



The Impact of Guidance and Assessment on Portfolio Assignments in Albanian High Schools

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Introduction

- ❑ -Assessment methodologies used by teachers
- ❑ - Dominance of tests and quizzes
- ❑ - Portfolio assessment as a comprehensive evaluation
- ❑ - Importance of portfolio assessment in measuring skills
- ❑ - Crucial aspects of portfolio assessment for evaluating student performance
- When evaluating a student's performance, it is crucial that the portfolio assessment covers all aspects of their abilities and conforms to the objectives of the course. By doing so, educators can gain insights into various dimensions of student learning rather than solely assessing their end products (Hudori, Tasnim, Fardhani, & Sari, 2020).

Literature Review

- 1. Assessment methodologies used by teachers
- 2. Dominance of tests and quizzes
- 3. Portfolio assessment as a comprehensive evaluation
- 4. Importance of portfolio assessment in measuring skills
- 5. Crucial aspects of portfolio assessment for evaluating student performance
- 6. Significance of project-based assignments in education
- 7. Introduction and historical background of project-based learning

Literature Review

- 8. Impact of traditional assessment programs on instruction and learning
- 9. Project-based learning as a method for active and collaborative learning
- 10. Effect of portfolio assignments on writing skills
- 11. Ministry of Education's support for project-based learning in Albania
- 12. Evolution of assessment and evaluation patterns in Albanian education
- 13. Impact and challenges of the new assessment and evaluation pattern introduced by the Ministry of Education

When evidence is evaluated, it offers feedback to both the assessor and the assessee. The portfolio's performance evidence analysis helps the assessor determine the success of the teaching or training and identify necessary changes for improvement (Davis & Ponnampereuma, 2005)



Project-based teaching introduces a novel approach to active learning that nurtures collaboration and continuous student research. This interactive, participatory learning model holds significant promise for educators and students, fostering a deeper understanding of the subject matter and promoting the development of essential skills (Gjokutaj et al. 2005).

Table of Instructions
from the ministry of Education
This institutional support underscores
the credibility and effectiveness of
project-based learning as a teaching
methodology. Instruction nr. 34 dt.
11/09/2015 on the Evaluation of Pupils

Table 1:

Evaluating the learning process	Weight in percentage grades IV-V	Weight in percentage grades VI- XII
Continuous Evaluation	45%	40%
Test Evaluation	30%	40%
Evaluation through pupils' portfolios	25%	20%

Ministry of Education adopted Instruction nr.17 dt. 05/07/2022

Evaluating the learning process	Weight in percentage grades IV-V	Weight in percentage grades VI-XII
Continuous Evaluation	45%	40%
Test Evaluation	30%	40%
Evaluation of the curricular project	25%	20%

Aims

- This study is centered on
- Describing students' high school perception of the importance and relevance of the portfolio assignments in Albania,
- Identifying the importance of clear structure and guidelines in the writing templates assigned to them: purpose, content, and benefits,
- Identify the guidelines and instructions provided to teachers at high schools in Albania and analyze their sufficiency in the teaching and evaluation process.

Research Hypothesis

- Whether students see the portfolio assignments as busy work or repetitive, they are more likely to disengage from the learning process.
- Whether providing such structure or guidelines can lead to improved writing quality and increased efficiency and the absence of such structured guidelines can have detrimental outcomes
- If the guidelines and instructions provided to high school teachers in Albania were adequate, but the resources and facilities needed to be improved, the learning process would have a negative impact on students' academic performance.

Methodology

- - Over eight months, from October 2022 to May 2023, 374 online questionnaires were analyzed using quantitative methods.
- - The questionnaires were distributed via Google Forms to high school students from private and public schools in five major cities of Albania.
- - The questionnaire consisted of 20 multiple-choice questions.
- - The research findings indicated that students needed more guidance on the portfolio assessment framework, leading to prevalent academic misconduct.
- - Furthermore, the study revealed that students needed help to create original written works and adequately attribute sources.

