Support Document

Learning for LIFE: An ESL Literacy Curriculum Framework
PORTFOLIO PLANNING AND IMPLEMENTATION

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PORTFOLIO PLANNING AND IMPLEMENTATION

Learning for LIFE: An ESL Literacy Curriculum Framework outlines a process for curriculum development in five stages:

- *Stage 1: Understand Needs*
- *Stage 2: Determine Focus*
- *Stage 3: Set Learning Outcomes*
- *Stage 4: Integrate Assessment*
- *Stage 5: Demonstrate Accountability*

Each stage includes information, guiding questions and suggestions for instructors.

This **portfolio planning and implementation tool** is designed for instructors and is based on the principles outlined in *Stage 4: Integrate Assessment* of the *ESL Literacy Curriculum Framework.*

A portfolio is a systematic and purposeful collection of learners' work that demonstrates achievement of learning outcomes over time. Portfolios are an effective tool for tracking learners' development in the strands of learning outcomes *Learning for LIFE: An ESL Literacy Curriculum Framework:* reading, writing, literacy strategies and habits of mind.

The purpose of this portfolio planning and implementation tool is to help instructors:

- select a portfolio type that is appropriate for their purpose
- plan effectively for portfolio assessment

This tool can be used:

- by individual instructors
- in a course guide or curriculum package designed to support instructors as they implement the curriculum

This tool includes four parts:

- an overview of four types of portfolios
- a process for selecting and using portfolios
- a classroom portfolio sample process
- portfolio planning templates for collaborative learning, showcase and evaluation portfolios

Portfolios are an effective tool for tracking learners' development in all strands of outcomes provided in the ESL Literacy Curriculum Framework: *reading, writing*, *literacy strategies* and *habits of mind*.   ESL Literacy learners are often unfamiliar with the concepts of managing their academic learning and being involved in the assessment process. When instructors and programs adopt a portfolio assessment approach, learners are introduced to and supported in their ability to reflect on their own learning.

Stage 4: Integrate Assessment outlines four types of portfolios, which are summarized here.

Portfolio type	Purpose for assessment *	Description
classroom	assessment *as* learning	Classroom portfolios are created as a group. This type of portfolio is instructor-led and requires a high level of support. It can take many forms, from a binder to a display wall, PowerPoint presentation or poster.
		The goal is to develop learners' awareness of the learning process, and of the connection between class activities, learning tasks and their own learning.
collaborative learning	assessment **for** learning assessment **as** learning	Collaborative learning portfolios are created by the learner and the instructor. Collaborative learning portfolios include a combination of instructor-chosen and learner-chosen samples of work that demonstrate learners' efforts towards achieving outcomes, as well as self-assessments and reflections on learning.
showcase	assessment **of** learning assessment **as** learning	Showcase portfolios are created by the learner, with support from the instructor. These portfolios document and highlight the learner's highest quality or best work. Building a showcase portfolio gives learners an opportunity to reflect on and describe their learning process.
evaluation	assessment **of** learning	The evaluation portfolio is maintained by the instructor. It is a collection of samples that provide evidence of outcomes achieved and strategies used effectively. In an evaluation portfolio, instructors aim to determine whether or not learners have achieved curriculum outcomes, which informs decisions about learners' future placement in the program.

* Adapted from *Western and Northern Canadian Protocol for Collaboration in Education (2006).*

