



FROM PORTFOLIOS TO USEABLE ASSESSMENT DATA: HOW ASSESSMENT DATA ARE COMPILED AND MADE USEFUL

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PRESENTATION TOPICS:

- Overview of performance assessment
- Assessing student performance using portfolios
- Reporting data resulting from Portfolio I assessments
- Reporting data for distribution
- Use of assessment data for making program improvements



Overview of Teacher Education Performance Assessment

- NCATE expectations:
 - Assessment plan
 - Three transitions points – entrance, mid-point, and completion
 - Use of institutional, state, and professional standards – we use five domains of professional competence
 - Data compiling, summarizing, distribution, use for program improvement



Performance Assessment Procedures

Elementary
The Artifacts



Performance Assessment Procedures

- Secondary

- Select work based on how each relates to a domain
- Reflection in each domain
- Total reflection on each domain



Performance Assessment Manuals

- Elementary – handbook on line and broken down in each course
 - Portfolio overview in semester when student is applying for internship
- Secondary – handbook on line and broken down in the secondary method course



Portfolio Assessment Structures

- Elementary Education

- Faculty use rubrics in each course that aligns with the domains
- Faculty assesses portfolio at the end of the semester
- Each artifact has rubric and portfolio overall has rubric on reflection



Secondary Portfolio

○ Rubrics

- Individual rubric for each separate artifact in each domain
- Overall rubric for each domain
- Overall rubric for reflection



How Data Are Gathered

Director of Field Experiences collects scores

Excel Sheet of candidates' scores is created

Data from Excel sheets are imported to FMP



View of Screens in FMP

Data are stored in FMP Tables

Scores are related to individual candidate's screen

Personal

Program Status

Dean's List

Internship

New Record

Find

Tests

Assessment

Scholarships

Name

First
Andria

Last
Thorne

Nick Name

Other Name

Student ID Number

R000135212

Social Security

064-60-4006

Address

3300 Kauai Ct Apt A6

Reno

NV

89509

4904

Telephone

827-5783

E Mail

athorne@unr.nevada.edu

Ethnicity

White

Gender

Female

Date of Birth

5/25/73

Entrance Status

Cn

Program Code

BS-EXE

Major

Projected Program

Dual

Minor

High School

Date of Graduation

Record creation date

01/31/2005

Graduates

Assessment

Personal

Program Status

Dean's List

New Record

Find

Tests

Scholarships

Internships

First

Andria

Last

Thorne

Program

BS-EXE

Social Security #

064-60-4006

Student Identification #

R000135212

Term Of Assessment

05SP

Final Evaluation

Domains	Portfolio I		Portfolio II		SLS Results	
	11/29/2004		06/06/2005		06/06/2005	
1. Knowledge of Students & Learning Environments	3		6.5		Sec. I	6
2. Knowledge of Subject Matter & Planning	3		6.35		Sec. II	7
3. Delivery & Management of Instruction	3.5		6.44		Sec. III	7
4. Knowledge and Uses of Assessment	3.5		6.35		Sec. IV	7
5. Professionalism	4				Sec. V	5
	3.4		6.44			6.4

Praxis II Scores

0011

0012

188

165

Pass

Pass

Program Completion Date

06/06/2005

Disposition Form



View of Table in FMP

- Queries can identify groups of candidates' scores, exportable in Excel format
 - By program
 - By date of completion
 - Both

