

ABSTRACT

TEACHER-CREATED PORTFOLIOS: WHAT CAN THEY TELL US ABOUT STUDENT ACHIEVEMENT?

This study evaluated the nature and quality of teacher-reported classroom assessment evidence presented within BTSA induction portfolios, as well as what that evidence revealed about student achievement. Examination of the research literature related to induction, classroom assessment, accountability, and portfolios guided the study. Four raters evaluated 57 portfolios, all created by secondary teachers, using a rating instrument designed to measure the nature, quality, and results of teacher-reported classroom assessment evidence; the instrument reflected the assessment component of the California Standards for the Teaching Profession, the National Research Council's conceptualization of the assessment triangle, the *Standards for Educational & Psychological Testing*, and modern learning theory. Results revealed that the classroom assessments were of great variety; were likely to incorporate feedback; often provided student choice; and were based on academic goals with a content-area focus. In addition, assessments were of low to moderate quality, though specific quality components outscored others. The overall quality was not sufficient to draw conclusions about student learning. In addition, new teacher interviews provided insight into the induction process, teacher assessment practices, and student achievement.

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