Guidelines for using portfolios

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1. Have students include a brief note describing why each piece is included in their portfolio; what they like about it; what they learned when they did it; and where there could be improvement. An example of a checklist (…) is presented in Fig. 1.

2. During portfolio conferences, allow students to control the review process; ask them to describe their current strengths and weaknesses and to indicate where they have made progress; ask them to give evidence of their progress.

3. Ask students to compare pieces of work in their portfolios and to identify what makes this piece better than another and what they might do differently if they were to redo a piece.

4. Ask students to select their best work, or their most improved work, or their most difficult work, and explain why each was selected.

5. Be interested, supportive, and constructive when providing responses to or feedback about portfolio pieces and students' reflections on their work.

6. Ask students how they think they can strengthen weaknesses and what the teacher can do to help.

7. Collaborate with students to set goals for language development.

8. Encourage students to reflect on their work in the presence of other students so that they see this as an integral aspect of classroom teaching and learning and so that they become comfortable with self-assessment and adept at giving supportive feedback to their peers; it is important when students share their portfolios that the interaction be non-competitive and student-centred.

9. Ask students to comment on and write about keeping portfolios and how portfolios can help them to learn better.

in: Genesse, F. / Upshur, J. A.: *Classroom- based Evaluation in Second Language Education*, Cambridge Language Education, 1996, Seite 103 – 104.