The Importance of the Portfolio on Students' Achievements

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Abstract

This study presents the results of a research work, which aims to highlight the importance of the portfolio on students' achievements. The study aims to validate the hypothesis that the creation of a portfolio / portfolio is one of the major factors by which the teacher appreciates the student's progress. The purpose of the paper is to analyze the student's evaluation effect through the dossier and its impact on the results of their achievements. To substantiate the hypothesis we raised the research question of research: What impact does the file have on student assessment? From the results of the distributed questionnaires, we could understand that a file should show a student's story. From the results of the research, we have come to the conclusion that students are familiar with the preparation, purpose of drafting the dossier and see it as a very good option in their final assessment. The data was obtained through questionnaires. The study was attended by 27 students studying at the secondary school "Kongresi i Manastirit "in Tirana", who attended classes VI-IX. Student subjects have been studied according to these variables: age, gender, classes that teach.

Keywords: Assessment, student, file / portfolio, teaching

1. Introduction

Students know what the goals of learning are, what are the standards they are expected to achieve and how their achievements will be assessed (what they should learn and what, how and when to evaluate them

Types of assessment are numerous such as formative assessment; summative evaluation; learning assessment (VpN); assessment of learning (ViN); Diagnostic evaluation; Assessment by tests; Continuous assessment; Daily assessment; Preliminary **assessment and dossier evaluation that** will be the important object of the work.

What is the student file...? an intentional "collection" of the student's work that shows his efforts, progress and achievements in a particular field of study. This 'collection' should include the student's participation in the selection of the contents of the dossier, selection guidelines and evaluation criteria to demonstrate the merits and testimonies of the student's self-reflection. "(Arter & Spandel, 1992 (p. 32) *SCIENTIFIC AND DEVELOPMENT INSTITUTE - ULQIN, Montenegro, April 1, 2016 VIII Conference: The Role and Effectiveness of Investments in the Balkan Integration Process After the Stabilization and Association Agreement* ISSN 2337-0521 ISSN 1800-9794

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In a file can be included: Written work, research, math problems, lab reports, artwork, games, graphics, surveys, drawings, web pages, photos, audio and video tapes, tests, essays etc.

The student's file can be used in all classes in all subjects

Before we begin the process of creating the file, it is essential to determine its purpose which includes **:** What material will the learner collect on them? Which of the learning objectives will be evaluated through it?Will the process or product be evaluated? Is the file the best way to get the information we need?

All other decisions regarding the format, content, student reflections, and assessment tools will re-link the goal. The purpose will then determine the type of file and objects the teacher wishes to include the students as well as the criteria on which these objects will be evaluated. Objectivity clarity is key in determining how to evaluate and why the file will be used.

2. Purpose of Search

The main purpose *that prompted us to deal with this problem is the new way of assessing students through the file.* For IV-V class students, the continuous assessment is 45% of the weight, the 30% test weight test, while the student's portfolio represents 25% of the weight. While for class VI-IX students, the continuous and test evaluations have 40% of the weight of each of them, while the student's file accounts for 20% of the weight. The weight of the file confirms our hypothesis *that the creation of the file / portfolio is one of the main factors by which the* teacher appreciates the student's progress

3. Practical Findings

Theories from the theory help us to focus on and focus on finding work from the cases. Worked with the cases, these findings result to us, which contribute to establishing the hypothesis that file creation is one of the major factors by which the teacher appreciates the student's progress. Cases shed light through their content. Through the questionnaires with the students selected in the sample, it turns out that these students know why it is important to use the file; that the file is individual; she is benevolent, ie. the best works of the student were placed in it, and works that he could have corrected in the future, so it is like a diary of his good episodes

Since the file is a novelty, students will encounter natural difficulties in the first steps.

The student file is worth the teacher to add another voice to the student's final assessment. So, to set a student's annual grade, the teacher is also consulted with the student's file

Methodology

The study was attended by 27 students studying at the "Kongresi I Manastirit " secondary school and teaching in grades VI-IX.

Student subjects have been studied according to these variables: age, gender, classes that teach.

