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# Portfolio Assessment – Literature Review

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# DEFINITION OF A PORTFOLIO

*“An integrated collection of materials assembled by students (and / or teachers) to demonstrate achievement and / or progress in a given area”* over time.

(Freeman and Lewis, 1998; Carr and Harris, 2001 cited in Belgrad, Burke and Fogarty, 2008; Northwest Evaluation Association, 1991:4, cited in Wolcott, 1998, cited in Weigle, 2002; Huang, 2012).

# TYPES OF PORTFOLIO

- Development Portfolios – ‘Private portfolio’ / Not assessed  
(Baume, 2013)
- Assessed Portfolios – Best Pieces  
(*Ibid*)  
and / or  
- Demonstration of work in progress  
(*Ibid*)

Format - E-portfolios eg. Padlet

# PRINCIPAL ADVANTAGES

- A form of continuous assessment over a longer period of time
- Help students and teachers monitor student progress, especially with the setting and achieving of learning objectives (ILOs)
- Helps teachers monitor the progress of a given course.

# NINE FEATURES PRESENT PORTFOLIOS

1. Collection
2. Range
3. 'Context richness' – show what has been accomplished
4. 'Delayed Evaluation' – eg. Re-drafting
5. Selection
6. Student centred control – Especially for points 4 & 5
7. 'Reflection' of self-assessment
8. 'Measuring growth along specific parameters' (Provide means of)
9. Measure development over time.

# THREE MOST IMPORTANT FEATURES

- Collection
- Selection
- Reflection

# REFLECTION

*‘Deliberate reflection turns (work collected) into a portfolio’*

Lam (2017)

## Types of Reflection

- ‘Reflection ON action’ (Schön, 1982, cited in Baume, 2003)
  - –After completing the task reviewing how well it went
- ‘Reflection IN action’ (*Ibid*)
  - –Part of the undertaking of the task as well as the final product

# MAIN ADVANTAGES OF PORTFOLIO ASSESSMENT OVER TRADITIONAL TESTING

- 1) 'Construct validity' – Continuous assessment over time
- 2) 'Authenticity' – More reliable indicator of student progress over time – especially L2 writing
- 3) 'Interactiveness' (Action) - Students take greater responsibility for own studies
- 4) 'Impact' (Result) – The learning process which occurs particularly with reflection and feedback



# DISADVANTAGES

- 1) Reliability – If varied can be difficult to grade (Weigle, 2002)
- 2) Practicality – Time (Lo, 2010)
  - Explanation of process to students (Lo, 2010)
  - Teacher training (Lam, 2017; Hamp-Lyons, 2006, 2007, 2016 cited in Lam, 2017)
- 3) Psychology – Students – Grades (Weigle, 2002)
  - Teachers – Testing (*Ibid*)
  - Technology - Anxiety / Frustration technology (Hung, 2012)

# RESEARCH INTO PORTFOLIO ANALYSIS

- Weigle (2002) – Not enough research
- Lo (2010) – Process / Time
- Lam (2017) – Review of literature – Three recommendations
  - i) Suitable student induction
  - ii) Teacher facilitation
  - iii) Suitable training of teachers
- Pearson (2017) – EAP Setting – positive results



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Thank you for  
listening to my talk

**WORLD  
CHANGERS  
WELCOME**

# REFERENCES

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