**A Portfolio Assessment System Checklist**

1. What purpose(s) will your portfolio serve?
   * Prepare a sample of best work for future teachers
   * Communicating to parents what's been learned
   * Evaluate my teaching
   * Create collections of favorite or best work
   * Assigning a course grade
   * Document achievement for alternative credit
   * Submission to a college or employer
   * To show growth in skill and dispositions
   * Other (specify)
2. What cognitive skills will be assessed by the individual entries? (Specify skills.)
   * Cognitive strategies:
   * Deep understanding:
   * Communication:
   * Metacognition:
   * Procedural skills:
   * Knowledge construction:
   * Other (specify):
3. What dispositions do you want the entries to reflect?
   * Flexibility □ Acceptance of feedback
   * Persistence □ Others (specify)
4. What criteria or rubrics will you use to judge the extent to which these skills and dispositions were achieved?
   * For each cognitive skill and disposition in a content area, build your scoring rubric.
   * Put these on a form that allows you to include ratings of early drafts.
   * Prepare a rating for the portfolio as a whole.
5. In rating the portfolio as a whole, what things will you look for?
   * Variety of entries □ Growth in skill or performance
   * Presentation □ Growth in reflection
   * Organization □ Achievement of field-specific standards
6. What kind of scale will you construct to rate the overall portfolio?
7. How will you combine all your ratings into a final grade (weighting)?
8. Who will be involved in the planning process?

□ Learners □ Teachers □ Parents

1. What content categories are included in the portfolio?
2. Will learners have a choice over content categories?

□ Yes □ No

1. Who decides what samples to include in each content area?

□ Learners □ Teachers □ Parents

1. How many samples will be included in each area?
2. Have you specified deadlines for the entries?
3. Have you developed forms to rate and summarize ratings for all drafts and final products?
4. What are your instructions for how work gets turned in and returned?
5. Where will the portfolios be kept and who has access to them?
   * Where (specify):
   * Who (specify):
6. Who will plan, conduct, and attend the final conference?
   * Learner □ Parents
   * Other teachers □ Others (specify):

*Source*: Tombari, M., & Borich, G. (1999). *Authentic assessment in the classroom: Applications and practice.* Upper Saddle River, NJ: Prentice-Hall, Inc.