This is an authorized facsimile, made from the microfilm master copy of the original dissertation or master thesis published by UMI.

The bibliographic information for this thesis is contained in UMI's Dissertation Abstracts database, the only central source for accessing almost every doctoral dissertation accepted in North America since 1861.

UMI® Dissertation Services

From: ProQuest

300 North Zeeb Road
P.O. Box 1346
Ann Arbor, Michigan 48106-1346 USA
800.521.0500 734.761.4700
web www.umi.proquest.com

Printed in 2002 by digital xerographic process on acid-free paper
INFORMATION TO USERS

This manuscript has been reproduced from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps. Each original is also photographed in one exposure and is included in reduced form at the back of the book.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.

UMI
A Bell & Howell Information Company
300 North Zeeb Road, Ann Arbor MI 48106-1346 USA
313/761-4700     800/521-0600
EXPERIENCES STUDENTS ENCOUNTER WITH PORTFOLIO ASSESSMENT: A QUALITATIVE INQUIRY

A Dissertation
Submitted to the Faculty of the
School of Education and Graduate School
of Gonzaga University
in Partial Fulfillment of the Requirements
for the Degree of
Doctor of Philosophy

By
Chiara Anselmo
April, 1998
ABSTRACT

The purpose of this research was to describe the experiences of six Grade 7 students with portfolio assessment during one school year in an elementary school in British Columbia, Canada. A review of the literature highlighted the areas of authentic assessment as a foundation for school reform, characteristics and criticisms of authentic assessment, portfolio assessment, and the research on student experiences with school reforms.

This qualitative study utilized a phenomenological methodology which specifically focused on the question, "What is the essence of the experience of the phenomenon for these people?" (Patton, 1990). Data were gathered in four ways: 1) weekly meetings with students; 2) student journals; 3) in-depth interviews carried out with each student after each of the school's three reporting periods; a summative group interview. Two supporting interviews were held with parents, and one interview with the teacher.

The stories of the six students represented the findings of the study. Significant results include: 1) five of the six students had positive experiences with portfolios; 2) students unanimously defined the purpose of portfolios as a "place" to store school work; 3) students saw their portfolios as helping in organizing their work; 4) students liked setting goals and criteria for their own learning and monitored their progress; 5) five of the six students felt that their motivation increased by using portfolios; 6) the teacher's role was seen as essential; 7) finally, five students felt that reflection was an important part of portfolio assessment.