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/ summative (high stakes) and for accreditation

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

**Portfolio as Story**

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

**Evidence =**
- Artifacts
- Reflection + Validation

**Learner COLLECTS**
- Artifacts from learning experiences

**Learner SELECTS**
- Artifacts and reflections to meet self-determined purpose(s)

**I. Digital Archive of Learner Artifacts**
(Making a portfolio)

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

- **External Locus of Control**
  - Includes practiced artifacts and rubrics
  - Requires databasing to manage information
  - Focuses on faculty's formative and summative evaluation

- **Internal Locus of Control**
  - Includes choice of artifacts
  - Results in personalized e-portfolios
  - Focuses on learner's calibration of resistance

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

- **Focus on Lifelong Self-Directed Learning**

**Learning Experiences embedded in curriculum**

**Balanced Assessment System**

**Focus on Limited-Term Evaluation**

- Institution-centered aggregated data leading to certification/ summative and accreditation

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