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## Portfolio assessment of writing in the third grade

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## Portfolio assessment of writing in the third grade

### Abstract

The whole language instructional concept focuses on children creating meaning through the language processes. One of the many aspects of this instructional concept is the close relationship between instruction and assessment. In assessing children's involvement in the language processes, descriptive, or qualitative techniques, need to be used as a collaboration between the teacher and the individual child. From assessing their growth and instructional needs, children with the support of their teacher can set further goals for instruction. This process of setting goals, striving to reach them, assessing growth and instructional needs, and reestablishing goals is an ongoing process. Several assessment techniques can be used in ongoing instruction-assessment. One that can greatly facilitate children's learning during a school year and throughout their school years is the portfolio.

Portfolio Assessment of Writing in Third Grade

A Graduate Project  
Submitted to the  
Department of Curriculum and Instruction  
In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts in Education  
UNIVERSITY OF NORTHERN IOWA

by  
Linda S. Trader  
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This Project by: Linda S. Trader

Entitled: Portfolio Assessment of Writing in Third Grade

has been approved as meeting a project requirement for the Degree  
of Master of Arts in Education.

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## Introduction

### Rationale of the Project

The whole language instructional concept focuses on children creating meaning through the language processes. One of the many aspects of this instructional concept is the close relationship between instruction and assessment. In assessing children's involvement in the language processes, descriptive, or qualitative techniques, need to be used as a collaboration between the teacher and the individual child. From assessing their growth and instructional needs, children with the support of their teacher can set further goals for instruction. This process of setting goals, striving to reach them, assessing growth and instructional needs, and reestablishing goals is an ongoing process. Several assessment techniques can be used in ongoing instruction-assessment. One that can greatly facilitate children's learning during a school year and throughout their school years is the portfolio.

A portfolio is a collection of exhibits over time that showcases an individual child's growth in an instructional program. Such a collection process can assist students in self-reflection. Tierney, Carter, and Desai (1991) state that students' perspective of their own achievements and abilities are at "the heart of assessment and empowering students to be effective decision makers" (p. 32).

### Purpose of the Project

The purpose of the paper is to examine portfolio collection as a qualitative technique for assessing writing. Then, the findings of the search of professional literature will be implemented into a third grade program that focuses on children's involvement in the writing process.

### Procedures of the Project

After hearing presentations during a graduate class on issues and trends in education, using portfolios in an elementary classroom was an assessment concept that needed further exploration. The results of an ERIC (Educational Resources Information Center) search netted many resources on portfolios and their implementation in the classroom. Also, several professional books offered discussions.

In implementing portfolios as an assessment technique in a third grade classroom, three students were selected to study in particular. Their responses will be reported in this paper. For a four-month period, their portfolio collection will be followed. Also, other qualitative techniques such as anecdotal records from observations in the classroom, student journals, student-teacher conferences, and checklists will add to the assessment process.

Every two weeks the students will conference individually with the teacher on their writing. At the end of each month, the students will choose not more than three pieces of writing and

write captions explaining why they chose these pieces to place in their portfolios. At the end of the four-month period, the teacher will review students' growth as reflected in their portfolios, using a teacher-made criteria (see Appendix A).

#### Review of Professional Literature

Qualitative, or descriptive, assessment has become widely accepted in writing programs that focus on children's involvement in the language processes. Such assessment encourages student reflection. This additional dimension allows students to have input into their own learning. If students are to become independent thinkers and learners, Tierney et al. (1991) relate, "they must have the skills, knowledge, and confidence to evaluate their own processes and products" (p. 35).

Valencia (1990) suggests four guiding principles of assessment: authentic (assessment of the goals of the instructional program), continuous (assessment over time), collaborative (joint assessment by student and teacher), and multidimensional (a sampling of many dimensions of growth). In developing assessment that describes students' growth and instructional needs in writing, "careful observations, different methods, and integration of information" are needed (Calfee & Hiebert, 1990, p. 284).

