

## Quadrant-I (e-Text)

### Details of Module and its structure

Module Detail	
<b>Subject Name</b>	Education
<b>Course Name</b>	Assessment for Learning
<b>Course Code</b>	EDU503
<b>Module Name/Title</b>	Portfolio Assessment: meaning, scope and uses of portfolio; Developing and accessing portfolio; Rubrics: meaning, types and steps for development of rubrics.
<b>Module Code</b>	AFL018
<b>Pre-requisites</b>	Meaning of measurement, evaluation and assessment, concept of formative and summative assessment, CCE
<b>Learning Outcomes</b>	On the completion of this lesson, the learners will be able to: <ol style="list-style-type: none"><li>1. Explain the meaning of portfolio assessment.</li><li>2. Discuss the scope and uses of portfolio.</li><li>3. Develop a portfolio and assess its uses.</li><li>4. Write down the meaning of rubrics.</li><li>5. Explain the steps for development of rubrics.</li><li>6. Differentiate the types of rubrics.</li></ol>
<b>Keywords</b>	Rubrics, performance assessment, portfolio, reflective diary

#### 1. Development Team

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### 1.0 INTRODUCTION

The process of measurement involves carrying out actual measurement in order to assign a quantitative meaning to a construct. It is a process of assigning numerals to objects, quantities or events in order to give quantitative meaning to such qualities. Assessment in educational setting may describe the progress students have made towards a given educational goal at a point of time. Evaluation adds the ingredient of value judgment to assessment. It is concerned with the application of its findings and implies some judgment of the effectiveness, social utility or desirability of a product, process or progress in terms of carefully defined and agreed upon objectives or values. Evaluation often includes recommendations for constructive action. Thus, evaluation is a qualitative measure. It calls for evidence of effectiveness, suitability, or goodness of the programme.

There are four Assessment Paradigms. They are Assessment of learning, Assessment for learning, Assessment as learning and Assessment in learning

#### **a) Assessment of Learning**

The teacher's direction is supreme and the student has little or no participation in the planning and execution of the assessment.

#### **b) Assessment for Learning**

The teacher plans learning, assessment, provide feedback to students and also assesses what has been learnt by the students. The student reflects as to what has not been learnt by them.

**c) Assessment as Learning**

The teacher and students are co-constructors of their learning and assessment.

**d) Assessment in Learning**

The student is at the centre of learning, monitoring, assessing and also reflecting on their learning and teacher act as a mentor.

**2.0 ASSESSMENT FOR LEARNING: A FORMATIVE APPROACH TOWARDS ASSESSMENT**

Assessment for learning is a formative assessment as it is the assessment conducted during the formation of learning. When assessment is to be done during the various phases of learning, we require alternative assessment tools that can help in improving and enhancing learning. In this context some of the alternative assessment tools such as Rubrics Portfolios and Reflective diaries are of absolute importance.

**3.0 RUBRICS**

In the traditional classroom, the focus which was on curriculum, knowledge and skills had test, quiz, and assignment as classroom assessment techniques and norm referenced test and criterion referenced test as the standardized test. When the assessment started its focus on assessment of process, product and growth, the portfolios came to be used widely which help in understanding growth and development, reflection, goal setting and self evaluation. When the type of assessment was performance based, its focus shifted to standards, application and transfer which included tasks, checklist, rubrics and examination of student work. Rubrics as a tool for performance assessment is represented in figure 1.

**RUBRICS: A TOOL FOR PERFORMANCE ASSESSMENT**  
Balanced Assessment Model (Burke, Fogarty & Belgrad, (2002)

Types of assessment	Focus	Features
Traditional	<ul style="list-style-type: none"> <li>•Curriculum</li> <li>•Knowledge</li> <li>•Skills</li> </ul>	<b>Classroom assessment</b> <ul style="list-style-type: none"> <li>•Test</li> <li>•Quiz</li> <li>•Assignment</li> </ul> <b>Standardized Tests</b> <ul style="list-style-type: none"> <li>•Norm referenced</li> <li>•Criterion referenced</li> </ul>
Portfolio	<ul style="list-style-type: none"> <li>•Process</li> <li>•Product</li> <li>•Growth</li> </ul>	<ul style="list-style-type: none"> <li>•Growth and development</li> <li>•Reflection</li> <li>•Goal setting</li> <li>•Self evaluation</li> </ul>
Performance	<ul style="list-style-type: none"> <li>•Standards</li> <li>•Application</li> <li>•Transfer</li> </ul>	<ul style="list-style-type: none"> <li>•Tasks</li> <li>•Checklists</li> <li>•Rubrics</li> <li>•Examination of student work</li> </ul>

