
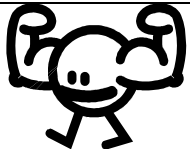

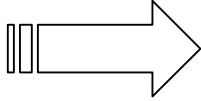
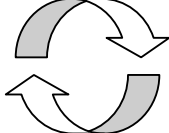



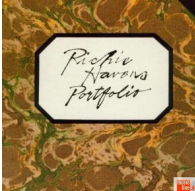


# Why Portfolio?

Issue	Traditional performance assessment		Portfolio performance assessment	
Self determination	Pupils usually solve tasks given by the teacher and thus react to a given, unalterable „command“		Self determination and choice as far as topic, execution, working method and marking is concerned	
Performance Alignment	Weakness-oriented		Strength-oriented	
Coaching	Hardly taking place		Integral part of method	
Work Process	Not taken into consideration		Integral part of method and marking	
Sustainability	Drafts – if there are any – are not subject to any comment by the teacher		Re	-working -vision -cycling
Reflection	Not required and thus insights into one's own working method and its strengths and deficiencies not made possible		Reflection (e. g. in the form a logbook) is an integral part of the method and can be part of the marking process	
Skills	Often only „Writing“ involved		At least three of the five skills involved („Spoken Interaction“, „Spoken Production“, „Writing“) and marked	
Publicity	Even excellent performance not accessible to classmates and a wider audience		Portfolios or parts of it are usually presented	
Return on Investments	Test = ephemeral		Portfolio = part of written and oral final exam	

In/7.6.09