Using web-based portfolios to assess student learning outcomes and to support program assessment

**Indexical Portfolio**

**Goal: Knowledge**

- **Overview:** This portfolio is designed to showcase a student's learning and development over a period of time. It includes a variety of materials that demonstrate the student's understanding of the subject matter.

**Program Assessment**

- **Objective:** To evaluate the effectiveness of the program in achieving its stated goals.

**Evaluation:**

1. **Portfolio Evaluation:** Assessing the quality and relevance of the materials included in the portfolio.
2. **Student Self-Assessment:** Encouraging students to reflect on their own learning and progress.
3. **Peer Review:** Providing opportunities for peers to provide feedback on the portfolio.

**Conclusion:** Web-based portfolios are a valuable tool for assessing student learning outcomes and supporting program assessment. They provide a dynamic and interactive platform for students to showcase their achievements and for educators to evaluate the effectiveness of the program.
Why Portfolios?

- support reflection in the learning process
- help students understand their own learning
- document student learning over time

Why ePortfolios?

- integrate technology into student learning
- students to reflect on their uses of technology
- create technology rich portraits
• developing technology skills
• responsible technology protocol
• integrate technological skills
- accessed on any computer
- manages the collection of data and artifacts
- reduces the quantity of paper
• easily assessable
• capable to store multiple forms media
• easy to upgrade
• allowing cross-referencing of student work
• periodic formative and final summative assessment
• continuous reflection on achievements, strengths, and weaknesses
• students select artifacts that demonstrate learning and proficiencies
• respond on feedback from faculty
Example of ePortfolio Assessment at K-State

Music Education
Your Name

Musical Background

The way you teach is strongly influenced by your values. Your values are determined partly by your family background and your personal experiences. By reflecting on these factors, you can better understand why you believe what you do about music teaching and learning. Also, by comparing your background to your students’ backgrounds, you can gain insight into why they think similarly or differently about things such as music, school, and learning in general. Before writing this statement, take considerable time to reflect on your personal history and musical history. Please provide thoughtful answers to the areas outlined below, and be as personal as you feel comfortable being. Your statement should utilize proper spelling, punctuation, grammar, and sentence structure. The content of your statement should address the following: (replace the former paragraph and the paragraphs below with your response. You may divide it into segments in the table below or replace the paragraph and table with your prose)
Introduce the ePortfolio

its purpose

and expectations

at the start of your course (curriculum)
Assignment integrated into coursework

- Musical Life History Report
- Lesson Plan
- Budget for Music Program
- Student Handbook
- Field Experience Journal
Korean Folk Rhapsody
By James Curnow

This unit study contains all aspects needed to teach this piece to a beginning band classroom. Included is a teacher guide and student guide. The webquest that relates to this unit study can be found in the menu bar at the top of the page. Below is a short description of each of the guides.

Korean Folk Rhapsody Teacher Guide
Teacher Guide: Contains Score, Parts/Analyze, Instructional Strategies, Music/Art, Answer Keys, Learning Strategies, Printables/Handouts, Videos, and many resources dealing with Korean Folk Rhapsody.

Korean Folk Rhapsody Student Guide
Student Guide: Contains Worksheets for activities described in teacher guide with some instructions, videos, and more.

Korean Folk Rhapsody Power Point Presentation
PDF Version of Power Point Presentation

Webquest (iTravel-Korea)
All assignments scored via ePortfolio using appropriate assessment rubrics

<table>
<thead>
<tr>
<th>Content Standard</th>
<th>Reflective Essay Score</th>
<th>Artifact #1 Score</th>
<th>Artifact #2 Score</th>
<th>Total Score for Standard (3 possible)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The teacher of music has skills in teaching and evaluation techniques.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>2. The teacher of music has skills in improvising melodies, variations, and</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>accompaniments.</td>
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<tr>
<td>3. The teacher of music has skills in composing and arranging music.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4. The teacher of music has skills in reading and writing music.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5. The teacher of music has skills in listening to, analyzing, and describing</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>music.</td>
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<tr>
<td>6. The teacher of music has skills in evaluating music and music performances.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7. The teacher of music has an understanding of music in relation to various</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>historical periods and cultures.</td>
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<tr>
<td>8. The teacher of music has skills in establishing effective music-learning</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>environments.</td>
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<tr>
<td>9. The teacher of music advocates for the school music program in the</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>community at large.</td>
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</tbody>
</table>

Overall quality of Supporting Evidence (based on rubric above) = 0 out of 72 possible = 0

### Scoring Key for Reflective Essays

<table>
<thead>
<tr>
<th>Unsatisfactory 1</th>
<th>Basic 2</th>
<th>Proficient 3</th>
<th>Exemplary 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher candidate's reflective essay is not clear and does not address the standard.</td>
<td>Teacher candidate's reflective essay accurately addresses the standard and relates it to teaching.</td>
<td>Teacher candidate's reflective essay addresses the standard appropriately and relates it to teaching on a basic level of application.</td>
<td>Teacher candidate's reflective essay exhibits a deeper understanding for the standard and its impact on effective music teaching.</td>
</tr>
</tbody>
</table>

### Scoring Key for Artifacts

<table>
<thead>
<tr>
<th>Unsatisfactory 0</th>
<th>Limited 1</th>
<th>Satisfactory 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of the artifact describing how it reflects competence in the standard and analysis of what you've learned</td>
<td>Does not include a description of what was learned through the artifact.</td>
<td>Clearly describes what was learned and how this impacts effective teaching.</td>
</tr>
</tbody>
</table>

Corrections needed before completing student teaching (you are encouraged to replace/add artifacts from student teaching):
Musical Background

My personal history as it pertains to music and education has been influenced by teachers in past as well as my family. This has made me want to teach music not only through good experiences, but rough ones as well. My backgrounds from my neighborhood, to my experiences with those who have touched my life have made me who I am today, and have made me aspire to become a music educator.

My neighborhood background greatly influenced my music and school experience. I grew up in a large suburb of Kansas City of approximately 100,000 individuals. I went to a 6A high school, and the socioeconomic status of my family is middle class. Since my high school was so large, there were multiple options for musical involvement. Band, orchestra, multiple choral ensembles, and even a music theory/appreciation course were possible to enroll in for music participation.

My family has had a large positive impact on my want to teach music. I have an older sister and a younger brother. All three of my parent’s children, including myself, were taught that music was an integral asset to life. My father and grandfather taught music, and my grandmother plays the organ. So, from my earliest memories I can think of music being around as an outlet for expression, or as a component of life in which to learn from. I know it is said that memory is most closely connected to smell, but I think many of my fondest memories are connect to music. One memory I always hold onto is when my sister and I were given a book which told the story of Peter and the Wolf. The book did not actually use words, but the piece “Peter and the Wolf” by Prokofiev. I distinctly remember the story and the music moving together in my mind.
- allow students to upload/attach artifacts
- manipulate the technology such as scanning, editing and sizing digital graphics, video/audio, and converting documents to PDF’s or web-pages
• Elimination of annual and continual costs for the university and their students
• Not tied to server software
• Student can take the ePortfolio with them beyond the university
• Applying these skills into their professional life
• Document for interviews
References

• Music Education at Penn State: e-Portfolio - Partnership for Music Teacher Excellence http://www.music.psu.edu/musiced/e-portfolio.html