

A P P E N D I X B

QUESTION/PROCEDURE FRAME FOR TEACHER PARTICIPANTS INITIAL INTERVIEW

- I. Issues relating to consent forms
 - review form with individual participants
 - obtain signature of participant
- II. What is your Definition of a Portfolio?
- III. What Prior Experiences have you had with Portfolios -
 - in other schools?
 - in college?
- IV. What is the current status of portfolios in your classroom?
- V. How do your students view the portfolios being used in your classroom?
- VI. What do or will the portfolios your students produce look like?
- VI. How do you see the portfolios your students produce being used?
What will your students “do” with the portfolios? What do see as the purpose of portfolio assessment?
- VII. Describe the ideal portfolio assessment system

QUESTION/PROCEDURE FRAME FOR TEACHER PARTICIPANTS FINAL INTERVIEW

- I. Review what happened with portfolios in your classroom during the first trimester.

- II. Will you make any changes in regards to portfolios for the second trimester? next year?
- III. When you reviewed your students' portfolios what did you find out about your students?
- IV. Why do you use portfolios in your classroom?
- V. How do portfolios benefit your students?
- VI. Review of PMI Chart completed earlier

**QUESTION/PROCEDURE FRAME FOR STUDENT PARTICIPANTS
INITIAL INTERVIEW**

- I. Issues relating to consent forms
 - review form with individual participants
 - obtain signature of participant
 - collect signed parent consent form
- II. Explain reason for audio taping interview discuss research project
- II. Background info
 - where do you attend school other than MVGS?
 - what courses are you taking at MVGS and your home school?
- III. What are portfolios? If you had to explain portfolios to you parents what would you tell them to help them understand?
- IV. What are your prior Experiences with Portfolios -
 - in other schools?
 - in other courses this year?
- V. Explain the portfolios you are using in your classes here at MVGS
 - in math
 - in science

- VI. Why is your teacher using portfolios in your chemistry class? What do you think your portfolio will tell your teacher about you as student?
- VII. What do you think your portfolio will look like?

**QUESTION/PROCEDURE FRAME FOR STUDENT PARTICIPANTS
FINAL INTERVIEW**

- I. Start by discussing student's Forum Project conducted during Intersession
- II. Review student's actual evaluated portfolio page by page
- II. Discuss contents of reflective narrative
- III. What did you you learn by doing this portfolio in Chemistry?
- IV. Did compiling this portfolio benefit you?
- V. What does this portfolio show about your learning in this course?
- VI. Suppose I were a new student starting in your chemistry class at the beginning of the new trimester and I asked you what portfolios are, what would you tell me?
- VII. Review of PMI Chart completed earlier

****Please Note: These questions and procedures represent the outline used with all participants. They do not capture the individuality of each interview. My goal as a researcher was to allow the conversation to flow in a normal non-threatening manner.*