**Fig 1: Rubrics as a tool for performance assessment**

A rubric is a particular format for criteria- it is the written down version of the criteria, with all score points described and defined. The best rubrics are worded in a way that covers the essence of what the teachers look for when they are judging quality, and they reflect the best thinking in the field as to what constitutes good performance. Rubrics are frequently accompanied by examples of products or performances to illustrate the various score points on the scale (Arter and McTighe, 2001). Rubrics provides a description of the levels of performance, unlike a performance list, which simply assigns scores based on identified criterion elements

### **Performance criteria**

Performance criteria are guidelines, rules or principles by which student responses, products or performances are judged. They describe what to look for in student performances or products to judge quality (Arter and McTighe 2001). For eg. Oral presentation, laboratory skills, discussion, Investigation etc.

The goal with any performance assessment (formal or informal) is; to make an essentially subjective process as clear, consistent and defensible as possible. One does this through explicitly defined performance criteria. A complex performance task challenges students to complete multiple assignments in order to solve a problem scenario.

Nitko (2001) says a performance task is a type of authentic assessment activity ‘that requires students to demonstrate their achievement by producing an extended written or spoken answer, by engaging in group or

individual activities or by creating a specific product. He also believes that a student's performance can be assessed in several ways i.e. by the product the student produces as well as the process the student uses to complete the product. ( Burke, 2006)

### **Example 1: Preparing Rubrics on *Oral presentation* for Fourth grade**

- A fourth grade teacher introduced her students to the qualities of an effective oral presentation by showing them videotaped examples of excellent, as well as poor, speeches and presentations. Guided by the teacher, the students identified four key criteria (traits) that they agreed were important for an effective speech- content, organization, delivery and language.
- They defined each of these and decided what would constitute strong, middle and weak performance on each trait. They then referred to these performance when preparing their own speeches, and the teacher used the same criteria when providing feedback and grading their presentations.

### **Example 2: Rubric for Group Interaction**

High- The student

- Initiates identifying needed group roles and accepts responsibility for fulfilling an assigned role
- Invites contributions from others
- Acknowledges the statements of others in a way that builds a consecutive interchange between participants
- When disagreeing, does so respectfully
- Makes sure that all relevant points of view are heard
- Is aware of cultural differences in social interactions and behaves in an appropriate fashion
- Attempts to resolve conflicts when they arise
- Share decision making

Middle- The student

- Participates in the development of the group process when initiated by others
- Attends to the discussion but doesn't participate very much
- Responds to the solicitation of opinions or ideas but doesn't volunteer them
- Does not detract from the functioning of the group

Low- The student

- Does not fulfill assigned roles
- Makes irrelevant or distracting statements
- Monopolizes the conversation
- Makes a personal attack
- Is uninvolved in the discussion, even when directly asked for an opinion

**Example 3: Rubrics on Executive Function** *Developed By Kanwaljit Kaur and Jubilee Padmanabhan*

Executive function is a set of [cognitive processes](#) – includes inhibition, working memory, planning, organization, cognitive flexibility that are necessary for the higher order thinking skills and in controlling behaviour.

Many researcher work on it but not defined it properly but good working model can be found in the Behaviour Rating Inventory of Executive Function (BRIEF; Gioia, Isquith, Guy, & Kenworth, 2000), which measures the executive function domains shown in the table below.

<b>Domain</b>	<b>Description</b>
<b>Inhibition</b>	Ability to resist inappropriate behaviour and execute appropriate behaviour.
<b>Shift</b>	Ability to switch attention, deals with changing environment, think flexibly, shift focus.
<b>Emotional Control</b>	Ability to control or modify one's emotional responses.
<b>Initiate</b>	Ability to start an activity or task, to come up with one's own ideas and problem-solving approaches.

