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Strengthening the Student Portfolio System

Best Practices and Avoidable Blunders

Student Portfolios – Assessment Policy (500)

- All students must have a portfolio, in paper or electronic form, which is reviewed and updated on an ongoing basis, at least every 90 calendar days.

- Mastery of the standards and benchmarks and following test publisher's guidelines that includes sufficient intensity and duration of instructional hours, helps the instructor determine when a student has made ample progress to administer a standardized assessment.

- Only the results of standardized assessments may be used to document level completion in the State Aspire database system.

Student Portfolios – What's inside?

Student Portfolio (non-secured) includes:

(1) Individual Learning Plan (ILP) that includes:
- **Student name**
- **Teacher/site name**
- **SMART goals**
- **Instructional implications from a learning styles inventory and learning disabilities screening, if applicable.**

(2) Student work to document beginning, progress toward and mastery of standards and benchmarks.

Standardized test scores cannot be kept in the student portfolio. They are to be kept in the **Administrative folder only.**

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What's the use? Where's the value?

Portfolios should be used to:

- Create a student-centered approach to monitoring and evaluating their own work and achievements.

- Determine students' progress in achieving standards and benchmarks.

- Provide a method for collecting samples of student work, monitoring progress towards instructional goals, helping to determine posttesting needs.

Portfolio Perks:

- Allows for collaboration with instructor

- Gives a **holistic** picture of the student vs. results from a standardized test

- Useful in selecting standards and benchmarks when planning lessons and monitoring lesson effectiveness

- Helps student develop goal setting habits, self-reflection, and ownership of their education

What's Already Out There?

Don't Reinvent the Wheel

- The PDN Staff has created and shared a lot of great materials that will help make this process easier

- Are you using ohioaspire.org? The TRC? There are resources directed at students and teachers based on each ABE/ASE Level. Lessons on the TRC have assessments attached.

- Similar resources will be developed once the new ESOL standards are adopted and adapted.

Numbers (N)

2014 ABE/ASE Benchmark	In Progress	Assessed	Completed
Level 1			
N.1.1. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases.			
a. 10 can be thought of as a bundle of ten ones — called a "ten."			
b. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).			
c. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. (1.NBT.2)			
N.1.2. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. (1.NBT.3)			

Phases of Portfolio Development

Getting Started	Checking Progress	Looking Back
• Organizing and Planning • Understand purpose and process	• Collecting meaningful artifacts and products reflecting goals and standards • Context and content	• Metacognitive reflections
• How do I select items? How do I organize items? How will the portfolios be maintained and stored?	• Do my selections reflect the criteria and standards identified for evaluation?	• Why did I include this work? • What does this work show that I have learned?

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Student file	Admin file
Individual Learning Plan (ILP) that includes: • Student Name, Teacher Name/Site Name, Date • Instructional implications from learning styles inventory • Instructional implications from LD screenings (if applicable) • SMART goals Student work to document beginning, progress toward and mastery of standards and benchmarks.	Aspire Student Forms Standardized Test Scores Release of Information Forms Screenings and Inventories • LD screening and Learning Styles Inventory Any student-identifiable information

What are some tools for assessing portfolio content?

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Tools for Assessing your student portfolios

- Aspire Portfolio rubric
- Instructor Portfolio Policy Reflection & Ideas

Aspire Portfolio Rubric – guide for assessing portfolio content

Portfolio Purpose: The purpose of creating and maintaining the Aspire Portfolio System is for students and instructors to gauge learning and target instruction. Students reflect on their learning and highlight their achievements. The portfolio should include an Individual Learning Plan that includes the student's SMART goals and artifacts (student work) that highlight the student's best work and show evidence of content mastery. The work selected by the student for the portfolio should be organized and reflected upon.

