [https://docs.google.com/document/d/1mf7SG\\_8OpYotoVoCKNi6j8luYKfEUb94WUU19UqiXuE/edit](https://docs.google.com/document/d/1mf7SG_8OpYotoVoCKNi6j8luYKfEUb94WUU19UqiXuE/edit)

# References

---

- Light, T. P., Sproule, B., & Lithgow, K. (2009). Connecting contexts and competencies. In D. Cambridge, B. Cambridge, & K. B. Yancey (Eds.), *Electronic portfolios 2.0: Emergent research on implementation and impact* (pp. 69–80). Sterling, VA: Stylus.
- Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199–218.
- Ohio Department of Education. (2016). *Work-based learning student reflection questions*. Columbus, OH: Author. Retrieved from <http://education.ohio.gov/getattachment/Topics/Career-Tech/Career-Connections/Work-Based-Learning/Work-Based-Learning-for-Students-and-Families/Student-Reflection-Questions.docx.aspx>
- Shulman, L. (1998). Teacher portfolios: A theoretical activity. In N. Lyons (Ed.), *With portfolio in hand* (pp. 23–38). New York, NY: Teachers College Press.
- South Dakota Department of Education. (n.d.). *Youth internship program framework*. Pierre, SD: Author. Retrieved from [https://doe.sd.gov/cte/documents/YI\\_Manual.pdf](https://doe.sd.gov/cte/documents/YI_Manual.pdf)
- Stiggins, R. J. (1994). *Student-centered classroom assessment*. New York, NY: Merrill.

# References

---

- Tennessee Department of Education. (n.d.). *Portfolio rubric* [supplemental materials to the *WBL Implementation Guide*]. Nashville, TN: Author. Retrieved from [https://www.tn.gov/content/dam/tn/education/ccte/wbl/wbl\\_portfolio\\_rubric.pdf](https://www.tn.gov/content/dam/tn/education/ccte/wbl/wbl_portfolio_rubric.pdf)
- Wade, A., Abrami, P. C., & Sclater, J. (2005). An electronic portfolio to support learning. *Canadian Journal of Learning and Technology*, 31(3). Retrieved from <https://www.cjlt.ca/index.php/cjlt/article/view/26489/19671>
- Wuetherick, B., & Dickinson, J. (2015). Why ePortfolios? Student perceptions of ePortfolio use in continuing education learning environments. *International Journal of ePortfolio*, 5(1), 39–53.
- Zubizarreta, J. (2008). The learning portfolio for improvement and assessment of significant student learning. In L. Clark & J. Zubizarreta (Eds.), *Inspiring exemplary teaching and learning: Perspectives on teaching academically talented college students* (121–136). Lincoln, NE: National Collegiate Honors Council.

1000 Thomas Jefferson Street NW  
Washington, DC 20007  
800-634-0503  
www.ccrscenter.org | [ccrscenter@air.org](mailto:ccrscenter@air.org)

This work was originally produced in whole or in part by the College and Career Readiness and Success Center with funds from the U.S. Department of Education under cooperative agreement number S283B120034. The content does not necessarily reflect the position or policy of the Department of Education, nor does mention or visual representation of trade names, commercial products, or organizations imply endorsement by the federal government.

Copyright © 2019 American Institutes for Research. All rights reserved.

**COLLEGE & CAREER  
READINESS & SUCCESS** Center

at American Institutes for Research ■