Results and Analysis

- - The analysis utilized the SPSS method
- - Students from various high schools in five major cities in Albania confirmed the lack of guidance provided by Albanian institutions
- - They demonstrated the 'freedom' students have in how these assignments should be written and presented
- - The assessment methodology can bring adverse consequences if provided and offered insufficiently
- - A significant number of the responders do not provide the source of the information used as shown in the cross-tabulation Table 3

Crosstabulation

TABLE 3:

9. DO YOU INCLUDE THE SOURCE OF INFORMATION IN THE TASK PORTFOLIO? *
10. DO YOU INCLUDE PHOTOS AND DIFFERENT IMAGES IN THE TASK PORTFOLIO? CROSSTABULATION

Count

		10. Do you include photos and different images in the task portfolio?				
		a) a) Always	b) Almost always	c) c) Sometimes	d) f) Never	Total
9. Do you include the source of information in the task portfolio?	a) Always	6	0	2	0	8
	b) Frequently	39	32	7	1	79
	c) Sometimes	28	30	14	0	72
	d) Rarely	14	12	7	0	33
	e) Almost never	7	12	5	1	25
	f) Never	91	49	14	3	157
Total		185	135	49	5	374

The study's second aim is to examine the clarity of the structure and format of the instructions and guidance provided to the students. Based on the documents assessed and the students' responses, the guidance needs to be more explicit, as seen in Table 4. Rather than providing a clear and consistent learning pattern, 49% of the respondents were free to use the format they considered adequate, which observably caused their portfolios to be erratic with no regard to the format and no attribution to the sources used.

Table 4:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a) Standard determined by the teacher	86	23.0	23.0	23.0
	b) Partially specified	41	11.0	11.0	34.0
	c) Depending on the teacher	63	16.8	16.8	50.8
	d) I am free to use the format that I consider suitable	184	49.2	49.2	100.0
	Total	374	100.0	100.0	

The text presents the results of Chi-Square tests, showing statistically significant differences between expected and observed values. The tests yielded a Pearson Chi-Square value of 64.161 and a Likelihood Ratio value of 50.606, with 20 degrees of freedom and an asymptotic significance of 0.000. There were 374 valid cases analyzed, and a note mentioned that 12 cells (40.0%) had an expected count of less than 5, indicating potential reliability issues.

Pearson Chi-Square
Table 5:

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	64.161 ^a	20	.000
Likelihood Ratio	50.606	20	.000
N of Valid Cases	374		

Discussion and Conclusion

- The article discusses different assessment methodologies used by teachers to evaluate student progress, with a focus on portfolio assessments and project-based learning. It explores the impact of traditional assessment programs and the effectiveness of project-based learning in nurturing essential skills.
- It emphasizes the importance of properly introducing portfolio assignments to high school students and concludes with the need for continuous evaluation and improvement of assessment methods to align with educational objectives
- Before implementing a new policy, it should take in consideration all the external factors such class capacities, the time line and most importantly the testing of such policies.

Recommendations

- ❖ Based on the study's results, several recommendations can be made to improve the situation. Firstly, there is a clear need for more explicit guidance on the portfolio assessment framework for high school students in Albania. This could involve developing standardized guidelines for portfolio tasks and assignments and providing comprehensive training for students on how to create original written works and properly attribute sources.
- ❖ Additionally, efforts should be made to address the prevalence of academic misconduct among students. This could involve implementing stricter guidelines and consequences for academic dishonesty and promoting a culture of academic integrity within schools.
- ❖ Furthermore, there is a need for better oversight and support from Albanian institutions to ensure that students receive adequate guidance and support in their academic work. This could involve closer collaboration between schools, educational authorities, and other relevant stakeholders to provide students with the necessary resources and support to produce high-quality academic work while upholding academic integrity.
- ❖ Overall, the study's findings underscore the importance of providing students with clear guidelines, support, and resources to help them succeed academically while maintaining the highest standards of academic integrity.

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