

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ
Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ



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БАЯНДАМАЛАР ЖИНАҒЫ

СБОРНИК МАТЕРИАЛОВ
XI Международной научной конференции
студентов и молодых ученых
«НАУКА И ОБРАЗОВАНИЕ - 2016»

PROCEEDINGS
of the XI International Scientific Conference
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«SCIENCE AND EDUCATION - 2016»

2016 жыл 14 сәуір
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The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

В сборник вошли доклады студентов, магистрантов, докторантов и молодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

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STUDENT PORTFOLIO AS AN ASSESSMENT TOOL

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Contemporary teachers have been making a move from traditional paper-and-pencil type tests to alternate forms of assessment. Teacher observation, projects, essays, and other more creative ways of evaluating student achievement have obtained a larger following. Although its use has fallen down, one type of assessment tool that can be used very effectively is *the student portfolio*. Portfolios remain quite wide-spread in education coursework. A portfolio may be broadly defined as ‘a purposeful collection of student work that exhibits to the student (and/or others) the student’s efforts, progress, or achievement in (a) given area(s)’ [1, 198].

Portfolios are collections of student work. A portfolio may be a folder containing a student's best works and the student's evaluation of the strengths and weaknesses of the work. It may also contain one or more works-in-progress that illustrate the creation of a product, such as an essay, evolving through various stages of conception, drafting, and revision. More teachers have recently begun using portfolios in all curricular areas. Portfolios are useful as a support to the new instructional approaches that emphasize the student's role in constructing understanding and the teacher's role in promoting understanding. For example, in writing instruction, portfolios can function to illustrate the range of assignments, goals, and audiences for which a student produced written material. In addition, portfolios can be a record of the activities undertaken over time in the development of written products. They can also be used to support cooperative teaming by offering an opportunity for students to share and comment on each other's work. For example, a videotape of students speaking English in the classroom can be used to evoke a critical evaluation of each other's conversational skills at various points during the school year.

Recent changes in education policy, which emphasize greater teacher involvement in designing curriculum and assessing students, have also been an impetus to increased portfolio use. Portfolios are valued as an assessment tool because, as representations of classroom-based performance, they can be fully integrated into the curriculum. And unlike separate tests, they supplement rather than take time away from instruction. Moreover, many teachers, educators, and researchers believe that portfolio assessments are more effective than "old-style" tests for measuring academic skills and informing instructional decisions [2, 11-15]. Although there is no single correct way to develop portfolio programs, in all of them students are expected to collect, select, and reflect. Early in the school year, students are pressed to consider: What would I like to reread or share with my parents or a friend? What makes a particular piece of writing, an approach to a mathematics problem, or a write-up of a science project a good product? In building a portfolio of selected pieces and explaining the basis for their choices, students generate criteria for good work, with teacher and peer input. Students need specifics with clear guidelines and examples to get started on their work, so these discussions need to be well guided and structured. The earlier the discussions begin, the better.

While portfolios were developed on the model of the visual and performing arts tradition of showcasing accomplishments, portfolios in classrooms today are a highly flexible instructional and assessment tool, adaptable to diverse curricula, student age/grade levels, and administrative contexts. For example: The content in portfolios is built from class assignments and as such corresponds to the local classroom curriculum. Often, portfolio programs are initiated by teachers, who know their classroom curriculum best. They may develop portfolios focused on a single curricular area--such as writing, mathematics, literature, or science, or they may develop portfolio programs that span two or more subjects, such as writing and reading, writing across the curriculum, or mathematics and science. Still others span several course areas for particular groups

of students, such as those in vocational-technical, English as a second language, or special arts programs.

The age/grade level of students may determine how portfolios are developed and used. For example, in developing criteria for judging good writing, older students are more likely to be able to help determine the criteria by which work is selected, perhaps through brainstorming sessions with the teacher and other students. Younger students may need more directed help to decide on what work to include. Older students are generally better at keeping logs to report their progress on readings and other recurrent projects. Also, older students often expand their portfolios beyond written material to include photographs or videos of peer review sessions, science experiments, performances, or exhibits.

The assessment of the portfolio that consists of samples of work produced by students over a period of time may be called *portfolio assessment*. As many research studies indicate, portfolios have several advantages. However, the assessment of portfolios still seems to be a fuzzy area. There seems to be some confusion among teachers and teacher educators as to how to assess portfolios [3, 143]. Also, as Burns (1999) and Tillema and Smith (2007) report, there are few research studies carried out on the appraisal of portfolios and the judgmental processes involved on part of the portfolio raters.

