**Communicating Student Learning:**

**Quality Assessment:**

**Making Learning Visible with Digital Portfolios**

**Guiding Principles**

There are three important guiding principles to keep in mind to ensure that the information or artifacts we include in portfolios to make learning visible demonstrate student growth and learning:

* Documentation that shows growth over time through revisited curriculum tasks or experiences, demonstrates concrete change in abilities, skills, behaviours, attitudes, and understanding.
* Artifacts that invite student reflection and analysis of student learning incorporate the thinking operations of observing, comparing, contrasting, analyzing, hypothesizing, imagining, and making conclusions.
* Evidence that demonstrates student behaviour and growth in the three competency areas: thinking, communicating ideas, and personal/social development, reflects meaningful and relevant learning across all curriculum areas and provides opportunities for students to show their learning in a variety of ways.

**Four Kinds of Documentation**

When organizing and collecting data for digital portfolios, they can be categorized into four kinds of documentation:

**1. Two of the Same** – Student completes two of the same tasks which are documented over a period of time. For example, an impromptu write completed in October, and one completed in January; the two similar artifacts invite observations and comparisons, demonstrating student’s growth and learning.

**2. Showing the Knowing –** Demonstrations/process-based sharing: student presents or “walks” through an activity, task, or process, explaining thinking, strategies, connections, decision making, problem solving skills, and understandings.

**3. Celebrating the Learning** – Documented student artifacts show skill and ability reflecting criteria of success. May include performance standard descriptors or task generated criteria; comments are made based on observed evidence that meets criteria.

**4. Communicating the How and Whys** – The fourth component documented by the teacher provides parents accessing the documentation a lens through which they can understand and support their children’s learning. Descriptions and explanations about the curriculum activities are documented which inform, instruct, and communicate the big ideas, learning intentions, purpose, and goals behind the artifact.

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