## *Capturing and Documenting Learning*

Digital portfolios capture and document learning that:

- Describes curriculum *big ideas* and *competencies.*
- Provides glimpses into each child's *learning, understanding, and progress* (makes student learning visible) via ongoing, timely, specific communication.
- Invites *analysis* and *reflection* for further learning from the student and their parent/guardian.
- Shows *teacher experience and expertise* in designing and capturing meaningful assessment activities.
- Is fair, *transparent, meaningful and responsive* to all learners.
- Focuses on *knowing, doing, understanding.*
- Provides *ongoing, descriptive feedback* to students, including suggestions regarding ways that parents can support their child.
- Provides *varied and multiple opportunities* to demonstrate learning.
- Communicates clearly to the learner and parents *what the student is able to do, what they are working towards and ways that learning can be supported.*
- *Reinforces the importance of self-assessment and goal setting.*
- Includes *feedback from multiple sources,* as appropriate, including the student, teacher, peers, and parents.
- Encourages students to use the information to *work towards revisions* to their work and to *set new learning goals.*
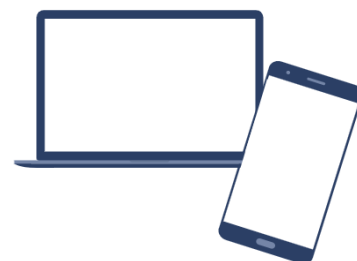
Communication should:

- Show **authentic evidence** of student learning, such as work samples, photographs, audio and video. These may be observed at any time during the learning process.
- Be chosen to **enhance parent and student understanding** of the progress being made by the student.
- Document what students **know, understand and can do.**
- Show a child's **learning over time**, and demonstrate their understanding of **how they learn.**