<b>Working Memory</b>	Ability to retain information in one’s memory and actively use or manipulate it to complete a task (e.g., to follow complex instructions, or do multi-step activities such as mental arithmetic).
<b>Plan/organization</b>	Ability to set goals, anticipate future developments, predetermine steps necessary to complete a goal, organize information, identify key concepts or ideas, employ complex (or even simple) motor planning.
<b>Organization of Material</b>	Ability to keep track of one’s materials and belongings and maintain them in an organized state, available for use when needed.
<b>Monitor</b>	Ability to assess one’s progress on a task (monitoring accuracy, time management, effectiveness of strategies, etc.) and ultimate performance on the task, and the ability to monitor one’s behaviours and the effect they have on others.

Executive Function play vital role in academic achievement as well as in life. It is very important for teacher to know about the level of development of Executive Function Skill among students. So, we divided Executive function into two aspects: Cognitive aspects and Emotional aspects which are as below:

### A. Cognitive Aspects of Executive Function

	<b>Below Proficient (1)</b>	<b>Partially Proficient (2)</b>	<b>Proficient (3)</b>
<b>1.Organization Skills:</b> Each Student will be able to Organize <ul style="list-style-type: none"> <li>• Material</li> <li>• Ideas</li> <li>• Schedule</li> </ul> to meet the goal.	<b>Material:</b> Not able to organize information to complete task. <b>Ideas:</b> Not able to do brainstorming. <b>Schedule:</b> Not able to do task using a planner.	Sometimes able to plan and organize information to complete task. Partially able to do brainstorming. Sometimes check the calendar and used planner	Always able to plan and organize information to complete task. Always able to do brainstorming. Always check the calendar and use planner to meet the goal.

<p><b>2.Planning Skills:</b></p> <p>Each Student will able to plan by going through following sequence:</p> <ul style="list-style-type: none"> <li>• Sequential plan</li> <li>• Execution</li> <li>• Evaluate</li> </ul>	<p><b>Plan:</b> Not able to understand what the project is and what needs to be done.</p> <p><b>Execute:</b> Unable to plan ahead or/and using material efficiently.</p> <p><b>Evaluate:</b> Unable to evaluate their plan by self-Monitoring.</p>	<p>No clarity about how to reach the end product.</p> <p>Partially think about a plan with paying attention to material, time management and sequence.</p> <p>Sometimes able to execute plan.</p> <p>Not able to plan ahead and sometimes able to evaluate plan.</p>	<p>Imagine an end product. What you want, or need to get done. Create a plan with material, time management and sequence.</p> <p>Always able to execute the plan by Self-Monitoring.</p> <p>Evaluate the plan and end product is that what was imagined.</p>
<p><b>3.Initiation:</b></p> <p>Each student will demonstrate the ability to initiate and maintain goal directed behaviour despite of obstruction</p>	<p>Unable to begin assignments without assistance.</p> <p>Does not work quietly and are consistently distracted.</p> <p>Always Interrupt when others are being helped.</p> <p>Does not follow directions.</p> <p>Does not accept responsibility for actions.</p>	<p>Sometime able to begin assignments without assistance.</p> <p>Several distractions during working.</p> <p>Sometime interrupts when others are being helped.</p> <p>Follows directions with 3 to 4 cues.</p> <p>Does accept responsibility for actions sometimes</p>	<p>Always able to begin assignments without assistance.</p> <p>Works quietly without any distractions.</p> <p>Doesn't interrupt when others are being helped.</p> <p>Follows directions without any cues.</p> <p>Accepts responsibility for actions.</p>

