

LEARNING THROUGH ASSISTING

**Rhode Island Developmental Disabilities Council
Model Service Learning Project**

**LESSON ONE:
Introduction to Portfolios**

Introduction to Portfolio Assessment

ACADEMIC AREA(S): Literacy, language arts

KEY WORDS: Read, report, experience, reflect

TARGET AUDIENCE: Any age youth elementary through high school

AT THE COMPLETION OF THIS UNIT, THE PARTICIPANT WILL BE ABLE TO:

1. Explain the function of a portfolio as an assessment tool for service learning.
2. Be able to name 3 kinds of documentation that can be used in portfolio demonstration.
3. Understand the evaluation rubric for portfolio assessment.

PORTFOLIOS CAN CONTAIN A WIDE RANGE OF REFLECTION DOCUMENTATION. ALL OF THESE CAN BE SECURED AND DISPLAYED IN ELECTRONIC PORTFOLIO FORMAT. SOME EXAMPLES INCLUDE:

1. **Speaking:** discussions, oral reports and presentations, testimony before policy-making bodies, teaching material to younger students, public speaking, or one-on-one meetings (ie: agency interviews or informational sessions about service-learning itself).
2. **Writing:** essays, research papers, journals and learning logs, guides for future volunteers and participants, self-evaluations, or published articles.
3. **Activities:** planning future projects, simulation and role-playing games, recognition and celebration, recruiting peers, training/mentoring other students or membership on Councils and Advisory Boards.
4. **Multimedia & Performing Arts:** scrap books, web pages; paintings, drawings, and collages; music, theater, and dance presentations; or photo, slide, and video essays.

SUPPLIED MATERIALS:

1. Assignment: Portfolio Assessment
2. Chart: Curricular Connections
3. Journal: Sample Log

OTHER RESOURCES:

- www.servicelearning.org

ASSIGNMENT: Portfolio Assessment

ASSIGNMENT

The portfolio primarily asks you to write about your S.L. experience. Also, include in your portfolio other means that you feel will illustrate your experiences in relationship. The idea is to capture the experience so someone else would have a good idea of what you did. Consider including art, pictures, photographs, quotes from the people at you service learning experience, resources you identified along the way (e.g. helpful web sites, personal contacts, brochures, etc.).

