Evaluative portfolio

Name of the student:

Affiliated university:

Description of the portfolio:

As mentioned by Smagorinsky, (2014) collection of information regarding student's learning produce or data of the students' progress helps the teachers, mentors and the families to strategically identify the pattern of development and progress of the child. Hence, it is important to gather information regarding the systematic development of a student for the effective assessment. Here, in the following narrative, an evaluative portfolio assessment guide has been discussed. For each of eight standards, two summative and two formative strategies have been mentioned. By concentrating on the age and learning capacity of the students (ranging from the age group of three- to five-years-old), the assessment procedures have been identified.

The explanation for the chosen assessments:

Standards	Summative assessment	Formative assessment
Social-emotional	• Observation • Interviews	• Round Robin charts • Observation
Approaches to learning	• Observation • Interviews	• Observation • Group projects
Language and literacy	• Fill in the blanks • Multiple choice questions (2 options)	• Homework Assessment • Classroom reading
Mathematics	• Verbal Numeration • Paper and pencil games	• Classroom quizzes • Homework Assessment

Science	• Matching (descriptive and pictorial) • Fill in the blanks	• Questioning • Homework Assessment
Social studies	• Multiple choice questions (2 options) • True or false	• Doodle it • Chalkboard splash
Physical development/health/safety	• Performance assessment (group games) • Multiple choice questions (2 options)	• Think-pair-share • Classroom performance
Fine art	• Portfolio Collection (2 samples) • Performance assessment (in a performing art project)	• Carousel • Classroom performance

Figure: Selection of assessment strategies

(Source: Created by the author)

As mentioned by Dixson and Worrell, (2016) summative assessment helps the mentors or teachers in evaluating the progress of the students and summarising their development at a particular time. Here, numeration has been chosen for students to identify how many numbers they can remind at a go, without error. On the other hand, with the paper and pencil games, the understanding of logical-mathematical instruction of the students can

be assessed. These strategies have been chosen by consulting academic research papers and related books. As opined by Sarama, (2014) the strategies like Multiple choice questions (2 options), Matching, True or false, fill in the blanks, etc. helps the mentors to identify the knowledge and understanding of the students in the subjects like Social Studies, Language (grammar) and small scale scientific knowledge. On the other hand, as mentioned by Pyle and DeLuca, (2013) classroom observation of the students' behavioural pattern and periodic interviews help the teachers in identifying the Social, emotional approaches and the pattern of learning. In addition to this, the strategies of Performance Assessment and Portfolio collection have been chosen with the aim of identifying the level of competence of the students in the topics like Fine art and physical development.

On the other hand, as opined by Laveault and Allal, (2016) the idea of formative assessment involves an integration of the process of learning and assessment. With the constant process of assessing the performance and development coupled with the strategy of regular feedback, the formative assessment provides constant guidance, self-evaluation of the student, increase competence and reduces the surprise of summative assessment result. Here, with the strategy of regular observation and involvement in group projects, the learning approach and social behaviour can be assessed. Moreover, as discussed by Xu, Chin, Reed and Hutchinson, (2014) with the Round Robin charts (here it will be used verbally) the thinking and understanding of a normative behavioural pattern can be identified within a group of students.

On the other hand, for assessing the knowledge and progress in the language skill, using the regular homework correction strategy and classroom reading will be helpful for identifying the areas of improvement. For maths, the Classroom Quizzes and Homework assessment has been chosen with the aim of assessing the promptness of logical calculation and progress in regular exercise. Moreover, as discussed by Laveault and Allal, (2016) the

strategy of doodling, i.e. drawing the understanding of the topic can become helpful in augmenting the knowledge of the students in social studies. On the other hand, in the Chalkboard questioning strategy, even the shy students take an active part. In the context of physical development and fine arts, the classroom performance assessment and feedback is helpful in developing the knowledge base of the students, on the other hand, the strategy of Carousel, i.e. drawing anything that comes to the mind regarding a certain topic and augments the imaginative and observation power of the student. With the think-pair-share strategy, the students become able to share their knowledge regarding safety strategies whereas the quizzes and questioning can assess their development in the topics like Science and math.

The strategy of progress assessment:

For summative assessment:

As opined by Xu et al., (2014) the distinctive feature of summative assessment involves the comparison of the students' collected grade against preset criteria or, between each others' scores. Here, the performance of the students will be measured against a preset "pass mark", not against each other; as mentioned by Laveault and Allal, (2016) the latter is potential to create unhealthy rivalry among students.

For all the observation and performance assessment strategy for summative assessment, there will be a set behavioural pattern those; the students need to exercise. Failure to observe them will be counted as "fail" in the assessment. On the other hand, the in the context of the interview, the answers to the open-ended questions will be categorised to the present answer codes. The codes will be associated to the three set marking criteria, and the students will be evaluated according to it. For the strategies like Fill in the blanks, multiple choice questions, Verbal Numeration, Paper and pencil games, matching

(descriptive and pictorial) and True or false points will be provided to each right answer. For the Portfolio collection strategy, the students will get the grade for submission, cleanliness and innovative idea exercise.

For summative assessment:

The summative strategies like Observation, Homework assessment, Questioning, Chalkboard splash, Classroom quizzes, reading and performance assessment will be done on a regular basis. The areas of improvement will be recorded, and descriptive feedback will be provided to both the students and the guardians. On the other hand, Round Robin charts, Group projects, Think-pair-share and Carousel will be conducted twice a week, and descriptive feedback will be provided.

The strategy of information conveying:

For conveying the information to the families, both the monthly interview and bi-annual report card strategy will be used. The families will be interviewed monthly regarding the progress and performance of the students. All the feedbacks of formative assessment and the performance of the child will be discussed. On the other hand, in the bi-annual report card strategy, all the monthly performance record of the student related to the formative assessment will be presented to the guardians. Moreover, a detailed report regarding the performance of the summative assessment will also be presented along with the marking criteria and the best performance recorded in each topic. Thus, the guardians will be able to track the educational performance and social learning pattern of their children (Dixson & Worrell, 2016).

References:

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