

PORTFOLIO SUMMATIVE REFLECTION

SAMPLE

As I reflect upon the four years worth of work in my portfolio, I can't help but feel a sense of accomplishment and pride. My journey through high school has not been without many trials and tribulations; however, I feel that my growth as an individual and student is a direct result of these experiences. The entries I have chosen to include in my showcase portfolio not only demonstrate proficiency in academic skills, such as reading, writing, problem solving, and oral communication, but also illustrate my story of growth. |

Comments: Context set throughout first paragraph – story of growth.

I entered the 9th grade as a somewhat shy student. I always received decent grades in Middle School but my confidence in my academic skills, especially in writing and oral communication, was lacking. I always had a difficult time getting my ideas down on paper and it would take me hours to write a three-paragraph essay. And, as far as getting up in front of the class, I was terrified. My hands would shake, I would sweat profusely, and I could never seem to get the words out without stuttering or losing my train of thought. Therefore, I was a little nervous entering high school, knowing I would be doing these types of work more often and on a bigger scale. I knew it was going to be tough, but I persevered. The first entry in my showcase portfolio is a good example of the humble beginnings of my journey. The entry is my 10th grade Modern World History common task entitled "God, Gold, and Glory" in which I had to write a response to informational text regarding the effects of New World discovery on the native American population. I chose this piece not because it is my best piece of writing, but it was my first piece of writing in high school to meet proficiency. Even though the essay barely met the standard (I still had problems with analyzing the documents beyond their literal meaning), I was

Portfolio Summative Reflective Sample Essay

Patricia Murphy, Kathy Hall



Portfolio Summative Reflective Sample Essay:

Changing the Way You Teach, Improving the Way Students Learn Giselle Martin-Kniep, Joanne Picone-Zocchia, 2009-05-19 With classroom tested ideas real world examples and easy to use activities Giselle Martin Kniep and Joanne Picone Zocchia tap three decades of experience to define and describe critical teaching and learning strategies that engage students and increase achievement Teachers at any grade level and in any subject area will gain insights into how to Create a rigorous relevant and authentic curriculum Use organizing centers and make meaningful connections to lend true coherence to subject matter Ask students questions that will help them retain new material and apply their knowledge in settings outside school Teach students how to develop high order skills such as an ability to affirm values articulate beliefs and use multiple resources in varied contexts Use assessment as a system to directly engage students in revising tests and evaluating themselves Incorporate evaluation tools like portfolios checklists and rubrics to foster and assess high quality student work that exceeds expectations and Encourage students to self monitor progress self regulate behavior appreciate unique learning preferences and ultimately become informed and active 21st century citizens *Changing the Way You Teach Improving the Way Students Learn* stresses the need to build students capacity to learn how to learn and be strategic self aware participants in an ever complex and fast changing society Embracing what they call our moral imperative the authors encourage us to help students pursue the goals that will make them feel whole as human beings [An Introduction to Medical Teaching](#) Kathryn N. Huggett, Kelly M. Quesnelle, William B. Jeffries, 2022-03-16 This is an introductory text designed to provide medical teachers with a comprehensive introduction to the core concepts of effective teaching practice It contains introductory level information about innovations for curriculum design delivery and assessment all in a singular text The work offers brief focused chapters with content that can be easily assimilated by the reader The topics are relevant to basic science and clinical teachers and the work does not presume readers possess prerequisite knowledge of education theory or instructional design The book builds upon and extends the content of the second edition by incorporating additional content to reflect advances in cognitive science and by updating existing chapters to keep pace with modern educational trends and technologies [Reflective Faculty Evaluation](#) John A. Centra, 1993-11-17 John A Centra provides faculty members administrators and faculty development specialists with the up to date approaches they need to evaluate and improve teaching He underscores the importance of active methods of teaching and the need to evaluate those methods in less traditional ways He discusses the value and proper use of self reports and portfolios and examines better ways to involve colleagues in evaluating and improving teaching *A Practical Guide to Language Assessment* Ildiko Porter-Szucs, Cynthia J. Macknish, Suzanne Toohey, 2025-03-11 *A Practical Guide to Language Assessment* prepares educators to create and implement assessments that truly reflect student proficiency and learning outcomes With a focus on practical training and essential tools this real world guide enables instructors to develop effective test blueprints craft precise assessment items

