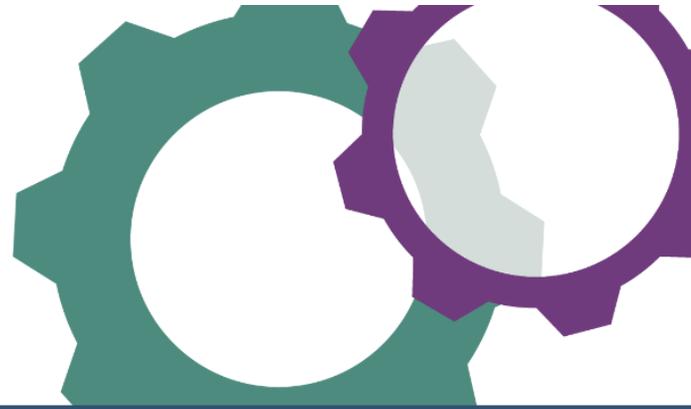# COLLEGE & CAREER READINESS & SUCCESS Center

at American Institutes for Research ■

Work-Based Learning Measures Series
Module 2: Developing Portfolios

HANDOUTS | By Jessica Giffin

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Handouts: Module 2: Developing Portfolios

Directions: This handout summarizes the decision points in Module 2. Use this handout to capture your notes and any ideas that resonate with you. In addition, this handout includes space to capture the final decisions determined by the team.

Decision Point 1: Determine the Purposes of the Portfolio

Discuss and complete the following checklist to help determine the purposes of using a portfolio that will fit your local context. If you selected "yes" for most of the guiding questions, then consider that as one of the purposes for the portfolio. It is possible to have multiple purposes for portfolios. Record the group's final decision for the purpose(s) of the portfolio.

Student Progress	Yes	No
Do you want to use the portfolio to determine students' grade?	❑	❑
Will the portfolio be used to earn a student credit or part of his or her grade for a career and technical education (CTE) course?	❑	❑
Will the portfolio be used to earn the student credit toward graduation?	❑	❑
Instructional	**Yes**	**No**
Will a teacher use the portfolio to inform their instructional planning (i.e., for a CTE course or career pathway)?	❑	❑
Will a student receive counseling or additional supports based on information provided in the portfolio?	❑	❑
Student Efficacy	**Yes**	**No**
Will students reflect on their learning and development of skills in the process of creating the portfolio?	❑	❑
Will students play a significant role in developing the portfolio?	❑	❑
Communication	**Yes**	**No**
Will students present or share their portfolio with others?	❑	❑
Will students be able to share their portfolios or their content in postsecondary or job applications?	❑	❑
Will students be able to use their portfolios for job or postsecondary interviews?	❑	❑

Group consensus: Determine portfolio purposes. _____

Decision Point 2: Select the Type of Portfolio

Capture the type of portfolio that would best work for your state, district, or school. Capture any notes, including why a type of portfolio resonates or does not resonate, any questions from the team, or any additional ideas or options to consider.

☐ Showcase	☐ Growth	☐ Working
- Would serve well for communication purposes. - Requires guidance on how to select the "best work." - Will include the fewest number of artifacts.	- Would serve well for measuring student progress. - Will need to determine at what periods of time artifacts will be collected to show growth. - Requires a method to evaluate artifacts (i.e., rubric) to see evidence of growth over time.	- Would work well for instructional purposes. - Requires a process to store and organize drafts and revisions of work and artifacts. - Will include the greatest number of artifacts.
Notes:	Notes:	Notes:

Group consensus: Select type of portfolio. _____

Decision Point 3: Determine Artifacts Required in the Portfolio

Generate a List of Artifacts

1. Brainstorm a list of artifacts that schools currently collect that could demonstrate the knowledge and skills selected in Module 1.