Category	Exemplary	Proficient	Incomplete	Comments
Individual Learning Plan	The ILP is complete and includes student's SMART goals.	The ILP is complete and includes student goals.	The ILP is incomplete and does not include student goals.	
Learning Log/Index	The log/index serves its purpose and shows outcomes.	The log/index serves its purpose and shows some outcomes.	The log/index does not serve its purpose and lacks outcomes.	
Selection of Artifacts	All artifacts and work samples are clearly and directly related to the purpose of the portfolio.	Some artifacts and work samples are related to the purpose of the portfolio	Most artifacts and work samples are unrelated to the purpose of the portfolio.	
Use of Multimedia/Digital Literacy	The use of audio/video and/or other forms of digital literacy is integrated seamlessly into several different artifacts.	The use of audio/video and/or other forms of digital literacy is included and appropriate.	No use of audio/video, or digital literacy.	
Career Components	Student artifacts include all career components (awareness, exploration, and planning)	Student artifacts include some career components (awareness, exploration, and planning)	No evidence of career components.	
Reflections	Each artifact is accompanied by a student reflection and an explanation as to why it demonstrates achievement.	Some artifacts are accompanied by a student reflection and an explanation as to why it demonstrates achievement.	No student reflection is evident.	

Instructor Portfolio Policy Reflection & Ideas – instructor guide for evaluating phases of portfolio development

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What are some of the implications for classroom practice?

- Mutually set goals with students.

- Encourage students to engage in self-reflection and self-regulated learning.

- Give effective feedback to students that helps students recognize the next steps and how to take them.

- Set and celebrate milestones and landmarks with students.

- And most importantly you want always to be confident that every student can improve.

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Steps for a successful conference with learners

- Let the learner take the lead to introduce his/her work.

- Know the student's work, have his/her portfolio ready.

- Be patient, respect silence, let the learner speak.

- Look for the teachable moment, focus on 1 or 2 areas.

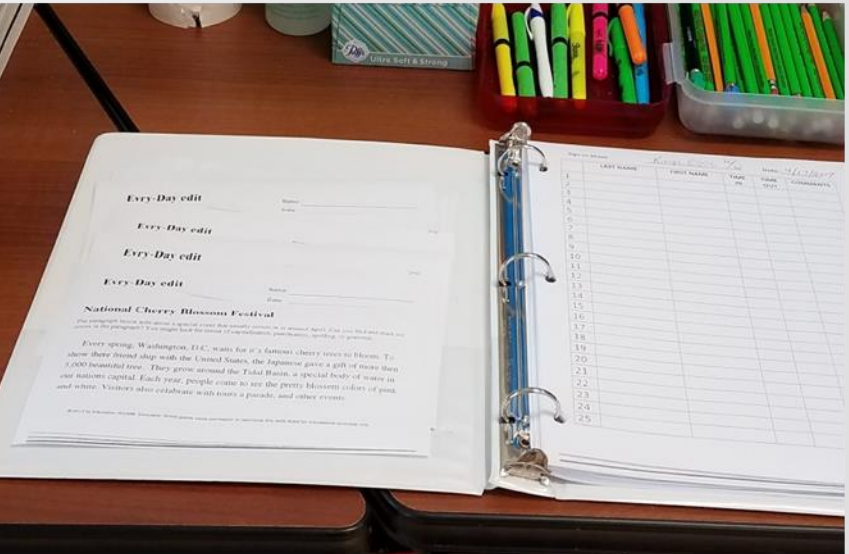- Keep it short, use a timer.

- End with a few action items.

TEAL, Teaching Excellence in Adult Literacy, Formative Assessment: What Is It? Why Is It Important?

Examples – Warren Co.

Organization is key!

Starting activities can be used for documentation towards progress.

Customized ILPs

Warren County ABLE/ESOL Individual Learning Plan

Date: _____ Site: Kings	Student's Name:
Assessment to use for progress: Best Plus ___ Literacy ___ TABE CI-E__	_____ Learning Style Strength: _____
Instructor: Radcliffe	Learning Needs Adaptations: _____

Long Term Goal

_____

Short Term Goal and Time Frame

_____

Reading Standard/Benchmarks (LEVEL 3)	Curriculum/ Activities Ventures, Level 1 and 2
R 3.1 Comprehend basic information (e.g., signs, notes) and simple sentences.	**Ventures 1** Unit 5 Lessons A B C E F Unit 7 Lessons A F **Ventures 2** Unit 4 Lessons B C F Reading Paragraphs Correction Short Stories L1 L2
R 3.2 Use strategies to understand text (e.g., use a basic ESOL dictionary or bilingual dictionary, ask questions, decode common words, use pictures).	**Ventures 1** 1-4, 7-10 B-F **or Ventures 2** U1-10 Lessons D, E Unit 1 Lessons B C D E F Unit 6 Lessons B C D E F Unit 2 Lessons B C D E F Unit 7 Lessons B C D E F Unit 3 Lessons B C D E F Unit 8 Lessons B C D E F Unit 4 Lessons B C D E F Unit 9 Lessons B C D E F Unit 5 Lessons B C D E F Unit 10 Lessons B C D E F OPD US Mail & Post Office Quantifiers

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Standards-based lessons can be created to address the benchmarks across levels.