The portfolio can be one aspect of qualitative assessment that offers many opportunities for self-reflection on the part of

students. Many pieces can be collected to show different types of writing and the whole writing process from "rough" drafts to finished pieces (Tierney et al., 1991).

### Value of Portfolio Assessment

A study by Gearhart, Herman, Baker, & Whittaker (1992) evaluates the potential of writing portfolios for assessing students' competencies in writing. The study used a holistic/analytic rubric, a scoring process that uses specific criteria for each trait and a graded overall judgment, ranging from no understanding to complete understanding as well as a qualitative analysis of scoring approaches. The raters were evaluated to determine how closely they agreed on the writing samples included in the portfolios. The students were in an Apple Classroom of Tomorrow (ACOT) project which uses computers. Even though the students had kept working files all year, their portfolios, smaller more selective collections, were used for the study. The samples included in the portfolios represented classroom writing over time, different genres and topics, evidence of involvement in the different aspects of writing (drafting, redrafting, revising and publishing), and supplemental materials.

The conclusion of the study does support the utility of a holistic, overall judgment of the completed product. The authors relate, "Results demonstrated that, when compared to traditional



writing assessment, holistic ratings of class work and of portfolio collections can be achieved with high levels of rater agreement" (p. 38). This study indicated that portfolios containing a diversity of writing pieces and range of content makes them a valuable resource for studying children's progress in writing. The study concluded that "a coordinated framework articulating relationships between curriculum and assessment design" (p. 41) is needed to develop criteria for a teacher-selected portfolio.

Several other systems have emerged to assess the value of the writing portfolio. For example, Paulson and Paulson (1990) describe the Cognitive Model for Assessing Portfolios (CMAP) similar to Robert Stake's model. It has three dimensions: activity, historical, and stakeholder. The authors say, "Its purpose is to provide a comprehensive view of complex learning outcomes in context. This model aggregates without corrupting the portfolio's instructional benefits" (p. 6). The authors took Stake's program evaluation, using some of the same dimensions, and adapted it to assess portfolios. The activity dimension encompasses the operations performed in putting together the portfolios: rationale, intents, contents, standards, and judgments or conclusions. The historical dimension looks at changes over time: conditions when the portfolio was established, transactions over a time span, and conditions at

present. The stakeholder dimension examines the responses of persons associated with portfolio development process, which includes parents and other interested parties. The authors relate that in portfolio collections specific guidelines need to be developed to assist in judging pupil progress and how well the contents match the goals of the instructional program and the students' needs. An important strategy to note is that the materials are not just "put" into the portfolio but are reflected upon as they are selected and dated.

In summary, these studies show an increasing awareness of the need for portfolios to be accurate and reliable in assessing growth. This qualitative measure disallows the usual standards of evaluation applied to various assessment tools. As shown in the study, many educators find much potential in using portfolios for connecting classroom instruction and assessment. Portfolios allow for a more complex and comprehensive view of students' performances (Paulson & Paulson, 1990).

#### Implementation Considerations for the Classroom

The implementation of portfolios is compatible with a program that is based on the whole language instructional concept because a connection can then be made between instruction and assessment. Tierney et al. (1991) suggest that instruction and assessment should occur concurrently.

In developing portfolios to showcase their emerging writing abilities, children need to have ownership of the selection process (Graves, 1994). In selecting pieces for the portfolios periodically, teachers can encourage students to select exhibits that showcase their writing abilities. These exhibits may include journal entries, projects, poems, letters, reports, and writing. Also pieces that show growth in use of conventions can be selected (Tierney et al., 1991).

A system for dating and indicating the students' reasons for choosing particular pieces should be developed. Dated captions can be affixed to the exhibits telling why they were chosen and how they show progress in writing. Valencia (1990) suggests organizing the contents of the portfolio into two layers: the exhibits and a summary sheet. The summary sheets help students to reflect on their growth over time and to explain their progress to others.

The teacher plays an important role in introducing the portfolio concept and modeling for students how to reflect on their writing. The exhibits may be chosen collaboratively during teacher-student conferences (Tierney et al., 1991). Student-led conferences allow students to share their learning with parents and administrators (Tierney et al., 1991).