Process for Selecting and Using Portfolios

An effective way of planning for assessment is to first determine the purpose for assessment, and then select the most appropriate tools and approaches for achieving this purpose. The information gathered in the assessment process needs to be used in a way that is consistent with the purpose you have established.
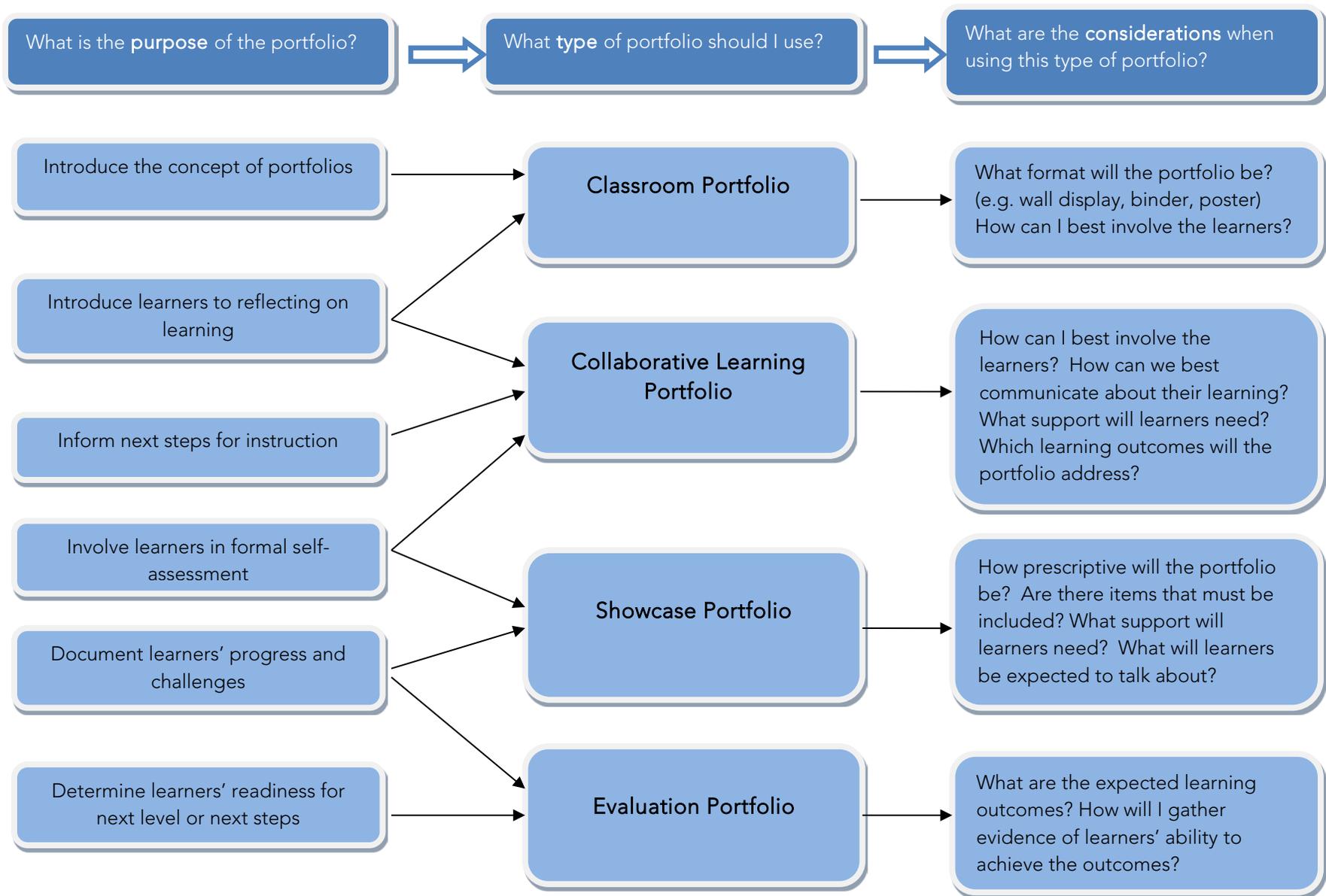
In order for portfolios to be effective, you may need to take a gradual approach to adopting them in your classroom. Begin with the components of portfolio assessment that are manageable in your context and build from there.

The following three questions provide a starting point as you begin to plan and use portfolio assessment in your classroom.

- What is the purpose of the portfolio?
- What type of portfolio should I use to achieve this purpose?
- What are the considerations when using this type of portfolio?

The diagram that follows *(A process for selecting and using portfolios)* illustrates a process for choosing a portfolio type that aligns with the purpose you identify. This diagram also summarizes the main considerations in implementing each type of portfolio.