Ohio Aspire Individual Career and Academic Plan

Name _____   Date Begun _____
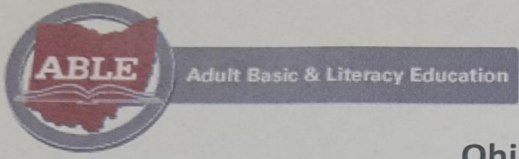
MY SHORT TERM GOAL IS *WRITING*

Learning Concepts	Working On	Date Complete	Comments
Text Types and Purposes			
Write arguments.			
Write to explain or inform.			
Write narratives.			
Production and Distribution of Writing			
Write with coherence.			
Plan, revise, and rewrite writing.			
Use technology.			
Research to Build and Present Knowledge			
Write short research projects.			
Use multiple sources.			
Use text evidence.			

Activities			
Review pretest			
Review writing standard			
Review writing sample			
Complete paragraph writing			
Complete essay writing			
Review progress essay			
Review progress test			

Incorporating additional types of goals into the ILP is another option to increase goal setting habits in students.

Ohio ABLE Individual Learning Plan

Student Name _____ Date Begun _____

MY SHORT TERM GOAL IS TO *EARN A GED*

Learning Activities	Working On	Date Complete	Com
math test (TABE)			
study math			
reading test (TABE)			
study reading			
language arts test (TABE)			
study language arts, writing			
study social studies			
study science			
progress test in _____			
official GED READY practice test			
GED test			
career interest inventory			

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Incorporating additional types of goals into the ILP is another option to increase goal setting habits in students.

MY SHORT TERM GOAL IS TO *GET OR KEEP A JOB*

Learning Activities	Working On	Date Complete	Comments
Career Awareness			
how people get jobs			
how to prepare for the interview			
STAR Statements			
Self-Exploration			
goal setting			
Interest inventory			
skills inventory			
values inventory			
communication skills			
exploring attitudes			
Occupational Exploration			
career exploration/job search			
labor market trends and information			
applications and resumes			
Computer Skills			
intro to computers/ MS Word			
intro to Windows 8/ Excel			

2015-2016 Standards-based Portfolio ILP

Examples – Pike County

Portfolio Binders are uniform for all 3 Centers

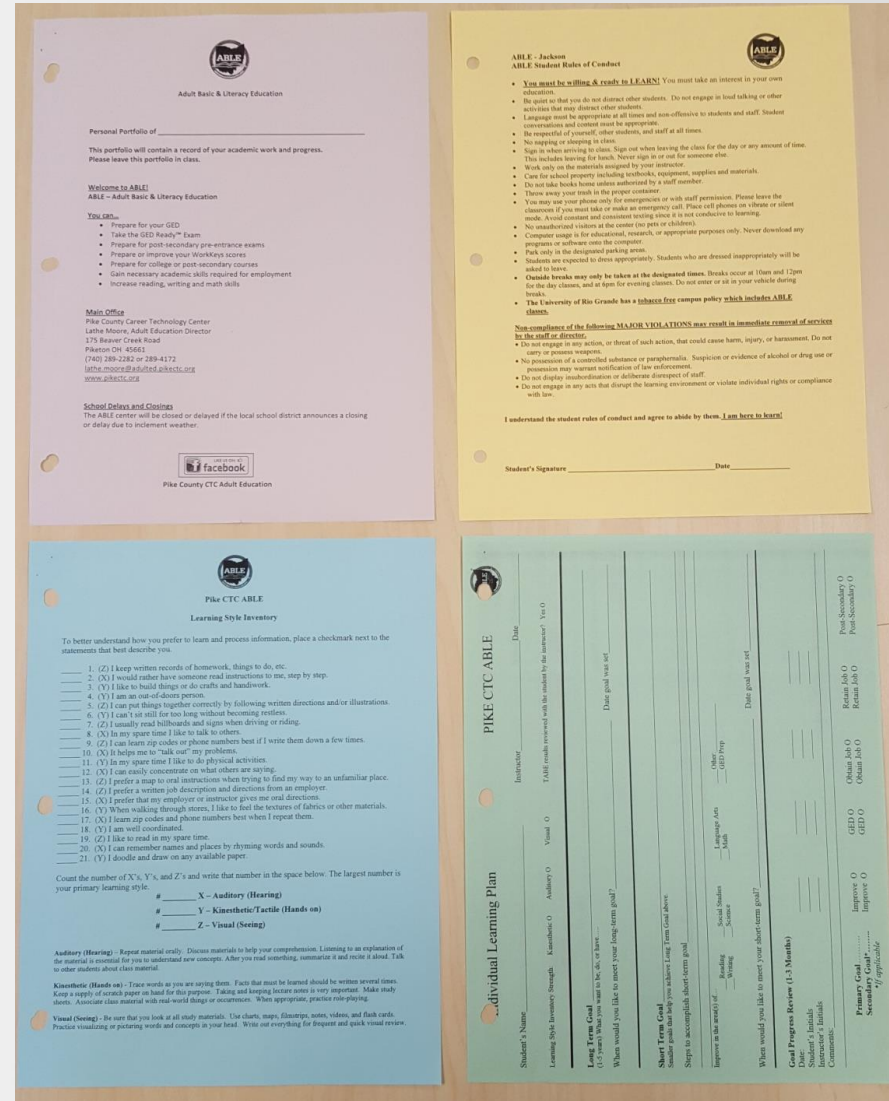We arrange the binders alphabetically by last name so students can find theirs easily.