Nowadays portfolios are one of the most developing innovations. Moreover, the Association for Supervision and Curriculum Development identified portfolios as one of the nation's top three curriculum trends [4, 25]. However, many classroom teachers refuse the use of portfolios as assessment tools. There are several reasons for this.

One reason might be that the portfolio is a very individual form of assessment. For anyone uncomfortable without a grading key or answer sheet, subjective evaluation can be a scary task. Secondly, teachers often are unsure themselves of the purpose of a portfolio and its uses in the classroom. Third, there is a question of how the portfolio can be most effectively used to assess student learning.

During my pedagogical training at "Miras" international school I had been learnt the following suggestions, which will allow utilizing student portfolios to evaluate the learning occurring in the classroom.

Set a goal, or purpose, for the portfolio. Your goal should be tied to how you plan to use the portfolio. Do you want to see student improvement over the long term or a mastery of a specific set of skills? Is it important for you to see the scope of student learning over time or do you merely want to collect samples of student work to pass along to the next teacher? Are you looking for a concrete way to show parents the amount of work completed and their child's improvement over time? Take some time to think about what kind of data you want to collect and how you plan to use it.

Next, make a decision how or if you will grade the portfolios. If your purpose is just to collect work samples to pass to another teacher or parent, there is no need to actually grade the portfolios. If, however, you are looking for an overall mastery of skills and abilities, you will want to grade the work. The most efficient way to grade a portfolio is through a rating scale. If you are looking for specific skills, you might begin with a checklist. That checklist will ensure that all necessary pieces are included.

The following guidelines are used at "Miras" school: Is the work completed correctly, completely, and comprehensively. Each area is marked on a scale of 1-4. The scale is 1 = not at all; 2 = somewhat; 3 = mostly; and 4 = entirely. Each teacher must determine what skills or learning are to be evaluated through student portfolios.

It also is important especially if you plan to use the portfolio as a major grade for your course that you get another teacher to help with the evaluations. That ensures that your assessment is reliable. By asking a teacher who is unfamiliar with your students to read over the work and assess it using your rating scale, you are making a more *authentic evaluation*. The two scores then can be averaged to get a final grade. That will show you and the student a more accurate assessment of their work products.

One thing to keep in mind is that, although many portfolios reflect long-term projects completed over the course of a semester or year, it does not have to be that way. You can have students create portfolios of their work for a particular unit. That portfolio might count as a project for that particular topic of study. The next unit might not include the use of a portfolio as an assessment tool. There is no need to collect work in a portfolio. It is obliged to use all three types, but should choose the type of assessment that best meets the goals and objectives of a particular theme.

Finally, student involvement is very important in the portfolio process. It is vital that students also understand the purpose of the portfolio, how it will be used to evaluate their work, and how grades for it will be determined. Make sure students are given a checklist of what is expected in the portfolio before they begin working. Take time at the beginning of the unit to explain the type of evaluation it is, so students clearly understand what is expected in terms of work product.

It also is important that you allow students a choice of what is placed in their portfolios. Although you might have a few specific pieces you require, permit students to include two or three pieces of their own choosing.

Additionally, be sure to offer students the opportunity to reflect about the work included in the portfolio. What are their thoughts and feelings about each piece? Does it represent their best work or were they goofing off when they completed it? Why did a student choose a particular piece? What was his or her thought process in determining which pieces to submit? Those kinds of questions force students to actively think about their work and the portfolio as a whole rather than simply throwing any old assignment into a folder. Feedback provides further meaning to the assessment.

The portfolio is not the easiest type of assessment to implement, but it can be a very effective tool. Portfolios show the aggregated efforts and learning of a particular student over time. They offer valuable data about student improvement and skill mastery. Along with student reflection, that data provides valuable information about how each student learns and what is important to him or her in the learning process. When starting the portfolio process, remember *to keep it simple*. Start with a single unit. Determine your goals and purpose for the portfolio. Create a checklist. Explain the process to students and encourage them to take an active role in the development of their portfolios. What you might discover is a very valuable and meaningful evaluation tool that effectively assesses student learning.

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