

GUIDE: EVIDENCE

From development portfolio to assessment portfolio

September 2024

Fontys Education & Research.

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To demonstrate where you are at in relation to the learning outcomes, you will select content (Figure 1) from your development portfolio to use as evidence.. This is how you assemble your assessment portfolio. You'll clarify with your lecturers, fellow students and experts in the field of work the requirements that your assessment portfolio will ultimately have to meet. This guide explains how to transform your development portfolio into your assessment portfolio.

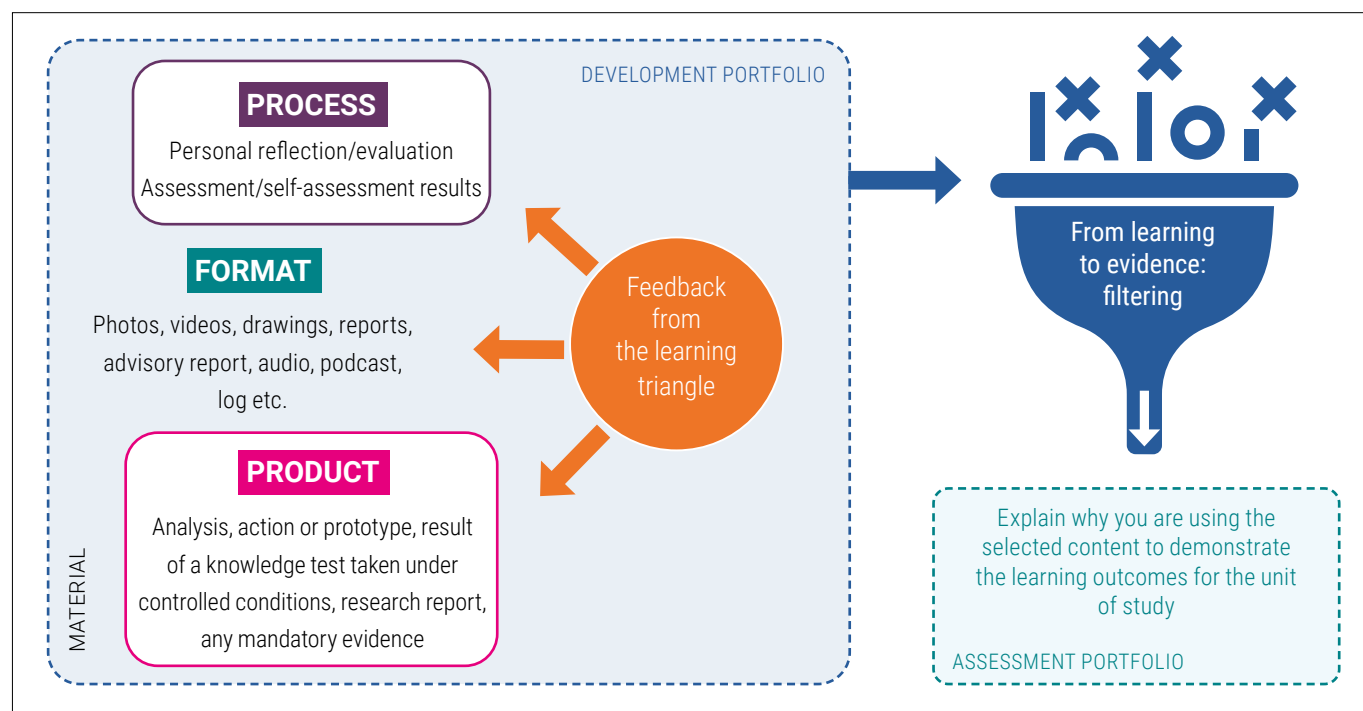


Figure 1: From development to assessment portfolio (adapted from Tychon & Jaspers, 2023)

Development portfolio

The development portfolio shows the steps you take as you navigate your learning process¹. During this learning process, you will collect content in a range of learning contexts. The content may consist of processes and products and may be in a range of formats (Figure 1). You verify which content is fitting in relation to the learning outcomes when you clarify expectations. You include the outcomes of the clarification in your dynamic learning plan. The learning outcomes and rubric will also guide your choice of content. Apply the VRAAKKT criteria (Table 1) to the accumulated content as a whole content as a whole. How the VRAAKKT-criteria apply to your specific unit of study, you discuss with your lecturers, peers and experts in the field of work. You must also gather performance feedback in your development portfolio. Performance feedback is feedback that requires insight into where you are at in relation to the learning outcomes and what you still need to do to demonstrate your achievement of the learning outcomes for the unit of study. You ask for performance feedback after completing a self-reflection².

