

DOINGWHATWORKS



SAMPLE MATERIAL

Portfolio Philosophy and Table of Contents

Jacob Hiatt Magnet School, Massachusetts

Topic: Using Student Achievement Data to Support Instructional Decision Making

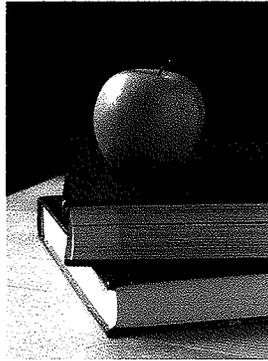
Practice: Student Use of Data

Provided to teachers and students at Jacob Hiatt Magnet School, this document describes the purpose of the student portfolios and the categories into which items should be organized: Student as Learner, Curriculum Performance, Student Reflection, and Teacher Selections.

With the exception of Teacher Selections, students choose which assignments to include in their portfolio, emphasizing the active role students take in their own learning. Parents are also invited to be part of the portfolio process through “celebrations,” where the students can walk their families through their portfolio and demonstrate their achievements.

This document is posted around the school to remind teachers and students of the goals and purpose of student portfolios.

Schools looking to implement a portfolio component to their assessment system can adapt the table of contents to reflect the assessments currently in place. The process and intent of student portfolios is further described in the slideshow, *Engaging Students in Data Use Through Student Portfolios*.



Jacob Hiatt Magnet School Portfolio Philosophy

Portfolios are developmental portraits of students' ongoing efforts, progress and achievements over a period of time. They are systematic, purposeful and meaningful collections of students' work across the curriculum. With a student-centered focus, children reflect on how they learn, what they learn, and how they feel about themselves as learners. This emphasis on process rather than just products empowers them to be active participants in their own learning and the evaluation of their strengths as well as weaknesses.

Table of Content for Jacob Hiatt Magnet School Portfolios

- I. Student as a Learner – self portrait, inventories, reading logs, periodic sample in a specific skill area
- II. Curriculum Performance – literary response, writing piece, journal entries, math problem solving piece, integrated projects (min. 1 from Sept-Jan, 1 from Jan-June)
- III. Student Reflection – a strength piece, a need to improve piece, a “proud of” piece, a group member piece, an independent task, fulfillment of a goal
- IV. Teacher Selections

Instructional Focus Statement

All Jacob Hiatt Magnet School students will show measurable growth in their ability to read and respond to open response questions, using details and relevant information from all text for support. Teachers will implement writing strategies for open response questions to support our instructional focus. Success will be measured by student performance on MCAS 4-point rubric and school performance-based writing assessments.