



The Portfolio Project

*A Study of Assessment,
Instruction, and
Middle School Reform*

Terry Underwood

The Portfolio Project A Study Of Assessment Instruction And Middle School Reform

Evangeline Harris Stefanakis



The Portfolio Project A Study Of Assessment Instruction And Middle School Reform:

The Portfolio Project Terry Underwood,1999 **The Portfolio Project** Terry Underwood,1999 This book is a study in research based narrative form of one middle school s implementation of a new portfolio assessment plan in response to statewide policy changes in California The book highlights the interactions of state district and local forces as teachers work to implement a portfolio assessment plan that collects student work and evaluates it systematically It examines a portfolio assessment project that views student work through three progressive lenses warm value free cool analytical and hard critical The plot of the book traverses a 15 year period in California during which assessment drove instruction across the state often in unexamined and contradictory ways always in powerful ways The book traces the ebb and flow of a variety of assessment philosophies located in living rooms classrooms principals offices district headquarters and in downtown Sacramento the state capital a variety of philosophies coming and going that left behind fixed predictable histories of conflict in classrooms Its story appears to have parallels in the recent history of schools all over the United States Chapters in the book are 1 Washers Dryers and School Reformers 2 The Portfolio Assessment System as an Innovation at Charles Ruff 3 Portfolios in Review 4 The Seeds of Change in California 1983 1994 5 Ruff Unified School District 6 Inside the Middle School 7 Ruff Instruction 8 Ruff Students and Their Portfolios and 9 Conclusions and Implications Contains an Epilogue an Appendix giving the research method and an extensive list of works cited NKA International Handbook of Research in Arts

Education Liora Bresler,2007-09-04 Providing a distillation of knowledge in the various disciplines of arts education dance drama music literature and poetry and visual arts the Handbook synthesizes existing research literature helps define the past and contributes to shaping the substantive and methodological future of the respective and integrated disciplines of arts education While research can at times seem distant from practice the Handbook aims to maintain connection with the lived practice of art and of education capturing the vibrancy and best thinking in the field of theory and practice The Handbook is organized into 13 sections each centering on a major area or issue in arts education research These areas include History of arts education curriculum evaluation cultural centers appreciation composition informal learning child culture creativity the body spirituality and technology The individual chapters address cross cultural research related to the central theme of the section from the perspectives of the particular arts discipline Interludes provide reflective thoughts on the theme

Resources in Education ,2001 Using Informative Assessments towards Effective Literacy Instruction Evan Ortlieb,Earl H. Cheek Jr,2012-03-21 Using Informative Assessments towards Effective Literacy Practices offers research driven solutions to improve student literacy success through the exploration of advancements in literacy assessment and instruction Recommendations are provided on selecting appropriate assessments and effectively using data for planning and instruction **Crossing Over** Harold M. Foster,2013-09-05 This text for secondary preservice and in service English language arts teachers offers a rationale for meaning centered English language arts teaching and practical strategies for

application Its goal is to provide readers with an understanding of the issues involved in English teaching and specific examples of how to apply this understanding to classrooms Teaching strategies are presented through a series of stories depicting teachers from a variety of settings practicing their craft with secondary students Features A solid introduction and interesting personal narratives introduce the issues and ideas involved in English language arts teaching Case studies based on actual teachers and students realistically illustrate methods that can be used in secondary English classes Lessons are described in sufficient detail to be converted to teaching models Multicultural emphasis prepares teachers for the contemporary classroom Chapters and sections incorporate the new literacies of TV film and computers in the English language arts class Pedagogical aids include end of chapter questions and activities reproducible charts and worksheets an updated listing of young adult novels and annotated recommended readings An appendix on writing a personal narrative helps students develop as writers New in the Second Edition Updates All chapters the bibliographies and the references are thoroughly updated to reflect changes since the first edition was published Chapters 1 and 2 have been totally rewritten Standards Benchmarks The IRA NCTE Standards for the English Language Arts are incorporated into the text Benchmarks and Performance Assessment Measures are included in all the pedagogical chapters to address proficiency concerns A section on helping students prepare for state proficiency tests has been added Computers More is included on the use of technology both as a content to learn and as a process for learning New Sample Unit Plans Sections based on the instructional stories offer examples to help readers prepare for teaching Literature response questions These are now provided in Chapter 4 for use in journaling and discussions Glossary A chapter on important terms and useful strategies for the English language arts classroom has been added

Assessing Writing to Support Learning Sandra Murphy, Peggy O'Neill, 2022-11-08 In this book authors Murphy and O'Neill propose a new way forward moving away from high stakes test based writing assessment and the curriculum it generates and toward an approach to assessment that centers on student learning and success Reviewing the landscape of writing assessment and existing research based theories on writing the authors demonstrate how a test based approach to accountability and current practices have undermined effective teaching and learning of writing This book bridges the gap between real world writing that takes place in schools college and careers and the writing that students are asked to do in standardized writing assessments to offer a new ecological approach to writing assessment Murphy and O'Neill's new way forward turns accountability inside out to help teachers understand the role of formative assessments and assessment as inquiry It also brings the outside in by bridging the gap between authentic writing and writing assessment Through these two strands readers learn how assessment systems can be restructured to become better aligned with contemporary understandings of writing and with best practices in teaching With examples of assessments from elementary school through college chapters include guidance on designing assessments to address multiple kinds of writing integrate reading with writing and incorporate digital technology and multimodality Emphasizing