<p><b>4. Time Management:</b></p> <p>Each student will shows the ability to manage time</p>	<p>Poor Time Management.</p> <p>Disrupting peer's attention to task with below minimal passing standards.</p>	<p>Sometimes able to manage time</p> <p>Students work completed at minimal passing standards.</p>	<p>Knows how to manage Time.</p> <p>Students work completed with standards.</p>
<p><b>5. Working Memory:</b> Each student have capacity to remember the information that comes later and makes sense.</p>	<p>Difficulty in summarizing.</p> <p>Forget what they learnt.</p> <p>Difficulty in taking notes.</p>	<p>Sometimes find difficulty in summarizing the information.</p> <p>Sometimes remember what they learnt.</p> <p>Sometimes find difficulty in taking notes.</p>	<p>Able to summarize the information.</p> <p>Remembers what they learnt and able to analyse.</p> <p>Able to understand the main idea which help them to taking notes.</p>
<p><b>6. Attention Shifting:</b></p> <p>Each student will demonstrate the ability to adapt in strategic thinking and problem solving as goal or environment changes and shift attention and plans accordingly.</p>	<p>Not able to shift attention.</p>	<p>Shift their attention too slowly and are inattentive</p>	<p>Shift their attention and behaviour to the next task.</p>
<p><b>7. Goal Selection:</b></p> <p>Each Student will demonstrate consequences and predicts outcomes and choose goals based on priority</p>	<p>Unable to complete assignments</p> <p>Not able to follow sequence of plans to meet their goal.</p>	<p>Completed planner with prompts.</p> <p>Sometimes able to follow sequence of plan to meet the goal</p>	<p>Completed planner without prompting.</p> <p>Able to analyse the information and execute the plan efficiently.</p>

## B. Emotional Aspects of Executive Function

	<b>Below Proficient (1)</b>	<b>Partially Proficient (2)</b>	<b>Proficient(3)</b>
<b>Self-Regulation</b> <b>1. Self-Monitoring:</b> Student evaluate their Plan at each step to check how well they are doing	Do not try to evaluate how well they are doing.	Don't describe the effects of their work and unable to explain how they can learn from what they are doing.	Find how others would evaluate work and explain how they can learn from their tasks
<b>2. Impulse Control:</b> Control on instincts.	Making unsafe movement decision and move too quickly and impulsively throughout the class/School.	Making appropriate safety judgement regarding movement throughout the school environment.	Waits patiently for instructions before beginning tasks, tolerates and sits or stand quietly when requested to wait, raises hand for assistance and wait for turn.

### Importance of rubrics:

- The rubrics help everyone to know “how good is good enough” and provides students and parents with the guidelines they need to deliver not just a product or performance but a quality product and performance.
- Students will feel more confident about meeting the standards if they know and understand the expectations
- Students feel confident in their learning
- They feel more empowered to work independently in pursuit of their academic goals.

#### **4.0 PORTFOLIOS**

A portfolio is a collection of materials assembled by students to demonstrate achievement. The materials will vary with the age of the student and the curriculum, but might include

- ▶ Completed assignments with feedback from tutors and others
- ▶ Copies of learning contracts
- ▶ Notes or drawings
- ▶ Extracts from diaries, journals, logs
- ▶ Laboratory or project reports
- ▶ Charts, posters, maps, diagrams
- ▶ Designs, paintings, photographs, art works and artifacts
- ▶ Software
- ▶ Descriptions/ analyses of work placements
- ▶ Certificates and statements of progress and achievement
- ▶ Self assessments

Purpose of portfolio include displaying of examples of students' work, usually the very best items, support other assessment tasks, support other, non assessed activity, such as presentation for a job interview and help students reflect on their learning and experience. From the learner's viewpoint, the published standards define what sorts of items are needed in a portfolio.

Simosko and Cook (1996) suggest one possible structure for the portfolio, comprising five components:

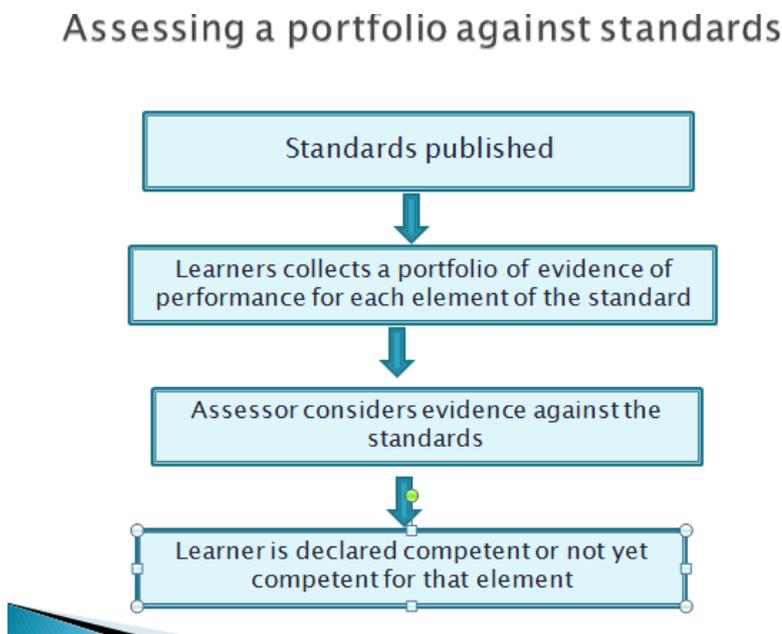
- 1) Cover (including their name and other relevant student details)
- 2) A table of contents
- 3) A narrative statement/ personal report/ curriculum vitae or other device that links the students' experience to the learning outcomes for which credits of the achievement of performance are claimed, and including information on the context in which the evidence has been produced
- 4) A system for cross referencing different individual pieces of evidence to the standards, criteria or learning outcomes

