



STUDENTS' ATTITUDES AND PERFORMANCE ON PORTFOLIOS

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Abstract

Formally and informally, for individuals and for groups of students, teachers continually assess their students' progress and achievements. Teachers report accomplishment to the students, their parents and the school system by means of grades and comments written on assignments, conversations, classroom discussions, parent-teacher conferences and casual chats, and report cards. Testing is no longer considered as an adequate measure of students' learning nor a sufficient reason for students to invest effort in schoolwork. New methods of assessment that provide multidimensional and longitudinal portraits of students' strengths and weaknesses are required to provide developmental benchmarks of learning. One such alternative method capable of bridging quantitative and qualitative data is portfolio assessment as one of its benefits is the promotion of learner reflection. Accordingly, this study aims to inspect what teachers think about their students' attitudes and performance on portfolios and portfolio tasks.

Key Words: Alternative assessment, portfolio assessment, performance assessment.