ime	Program	Social Security ...	Student Id Number	term Of Assess...	date Of Portfolio I	date Of ...	date Of ...	score Pi...	resubmi...	resubmi...	score Pi...	score F..
ra	BS-EXE	500-84-3579	R000116382	03FL	04/16/2003	12/19/2003	12/19/2003	2			7	6
r	BS-EXE	550-71-7394	R000117699	03FL	04/16/2003	12/19/2003	12/19/2003	3			6.65	5
hin	BS-EXE	530-27-2720	R000118364	03FL	04/16/2003	12/19/2003	12/19/2003	2			5.95	7
ns	BS-EXE	555-67-6319	R000119339	03FL	04/16/2003	01/23/2004	01/23/2004	3			6	4
li	BS-EXE	530-04-8326	R000119389	03FL	04/16/2003	01/27/2004	01/27/2004	2			6	5
on	BS-EXE	530-90-8656	R000120671	03FL	04/16/2003	12/19/2003	12/19/2003	4.5			7	7
ale	BS-EXE	530-11-7935	R000121232	03FL	04/16/2003	12/19/2003	12/19/2003	4.5			6	6
jal	BS-EXE	484-96-2022	R000127423	03FL	04/16/2003	01/29/2004	01/29/2004	2			5.8	6
g	BS-EXE	530-21-1345	R000132736	03FL	04/16/2003	01/26/2004	01/26/2004	2			6.5	7
an	BS-EXE	530-98-9878	R000103136	03FL	12/12/2003	05/28/2004	05/28/2004	3			7	5
n	BS-EXE	541-98-5568	R000112826		12/12/2003	05/28/2004	05/28/2004	3			6.75	5
en	BS-EXE	530-37-8418	R000118452	03FL	12/12/2003	05/28/2004	05/28/2004	5			6.475	5
h	BS-EXE	530-19-2510	R000118548	03FL	12/12/2003	05/28/2004	05/28/2004	3			6.575	7
s	BS-EXE	562-67-3080	R000118572	03FL	12/12/2003	05/28/2004	05/28/2004	3			7	7
tine	BS-EXE	530-31-1957	R000118988	03FL	12/12/2003	05/28/2004	05/28/2004	3.5			6.925	6
an	BS-EXE	530-27-7134	R000119110	03FL	12/12/2003	05/28/2004	05/28/2004	4			6.6525	6
n	BS-EXE	518-11-6730	R000119149	03FL	12/12/2003	05/28/2004	05/28/2004	3.5			6.5	7
rs	BS-EXE	111-64-3460	R000120258	03FL	12/12/2003	05/28/2004	05/28/2004	3.5			6.475	5
on	BS-EXE	530-53-5733	R000120383	03FL	12/12/2003	05/28/2004	05/28/2004	4.5			7	5
p	BS-EXE	530-25-7752	R000121006	03FL	12/12/2003	05/28/2004	05/28/2004	4			6	6
s	BS-EXE	530-90-2809	R000139875	03FL	12/12/2003	05/28/2004	05/28/2004	3			7	7
id	BS-EXE	618-20-3503	R000151023	03FL	12/12/2003	05/28/2004	05/28/2004	3			6.75	6
t	BS-EXE	567-06-0711	R000041290	04FL	05/15/2004	01/20/2005	01/20/2005	4			5.71	7
ian	BS-EXE	530-06-5917	R000073798	04FL	05/15/2004	01/20/2005	01/20/2005	3			6.39	7
y	BS-EXE	541-74-1409	R000084241	04FL	05/15/2004	01/20/2005	01/20/2005	3			6.89	7
ld	BS-EXE	530-54-4860	R000107502	04FL	05/15/2004	01/20/2005	01/20/2005	3			6.5	6
dt	BS-EXE	530-17-5834	R000119237	04FL	05/15/2004	01/20/2005	01/20/2005	3			6.14	7
ish	BS-EXE	530-19-6708	R000120852	04FL	05/15/2004	01/20/2005	01/20/2005	3			6.43	6
øy	BS-EXE	530-25-5543	R000124200	04FL	05/15/2004	01/20/2005	01/20/2005	3			6.14	7
l	BS-EXE	046-44-0996	R000129422	04FL	05/15/2004	01/20/2005	01/20/2005	3			6.07	7
-	BS-EXE	614-01-7998	R000130789	04FL	05/15/2004	01/20/2005	01/20/2005	3			6.93	5
l	BS-EXE	550-65-7153	R000133562	04FL	05/15/2004	01/20/2005	01/20/2005	3			6.11	7
n	BS-EXE	523-86-9871	R000150536	04FL	05/15/2004	12/10/2004	12/10/2004	3			5.54	7
at	BS-EXE	541-06-6626	R000154774	04FL	05/15/2004	12/17/2004	12/17/2004	4.5			6.79	7
e	BS-EXE	530-92-3197	R000112177	04FL	05/15/2004	01/20/2005	01/20/2005	2			6.64	7
w	BS-EXE	615-01-8921	R000128523	05SP	11/29/2004	06/06/2005	06/06/2005	3			6.29	7
auty	BS-EXE	585-39-9816	R000129497	05SP	11/29/2004	06/06/2005	06/06/2005	2			5.11	5
ie	BS-EXE	064-60-4006	R000135212	05SP	11/29/2004	06/06/2005	06/06/2005	3			6.5	6
n	BS-EXE	618-24-8945	R000141904	05SP	11/29/2004	06/06/2005	06/06/2005	3			6.5	7
s	BS-EXE	573-59-4940	R000144484		11/29/2004			3				
c	BS-EXE	530-11-3993	R000149202	05SP	11/29/2004	06/06/2005	06/06/2005	3			6.29	6
er	BS-EXE	530-96-1900	R000153218	05SP	11/29/2004	06/06/2005	06/06/2005	5			6.61	7
as	BS-EXE	530-35-3688	R000158963	05SP	11/29/2004	06/06/2005	06/06/2005	4.5			6.09	7
ay	BS-EXE	564-57-3028	R000159175	05SP	11/29/2004	06/06/2005	06/06/2005	5			5.75	7
k	BS-EXE	530-17-6777	R000131862	05SP	11/29/2004	05/13/2005	05/13/2005	2			6.14	5



How Data Are Reported to Dean's Office

- Excel Sheet Reports (from Queries or from original Data Entry Sheets)
- Sorted by Program
- Student Names, IDs, hidden



Spring 2005 Portfolio II Scores - Dual

Student #	Program	D1	D2	D3	D4	D5
1	Dual	6.290	6.270	6.160	6.270	6.410
2	Dual	6.500	6.530	6.530	6.570	6.780
3	Dual	5.750	5.470	5.440	5.450	5.590
4	Dual	6.460	6.300	6.560	6.470	6.630
5	Dual	6.290	6.380	6.190	6.430	6.780
6	Dual	6.090	6.190	6.130	6.110	6.360
7	Dual	5.110	4.980	5.060	5.100	5.440
8	Dual	6.610	6.570	6.630	6.530	6.810
9	Dual	6.610	6.430	6.470	6.550	6.780
10	Dual	6.500	6.350	6.440	6.350	6.560

Mean Scores	6.221	6.147	6.161	6.183	6.414
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Reporting Data for Distribution

- Data are submitted to the COE associate dean
- Compiled into tables
 - Provides a longitudinal view of results
 - Preliminary preparation for next NCATE visit
- Data are distributed in the COE
 - Leadership Team
 - Teacher Education Coordinating Committee



Assessment and Program Improvement

Data discussion with faculty



What do Data say

- Confusion about meaning of professionalism
- Clearer about the concept of “context”
- Continuing to develop understanding of assessment



Examples of Changes

- More teaching on reflective practices in methods courses
- Less emphasis on the “cutesy” aspects of a portfolio
- Move toward e-portfolio
- More alignment in courses within each unit on developing and assessing a portfolio



Future

- E-portfolio
- Systematic study of student writings in portfolio (e.g., growth in reflection)
- Course alignment based on lessons learned through preservice student work in portfolio