Portfolio Binders are uniform for all 3 Centers

All binders have the same four colored pages in the front to complete at New Student Orientation.

1. Cover Page with information about program (Gray)
2. Student Rules of Conduct (Yellow)
3. Learning Styles Inventory (Blue)
4. Individual Learning Plan (Green)

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Individual Learning Plan

Benchmark /Lesson Plan Binder –
Uniform for all 3 centers

Binder of lesson plans that are aligned to the benchmarks. Draw from this to create ILP and to assign lesson from textbooks and the computer.
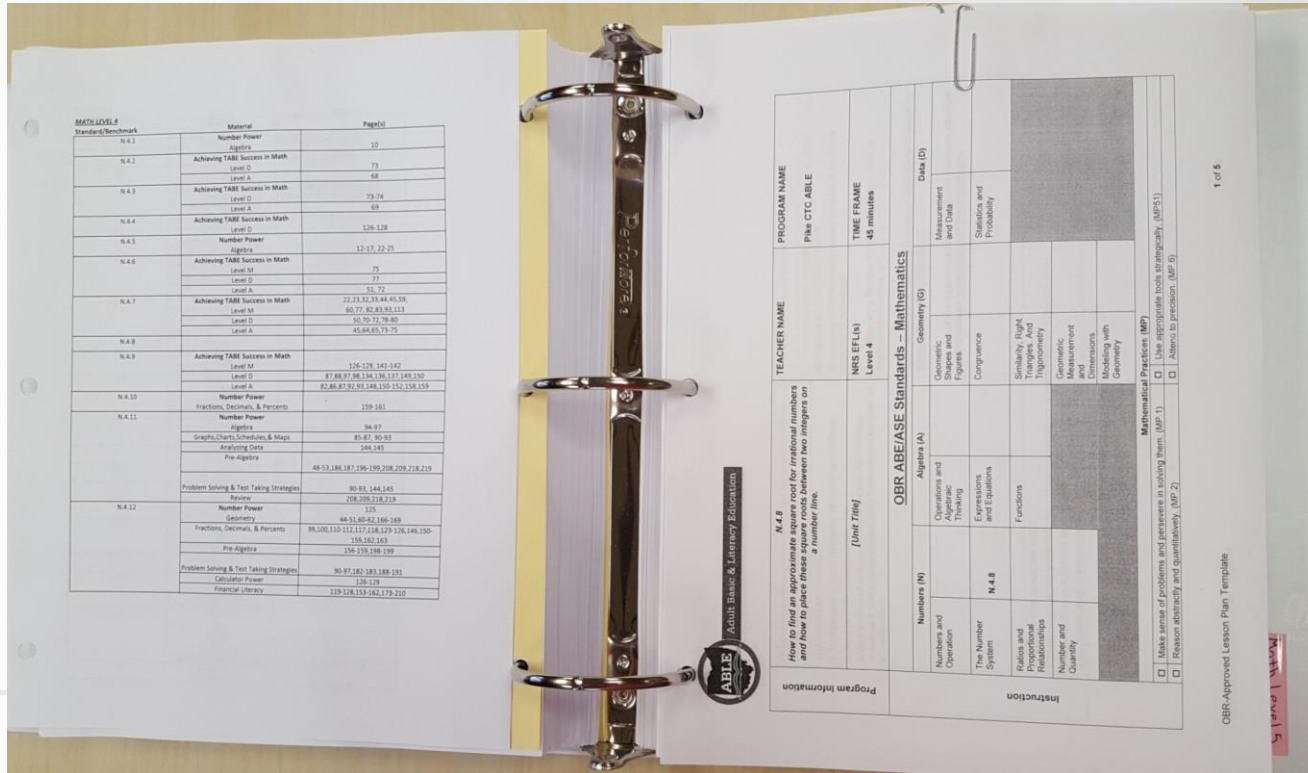
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Assignment sheet pre-filled in for a textbook used to monitor and track a student's progress