1 Guide: Navigating your learning process.

2 Saturation is achieved when all the evidence points in the same direction and no more evidence is needed to make a decision.

Your development portfolio should therefore include the following:

- Content (processes, products) in different learning contexts and formats, which you use to demonstrate your learning.
- Any mandatory evidence.
- Feedback from the learning triangle, including any performance feedback.


Filtering

To show where you are at in relation to the learning outcomes, you must filter content from your development portfolio that you want to use as evidence. You select this evidence based on the expectations you mutually clarified. Filtering means making decisions about what to select to prove that you have demonstrated the learning outcomes for the unit of study. Accordingly, at this stage you may omit certain process steps that helped you arrive at the end result.

Assessment portfolio

The evidence selected through the filtering process forms the base of your assessment portfolio. You must be able to explain how your assessment portfolio demonstrates that you have mastered the learning outcomes for the unit of study. The assessment portfolio as a whole must meet the VRAAKKT criteria (Table 1).

Table 1: VRAAKKT criteria

	Clarify expectations	 VRAAKKT criteria for the assessment portfolio
Variation	<ul style="list-style-type: none"> • In what context should I show variation? Is it about variation in terms of different contexts, type of products, process approach, format, something else entirely or a combination of these? • Whom do I want to receive feedback from? What roles are involved? Examples: lecturers, fellow students, experts from the field of work. From what different perspectives and in what different situations? 	<p>Have I shown variation as we agreed? Has this variation been confirmed by my lecturer(s)?</p> <p>Is there variation in terms of the roles of the people who have given me feedback? Examples: lecturers, fellow students, experts from the field of work. Have I received feedback from different perspectives and in different situations?</p>
Relevance	<ul style="list-style-type: none"> • What knowledge, skills and professional attitudes are relevant to the learning outcomes for the unit of study, or to parts of the learning outcomes? • Who am I going to check with that what I'm going to do is actually relevant? 	<p>Is my evidence actually related to any learning outcomes for the unit of study, or to parts of the learning outcomes? Has this been confirmed through feedback?</p> <p>Do I have confirmation that the evidence is relevant?</p>
Authenticity	<ul style="list-style-type: none"> • What do my fellow students, my lecturers and I understand by authenticity? Think about the ethical aspect of authenticity. • What will I do to monitor and demonstrate the authenticity of my work? • How can I clarify (and verify) my role in a cooperation (with people or tools, such as ChatGPT)? 	<p>Am I referring to the right sources and am I referencing in the correct manner?</p> <p>Did I really make it myself? Can I show what steps I took to arrive at the final result?</p> <p>Have I linked the evidence to the context(s)?</p> <p>Do I have feedback that proves my work is authentic and free from plagiarism?</p>
Topicality value	<ul style="list-style-type: none"> • When is evidence sufficiently topical? The guidelines on this may vary with the learning outcomes for each unit of study? • Have topicality guidelines been formulated, or what have we agreed with fellow students, lecturers and experts in the field of work? 	<p>Is my evidence topical according to the applicable guidelines for the learning outcomes for the unit of study?</p> <p>If there are no guidelines, do I know what has been agreed and what I have to comply with?</p>

Quantity	<ul style="list-style-type: none"> When has saturation been achieved in terms of content? This is about the amount of evidence I will provide to demonstrate the learning outcomes. When has saturation been achieved in terms of feedback? This is about feedback from different perspectives being generally consistent. 	<p>Have I collected an amount of content that demonstrates mastery of the full learning outcome, taking into account the requirement for variation in terms of contexts?</p> <p>Has saturation been achieved in terms of feedback? Is the feedback from different perspectives generally consistent?</p>
Quality	<ul style="list-style-type: none"> What do I, my fellow students and my lecturers consider to be the required quality of knowledge, skills and professional attitudes? Think about substantiation, feedback, source references, 4F language level etc. - in short, the level expected of me that is appropriate to the phase I am in. 	<p>Do I have evidence showing that I have demonstrated my knowledge, skills and professional attitudes at the required level in relation to the learning outcomes (feedback from the learning triangle and performance feedback)?</p>
Accessibility	<ul style="list-style-type: none"> What requirements must the portfolio meet in terms of readability, clarity and availability? Think about the requirements for design and requirements for how the evidence in the portfolio is made accessible. 	<p>Is my portfolio readable and accessible for the examiners, and does it have a logical structure?</p>

The General Data Protection Regulation (GDPR) applies to evidence. It is the student's responsibility to ensure compliance with this law.

Inspiration

Would you like to find out more about navigating your learning process or about talent-based education?

Go to [Talentgericht onderwijs bij Fontys](#)

Sources

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Fontys frameworks as well as legislature frameworks have been included in this guide.