Assessment Systems and Electronic Portfolios: Balancing Accountability with Learning

**Positivist Paradigm**
*(Evaluation and Making Inferences)*

**Portfolio as Test**

- Performance Tasks & Rubrics for evaluation
- Data collected for certification/licensure (high stakes) and for accreditation

**II. Assessment Management System**
*(institution-centered data management system)*

- External Locus of Control
  - Includes prescribed artifacts and rubrics
  - Requires database to manage information
  - Focuses on faculty’s formative and summative evaluations

- Focus on Limited-Term Evaluation

**III. Electronic Portfolio(s)**
*(presentation portfolios for multiple purposes)*

- Student-centered documentation of deep learning, for developing self-concept and presentation to multiple audiences (peers, employers, etc.)

**Construstivist Paradigm**
*(Making Meaning and Assessment as Learning)*

**Portfolio as Story**

- Learner COLLECTS artifacts from learning experiences
- Learner SELECTS artifacts and reflections to meet self-determined purpose(s)

- Internal Locus of Control
  - Includes choice of artifacts
  - Results in personalized e-portfolio
  - Focuses on learner’s celebration of uniqueness

**I. Digital Archive of Learner Artifacts**
*(Working Portfolio)*

- Evidence = +Artifacts +Reflection +Validation

**Focus on Lifelong Self-Directed Learning**

- Balanced Assessment System

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http://electronicportfolios.org
The difference between Electronic Portfolios and Online Assessment Management Systems

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Electronic Portfolio</th>
<th>Assessment Management System</th>
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</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>- Multiple purposes: Learning, Assessment, Employment</td>
<td>- Single purpose: Formative and Summative Assessment</td>
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<tr>
<td>Data Structure</td>
<td>- Data structure varies with the tools used to create the portfolio; most often common data formats (documents often converted to HTML, PDF)</td>
<td>- Data structure most often uses a relational database to record, report data</td>
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<tr>
<td>Type of Data</td>
<td>- Primary type of data: qualitative</td>
<td>- Primary type of data: qualitative and quantitative</td>
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<tr>
<td>Data Storage</td>
<td>- Data storage in multiple options: CD-ROM, videotape, DVD, WWW server, LAN</td>
<td>- Data storage primarily on LAN or on secure WWW server</td>
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<tr>
<td>Control of design &amp; links</td>
<td>- Visual design and hyperlinks most often under control of portfolio developer</td>
<td>- Visual design and hyperlinks most often controlled by database structure</td>
</tr>
<tr>
<td>Locus of control</td>
<td>- Student-centered</td>
<td>- Institution-centered</td>
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<tr>
<td>Technology skills required</td>
<td>- More advanced skills required, including information design through hyper linking, digital publishing strategies, file management</td>
<td>- Minimal skills required, equivalent to using a web browser and adding attachments to an e-mail message</td>
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| Technology competency        | - Low to medium, depending on the sophistication of the artifacts added to the portfolio | }

Source: