ManageBac

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.

Faria Education Group

Creating Your Assessment Portfolio
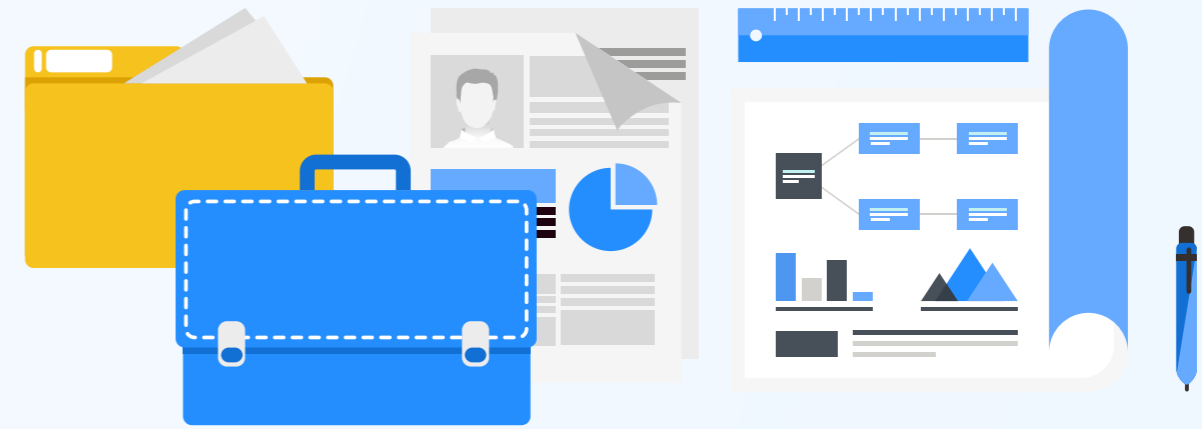
Look back at your previous learning and find connections to what you are currently learning. Include these connections in your portfolio to show how your knowledge has grown over time.

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.

Creating Portfolio Assessment Criteria

Utilise subject-specific criteria combined with these suggestions.

Demonstrated growth in understanding	The portfolio should show evidence of how the student's knowledge has grown over time through making connections between previous learning and current learning.
Thoroughness and completeness:	The portfolio should include a range of different evidence such as experiments, predictions, data collection, findings, and problem-solving processes. The portfolio should be well-organized and include all required elements.
Critical thinking and analysis:	The portfolio should demonstrate the student's ability to clarify existing ideas, reappraise perceptions of events, make and test theories, and take and defend a position.
Application of concepts:	The portfolio should show how the student has applied their learning to real-world situations to deepen their understanding.
Creativity and originality:	The portfolio should showcase the student's creativity and ability to experiment with various possibilities. It should reflect the student's unique perspective and approach to learning.

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