address the unique needs of young learners integrate recent innovations like ungrading and AI and much more Offering insights for improving assessment outcomes each chapter is grounded in extensive research and tailored to the evolving demands of modern language education simplifying complex concepts and showing you how to apply them effectively in various educational contexts Throughout the book a team of highly experienced educators highlights the critical role of well chosen assessments explores the potential consequences of misaligned tools and equips you with the knowledge to make informed decisions Ideal for upper level undergraduates graduate students and professionals in the field of language education A Practical Guide to Language Assessment supports courses in second or foreign language assessment testing and professional development It is also a valuable resource for in service teachers assessment managers and policymakers in language program evaluation

Educational Assessment for the Elementary and Middle School Classroom Gary D. Borich, Martin L. Tombari, 2004 Brief and practical this popular book focuses on what classroom assessment is and how to do it and bridges the gap between testing a learner's knowledge of particular information and measuring his or her ability to transfer knowledge and think strategically Coverage encompasses all of the issues surrounding the use of classroom assessments validity reliability bias impact through targeted discussions that address everything prospective teachers need to know completely yet succinctly The authors offer a comprehensive menu of techniques for assessing not only what learners know but also how they think how they perform and how they apply what they know within authentic real world contexts For individuals administering tests and implementing other measurements tools for the assessment of students in elementary and middle schools

Assessment for Experiential Learning Cecilia Ka Yuk Chan, 2022-09-29 Chan's book explores the challenges in assessing experiential learning deepens our understanding and inspires readers to think critically about the purpose of assessment in experiential learning Experiential learning has been studied and proven to be effective for student learning particularly for the development of holistic competencies i.e. 21st century skills soft skills transferable skills considered essential for individuals to succeed in the increasingly global and technology infused 21st century society Universities around the world are now actively organising experiential learning activities or programmes for students to gain enriching and diversified learning experiences however the assessment of these programmes tends to be limited unclear and contested Assessment plays a central role in education policies and students approach to learning But do educators know how to assess less traditional learning such as service learning entrepreneurship cross discipline or cross cultural projects internships and student exchanges While the current assessment landscape is replete with assessments that measure knowledge of core content areas such as mathematics law languages science and social studies there is a lack of assessments and research that focus on holistic competencies How do we assess students ability to think critically problem solve adapt self manage and collaborate Central to the discussion in this book is the reason students are assessed and how they should be assessed to bring out their best learning outcomes Offering a collection of best assessment practice employed by teachers

around the world this volume brings together both theoretical and empirical research that underpins assessment and perceptions of different stakeholders understanding of assessment in experiential learning from students teachers and policymakers The idea of assessment literacy also plays an important role in experiential learning for example reflection is often used in assessing students in experiential learning but how reflection literate are educators are they aware of the ethical dilemmas that arise in assessing students These questions are discussed in detail The volume also introduces a quality assurance programme to recognise student development within experiential learning programmes The book will be particularly informative to academic developers teachers students and community partners who struggle with the development and assessment for experiential learning those who plan to apply for funding in experiential learning and policymakers and senior managements seeking evidence and advice on fine tuning curricular assessment designs and quality assurance The Open Access version of this book available at www.taylorfrancis.com has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license

From Proficiency to Authenticity Patricia K. Kubow, Robert DeBard, 2002 *From Proficiency to Authenticity A Holistic School Development Assessment Plan*

Approaches to Work-Based Learning in Higher Education Matthew Barr, 2024-12-16 *Approaches to Work Based Learning in Higher Education* provides a comprehensive introduction to the delivery of university level work based learning WBL for educators and policymakers The contributing authors draw from their wealth of experience of developing apprenticeships placement programmes and other work based learning opportunities advising on best practice when delivering learning in partnership with industry Supported by a unique balance of practical and theoretical insight including international perspectives on how common challenges may be addressed this essential volume explores the following key themes Pedagogies this section outlines established best practice in delivery of WBL for higher education and offers suggestions for how readers may continue to develop and improve their provision Projects this section covers a range of approaches to work based learning within higher education and explores examples of this in practice including live briefs work placements and industrial project based learning Apprenticeships this section focuses specifically on work based degree programmes covering their design delivery implementation and assessment A must read for anyone working within higher education policy or practice this book provides readers with the tools to successfully navigate work based learning as well as strategies for ensuring and enhancing the quality of the learning experience