A Process for Selecting and Using Portfolios

What is the **purpose** of the portfolio?	→	What **type** of portfolio should I use?	→	What are the **considerations** when using this type of portfolio?

		Classroom Portfolio	→	What format will the portfolio be? (e.g. wall display, binder, poster) How can I best involve the learners?
Introduce the concept of portfolios				
Introduce learners to reflecting on learning		Collaborative Learning Portfolio	→	How can I best involve the learners? How can we best communicate about their learning? What support will learners need? Which learning outcomes will the portfolio address?
Inform next steps for instruction				
Involve learners in formal self-assessment		Showcase Portfolio	→	How prescriptive will the portfolio be? Are there items that must be included? What support will learners need? What will learners be expected to talk about?
Document learners' progress and challenges				
Determine learners' readiness for next level or next steps		Evaluation Portfolio	→	What are the expected learning outcomes? How will I gather evidence of learners' ability to achieve the outcomes?

Classroom portfolios introduce learners to reflecting on learning and portfolio use in a highly supported context.

This sample classroom portfolio process provides an example of how one instructor integrated a classroom portfolio with her Phase I class over a 12-week term.

Sample Process

The instructor designed her course to cover five thematic units, each for approximately two weeks. She chose the themes based on her program parameters and a classroom needs assessment. For each theme, she encouraged and supported learners to reflect on their learning. She accomplished this in a variety of ways, including:

- wrapping up each class by involving learners in a discussion about what they learned or practiced that day
- having learners identify their best work on a regular basis (e.g. circling their best word, or choosing the sentence they can read with no problems)
- identifying and celebrating success in every lesson
- providing explicit strategy instruction

The instructor used a bulletin board for her classroom portfolio. At the beginning of each unit, she put the title on the bulletin board and engaged learners in a discussion about what they would learn. Over the two-week period, the class worked together to post items on the board.

The items posted in the classroom portfolio included:

- word cards with key vocabulary from the unit
- samples of best work chosen by the learners
- photographs of class activities from the unit (e.g. from field trips and learning activities)
- "I can" statements from the learners
- tactile reminders from learning activities (e.g. flashcards, realia, photographs)

The instructor took several photographs of the classroom portfolio at the end of each unit, before emptying the board and preparing it for the next unit.

Before the last week of term, the instructor created a portfolio booklet for the class. The booklet included photographs from the bulletin board portfolio, with accompanying text about what they learned. She used this portfolio booklet as the basis for literacy development lessons in the last week. The portfolio booklet was used as a way of reviewing the learning from the semester and was helpful in preparing learners for end-of-term learning conferences.

In order for the portfolio(s) you use to be effective, it is necessary to plan carefully. The templates provided in this section are a structure that can guide you in planning for and using the different types of portfolios.

Collaborative Learning Portfolios

This section provides a sample template and blank template to help you in developing a collaborative learning portfolio.

Here are some suggestions to guide you in using the templates:

- modify the template to match your curriculum and program parameters (e.g. number and types of outcomes)
- fill in the columns for strands, outcomes and assessments
- print enough copies so that you have one for each learner's portfolio
- fill in the section on notes about each learner as you review their progress
- use the notes to inform the discussion you have in the learning conference
- support and guide the learners in choosing examples of their work for the portfolio
- provide opportunities for learners to practice talking about their learning prior to the learning conference

Sample Collaborative Learning Portfolio Template

This template has been partially completed as an example. A blank template is also provided.

