

Portfolios as a Student-Assessment Tool: A Study Based on Higher National Diploma in Engineering Students at Advanced Technological Institute, Anuradhapura

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Abstract

The current research was conducted to measure the impacts of the Portfolio Assessment on Higher National Diploma in Engineering Program (HNDE) learners using it as a continuous assessment method for the module Language Structure Usage and Linguistics. The sample group included 120 HNDE students from the 1st year batch. This research involved the planning and implementation of the portfolio assessment and collecting feedback from the participants. The data collected indicated that the HNDE followers are assessed through different assessment methods. As far as the experiences of the participants are concerned, this is a great assessment method since it helps them in many ways: memorization, exam preparation, displaying creativity, developing organizational skills, and expanding their knowledge. As the evaluating experience revealed, the lecturer found it time-consuming and hard work to mark over 100 individual portfolios. According to the conclusions, the portfolio assessment is really beneficial for learners since it engages them in a continuous learning process. Moreover, they are led to self-error-correction, discovering new knowledge, and independent learning. In conclusion, it was found that Portfolio Assessment is beneficial for both the learner and the lecturer in assessing language structure competency. However, this should be implemented with some other methods for large classes since it is time-consuming both to compile the book and to evaluate it.

Keywords: *Assessment, Creativity, Critical thinking, Portfolio, Reflection*