Inclusive criteria:

➢ Being a pupil of this school

➢ Inclusion of students with different ages 12-15

➢ Involvement of male and female students

Number of students in the study	Age	Gender	Classes that develop lessons
27 students	12-15 age	17/F----10 /M	VI-IX

 Below are the data related to their age groups and gender

Table 1

Total / students	Age group	Male	Female
2 students	12 year	------------	2
5 students	12-13 year	----------	5
10 students	13-14 year	4	6
8 students	14-15 year	4	4
2 students	Over 15 year	2	--------

The students of the secondary school "Kongresi i Manastirit" were explained the purpose of the study and the content of the questionnaires. Once they have been explained for everything, then the application of the questionnaires has been carried out. Anonymity has been provided, it is made clear that completing or not the questionnaire is optional, and are not required to complete it.

To build the questionnaire, Qualtrics came to us and their distribution was done via email. The questionnaire is built with 5 questions where students give their opinions about the content of the student's file, about its scale, about the value of the file usage in their final assessment and about the subject that occupies the largest amount of jobs in that file.

Analysis and interpretation of research results

As we said earlier, 27 students of the " Kongresi i Manastirit " in the city of Tirana participated in the study. The questionnaire consisted of 5 questions and after analyzing the answers, the following data and findings were obtained:

First question. What does a folder contain? Participants in the questionnaire answered 100% and below we give some of the answers:

A folder contains all the works best rated by teachers in different subjects. In drawing, poetry creations, maps in geography

All the jobs that we like and who have received maximum evaluations from the subject teachers.

A folder contains the best works in various subjects such as drawing, reading cases, or foreign language. Selected works, ours

The second question: How important is the file for you?

Graphically presented this information looks so

nr	Answers of the question		number of responses	%
1	The student's file is part of my daily work		19	70%
2	The student's file is not part of my daily work		7	26%
3	I have not portfolio		1	4%
	Total		27	100%

Question 3: Does the evaluation of the file have an important place in your final assessment of a subject?   In this question, 22 of the respondents who completed the questionnaire responded that having a good file affected the final evaluation of the subject, as portfolio assessment is one of the evaluation columns, while 5 respondents responded that it did not affect and play a role in final assessment

Against this question there are positive and less positive opinions and the latter should serve to draw conclusions for the future

Question 4 Is the file used as a tool to track students' progress?

A significant number of students nearly 60% of them thought that in subjects such as figurative education, literary reading or foreign language the teachers of these subjects used as a tool to follow the progress of students in these subjects and 40% of them they expressed that teachers were enthusiastic at the beginning of the file / portfolio design and then did not even deal with the fact that the students were advancing in these subjects or staging in the country.

Fifth question: 5. Ranko, which subjects have more work in your file?

There is this graphical presentation where it is read clearly and through the courier that we will present below that the subjects that "filled" the file with their works were Albanian language and literary reading, figurative education and foreign language and less subjects
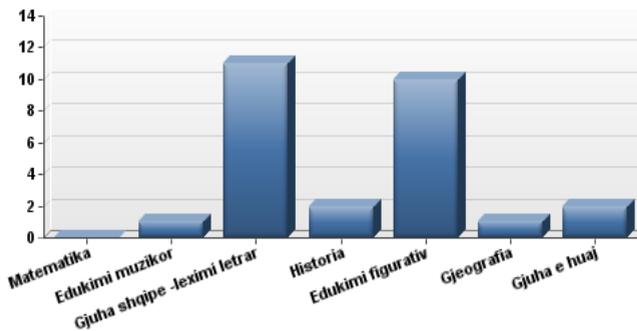
Conclusions

The most interesting findings of the paper are:

 The teacher appreciates the student's progress through his file.
 Teacher evaluates the works and products realized, different individual and group presentations included in the file.
 Teacher and student jointly decide on the works to be included in the file
 The student portfolio is a kind of collection that aims to reflect the student's progress.
 It contains written assignments, photographs, recordings, etc.
 The portfolio is individual, i.e. each student holds his portfolio. Portfolio is kind, d.m.th. in which to put the best works of the student, and works that he could have corrected in the future, therefore, is like a diary of his good episodes. The learner primarily decides on how to fill his portfolio.
 Teacher guides his students on how to create a good portfolio and collaborate with them about the content of the portfolio.
 Since portfolio is a novelty, students will encounter natural difficulties in the first steps. Initially, the teacher, after clarifying the wallet, lets his students keep their will, especially by encouraging those who appear more zealous. By overcoming the initial difficulties of teachers and students, the portfolio becomes a permanent obligation.
 The student has an obligation when the teacher orders to keep the portfolio and submit it to the teacher whenever he or she requests it.
 The student portfolio is worth the teacher to add another voice to the student's final assessment. So, to set a student's annual grade, the teacher is also consulted with the student's portfolio

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