

STUDENT WRITING PORTFOLIOS

Portfolios show how much instruction is needed in the different areas of writing: organization, mechanics, voice, etc. for the class, but also enables the teacher to personalize lessons and diagnostics for individual students and his or her weaknesses.

Suggestions for Use:

- ❖ Create a list of skills (papers, etc.) that is inserted in the portfolio in the beginning so that students better understand what is expected of them. Students will create a portion that will list their own goals. As students master these skills, they are checked off. If students cannot master, they need remediation. Skills: punctuation, grammar, rhetorical skills applied in own writing.
- ❖ Include in the portfolio writing rubrics (especially the TAKS rubric) and writing rules, Log, Rubric, and Guide.
- ❖ Students need self-assessment and reflection: Perhaps a power point presentation on their own writing?
- ❖ Portfolios are important tool as part of the vertical team. It shows teachers what the student has mastered, and a tool for review and revision.
- ❖ Teachers may find it helpful to grade papers in the context of the portfolios. For example, if the student is committing the same error repeatedly, they may be held accountable. This helps the student see writing as a recursive process.

Student Feedback:

Students use the author's letter as a tool for self-reflection. Students also conference with teacher to understand progress and future goals. Students use portfolios as part of the peer- editing process. Portfolios may be passed to their next teacher for future rewrites and review.

Writing Log:

This is a log that is filled out by the student.

Explanation:

Type: Type of Essay: Comparison/Contrast, Description, Personal Response, Analytical, etc

Good Job: What did the student do well?

Needs Work: Be specific and only list **two errors** per paper.

TEKS:

1A-C; 2A-E; 3A-E; 5AB