2. Add to the list any additional artifacts that you would like to include in the portfolio.

3. Note the knowledge and skills for which the artifact could serve as a source of evidence.

Artifact	Knowledge and Skills

Identify Potential Gaps

Review your list of artifacts and the corresponding knowledge and skills. Are there any knowledge and skills that do not have a corresponding artifact as a source of evidence?

1. Write down all the knowledge and skills selected in Module 1 (or within your rubric from Module 3) that are missing an artifact.

2. Brainstorm potential artifacts that could serve as a source of evidence for the knowledge and skills.

Knowledge and Skills	Artifact

Group consensus: What is final list of student artifacts?

- Determine which artifacts are required:_____
- Determine which artifacts are options:_____

Decision Point 4: Identify Who Selects Portfolio Artifacts

Review the options for who could select the portfolio artifacts, and identify which option would work best for your state, district, or school. Use this handout to capture any notes, including why each option would work or would not work, any questions from the team, or any additional ideas for who could select the portfolio artifacts.

Who	Notes	Aligned Purpose
Student		❑ Student Progress ❑ Instructional ❑ Student Efficacy ❑ Communication
Educator		❑ Student Progress ❑ Instructional ❑ Student Efficacy ❑ Communication
Student with educator feedback		❑ Student Progress ❑ Instructional ❑ Student Efficacy ❑ Communication

Group consensus: Who will select the portfolio artifacts?

Decision Point 5: Determine Portfolio Scoring

Considering the Approaches

Discuss and complete the following checklist to help determine which scoring approach will fit your local context. If you selected "yes" for most of the guiding questions, then consider that scoring approach.

Rubric	Yes	No
Do you want to score the portfolio holistically?	☐	☐
Would you like students to receive a qualitative score that gives them a description of their knowledge and skill development?	☐	☐
Weighted	**Yes**	**No**
Do you want the scoring of the portfolio based on the completion of individual artifacts?	☐	☐
Would you like students to receive a numeric score that can easily translate into a grade?	☐	☐

Selecting an Approach

Put a checkmark on the option that best resonates with you. Capture any notes, including why a scoring approach resonates or does not resonate, questions from the team, and any additional ideas to consider.

☐ Rubric	☐ Weighted
Notes:	Notes:

Group consensus: Which summative scoring approach? _____

Creating a Weighted Approach

If your team selected a weighted approach to scoring your portfolio, complete the following steps and guiding questions to develop your approach.

1. Review your list of artifacts from Decision Point 3. In the following table, group together the artifacts thematically in each cell (refer to Slides 20–21 for examples).

2. Add a label or title for each grouping (i.e., assessments, background, writing samples) in the underline space at the top of each cell.

3. Underline any artifact you would like all students to submit in their portfolio (i.e., résumé).

4. Circle any grouping where students would have the flexibility to submit a selection of the artifacts and not all of the artifacts within that group. For example, you may want all students to submit artifacts like a résumé and cover letter but give students the flexibility to submit work samples.

Group 1: _____	Group 2: _____	Group 3: _____
Group 4: _____	Group 5: _____	Group 6: _____
Group 7: _____	Group 8: _____	Group 9: _____

1. In the following table, list each grouping title and determine how many artifacts you would recommend students submit and the weight for each component. Consider the following guiding questions to help select the points value:

    a. Should all the components be weighted equally, or should some be weighted more?

        i. Consider weighing artifacts equally if the artifacts are similar in importance or priority.

        ii. Artifacts that require more student effort (i.e., research papers or projects) may be weighted more.

    b. How will educators award points? Do you students receive full points for completing the artifact or do educators award points by quality of the artifact?

        i. If awarding points by quality, educators will need training and guidance on how to interpret quality.

        ii. Students will need guidance on how to develop an artifact that will meet the quality requirements.

    c. Does the total value need to translate into a grade or academic credit?

        i. If so, consider keeping the final total of points within a value of 100.

        ii. Consider whether students can earn extra points by submitting additional artifacts.

Artifact or Portfolio Component	Number of Artifacts	Weight or Points

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