



Implication of portfolio assessment as A method of teaching in scholastic education

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Abstract

Teaching is aptly synonymous with guiding, nurturing, upbringing and something that is of prime importance so far as teaching in schools is concerned. Portfolio Assessment is one of the tools of alternate evaluation which encourages the process of self-learning and self-evaluation. The paper outlines the significance of teaching in a student's overall academic growth as well as personality by implication of portfolio assessment. Despite the importance of teaching, the overall outcomes are far from ideal. The present qualitative research aims at constructing a background to analyze why and how teaching at schools can prove as an ice-breaker in a students' future endeavors.

Keywords: classroom teaching, portfolio assessment, teaching methods

Introduction

It is said that a School is a Child's second home. A child learns a number of things at home which includes the vernacular, discipline, conduct and similarly a school as well, aids in shaping and polishing a child's overall growth and teaching of the basic skills required to progress further. For that, an effective, felicitous teacher, a guide, a mentor is required. Here the emphasis will be laid on portfolio assessment as one of the methods of teaching in classrooms that can really exorcise students' preserved and reserved talents and skills. The aim of this research, hence, is to understand the effects of implicating portfolio assessment as a method of teaching in scholastic education.

1.1 Research Objectives

This paper is initiated and motivated by the following objectives

1. To investigate whether or not it is necessary to implicate portfolio assessment in teaching in school education classrooms.
2. To examine the extent to which Portfolio Assessment can be effectively used

1.2 Research Hypotheses and Questions

1. The usage of PA in classrooms might be perceived as fundamental to teach and learn business English to align with the digital era.
2. The usage of PA will only be effective if it is used efficiently by teachers and students.

1.3 Portfolio: An instrument of Alternative Assessment

A purposeful collection of student work that exhibits the student's efforts, progress and achievements in one or more areas. The collection must include student participation in selecting contents, the criteria for selection, the criteria for judging merit

and evidence of student self-reflection". (Paulson, Paulson, Meyer 1991). Portfolio assessment is one of the several authentic and non-traditional assessment techniques in education. It includes assessment of learners with their teachers which can also serve as an alternative to classic classroom test. The portfolio contains samples of the learner's work and shows growth over time. The focal point of portfolio is reflection: By reflection on their own work, learners get acclimatized with their strengths and weaknesses. The weaknesses then become improvement goals. The emphasis, in portfolio assessment is always on quality rather than quantity.

Alternative Assessment is a constructivist approach of assessment, involving both the teacher and the student. In this approach, the teacher notes physical stance and expressions. Mind mapping, portfolios, checklists, investigating projects and activity-based tasks are often used to evaluate work in a constructivist frame. Alternative assessment has been widely used in education, with much emphasis in language classrooms. Alternative Assessment is a substitute for assessing students work to the traditional mode of the pen-pencil test in language classrooms which motivates self-learning and self-assessment processes with the aim to develop creativity and critical thinking. It demonstrates both the weaknesses and strengths of the learners, while the traditional lacks in pointing out the strengths. Corrective feedback is the most essential part of the assessment, be it an initial, mid-term or final. It is a continuous assessment. Alternative assessment is known by its different names such as continuous assessment, peer and self- assessment, authentic assessment, holistic assessment and integrative assessment. Portfolios provide a broader picture of student achievement than do tests alone, and can include a great deal of information that shows what students know and can do on a variety of measures. Assessment portfolios can include not only the results of

commercially-developed, norm-referenced tests or single-occasion, criterion-referenced tests, but also additional measures of student achievement such as writing samples. Valeri-Gold *et al.* (1991/1992) defined portfolio assessment as a formative assessment where students become "active learners and questioning thinkers" (p. 298). Other authors provided a more descriptive explanation of portfolio assessment:

"A multidimensional system which provides teachers with a complete picture of a student's abilities and literacy development" (Harlin *et al.*, 1992: 203)

Portfolio assessment alluded to process that knowledgeable teachers engage in when they systematically observe and selectively document their students' performance through multiple methods, across diverse contexts, and over time as students participate in meaningful learning activities.

2.1 Characteristics of portfolio assessment

- a. Focus on developing self-evaluation/assessment skills.
- b. Teacher-student discussion over evaluations where teachers can judge the student's progress.
- c. Teachers' responsibility for providing guidelines about the content of portfolio and scoring criteria.
- d. More emphasis on students' reflection, rather than content.
- e. A continuous process over a period of time.
- f. Portfolio can demonstrate learning and growth in all domains/skills, or can focus on a specific skill.
- g. It is continuous and ongoing, providing both formative (i.e., ongoing) and summative (i.e., culminating) opportunities for monitoring students' progress toward achieving essential outcomes.

2.2 Purpose of Portfolio Assessment

- Enhance and improve the assessment process by revealing myriad skill sets.
- Reflect change and growth over a period of time.
- Encourage student, teacher and parent participation and reflection.
- Encouraging self-directed learning.
- Enlarging the view of what is learned.
- Demonstrating and comparing the continuous progress.
- Provide opportunities for peer-reviewed and peer-supported growth.
- It gives a profile of learners' abilities in terms of depth, breadth, and growth.
- It caters to individuals in a heterogeneous class.
- It develops social skills by making students interact with other students in the development of their own portfolios.
- It provides opportunity for student-teacher dialogue.
- It develops independent and active learners.

2.3 Method of Portfolio Assessment

- a. Assessment should measure the main aspects of the curriculum to be studied and taught.
- b. Assessment should look more like instructional activities than like tests.

- c. Educational assessment should approximate the learning tasks of interest which is helpful to students when effective learning takes place.
- d. There should be providence of student's work that can manifest growth over time.
- e. The teacher as well as students should be absolutely clear with the criteria for selecting and assessing the portfolio contents.

2.4 Stages in Implementing Portfolio Assessment

Stage 1: Identifying teaching goals to assess through portfolio

It is imperative at this stage to be very clear of what the teacher aims to achieve in teaching. The planned goals will guide the selection and assessment of students' work for the portfolio.

Stage 2: Introducing the idea of portfolio assessment to the class to be taught.

Many students of the class might be unaware of the portfolio assessment who are mainly used to the traditional form of learning. For this reason only it is imperative that the teacher clearly manifests and delineates the concept of this alternative assessment.

Stage 3: Providence of clear and detailed guidelines for portfolio presentation.

There is a tendency for students to present as many evidences of learning as they can when the job is in their own hands. The teacher must therefore set clear guidelines and detailed information on how the portfolio is to be presented.

2.5 Advantages of implementing portfolio assessment

- a. Provides tangible evidence of the student's knowledge, abilities, and growth in meeting selected objectives which can be shared with parents, administration and others.
- b. Emphasizes on student choice- student-centered activity.
- c. Emphasizes on student's explanation for the selection or choice of the subject.
- d. Makes students self-reliable and responsible by involving them in monitoring and evaluating their own work.
- e. It allows the students to discuss their work by communicating and presenting their work to teachers and parents.
- f. It provides flexibility in measuring how students accomplish their learning goals.

3. Conclusion

Scholastic education is ultimately a ground, a base, for a child's future and it is an emphasized conviction that most of the beneficiary appeals, if successfully catered, will lead to creation of wonders for the students. It has never been easy to completely comprehend and finalize a solitary measure or method so far as scholastic education and teaching is concerned as every individual is unique and able in his own way. Portfolio Assessment, however, can be analyzed as one such method which

can significantly contribute immensely in catering the need of school students in accordance to their curriculum which, in turn, can bring significant outcomes. The evaluation method is solely based on scientific principles of experimenting, observing and amending judgments by drawing valid and authentic conclusions.

4. References

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