



Student Portfolios at ISA

ISA Mission Statement

It is our mission to create a welcoming school environment where open-mindedness and respect are fostered. Here learners are challenged and supported to achieve their unique potential and to become confident, caring citizens of the world.

International School Augsburg Philosophy

The International School Augsburg is committed to creating and maintaining a collaborative community in which learners can discover and develop their talents and fulfill their individual potential.

We provide a balanced, intellectually challenging programme which fosters in students the skills, knowledge and attitudes that enable them to be successful in school and in life.

We value the diversity of cultures within our school and our links to the local and global community. We recognize and accept our responsibility to promote intercultural understanding and to contribute to a sustainable, peaceful world.

Introduction

Portfolios are an important part of assessment and celebration of learning within the Primary Years Programme. All students in the Lower School have portfolios in which they put carefully chosen pieces of work, showing evidence of their learning. These are growing documents, started at the beginning of each school year, and completed at the end of the year.

The Purpose of Portfolios

- To show the development of knowledge, conceptual understanding, transdisciplinary skills, attitudes and the attributes of the learner profile
- To document individual students' strength and growth areas
- To celebrate the learning process
- To give students an opportunity to reflect on and to share their learning
- To give students a sense of ownership of the learning process
- To act as a tool for assessment and reporting purposes

Practices

- Portfolios should include work from a range of subject areas (including specialist areas) and should show development of knowledge, conceptual understanding, transdisciplinary skills, attitudes and the attributes of the learner profile
- The first portfolio entry should be some form of self-reflection and goal-setting, for example "The Blob Tree"
- Each unit of inquiry should be represented by a title page. Within the time frame of this unit 5 pieces of work should be added, showing a cross section of subject areas
- The students should take responsibility for deciding on which pieces of work go into their portfolios, but younger children might need some assistance with this
- There should be some form of student self-reflection attached to each piece of work. This will vary according to the age of the students
- Work should be displayed in chronological order
- Portfolios should include items which reflect the process and the product
In the ELC the process will often be recorded through photos or film, with an added teacher's comment
- There should be opportunities for the students to share their portfolios with different audiences (e.g. buddy classes, peers, teachers, parents)
- Showing the portfolio should be a part of the student-led conferences
- Portfolios should be readily accessible to students within the classroom
- The focus of the portfolio should be on authentic, meaningful work
- The portfolios should reflect originality, learning styles and individuality
- Portfolios should be used for goal setting, when this age-appropriate
- Portfolios are owned by the students and, after being shown to the next grade teacher, are sent home at the beginning of the next school year for the student to keep

- A range of methods should be used to document learning, e.g. photographs, videos, graphic representations, written records of conversations, comments, explanations, and hypothesis, annotated pieces of student work
- The portfolios will take the form of plastic booklets which will be given out at the beginning of each year

Timeline

- September –initial reflections filed for specific subject areas, e.g. "The Blob Tree"
- Monthly – pieces of work chosen, reflected upon and filed
- Termly – Portfolio sharing opportunity between peers and buddy classes
- February – portfolio sent home to share with parents, together with report
- July – Portfolios shown during student led conferences
- July – portfolios completed and passed on to next teacher
- September – portfolios sent home to keep