APPENDIX 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 your 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 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.***