



**TaskStream**  
Tools of Engagement

## Authentic Assessment with Electronic Portfolios

KIPP Schools Summit  
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sponsored by TaskStream  
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## Authentic Assessment

- where students **generate**
- rather than **choose** a response
- "The terms alternative assessment, authentic assessment, or performance-based assessment are often used synonymously "to mean variants of performance assessments that require students to generate rather than choose a response"

(Herman, Aschbacher, and Winters, 1992, p. 2).

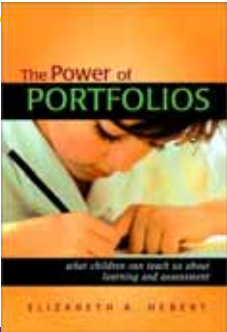



## The Power of Portfolios

*what children can teach us about learning and assessment*

Author: Elizabeth Hebert  
Publisher: Jossey-Bass

Picture courtesy of Amazon.com

## The Power of Portfolios

Author:  
Dr. Elizabeth Hebert,  
Principal  
Crow Island School,  
Winnetka, Illinois


Picture taken by Helen Barrett at AERA, Seattle, April, 2001




## From the Preface (1)

Hebert, Elizabeth (2001) *The Power of Portfolios*. Jossey-Bass, p.ix


"Portfolios have been with us for a very long time. Those of us who grew up in the 1950s or earlier recognize portfolios as reincarnations of the **large memory boxes** or drawers where our parents collected starred spelling tests, lacy valentines, science fair posters, early attempts at poetry, and (of course) the obligatory set of plaster hands. Each item was selected by our parents because it represented our acquisition of a new skill or our feelings of accomplishment. Perhaps an entry was accompanied by a special notation of praise from a teacher or maybe it was placed in the box just because we did it."



## From the Preface (2)

Hebert, Elizabeth (2001) *The Power of Portfolios*. Jossey-Bass, p.ix

"We formed part of our identity from the contents of these memory boxes. We recognized each piece and its **association with a particular time or experience**. We shared these collections with grandparents to reinforce feelings of pride and we reexamined them on rainy days when friends were unavailable for play. **Reflecting on the collection** allowed us to attribute importance to these artifacts, and by extension to ourselves, as they gave witness to **the story** of our early school experiences."





### From the Preface (3)

Hebert, Elizabeth (2001) *The Power of Portfolios*. Jossey-Bass, p.ix-x

“Our parents couldn’t possibly envision that these memory boxes would be the inspiration for an innovative way of thinking about children’s learning. These collections, lovingly stored away on our behalf, are the genuine exemplar for documenting children’s learning over time. But now these memory boxes have a different meaning. It’s not purely private or personal, although **the personal is what gives power to what they can mean.**”



### Let’s get personal...

#### Think for a minute about:

Something about your **COLLECTIONS**:

Suggested topics:

- If you are a parent, what you saved for your children
- What your parents saved for you
- What you collect...
- Why you collect...



### Some issues to consider

- What do your collections say about what you value?
- Is there a difference between what you purposefully save and what you can’t throw away?
- How can we use our personal collections experiences to help learners as they develop their portfolios?

*The power of portfolios [to support deep learning] is personal.*



### What is a Portfolio in Education?

A portfolio is a purposeful collection of student work that exhibits the student's efforts, progress and achievements in one or more areas *[over time]*.

(Northwest Evaluation Association, 1990)



### What is a Portfolio in Education? (2)

The collection must include:

- student participation in selecting contents
- the criteria for selection
- the criteria for judging merit
- evidence of student self-reflection

(Northwest Evaluation Association, 1990)



### Why use Portfolios?

- provides a richer picture of student performance than can be gained from more traditional, objective forms of assessment



## What is an Electronic Portfolio?

- uses electronic technologies as the container
- which allows students/teachers to collect and organize portfolio artifacts in many media types (audio, video, graphics, text)
- using **hypertext links** to organize the material
- connecting evidence to appropriate standards (*in a standards-based portfolio*)

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## ePortfolio Technology over Time

### Container

- 1991: Desktop
- 1995: CD-R
- 2000: Internet
- 2004: DVD-R
- 2005: **Pocket Tech** (PDAs, Flash drives, Phones, iPods)
- What's Next?

