

E-PORTFOLIO PLANNING SHEET

Think big; start small!

STEP	CONSIDERATIONS
<p>1</p>	<p>What are the long-range plans, goals, objectives, and audience for the e-portfolio? <i>Possible choices:</i></p> <ul style="list-style-type: none"> • ...to exhibit "benchmark" performance • ...as a form of assessment • ...to encourage reflection • ...to celebrate learning with self, family, friends • ...as a way to share learning, between grade levels, with teachers • ...for college admittance • ...for employment application • ...to motivate students and support different learning feedback • ...for reflection, planning, and setting goals • ...other: <hr/> <p>What type of e-portfolio will be created?</p> <ul style="list-style-type: none"> • Working or Project Portfolio • Display or Showcase Portfolios • Assessment Portfolio • Proficiency Portfolio • Other: <hr/> <p>What will the e-portfolio framework be?</p> <ul style="list-style-type: none"> • Main page and sub-pages for each school year • Content area pages • A series of pages including: Title Page, "All About Me" page, Letter to Viewers, Table of Contents, Reflections on Samples
<p>2</p>	<p>What type of learning outcomes will be expected?</p> <ul style="list-style-type: none"> • It's important to make sure that portfolio content matches the assessment needs of stakeholders.
<p>3</p>	<p>What will the e-portfolio guidelines include?</p> <ul style="list-style-type: none"> • Be realistic about your expectations. • Communicate the implementation strategies and timelines. • Establish an understanding of the value of engaging in reflection. <hr/> <p>What will portfolio contents be?</p> <ul style="list-style-type: none"> • Will only finished products be included, or will "under construction" samples be added? • Should students select only their best work, or can they include favorite work or work where lessons were learned? • Who will select the pieces? Student? Teacher? Both?

4	<p>What strategies will be used to engage and sustain ongoing commitment from</p> <ul style="list-style-type: none"> • Colleagues? Students? Parents? Administration? Technology department?
	<p>What types of document format options should be considered?</p> <ul style="list-style-type: none"> • Flat Files: Word docs, PDF files, Scanned images/drawings, • Multimedia Files: files containing sound (e.g. podcasts and vodcasts), Video (MovieMaker, video clips, animation, and Animoto), PowerPoint slide shows, graphic organizers, Inspiration, Glify, digital photos of dioramas, projects, models, etc.
	<p>What are student responsibilities in e-portfolio development?</p> <ul style="list-style-type: none"> • Selection: the development of <i>criteria for choosing items</i> to include in the portfolio based on established learning objectives. • Collection: the gathering of items based on the portfolio's <i>purpose, audience, future use, and requirements</i>. Over the years, some of the work will need to be weeded out, but the artifacts that continue to show learning that has brought a person to the place they are now should be kept. • Reflection: statements reflecting on or explaining the <i>significance of each item and how it illustrates mastery of a learning goal or standard</i>. • Direction: looking ahead and setting future goals following a <i>review of the reflections</i>. • Connection: opportunities for feedback.
5	<p>What factors will influence the intended outcome?</p> <ul style="list-style-type: none"> • Monitoring for purposeful, ongoing use • Assignments that match the goals and objectives • Modeling product choice (reflection)
6	<p>How will the tool be used and evaluated over time?</p> <ul style="list-style-type: none"> • Rubric that can evaluate e-portfolio • Reflective feedback from students • Feedback from teachers using the tool