NAME:

MATERIAL: WorkKeys – Applied Math

ASSIGNMENT	PAGES	GRADE	DATE
Level 3 Lesson 1: Solve Problems with Math Operations	2-7	100%	10-24-16
Level 3 Lesson 2: Convert Money and Time	8-13	94%	
Level 3 Lesson 3: Change Numbers for One Form to Another	14-19	88%	
Level 3 Lesson 4: Add and Subtract Negative Numbers	20-25	94%	
Level 3 Performance Assessment	26-32	93%	
Level 4 Lesson 5: Add Fractions, Decimals, and Percents	34-39	81%	10-26-16
Level 4 Lesson 6: Add Fractions in Common Terms	40-45	69%	
Level 4 Lesson 7: Multiply Mixed Numbers	46-51	94%	
Level 4 Lesson 8: Find, Averages, Ratios, Proportions, & Rates	52-57	94%	
Level 4 Lesson 9: Solve Problems Using 1 or 2 Operations	58-63	81%	
Level 4 Lesson 10: Put Information in the Right Order	64-69	81%	
Level 4 Lesson 11: Multiply Negative Numbers	70-75	100%	
Level 4 Performance Assessment	76-82	89%	
Level 5 Lesson 12: Calculate with Mixed Units	84-89	100%	10-26-16
Level 5 Lesson 13: Calculate Perimeter and Area	90-95	94%	
Level 5 Lesson 14: Choose the Right Information	96-101	56%	10-27-16
Level 5 Lesson 15: Convert Measurements	102-107	100%	
Level 5 Lesson 16: Find the Best Deal	108-113	69%	
Level 5 Lesson 17: Calculate Prices with Discounts or Markups	114-119	94%	
Level 5 Lesson 18: Divide Negative Numbers	120-125	25%	
Level 5 Performance Assessment	126-132	86%	
Level 6 Lesson 19: Find the Best Deal and Use the Result	134-139		
Level 6 Lesson 20: Calculate with Numbers in Various Forms	140-145		

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Assignment sheet pre-filled in for a textbook used to monitor and track a student's progress

LEARNING PLAN

NAME			

MATERIAL: Refresher

ASSIGNMENT	PAGE	GRADE	DATE
Estimation of Decimals	107		
Add and Sub Decimals	108-109		
Multiply Decimals by Whole Numbers	110-111		
Multiply Decimals by Decimals	112-113		
Divide Decimals by Whole Numbers	114		
Divide Decimals by Decimals	115	88%	9-13-16
Divide Whole #s by Decimals	116		
Decimal Quotients	117	100%	9-14-16
Multiply and Divide by Powers of 10	118		
Estimating Decimal Products and Quotients	119		
Multiply and Dividing Decimals	120-121		
Word Problems	122-123		
Word Problems	124	75%	9-14-16
Unit 5 Review	125	93%	10-5-16
Meaning of %s	126		
Changing Decimals and Fractions to %s	127		

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Canton Aspire uses assignment sheets to monitor completion of goals and activities in their program.

