

# DigiProf project

Training Material

3.4. Designing peer assessment activities in VLE

**DigiProf**





## 1.Portfolios - Introduction

“A portfolio is a **purposeful collection** of student work that exhibits the student’s **efforts, progress, and achievements** in one or more areas. The collection must include student participation in selecting contents, the criteria for selection, the criteria for judging merit, and evidence of **student reflection**” (Paulson, Paulson, & Meyer, 1991, p. 60).



## 2. Main characteristics

- A portfolio must be a **collection of work** produced by an individual student.
- The collections must be chosen with a **purpose** in mind, not simply selected at random.
- Each piece of work must be accompanied by a **reflection** sheet on which the student describes the reason for including that piece in their portfolio.



## 3. Reasons for using portfolios for assessment

### Portfolios...

- facilitate the assessment of complex tasks;
- encourage student reflection on their learning. Students may come to understand what they have and have not learned.
- show students' academic growth over time;
- provide evidence of their author's achievements;
- have the potential to develop higher order reasoning skills;
- offer opportunities for collaboration among students, teachers, and even parents.



## 3. Reasons for using portfolios for assessment

“identifying the purpose of the portfolio is an essential decision that will influence many facets of organizing the portfolio”

Without a clear purpose or goals for the portfolio, all other aspects of the portfolio—such as type, audience, and time frame—cannot be established.



## 3. Reasons for using portfolios for assessment (Rolheiser, Bower, & Stevahn, 2000, p. 2)

To establish a purpose for the portfolio assessment, focus on your broader educational goals, start by asking yourself the following questions:

- Why am I implementing portfolio assessment?
- Is it mandated by an external body or is it a personal choice?
- Why do I want to involve students in collecting and evaluating their own work?
- How will portfolios help me achieve my personal goals with my students?



## 3. Reasons for using portfolios for assessment (Rolheiser, Bower, & Stevahn, 2000, p. 2)

- Is my purpose to show the process and product of work or just the product itself?
- Is my purpose to have students accumulate a sampling of 'best work' for admission to a particular program or for employment?
- Is my purpose to carry out large-scale assessment or to report progress and inform instruction at the classroom level?
- Is my purpose to evaluate overall student performance or to target specific areas?"

## 3. Reasons for using portfolios for assessment

Portfolios	Tests
Represent a wide range of student work in a subject area.	Usually cover a limited content area and may not be a true representation of the student's knowledge.
Allow students to be actively involved in assessment.	Are scored mechanically or by teachers, with little or no student input.
Allow for student differences.	Examine all students on the same dimensions.
Encourage partnerships among students and teachers.	Are controlled by the teacher.
Are designed with student self-assessment as a goal.	Do not include student self-assessment.
Focus on improvement, effort, and achievement.	Usually focus on achievement only.
Integrate assessment with the learning process.	Separate assessment from the learning process.





## 4. E-portfolios

Electronic or “e-portfolios” consist of documents stored electronically, adding a digital dimension to traditional portfolios. Electronic portfolios offer rich possibilities for learning and assessment, with the added dimension of technology.



## 5. E-portfolios - Advantages

E-portfolios...

- are easy to share with multiple readers simultaneously;
- can be accessed simultaneously (synchronously and asynchronously) by students and faculty;
- are multimodal;
- can be easily updated;
- are easy to navigate (e.g., using links).



## 4. Assessment reports

- As a matter of best practice, or as a requirement of institutional accreditation, study programs must define student learning outcomes and regularly assess the extent to which students are achieving expected learning outcomes for the program. Individual programs, under the guidance of their colleges, may create their own schedules for ensuring all learning outcomes defined for a program are assessed. Assessment reports are therefore of importance. They are usually descriptive and analytical in nature and based both on structured guidelines and rubrics.



## 5. Best practices - Examples

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## 5. Best practices - Examples

- [Assessment report template \(2022\) Depaul University, Chicago.](#)
- [Assessment report checklist](#)