Portfolio Reflection Prompts

You should support each of your answers with evidence. Each answer should ideally have one piece of evidence.

- What are the areas of my work that I am most proud of and why?
- How, where and when have I developed my critical and creative thinking skills throughout this unit?
- In what ways have I deepened my understanding of subject content by supporting my inquiries set in real-world contexts?
- How, where and when have I applied the skills and knowledge I learned in one subject area (or unit) to another?
- Have I demonstrated international-mindedness in my work? If so, how?
- How have I grown as a learner throughout the unit?
- What new skills have I acquired that I did not have at the beginning of the unit?
- In what ways have I worked collaboratively with my peers and how has that impacted my learning?
- How have I used feedback provided by my teachers to improve my work?
- What are some areas where I can continue to grow and develop as a learner?

**Type of evidence you might include**

- Written reflections on their learning process, including examples of connections made between previous and current learning, predictions and actions taken, and problem-solving strategies used.
- Examples of experimentation and exploration, such as drafts, sketches, and prototypes.
- Data collected and reported in various formats, such as graphs, charts, and tables.
- Examples of revised work and improved understanding, including before-and-after examples.
- Products that demonstrate mastery of learning objectives, such as finished pieces of writing, art, or other creative works.
- Evidence of research and seeking information, such as annotated bibliographies, research notes, or summaries of sources.
- Examples of taking and defending a position, such as persuasive essays or debates.
- Evidence of interdisciplinary connections, such as projects that draw on multiple subject areas or real-world contexts.
- Work that demonstrates critical and creative thinking skills, such as problem-solving activities or innovation challenges.

**Other forms of evidence**

- Audio or video recordings of presentations, speeches, or performances.
- Digital artifacts, such as websites, blogs, or social media posts.
- Collaborative work, such as group projects or team assignments.
- Peer feedback and assessments, such as feedback from classmates or self-assessments.
- Awards or recognition for achievements, such as certificates or medals.
- Volunteer work or community service that demonstrates application of skills and knowledge.
- Teacher feedback and assessments, such as rubrics or written comments on assignments.
- Standardized test scores or other external assessments that demonstrate proficiency in a subject area.
- Participation in extracurricular activities or clubs that demonstrate the application of skills and knowledge.
- Examples of real-world applications, such as internships or work experience.
Using Portfolio-Style Assessments

Questions teachers can ask when considering a portfolio-style assessment.

- Does the assessment support and encourage student learning by providing feedback on the learning process?
- Does the assessment inform, enhance, and improve the teaching process?
- Does the assessment provide opportunities for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments?
- Does the assessment promote positive student attitudes towards learning?
- Does the assessment promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts?
- Does the assessment promote the development of critical and creative thinking skills?
- Does the assessment reflect the international-mindedness of the program by allowing assessments to be set in a variety of cultural and linguistic contexts?
- Does the assessment support the holistic nature of the program by including principles that take account of the development of the whole student?
- Is the assessment designed to distinguish between internal summative assessment and the supporting formative processes?
- Does the assessment prioritise the most accurate demonstration of student performance, rather than mechanically and uncritically averaging achievement levels over given reporting periods?
- Does the assessment focus on assessing student understanding, rather than just surface-level knowledge acquisition?

If the answer to many of these questions is "yes", then a portfolio-style assessment may be more useful than other types of assessment in measuring student progress and promoting deep learning.
Creating Your Assessment Portfolio

- Look back at your previous learning and find connections to what you are currently learning. Include these connections in your portfolio to show how your knowledge has grown over time.
- Experiment and play with different possibilities related to your current learning. Record your findings and include them in your portfolio.
- Make predictions about what might happen in your learning and take action to see if you are correct. Record your results and include them in your portfolio.
- Collect data and report your findings in your portfolio. Use graphs, charts, and tables to make your data easy to understand.
- Clarify your existing ideas and reconsider your perceptions of events. Record your thought process and include it in your portfolio.

- Deepen your understanding by applying concepts you've learned. Include examples of how you've applied your learning to real-world situations.
- Make and test theories related to your current learning. Record your hypotheses and findings in your portfolio.
- Research and seek information to deepen your understanding of your current learning. Record your research and any new insights you've gained.
- Take and defend a position on a topic related to your learning. Include your reasoning and evidence in your portfolio.
- Solve problems related to your learning in a variety of ways. Record your problem-solving process and include it in your portfolio.

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### Creating Portfolio Assessment Criteria

Utilise subject-specific criteria combined with these suggestions.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Basic</th>
<th>Satisfactory</th>
<th>Substantial</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrated growth in understanding</td>
<td>Little to no evidence of growth or connections between previous and current learning</td>
<td>Some evidence of growth and connections between previous and current learning</td>
<td>Evidence of significant growth and connections between previous and current learning</td>
<td>Consistent and comprehensive evidence of significant growth and learning connections</td>
</tr>
<tr>
<td>Thoroughness and completeness</td>
<td>Incomplete and/or disorganised portfolio, missing key elements</td>
<td>Complete and organised portfolio, includes all required elements</td>
<td>Comprehensive portfolio, includes all required elements and additional relevant materials</td>
<td>Comprehensive, creative and innovative portfolio that includes all required elements and additional relevant materials</td>
</tr>
<tr>
<td>Critical thinking and analysis</td>
<td>Limited demonstration of critical thinking and analysis</td>
<td>Some demonstration of critical thinking and analysis</td>
<td>Consistent and well-developed demonstration of critical thinking and analysis</td>
<td>Consistently thorough and sophisticated demonstration of critical thinking and analysis</td>
</tr>
<tr>
<td>Application of concepts</td>
<td>Limited demonstration of applying concepts to real-world situations</td>
<td>Some demonstration of applying concepts to real-world situations</td>
<td>Consistent and comprehensive demonstration of applying concepts to real-world situations</td>
<td>Consistently innovative demonstration of applying concepts to real-world situations</td>
</tr>
<tr>
<td>Creativity and originality</td>
<td>Limited demonstration of creativity and originality</td>
<td>Some demonstration of creativity and originality</td>
<td>Consistent and well-developed demonstration of creativity and originality</td>
<td>Consistently exceptional demonstration of creativity and originality</td>
</tr>
</tbody>
</table>