HOUSTON INDEPENDENT SCHOOL DISTRICT
GLOBALGRADUATE
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Created by the Mobile Technology Learning Center at the University of San Diego

Developing Student Digital Portfolios
Educator monitors the progression of student learning by facilitating the design of digital portfolios.

Key Method
Teachers create opportunities for students to revise their work, reflect on what they've created, and publish what they've learned through the creation of digital portfolios.

Method Components
Suggested strategies for portfolio development
- Students should be guided to evaluate and identify their "best" work based on a learning target.
- Students should document their process in creating the final piece.
- Any brainstorming documents, drafts, feedback, or other process illustrations should be scanned in and displayed with a description of the work and the reflection questions below.
- Students should keep their digital portfolio organized by different tabs indicating grade levels, even subjects, if necessary.

Example reflection questions for students
- After drafts of work, ask students to reflect on:
  - What can I celebrate?
  - What changes will I make and why?
  - What did I learn from this learning experience? From my struggles and successes?

Supporting Research
- Holland, Beth. "Digital Portfolios: The Art of Reflection." *Edutopia*, blog post, 2015, **http://www.edutopia.org/blog/digital-portfolios-art-of-reflection-beth-holland**

  Digital portfolios should not just be centered around what students did, but on how and why they did it. The display of documenting process is critical for understanding progress and performance.

- Barrett, Helen C. "Using Electronic Portfolios for Formative/Classroom-based Assessment." *Classroom Connect Connected Newsletter* 13.2 (2006), **http://electronicportfolios.com/portfolios/ConnectedNewsletter-final.pdf**

  Digital portfolios can be used as formative and summative assessment tools. The teacher and student need to set a clear purpose around digital portfolios, as the purpose will guide the content, creation, and evaluation process.

- Renwick, Matt. "How Do Digital Portfolios Help Students Learn?" *Powerful Learning Practice*, blog post, 2015, **http://plpnetwork.com/2014/08/01/digital-portfolios-students-learn/**

Digital portfolios can provide what no other assessment tool can: real, minimally processed artifacts of learning. Technology used in this format is the closest an educator will get to knowing what students can really know and do through the students' heart and mind.

Resources

- Jeff Bradbury, *4 Resources for Creating and Developing Digital Portfolios*, http://www.teachercast.net/4-resources-for-creating-and-developing-digital-portfolios/
- *Digital Portfolios: The Art of Reflection*, http://bit.ly/1iMYMpI

Submission Guidelines & Evaluation Criteria

To earn this micro-credential, you must receive a passing evaluation for Parts 1 and 3 and an Exemplary score for Part 2.

Part 1. Overview questions
(300-word limit)

- Please indicate what items you had students display in their digital portfolio, the learning objective supporting those items, the reason these items were chosen, and how you scored students on their digital portfolios, including requirements and assessment strategy.
  - **Passing**: Educator shows how students were guided to identify their best work and clearly describes the portfolio requirements and assessment strategy.

Part 2. Work examples/artifacts
Submit links to at least three samples of your students' digital portfolios.

Your artifact will be assessed on the following rubric. You must earn an Exemplary score on this portion of the submission in order to earn the micro-credential.

Needs Improvement	Developing	Exemplary
The digital portfolios display only the final product and there is no evidence of student reflection.	The digital portfolios display the process as well as the final product, but either there is no student reflection or the reflection is vague or ambiguous.	The digital portfolios display the process and final product, as well as a thorough and convincing student reflection on learning. The complete process of the learning experience is documented in the portfolio with student descriptions and reflections on challenges, successes, and next steps.

Part 3. Reflection
Provide a reflection on what you learned, using the following questions as guidance (300-word limit):

- What have you learned about the process of student learning and assessment through the use of student portfolios? Moving forward, how might what you have learned affect your practice?
  - **Passing**: The educator reflects on student learning and the implications of the digital portfolio for future learning.