[Portfolio Assessment in the Choral Setting](#) Amy M. Engebose, 1997

Learning and Practice Patricia Murphy, Kathy Hall, 2008-07-18 By examining ideas about learning that transcend typical boundaries such as school workplace or home school this book emphasises the socially negotiated and embedded nature of meaning making and how learners learn to use the cognitive tools of their cultural community through participation in social activity The editors argue that this is the means by which individual agency is extended and learners identities as forms of competency are transformed The book locates sociocultural understanding in a

wide theoretical frame and demonstrates its implications for learning and assessment generally covering a range of educational and workplace settings The contributions challenge ways of understanding learning and thinking about practice both teaching and assessment Drawing on the international literature this book is essential reading for students of curriculum learning and assesment in all sectors from pre primary to further and higher education It is suitable as a core text for masters and taught doctorate programmes It will be of interest to a range of professionals involved with curriculum learning and the practice of teaching and assessment It is also relevant to those in work based and professional education and training and informal educational settings A unique collection in a field that is underrepresented it will also be of interest to an acadmeic audience

The American Biology Teacher ,2004 **Assessment is Essential** Susan Green,Robert L Johnson,2009-05-27 Assessment is Essential offers a novel approach for educational assessment courses Stressing a practical approach that encourages students to think critically about designing the appropriate assessment for a wide range of situations Green provides students with tools they can use in their future classrooms

Electronic Portfolios Barbara L. Cambridge,Susan Kahn,Daniel P. Tompkins,Kathleen Blake Yancey,2001 The portfolio is a powerful tool for learning and assessment This title examines the potential of electronic portfolios by addressing rationales for creating an electronic portfolio possible features of the portfolio examples of practice cautions and recommendations It describes the construction and use of electronic portfolios

Teaching and Learning in an Era of Change ,1997 **From Idea to Prototype** Pat Hutchings,1995

Serving Adult Learners ,2008 **Academic Advising for Student Success and Retention** Michael Hovland,Edward C. Anderson,William McGuire,David Crockett,1997 *Educational Assessment* Thomas P. Hogan,2007

Following a practical approach this book focuses on educational assessment as it is practiced today in the actual world of classrooms school systems state departments and national organizations It first covers the basic concepts applicable to all types of assessment statistical concepts reliability validity and interpretive frameworks Then it explores the preparation of teacher made tests standardized tests and other important areas such as grading legal issues and evaluating one s own teaching

Measurement and Assessment in Teaching Robert L. Linn,M. David Miller,2005 For Test and Measurement courses this volume introduces prospective teachers to all of the elements of measurement and assessment that are essential to good teaching including the techniques needed to create use evaluate and interpret the full spectrum of both published and self created assessment vehicles

Successful Faculty Development and Evaluation John P. Murray,1997 This report relates to the concept of teaching portfolios It discusses the importance of accounting for institutional culture when introducing the concept of teaching portfolios Includes information on how the department chair can help to improve teaching

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web don't want to make a mistake here these are sequences you might also see the word a series and you might even see a geometric series a series the most conventional use of the word series means a sum of a sequence so for example this is a geometric sequence a geometric series would be $90 + (-30) + 10 + (-10) + 3$

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web to find the next term of any geometric sequence these are the steps need to follow step 1 choose any two consecutive terms from the given sequence step 2 divide the second term by the first term to get the value of the common ratio step 3 multiply the previous term by the common ratio to get the next term 4

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web geometric sequences are sequences in which the next number in the sequence is found by multiplying the previous term by a number called the common ratio the common ratio is denoted by the letter r depending on the common ratio the geometric sequence can be increasing or decreasing if the common ratio is greater than 1 the sequence is

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