Collaborative Learning Portfolio *(part 1)*			
Name: *Farida*	Level: *Phase I*		Date: *Jan. 4 – March 25*
Instructor-chosen pieces			
Strand	Outcome	Assessments	Notes for learning conference • successes • challenges • questions
Reading	*interpret messages*	*highlighting key words activity: invitation (Ja.n 21)*	*getting better at scanning for familiar words* *makes some errors in highlighting words- seems to be confusing words that begin with the same letter*
		highlighting key words activity: appointment card (Feb. 10)	
Writing	*engage in free writing*	*journal writing – "my family" sentence stems (Feb.18)*	*willing to write more sentences now than at beginning of term, needs practice forming letters g, j, p, correctly*
Literacy Strategies	*use supports*	*anecdotal notes – observed Farida checking the word & picture wall to remember the meaning of words*	*encourage Farida to continue using the word & picture wall, suggest that she use the handouts in her binder (with the same info) when practicing at home*
	use copying strategies		
Habits of Mind	*motivation: prepare*	*anecdotal notes*	*has been brining the necessary supplies (binder, pencil, glasses) to class more consistently*
	responsibility: manage information		

Collaborative Learning Portfolio *(part 2)*		
Learner-chosen pieces		
Strand	Description	Notes from learning conference
Reading	*class story from field trip to health centre*	*can read the story out loud independently and re-tell the story*
Writing	*"About me" description*	*is proud of this writing, re-wrote it at home three times for practice*
Literacy strategies	*spelling test with highest score*	*has been using a new spelling strategy (chanting the spelling out loud to practice) and has noticed an improvement*

Collaborative Learning Portfolio Template

Collaborative Learning Portfolio			
Name	Level:		Date:
Instructor-chosen pieces			
Strand	Outcome	Assessments	Notes for learning conference • successes • challenges • questions
Reading			
Writing			
Literacy Strategies			
Habits of Mind			
Learner-chosen pieces			
Strand	Description		Notes from learning conference

Showcase Portfolios

This section provides a blank template to help you in establishing guidelines for the showcase portfolio. The process of establishing guidelines can be done together with your learners. Ensure that learners have a copy of the guidelines.

This blank template can be modified to suit your learners' level and your program parameters.

Name:	Date:	
Table of Contents		
Topic	Title	Page Number
My learning		
goals		
my best work		
reflection		
Reading		
sample		
reflection		
Writing		
sample		
reflection		
Strategies		
sample		
reflection		

Evaluation Portfolios

This section provides a sample template and blank template to help you in developing an evaluation portfolio.

Use this template to help you plan how you will gather assessment evidence in an evaluation portfolio. Ensure that every assessment you conduct measures a learning outcome. In order to determine whether a learner has achieved the outcome and is ready for the next level, it will be necessary to assess each outcome more than once.

Here are some suggestions to guide you in using this template:

- modify the template to match your curriculum and program parameters (e.g. number and types of outcomes)
- fill in the columns for strands, outcomes and assessments
- print enough copies so that you have one for each learner's portfolio
- fill in the section on notes about each learner as you review their progress

Sample Evaluation Portfolio Template

This sample has been partially completed as an example. A blank template is also provided for your use.

<table>
<tr><td colspan="4" align="center">Evaluation Portfolio</td></tr>
<tr><td colspan="2">Name: Farida</td><td>Level: Phase I</td><td>Date: Jan.4 – March 25</td></tr>
<tr><td>Strand</td><td>Outcome</td><td>Assessments (evidence of learning)</td><td>Notes:
• below/at/above benchmark
• successes
• challenges</td></tr>
<tr><td>Reading</td><td>Read signs, notices and labels</td><td>1:1 classroom walkabout to read signs out loud (photos of community signs on wall)</td><td>able to identify all the signs correctly, but some inaccuracies in describing them (e.g. "parking no")</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td>Writing</td><td>Fill out forms</td><td>personal information form</td><td>all personal information copied accurately, using a reference

date copied in wrong order</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td>Literacy Strategies</td><td>Predict and check predictions</td><td>anecdotal notes from 1:1 reading session</td><td>able to identify pictures and make a prediction about the story</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td>Habits of Mind</td><td>Manage information</td><td>end of week binder check</td><td>all contents in binder, but not in sequential order</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table>

Evaluation Portfolio Template

Evaluation Portfolio			
Name:	Level:	Date:	
Strand	Outcome	Assessments (evidence of learning)	Notes: • below/at/above benchmark • successes • challenges
Reading			
Writing			
Literacy Strategies			
Habits of Mind			