### Authoring Software

- Common tools
  - Office & PDF
  - HTML Editors
- Customized Systems
  - Online data bases
  - Work Flow Management
  - Assessment Management
- Interoperability (currently in "silos")

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## Levels of ePortfolio Implementation

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>▪ <b>Working Portfolio</b><ul style="list-style-type: none"><li>– The Repository</li><li>– The Digital Archive</li><li>– The Artifacts (meta-tagged)</li><li>– Personal Information</li><li>– Reflective Journal</li></ul></li></ul> | <ul style="list-style-type: none"><li>▪ <b>Presentation Portfolio(s)</b><ul style="list-style-type: none"><li>– The "Story" or Narrative</li><li>– Multiple Views (public/private)</li><li>– Varied Audiences (permissions)</li><li>– Varied Purposes</li></ul></li></ul> |
|--|---|

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## Portfolio Processes

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>▪ <b>Traditional</b></li><li>▪ Collecting</li><li>▪ Selecting</li><li>▪ Reflecting</li><li>▪ Directing</li><li>▪ Celebrating</li></ul> | <ul style="list-style-type: none"><li>▪ <b>+ Technology</b></li><li>▪ Archiving</li><li>▪ Linking/Thinking</li><li>▪ Storytelling</li><li>▪ Collaborating</li><li>▪ Publishing</li></ul> |
|--|--|

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## Purpose & Goals for the portfolio (Determine Content)

- Multiple purposes:
  - Learning/Process
  - Marketing/Showcase
  - Assessment

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## A few thoughts about Assessment -- What Type?

- Assessment OF Learning? or
- Assessment FOR Learning?

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[www.qca.org.uk](http://www.qca.org.uk) ages3-14



## Principles of Assessment FOR Learning

- **Definition:**  
Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

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## Purposes for Assessment

Assessment OF Learning = Summative Assessment	Assessment FOR Learning = Formative (Classroom-based) Assessment
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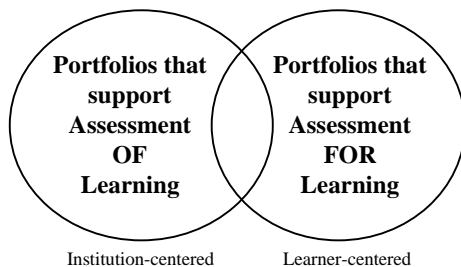
## Crucial Distinction

- **Assessment OF Learning**  
How much have students learned as of a particular point in time?
- **Assessment FOR Learning**  
How can we use assessment to help students learn more?

Rick Stiggins  
Assessment Training Institute

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## Overlap of Assessment Types\*



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## Portfolio Differences

- |   |  |
|---|--|
| <b>Assessment OF Learning</b>                   | <b>Assessment FOR Learning</b>           |
| ▪ Purpose prescribed                            | ▪ Purpose negotiated                     |
| ▪ Artifacts mandated - scoring for external use | ▪ Artifacts chosen - feedback to learner |
| ▪ Organized by teacher                          | ▪ Organized by learner                   |
| ▪ Summative (Past to present)                   | ▪ Formative (Present to future)          |
| ▪ Institution-centered                          | ▪ Student-centered                       |
| ▪ Requires extrinsic motivation                 | ▪ Intrinsically motivating               |

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## REFLECT Initiative

Researching Electronic *port*Folios: Learning, Engagement, Collaboration *through* Technology

Helen Barrett, Research Project Director, Consultant

### Why The Reflect Initiative?

- Empirical evidence on effectiveness of e-portfolios in secondary schools
- Use portfolios to complement standardized tests
- Conduct a meta-study made of many smaller studies

### The Goal:

- To collect data and draw conclusions about the impact of electronic portfolio on:
  - student learning
  - Motivation
  - Engagement
 ...in secondary schools

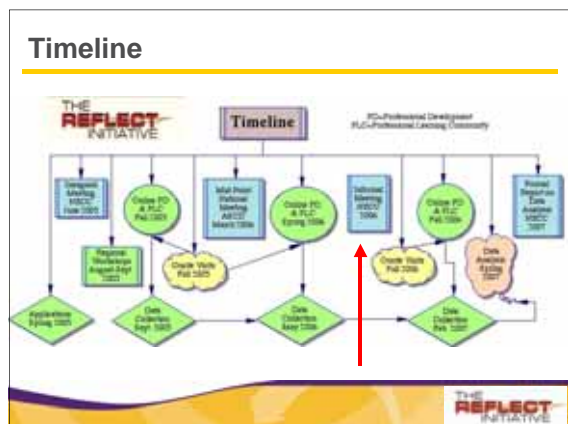
### The Vision of REFLECT

To provide the teachers with the training and the students with the tools:

- To tell their *stories* with *pride!*
- To put *heart* and *soul* and *voice* into their portfolios!