the central role that teachers play in systemic reform the authors offer sample assessments developed with intensive teacher involvement that support learning and provide information for the evaluation of programs and schools This book is an essential resource for graduate students instructors scholars and policymakers in writing assessment composition and English education *Language Arts and Literacy in the Middle Grades* Margaret J. Finders, Susan Hynds, 2007 From two prominent scholars in the field of literacy comes a middle school teacher preparation text that offers important innovations not usually found in traditional secondary methods texts The book is rife with concrete examples of teaching literacy and language arts in middle school contexts but is relevant to preservice and practicing teachers at middle and high school levels This edition includes a stronger focus on culturally relevant pedagogy and the needs of English Language Learners as well as a Standards in Practice feature which helps teachers incorporate state and national standards in teaching and planning The book is based on a teacher as inquirer model A fieldwork component provides tools for classroom inquiry and reflection in each chapter The book is timely and relevant with classroom cases written by experienced and new middle school language arts teachers **Critical Thinking Education and Assessment** Leo Groarke, 2009 No further information has been provided for this title *Teaching Language Arts* Carole Cox, 2008 Engaging readable student friendly and practical this text is built on a strong theoretical and research base and illustrated and clarified with real life examples of children and teachers from today s diverse classrooms Written to reflect cutting edge theory new research the latest policies the new Common Core State Standards and best practices in the rapidly changing world of language arts instruction Carole Cox s new Seventh Edition continues to guide students as they learn the many skills required to become an effective teacher today Publisher s description **Multiple Intelligences and Portfolios** Evangeline Harris Stefanakis, 2002 Howard Gardner s theory of multiple intelligences suggests that culture language and environment all influence how an individual s intelligence is expressed In this guide Evangeline Stefanakis provides concrete suggestions for translating Gardner s theory into curriculum and assessment practices in the context of urban classrooms By combining the collection and analysis of student work in comprehensive portfolios she offers a framework for teachers to improve the assessment of diverse individuals Stefanakis is especially well suited to the task of combining theory philosophy and practice on this topic She has helped teachers teacher educators and school leaders understand both MI theory and how to use portfolios to personalize their teaching to better serve all students including those who are bilingual and have disabilities She worked with the Harvard Project Zero on the Massachusetts Schools Network on a three year effort to implement schoolwide portfolio assessment in thirteen urban and rural schools The contents of this book which include principal and teacher stories from the Cambridgeport School grew directly from this experience In eight concise chapters Stefanakis takes teachers through proven strategies for creating personal student profiles and portfolios as windows into learners minds Her book provides a positive focus on children s assets what they do know rather than what they don t a guide on applying the theory of multiple intelligences to personalize

learning short practical classroom based content on implementing portfolios Grades K 8 proven ways for teachers to expand their practices for reaching an even wider more diverse and challenging range of learners by differentiating instruction a companion dual platform CD ROM featuring a range of student portfolios and reproducible assessment forms Understanding what students bring to the learning environment and how to accommodate their needs has challenged educators for generations Here is an important addition to the literature on multiple intelligences and on practices that recognize honor and embrace children s diversity *Boletin Internacional de Bibliografia Sobre Educacion* ,2001 *The Exemplary Middle School* Paul S. George,William Marvin Alexander,2003 THE EXEMPLARY MIDDLE SCHOOL has been the standard in the field of middle school education for two decades Its comprehensive coverage remains unparalleled and the authors have included a multitude of rich real world illustrations of exemplary middle school practice This Third Edition is also the most scholarly resource on middle school education on the market with an impressive research base **American Educational Research Association Annual Meeting Program** American Educational Research Association,2000 *Resources in Education* ,1997 *What Is the Influence of the National Science Education Standards?* National Research Council,Division of Behavioral and Social Sciences and Education,Center for Education,Committee on Science Education K-12,Steering Committee on Taking Stock of the National Science Education Standards: The Research,2002-11-05 In 2001 with support from National Science Foundation the National Research Council began a review of the evidence concerning whether or not the National Science Education Standards have had an impact on the science education enterprise to date and if so what that impact has been This publication represents the second phase of a three phase effort by the National Research Council to answer that broad and very important question Phase I began in 1999 and was completed in 2001 with publication of *Investigating the Influence of Standards A Framework for Research in Mathematics Science and Technology Education* National Research Council 2002 That report provided organizing principles for the design conduct and interpretation of research regarding the influence of national standards The Framework developed in Phase I was used to structure the current review of research that is reported here Phase II began in mid 2001 involved a thorough search and review of the research literature on the influence of the NSES and concludes with this publication which summarizes the proceedings of a workshop conducted on May 10 2002 in Washington DC Phase III will provide input collected in 2002 from science educators administrators at all levels and other practitioners and policy makers regarding their views of the NSES the ways and extent to which the NSES are influencing their work and the systems that support science education and what next steps are needed *El-Hi Textbooks & Serials in Print, 2005* ,2005 [Current Index to Journals in Education](#) ,1998 **Situating Portfolios** Kathleen Yancey,1997-02 *Situating Portfolios* is both reflective and forward looking practice oriented but well grounded in theory Kathleen Yancey and Irwin Weiser bring together thirty one writing teachers from diverse levels of instruction institutional settings and regions to create an inviting volume on current practice in portfolio writing assessment

The contributors here reflect on the explosion in portfolio practice over the last decade why it happened what comes next discuss portfolios in hypertext the web and other electronic spaces report on current and new contexts from emergent literacy to faculty development in which portfolios now appear and consider emerging trends and issues that are involving portfolios in teacher assessment faculty development and graduate student experience An energetic volume Situating Portfolios gathers a wide range of experience and thinking into one stimulating discussion It s a book that will be of interest to writing teachers and teacher educators at all levels **Foundation Grants Index** Foundation Center,1995-11

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