

# Assessment for Learning

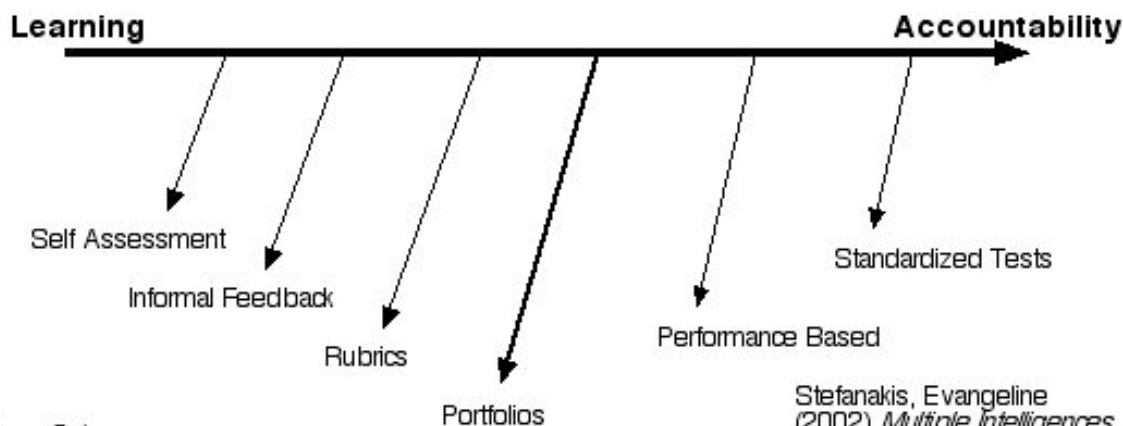


Figure 8-1:  
Assessment for Learning Continuum

Stefanakis, Evangeline  
(2002) *Multiple Intelligences  
and Portfolios*. Portsmouth:  
Heinemann, p. 136

<p><b>To Assess:</b> “sit beside the learner” Student – Teacher Partnerships to support continuous improvement in learning</p>	<p><b>To Evaluate:</b> “sort learners into norm groups” Institutional – Political Benchmark to support accountability</p>
<b>Portfolios used for Learning</b>	<b>Portfolios used for Accountability</b>
The purpose of the portfolio is agreed upon with learner.	The purpose of the portfolio is prescribed by the institution.
Artifacts are selected by the learner to tell the story of their learning.	Artifacts are mandated by the institution to determine outcomes of instruction..
The portfolio is maintained on an ongoing basis - throughout the class, term or program (time flexible).	The portfolio is usually developed at the end of a class, term or program (time limited).
The portfolio and artifacts are reviewed with learner and used to provide feedback to improve learning.	The portfolio and/or artifacts are usually "scored" based on a rubric and quantitative data is collected for external audiences.
The organization of the portfolio is determined by the learner or negotiated with mentor/advisor/teacher.	The portfolio is usually structured around a set of outcomes, goals or standards.
Portfolios are rarely used for high stakes decisions.	Portfolios are sometimes used to make high stakes decisions
Portfolios are formative -- what are the learning needs in the future (present to future)?	Portfolios are summative -- what has been learned to date (past to present)?
The process fosters intrinsic motivation and engages the learner.	The process requires extrinsic motivation.
The audience can be the learner, family, or friends; the learner can choose.	The audience is external (usually a state or institution – not known to the learner); there is little choice.

Chart adapted from: Barrett, Helen (in press). Researching Electronic Portfolios and Learner Engagement: The REFLECT Initiative. *Journal of Adolescent and Adult Literacy*. International Reading Association

## *Stefanakis-Barrett Model of Portfolio Differences between Learning and Accountability*