### How Were Schools Chosen?

- Schools submitted a proposal for their project in Spring 2005
- All participating organizations needed to send at least one representative to the Inaugural meeting (Philadelphia just prior to NECC 2005)
- Students must participate (and be supported) for the length of the entire program (2 years)



## Summary of Research Protocols

- **Pre:** Fall 2005 (Dec-Jan)
  - Online surveys of students and teachers (UNT)
- **Ongoing:** through Online PD & Teacher Journals (blogs)
  - Sample student ePortfolio reviews
- **Site Visit observations:** Winter 2005/Spring 2006
  - Focus on introduction and implementation by teachers
- **Mid:** Spring 2006 (May)
  - Online surveys of students and teachers
- **Site Visit observations:** Fall 2006/Spring 2007
  - Add Student focus groups
- **Post:** Spring 2007 (March-May)
  - Repeat online surveys of students and teachers (UNT + HSSSE)
  - Paper survey of parents (English & Spanish)

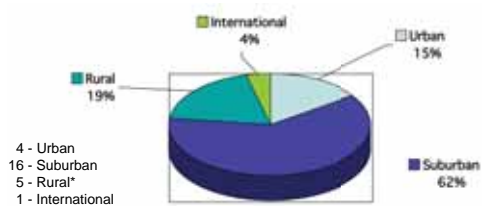


## Overall Cohort

- 15 Active Projects
  - Arizona (3)
  - New Jersey
  - California (5)
  - Florida
  - Maryland
  - Michigan
  - Brazil
  - Tennessee
  - New York
- 26 Active Schools
  - 6 in Arizona DOE Project
  - 4 in New Jersey DOE Project
  - 1 Elementary School
  - 1 Intermediate School
  - 23 High Schools
  - 2 Private Schools (MD & FL)
  - 1 International School
- ~60 Active Teachers
- ~3100 Students
  - Could double in Year 2

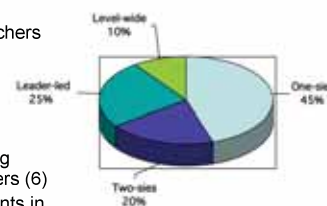


## School Demographics



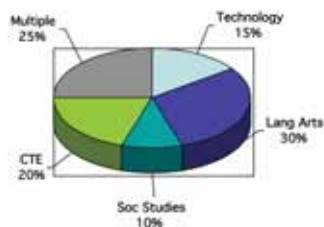
## Who is Implementing? (from 20 Site Visits)

- "One-sies" - Single teacher in a school (9)
- "Two-sies" - Two teachers in a school (4)
- Leader-led - tech coordinator supporting more than two teachers (6)
- Level-wide - all students in a grade level, multiple teachers (2)



## Curriculum Areas (from 20 Site Visits)

- Technology (3)
- English/Language Arts or Foreign Language (6)
- Social Studies (2)
- Career & Technical Education (CTE) (4)
- Multiple disciplines (5)



## Initial Observations from Site Visits

- Teacher's role is critical
  - Dual learning curve
    - Learning TaskStream (prior experience in TED program)
    - Using portfolios with students (prior paper portfolio experience)
    - Understanding reflection and metacognition
    - Using Assessment FOR Learning strategies (quality feedback)
  - Technology integration strategies
  - Support system or close collaborator
- Access to technology is also critical
  - Home access by students
  - Classroom access impact on in-school use (scheduling)



# What is the best tool? It Depends!

## State of the Art of e-Portfolio Development

- **Publishing environments:**
  - Optical media (CD-R, DVD-R)
  - WWW
- **Authoring environments:**
  - Common Tools
  - Customized (Commercial) Systems
  - Open Source Tools
  - Web 2.0 Technologies

## Planning Issues

- What is your **purpose**?
  - authentic assessment (formative feedback)
  - showcasing best work and growth over time
- **Software capabilities:** allow **interaction** between teachers and students around learning activities and products:
  - **Students:** create, store artifacts and reflections and organize their work, preferably with hyperlinks
  - **Teachers:** review the work and provide feedback in narrative form (based on a rubric, if available)
- **Internet access?** Poor or good?