Check assignments	Date completed	Assignment
		Create an email account
		Improve my computer skills
		Create an account at GED.com and watch the GED test tutorial
		Take Official GED practice tests in these subjects *(circle below)* Language Arts Social Studies Science Math
		Study *(circle subject)* Science Social Studies Math Language Arts
		Study for a specific employment or college entrance test *(what test?)* _____
		Take more self-assessments to identify my interests and abilities
		Continue exploring different jobs/careers to determine what I might be interested in
		Find out more about the job/career I chose and make a plan to get it
		Create a resume
		Prepare for job interviews
		Conduct a job search
		Find out about colleges or training programs that I might want to attend
		Apply for college or a training program and apply for financial aid
		Learn about managing money
		Create Education & Career Plan
		Other *(list)* _____
		Other *(list)* _____

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Aspire Individual Learning & Career Plan

Date _____

Student Name: _____

Distance Learning Referral
Program: _____ Date Referred: _____
Password: _____

Wayne County CC ILCP uses the Aspire standards to guide instruction and document growth in student portfolios.

Academic Areas to Work On: (Based on Assessment Scores)

Reading	Completed (Work in File)	Math	Completed (Work in File)	Writing / Language	Completed (Work in File)

Initial Conference   Date_____
Comments: _____
_____
_____

Follow-Up Conference   Date_____
Comments: _____
_____
_____

Aspire Individual Learning & Career Plan- ESOL
To Be Completed During Conferencing

Date _____

Student Name: _____

Distance Learning Referral
Program: _____ Date Referred: _____
Password: _____

Listen Actively	Completed (Work in File)	Speak So Others Can Understand	Completed (Work in File)	Read With Understanding	Completed (Work in File)	Convey Ideas In Writing	Completed (Work in File)

Initial Conference   Date: _____
Comments: _____
_____
_____

Follow Up Conference   Date: _____
Comments: _____
_____
_____

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Supplement assignments as needed with lesson plans and other textbooks from the benchmarks binder and track the student's work with blank assignment sheets

LEARNING PLAN

NAME				
MATERIAL: GED - Kaplan				
ASSIGNMENT		PAGE	GRADE	DATE
Ratios les 1.1		263	86%	11-21-16
Proportions les 1.2		265	100%	
Percents les 2		267	88%	
Percent formula les 3		269	100%	

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Course Outline from Career Pathways Bridge Program Syllabus that the student used to keep track of progress

Learner Progress Report – Edmentum

Bapst, Jerilynn   4/17/2017 12:51:37 PM

Consumer Math

Learner
Assigned By: Bapst, Jerilynn
Start Date: 09/08/2016 Due Date:

Location:
Class: PCCTC Jackson Career Pathways Bridge Program
Report Creation Date: 4/17/2017 12:51:37 PM

Title	Completion	Exemption	Mastery	Completion Date	Tries	First Use Date	Last Use Date	Time On Task (HH:MM:SS)	Score
Consumer Math	**Completed**		**Mastered**	**10/25/2016**	**131**	**10/19/2016**	**10/25/2016**	**06:21:05**	
Understanding Your Paycheck	Completed		Mastered	10/19/2016	4	10/19/2016	10/19/2016	00:16:53	
Understanding Your Paycheck: Tutorial	Completed		NA	10/19/2016	2	10/19/2016	10/19/2016	00:14:31	
Understanding Your Paycheck: Mastery Test	Completed		Mastered	10/19/2016	2	10/19/2016	10/19/2016	00:02:22	80.00
Making a Budget	Completed		Mastered	10/19/2016	6	10/19/2016	10/19/2016	00:31:01	
Making a Budget: Tutorial	Completed		NA	10/19/2016	3	10/19/2016	10/19/2016	00:22:09	
Making a Budget: Mastery Test	Completed		Mastered	10/19/2016	3	10/19/2016	10/19/2016	00:08:52	100.00
Personal Banking	Completed		Mastered	10/19/2016	10	10/19/2016	10/19/2016	00:29:05	
Personal Banking: Tutorial	Completed		NA	10/19/2016	5	10/19/2016	10/19/2016	00:23:09	
Personal Banking: Mastery Test	Completed		Mastered	10/19/2016	5	10/19/2016	10/19/2016	00:05:56	80.00
Balancing a Checkbook	Completed		Mastered	10/19/2016	2	10/19/2016	10/19/2016	00:03:26	
Balancing a Checkbook: Tutorial	Completed		NA	10/19/2016	1	10/19/2016	10/19/2016	00:02:11	
Balancing a Checkbook: Mastery Test	Completed		Mastered	10/19/2016	1	10/19/2016	10/19/2016	00:01:15	80.00

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Early Post-Test
Authorization
Form signed
by the director