M 40 Guidelines for reviewing portfolios

DOS

1. Build on what students have done and help them recognize what they have accomplished.
2. Praise students for specific techniques or strategies they have used (e.g. in writing) and point out the positive effects of those strategies.
3. Listen and respond carefully to students concerns about their progress or difficulties.
4. Offer reasonable suggestions in response to these concerns.
5. In writing portfolios, reinforce students' use of appropriate terminology and metalinguistic references.
6. Discuss processes and strategies as well as products.
7. Be realistic in setting goals.
8. Be positive and supportive at all times.

DON'TS

1. Focus on what has not been done or what is wrong with what has been done.
2. Be judgemental about student work.
3. Make too many suggestions or goals.
4. Take over discussion of students' work.

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Fig. 1 Sample self - report form for student portfolios

Students need not respond to all questions, and additional questions can be added to make the questionnaire more relevant.

1. What makes this a good or an interesting project?
2. What is the most interesting part of this project?
3. What was the most difficult part of this project?
4. What did you learn from doing this project?
5. What skills did you practice when doing this project?
6. How is this project different from or better than other projects in your portfolio?
7. What is the best part of this project? Why?
8. What is the weakest part of this project? Why?
9. How would you make this project better?
10. What assistance or resources did you use to complete this project?

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