Portfolios

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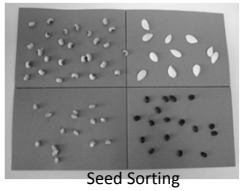
Portfolios in General

- **Portfolio:** Collection of documents and artifacts that showcase skills and growth
  - Carpentry
  - Tailor
  - Art
  - Architecture
  - Journalism
  - Interior design
  - Teaching

Portfolios in Education

- **Portfolio:** Collections of information regarding each child's developmental progress
  - **Working portfolio**: Folder in which both the student and teacher place work that reflects a student's typical achievement over time
    - Select one sample of work per month or per term
    - Example: Nursery II children write their name at the end of every month in a writing portfolio
  - **Showcase portfolio**: Few carefully selected samples of work that illustrate best effort, progress, and achievements
    - Instruct children to select their best work for inclusion at the end of the term

Science Portfolio Example


Seed Sorting

Tree in Every Season

Tree Rubbing

Portfolio

- Demonstrates student progress over time
- Can contain material from children, teachers, parents, peers, and school materials
- The portfolio process is a systematic effort to collect meaningful student work
- Children should be actively involved in selecting pieces for portfolio
  - This helps children learn to reflect on their own work
  - This also helps children to review what they have previously learned

Types of Portfolios

- **General Academic Performance**: Children select works from various domains
- **Specific Subjects**
  - Writing
  - Science
  - Social Studies
  - Art

Portfolio

- Steps in portfolio development
  - Establish a policy: Guidelines on what will be saved and how material is used
  - Collect work samples and/or take photographs
  - Conduct learning log conferences: The teacher and child(ren) discuss what they will include in the portfolio and why
    - The teacher can record this for inclusion in the portfolio
  - Conduct portfolio conferences: Child, parent, teacher review portfolio and discuss progress and areas of improvement

Name: _____

Date: _____

Portfolio Piece Reflection

Unit of Inquiry _____

Piece of Work _____

Choose 1 prompt and then reflect on your work.

- I am proud of this because...
- I enjoyed doing this because...
- This was a strength of mine because...
- By doing this activity I learned...
- To make my work even better next time I could...
- I had difficulty with this because...
- I improved by...

Choose 1 skill and explain how you used it during the activity.

Thinking Social Self-Management Communication Research