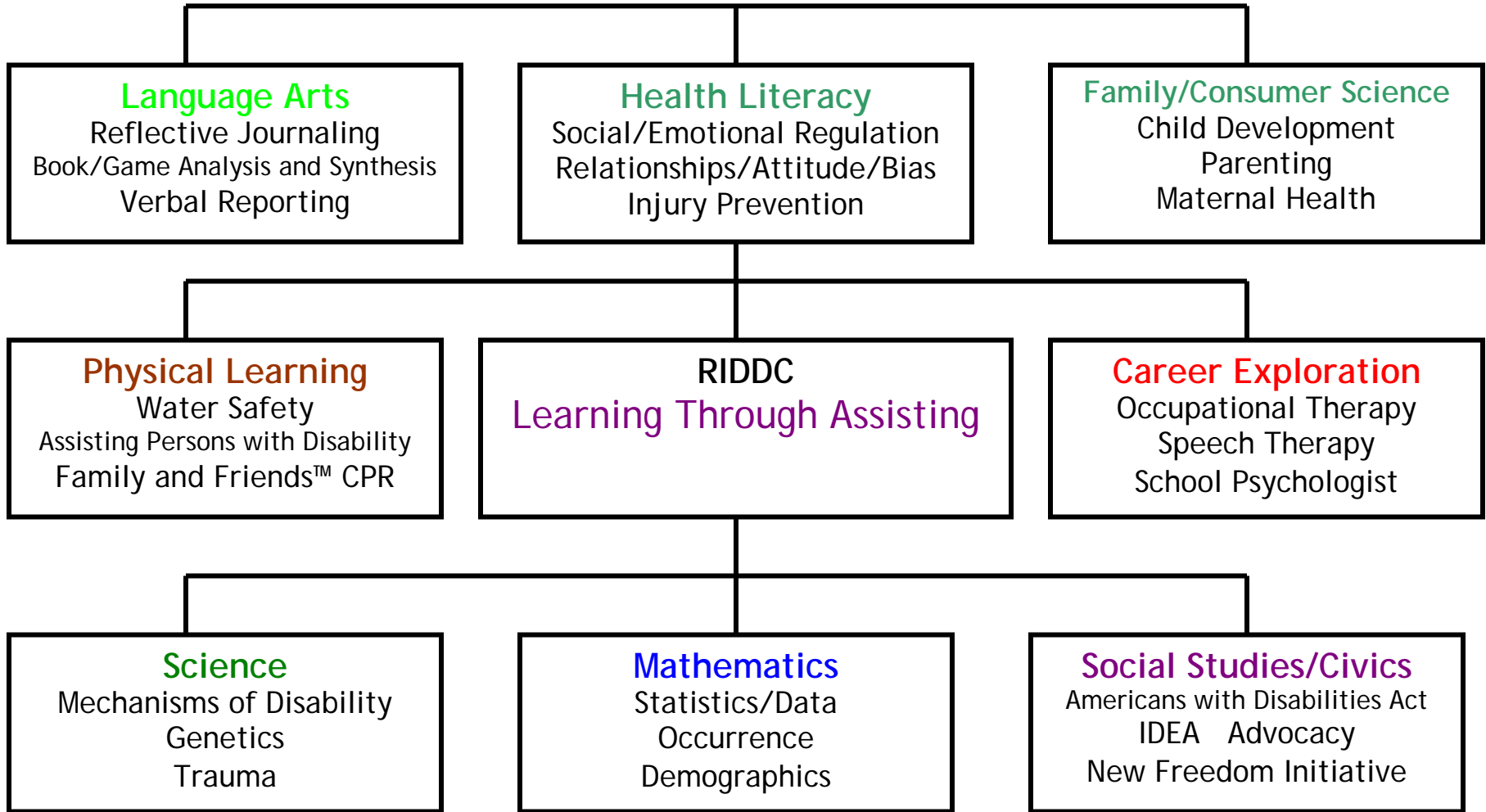
1. Describe one category of DD and its effects on life functioning.
Write an essay that describes the DD and list at least 3 meaningful functional consequences of that disability that you observed during your S.L experience.
2. How have your perceptions or feelings about people with DD changed as a result of your S.L. experience.
For example, compare how or what you knew before to now.
3. Explain how your involvement at the service site assisted the person or persons with whom you interacted. What might be the long-term result for people with DD if many High School students were involved in this type of service learning?
4. Pick two of the following academic areas and tell how this experience improved your knowledge, skills, or attitudes in that area:
 - a. *Literacy* – survey development, interviews documentation, report writing, background research, reflection papers, portfolio development and assessment
 - b. *Math* – compiling statistics, developing tables and spreadsheets of data
 - c. *Civics* – Human Rights, ADA, advocacy awareness
 - d. *Art* – Alternate skills, life work, interests, and hobbies, art as expression of feelings and emotional requirements
 - e. *Psychology* – Human development, personal interaction, parent-child relationships, family issues, play as a learning experience
 - f. *Career awareness* – Human service options, therapeutic professionals, health care
 - g. *Responsibility* – Recognizing commitment and importance of reliability

GRADING RUBRIC

1. Response provides compelling evidence that the student understands the concepts; explanations include multiple complex examples, reflective thought, and consideration of implications of the project beyond their immediate involvement.
2. Response describes adequate understanding of the concepts; explanations include simple examples, emerging reflective thought, and minimal consideration of implications of the project beyond their immediate involvement.
3. Response describes superficial understanding of the concepts; explanations include weak or irrelevant examples and consideration of implications of the project only in terms of student's own involvement.

CURRICULAR CONNECTIONS

Rhode Island Developmental Disabilities Council/
JROTC Blue Wave Battalion, Hope High School
Service Learning Model Project



JOURNAL: Entry Log

NAME: _____ DATE: _____

TITLE OF THIS ENTRY: _____

ACTIVITY:

Describe what you did, who was there, what the structure was i.e., free play, organized games, swim, instruction in something. Use the back of the page if you need more room. This is the WHO and HOW of the activity.

IMPRESSIONS:

Describe what your feelings were about the activity, the people, and the experience. This is the WHY of the activity.

PERSONAL GROWTH:

Describe what you learned or accomplished. What do you now know, or what can you do that you couldn't do before? Did you do something for your self or for other people, or both? What challenged you the most? What were you successful doing?

EVALUATION:

What will you do differently next week to improve your success? How does what you learned relate to other things going on you're your life right now? This is the SO WHAT of the activity.