## Today's Tool Choices

### Poor Internet Access?

- **Microsoft Office**
  - Word
  - Excel
  - PowerPoint
- **Other Options:**
  - Apple iLife06
    - iDVD
    - iWeb
  - Web Page Editors (DreamWeaver, Front Page)

These tools do not require Internet access to **create** electronic portfolios.

### Good Internet Access?

- **TaskStream**  
a commercial fee-based system
- **Think.com**  
a free commercial service to education (Oracle)

These tools require only a browser and good Internet access to **create** electronic portfolios because they are Application Services Providers (ASP) - the software is on the company server.

## Office - Word, Excel, PowerPoint

### Advantages

- On most personal computers
- Common toolset
- Easy to create hyperlinks
- Easy to add comments
- Does not require Internet access to develop portfolios (students work off-line)

### Disadvantages

- Set up own system for storing and organizing files, and managing the feedback on student work (probably using Track Changes in Word or Comments in all tools)
- Data aggregation must be set up by teacher with another tool, like Excel, not automated
- Files should be translated into Web-compatible format before posting online (HTML or PDF)

*Better for publishing on CD*

## Think.com

### Advantages

- Free - School accounts only - Principal has to sign AUP -
- Integrated with Thinkquest resources.
- Protected site, teacher can manage e-mail recipients and senders.
- Stickies for provide feedback on student web pages.
- Interactivity on pages: discussion, brainstorming, voting, debating

### Disadvantages

- Set up own system for managing the feedback on student work.
- Data aggregation must be set up by teacher with another tool, like Excel, not automated.
- More of a web page builder than a portfolio program.
- No way to export portfolio

## TaskStream

### Advantages

- Protected website, teacher can manage e-mail recipients and senders
- Work flow manager that facilitates the interaction and maintains records of assessment based on rubrics (if using DRF) - data aggregation
- Tie student work to Content Standards
- Includes Instructional Design Tools (Lesson/Unit/Rubric Builder).
- Internal e-mail and IM (protected) tools that can be de-activated
- Export portfolio to HTML archive

### Disadvantages

- Cost (not free)
- Learning curve (for teachers, not students) to be able to use the many features
- Requires Internet access to create and organize portfolios.

## Apple's iLife06

### Advantages

- Seamless integration of video/audio into portfolios created with iWeb (or iDVD) and iMovie, iPhoto, iTunes and Garage Band.
- Use iDVD for creating DVD portfolios (primarily video or image/slide shows).
- Use iWeb to publish web-based portfolios (create off-line and then upload).

### Disadvantages

- Cost \$59 (free on new Macintosh computers)
- Requires server to publish web pages (or .Mac account) or DVD writer (for iDVD)

*This is Macintosh-only software. NOTE: the new Macs also run Windows software.*

## Web 2.0 Technologies

*"Small Pieces, Loosely Joined"*

### Advantages

- Free, often open-source tools on the WWW

### "Me" Publishing

- Blogs (Blogger, LiveJournal)
- Social Networking (MySpace, Friendster, Elgg)
- Content Management Systems (Plone, Drupal)

### Shared resources

- Photo Sharing (Flickr, PhotoBucket)
- Media Sharing (vimeo.com, ourmedia.org, youtube.com, video.google.com)
- Media Creation Video (BubbleShare, JumpCut) & Podcasts (odeo, podomatic)
- Bookmarks (BackFlip.com, iKeepBookmarks.com, del.icio.us)

### Shared writing

- WikiSpaces (free subscriptions for teachers)
- Writely

### Disadvantages

- Requires higher technology competency
- Mostly not secure websites

## Open Source ePortfolio Tools

### The Open Source Portfolio (OSPI)

- Created by U.S. higher education for college students
- Requires template (presentation builder under development)
- Integration with Sakai

### Elgg

- Created as a combined blog and social networking tool
- Presentation builder under development
- Allows students to create groups, integration with Moodle

### Open University (U.K.)

- Under development - integration with Moodle

## Validating my dissertation research

- When learning new **tools**, use familiar **tasks**
- When learning new **tasks**, use familiar **tools**

## Dr. Helen Barrett

- Research Project Director, The REFLECT Initiative sponsored by TaskStream

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