5) The evidence itself clearly labeled

### **Assessing a portfolio**

*Example of Portfolios in the assessment of National vocational*

In order to assess a portfolio, there should be standards published, followed by this the learners collect a portfolio of evidence of performance for each element of the standard, the assessor considers evidence against the standards and finally the learner is declared competent or not yet competent for that element. This step by step process of assessing a portfolio is given in figure 2.



**Figure 2: Assessing a portfolio against standards**

Apart from the raw evidence, candidates for assessment might include various forms of analysis and structuring, such as self assessments, a description of the contexts in which the evidence was collected, links between evidence and standards and also reports on periodic reviews of evidence. The tutors will need to discuss on the learning or performance criteria students need to meet, what might constitute acceptable evidence, how to interpret other criteria, how much evidence might be needed or how many items, ways of structuring a portfolio and ways of making the assessor's task easier.

A traditional portfolio is being used for summative assessment, and the criteria are likely to include:

- What to put in- this might be expressed directly (include two examples of...) or indirectly, in the sense that the totality of the criteria should guide the learner's selection
- How much to put in
- What criteria will be applied across the work (or to items of particular types)
- Any criteria that will be applied across the work- such as criteria of breadth or consistency
- Any requirement for self- assessment or some form of report on the portfolio.

### **Benefits of portfolio**

- A portfolio approach encourages the use of a wider range of items and experiences than is normal in other forms of assessment
- Using a portfolio, students can also show their development, and capacity to reflect and interpret items
- The portfolio approach usually gives students freedom to use their own initiative
- The students will decide how the portfolio is presented and organized
- It can also provide information to a number of different stakeholders- tutors, other students, employers etc.

### **5.0 Reflective Diaries as a part of Portfolios**

Reflective diaries are those which provide reflections about a past happening or event. It include the real happening along with one's own reflection. This can be used as a assessment technique both for teachers and students in classroom transaction. A teacher can have a reflective diary on each day classes and reflect on certain specific behaviours of some students. If such

behaviours are to be modified, teachers can keep these as a guiding stone for their progress in the future. Teachers can use these to rectify certain errors committed by her students. Hence teacher has to be a keen observer of each and every student. In fact, teacher should have a good reflective thinking. Finally this will help in uplifting the learner to their maximum of their potential. This improves the teachers' mode of transaction and even rectifies her errors in teaching. Even students can maintain a reflective diary whereby it can be a source of self assessment. Teachers can evaluate these reflective diaries once in a week.

Guidelines for writing a reflective diary include the need to reflect on, being selective, including mistakes as well as successes and reviewing the reflective diary regularly. A reflective diary has the description of the experience/event, describe what happened and describe who and/or what was involved. It also has interpretation of the experience/event, what aspect of the experience/event was the most important, most interesting, most useful, how can it be explained, how is it similar to/different from others, the outcome of the experience/event and how can it be applied in the future.

## **6.0 SUMMARY**

The alternative assessment tools such as Rubrics and Portfolios has to be used widely in classrooms, since this can make assessment more authentic and more meaningful as it can help the teachers and students in knowing ones strength, weakness and how to make improvements in performance. Since rubrics help in identifying and deciding the criteria on which one is assessed, one can be aware well in advance regarding the evaluation pattern and expected level for any learning. Portfolio, being a collection of artefacts of one's achievements can help oneself to reflect and analyse one's learning graph as well as ones strength and weakness. The feedback and reflections in the portfolio can be a major aspect in formative assessment which is also known as 'assessment for learning'. Hence, rubrics and portfolio can be a very authentic and a reliable assessment tool that can be used in all stages of education.

