



Literacy at Hartford Public High School

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Student Portfolios

Questions that Promote Student Self-Reflection and Metacognition

Analysis of Skills and Processes

1. What makes this your best piece?
2. How did you go about (writing, creating, solving) it?
3. What problems did you encounter? How did you solve them?
4. What makes you most effective piece different from you least effective piece?
5. What goals did you set for yourself? How well did you accomplish them?
6. Why did you select this piece of work?
7. What was particularly important to you during the process of creating this work?
8. If you could work further on this piece, what would you do?
9. What do you want me to look for when I evaluate this work?
10. How does this relate to what you have learned before?
11. What grade would you assign to this work? Why?
12. Of the work we've done recently, I feel the most confident about.....
13. What I still don't understand is.....

How Skills and Processes Have Changed Over Time

1. How is your work at the end of the class different from your work at the beginning?
2. Has the way you plan work changed over time? If so, how?

Affective and Other Areas

1. Does your work show that you are persistent (self-confident, motivated, etc.....)? How?
2. Has your persistence (motivation, self-confidence, etc..) changed since the beginning of the class? How?
3. What topic did you enjoy the most, (least)? Why?
4. What type of assignments do you enjoy the most, (least)? Why?
5. What do you find the most challenging? Why?
6. Do you like working with others on projects? Why or why not?
7. What are the ways you find working with others useful? Not useful?

Instructional Outcomes

A portfolio is not a random collection of observations or student products; it is systematic in that the observations that are noted and the student products that are included relate to major instructional goals. For example, book logs that are kept by students over the year can serve as a reflection of the degree to which students are building positive attitudes and habits with respect to reading. A series of comprehension measures will reflect the extent to which a student can construct meaning from text. Developing positive attitudes and habits and increasing the ability to construct meaning are often seen as major goals for a reading program.

Think of how you might use some of these ideas to keep track of the progress of your students over the course of the school year. The questions included in this newsletter will help you focus your approach to student portfolios.