

**Figure 4: Overview of 5 Structures**

Reproducible in Appendix B, page 102

Structure	Purpose	Audience	Organization
Achievement Portfolio <i>Am I there yet?</i> <i>How close am I?</i> <i>I'm there.</i>	Show proof of learning in relation to standards (outcomes, expectations, ...)	<ul style="list-style-type: none"> <li>• Student</li> <li>• Teacher</li> <li>• Parent</li> <li>• School leader</li> <li>• Others</li> </ul>	Organized according to the standards or outcomes, and a description of why this piece best illustrates the achievement.
Competencies Portfolio <i>I'm ready for the future.</i> <i>I can learn across subject areas.</i>	Provide the very best evidence that, across the curriculum, the learner meets specific competencies as outlined by the teacher.	<ul style="list-style-type: none"> <li>• Student</li> <li>• Teacher</li> <li>• Parent</li> </ul>	Organized by the competency, and cross-curricular examples of the competency with the learner's description of why the work sample is good evidence.
Progression Portfolio <i>This is where I am.</i> <i>Where next?</i>	Show what the learner can do at this point in time in comparison to a continuum or progression of samples.	<ul style="list-style-type: none"> <li>• Student</li> <li>• Teacher</li> <li>• Parent</li> </ul>	Organized by dated student samples attached to the progression with the learner's reflection and goal for next steps.
Growth Portfolio <i>Look where I was and see where I am now.</i>	Show progress over time – what students know, understand, are able to do and articulate now in comparison to what they initially knew, understood, could do and articulate.	<ul style="list-style-type: none"> <li>• Student</li> <li>• Teacher</li> <li>• Parent</li> </ul>	Organized by dated student samples from the beginning of the learning time and different periods along the way as prescribed by teachers.
Pathway Portfolio <i>I am ready.</i> <i>I have the proof.</i> <i>Here is my very best evidence.</i>	Showcase and highlight learner accomplishments and prove that he/she is ready to transition to whatever may come next. (new term, grade, school, job, post-secondary institution)	<ul style="list-style-type: none"> <li>• Other students</li> <li>• Teacher</li> <li>• Parent</li> <li>• Community</li> <li>• Whomever the learner is interested in presenting him/herself</li> </ul>	Organized to show the student in the best light based on a vision of what the intended audience needs to know about the learner.

You can order your copy of ***Collecting Evidence and Portfolios: Engaging Students in Pedagogical Documentation*** by Anne Davies, Sandra Herbst & Brenda Augusta at: <http://www.connect2learning.com/classroom-assessment/collecting-evidence-and-portfolios-engaging-students-in-pedagogical-documentation/> or contact Laura: [laurac@connect2learning.com](mailto:laurac@connect2learning.com)  
**800-603-9888**