**QUADRANT-III - (LEARN MORE / WEB RESOURCES / SUPPLEMENTARY  
MATERIALS):**

- Arter, J and McTighe, J., (2001), *Scoring Rubrics in the Classroom: Using performance criteria for assessing and improving student performance*, California, Corwin press, Inc.
- Assessment rubrics, retrieved from  
<http://edtech.kennesaw.edu/intech/rubrics.htm> on 6th Sept. 2012
- Burke, K, Fogarty, R. & Belgrad, S. (2002), *The Portfolio Connection: Student work linked to Standards*, 2<sup>nd</sup> ed. Thousand Oaks, California, Corwin Press
- Burke, K., (2006), *From Standards to Rubrics in 6 steps: Tools for assessing student learning, K- 8*, California, Corwin press,
- Freeman, R and Lewis, R., (2005), *Planning and Implementing assessment*, London: Roulledge Falmer12
- Gómez, E. L., (1999), *Assessment Portfolios and English Language Learners: Frequently Asked Questions and a Case Study of the Brooklyn International High School*, retrieved from  
[http://www.alliance.brown.edu/pubs/ass\\_port\\_ell/ass\\_port\\_ell.pdf](http://www.alliance.brown.edu/pubs/ass_port_ell/ass_port_ell.pdf) on 6<sup>th</sup> Sept 2012
- Nitko, A. J. (2001). *Educational assessment of students* (3<sup>rd</sup> edn). Upper Saddle River, New York, Prentice Hall
- Pickett, N and Dodge, B., (2001) "Rubrics for Web Lessons." [Online] 22 October 2001.<<http://edweb.sdsu.edu/webquest/rubrics/weblessons.htm>>.

#### QUADRANT-IV: (SELF-ASSESSMENT)

- i) Multiple Choice Questions with answers
  - ii) True & False Statements with answers
- 
- 1) A \_\_\_\_\_ is a particular format for criteria- it is the written down version of the criteria, with all score points described and defined
    - A. Portfolio
    - B. Rubrics
    - C. Reflective diaries
    - D. Rating scale
  - 2) A Science teacher designs the learning as well as evaluates what has been learnt and what has not been learnt by the students. It is a type of \_\_\_\_\_
    - A. Assessment for learning
    - B. Assessment as learning
    - C. Assessment of learning
    - D. Assessment in learning
  - 3) \_\_\_\_\_ is a collection of materials assembled by students to demonstrate achievement
    - A . Portfolio
    - B . Rubrics
    - C. Reflective diaries
    - D. Rating scale
  - 4) Which among the following is a Qualitative assessment tool?
    - A. Rubrics
    - B. Achievement test
    - C. Diagnostic test
    - D. Personality test
  - 5) In a class, a teacher organises a seminar. Which category of assessment can the teacher follow?
    - A. Verbal tests
    - B. non-verbal tests
    - C. performance tests
    - D. Rubrics
  - 6) Which one of the following is a research tool?
    - A. Diagrams
    - B. Graphs
    - C. rubrics
    - D. Illustrations
  - 7) A Social Science teacher teaches a topic 'Democracy' through an activity whereby by teacher and student co-constructs assessment. It is a \_\_\_\_\_

- A. assessment in learning
  - B. assessment as learning
  - C. assessment of learning
  - D. assessment for learning
- 8) In a class, the student monitors, assesses and reflects on their own learning and the teacher acts as a mentor. It is \_\_\_\_\_
- A. assessment of learning
  - B. assessment for learning
  - C. assessment in learning
  - D. assessment as learning
- 9) If in a class, the assessment was designed to monitor and improve students' progress during the teaching-learning process, then it is \_\_\_\_\_
- a. assessment in learning
  - b. assessment as learning
  - c. assessment for learning
  - d. assessment of learning
- 10) \_\_\_\_\_ are those which provide reflections about a past happening or event.
- A. rubrics
  - B. rating scale
  - C. portfolio
  - D. reflective diaries

Answers: 1-A, 2-C, 3-A, 4-A, 5-D, 6-C, 7-B, 8-C, 9-C, 10-D