### Implementation of Portfolios to Assess Writing In Grade Three

This writing program in grade three focuses on children creating meaning through the writing process. The students reflect on their life experiences in and out of school in journals each school day. They keep writing folders that show different aspects of the writing process: a list of topics for writing, drafts and redrafts in progress, drafts that need to be or are being revised for form, and drafts that are completed for the time being.

During writing workshop time, the students have time to work on their own stories. When needed, the teacher offers mini-lessons to particular children. Students conference with the teacher to share their writing and also to collaboratively reflect on their growth and instructional needs. Also, peer conferences give meaningful feedback.

As the teacher conferences with students, she is guided by their interests and needs and also the district's established outcomes for writing. They are presented below:

Course/Grade Level Outcome for Third Grade: The student will express thoughts/ideas through the writing process using standard writing conventions.

1. The learner will journal daily.
2. The learner will use the writing process

throughout the year, i.e., select topic, draft, revise, publish.

3. The learner will recognize and write a complete sentence.
4. The learner will write sentences to support a main idea.
5. The learner will use correct capitalization.
6. The learner will use correct punctuation.
7. The learner will use correct punctuation form.

Along with portfolios, other qualitative measures that support the portfolio collection are used: students' journals, and student checklists (see Appendix B), teacher's anecdotal records, and notes taken during writing conferences with the students.

### Introduction to Portfolios

Even though this study focuses on three students in the classroom, all of the students developed writing portfolios. The students' view of their writing abilities was surveyed through a questionnaire (see Appendix C). The teacher introduced the portfolios at the beginning of the year, by showing a portfolio from an art student. The students could see how items in the collection were chosen and captioned. The teacher told the students they would be responsible for selecting pieces of

writing for their portfolio though she would conference with them as they made their selections.

The teacher explained that the portfolio exhibits would be collected from the writing workshop and other experiences throughout the instructional program as the school year progressed. Also, journal entries might be included. The students would be responsible for choosing the pieces to place in the portfolios, with the exception of the first selection chosen by the teacher from a writing assignment to serve as a benchmark. Thereafter, the students each month would choose pieces they believed showed their progress during that time. They would fill out a caption sheet to explain the selection. The teacher modeled how to fill out a caption (see Appendix D). During conferences, the teacher would make suggestions about quality pieces that might be considered for selection.

The portfolios were housed in painted flat boxes that were decorated by the students. The boxes were placed along a counter at the back of the room for easy access.

The parents of the students were notified of the portfolio collection at the "back to school night." At this meeting, the teacher discussed what portfolios would show about the students' writing progress and instructional needs and how the students would learn self-evaluation abilities as they reflected on their writing. The parents were informed that the children, during the

upcoming parent conferences, would share their portfolios with them. The parents were asked to fill out a questionnaire that requested information about their children's writing (see Appendix E). A follow-up survey would be sent home later in the year. A collection of articles on portfolios was available for the parents to take home to read. A note was sent home to the parents who could not attend the meeting, and other meetings were set up for these parents.

At the end of the first month, the students gathered their writing folders, journals, and other pieces of writing they had accumulated over the period to prepare for the first portfolio collection experience. Each student was to select three pieces of writing that showed their progress. The students chose a partner to discuss their choices. The partners could make suggestions or comments on the choices, and then the students could make their final decision. As the students worked on their captions or in the learning centers in the room, the teacher conferenced with individual students.

#### Report of Three Children's Portfolio Collection

Three students in third grade were randomly selected from the classroom to study in particular for four months. They have average levels of cognitive abilities (taken from their first grade standardized tests). Information on their emerging writing ability during the four-month period was gathered from the

student survey, anecdotal records, a checklist kept by the teacher, teacher notes from conferences with students, and student captions on their stories. (The reporting of the student responses in this paper follows the school district's policy.)

Student A - girl. In response to the survey given the first week of the school year, Student A stated she likes to write and wants to be a writer. She likes to write about seasons and things that happen to her, and she felt writing was hard. Student A's writing at the beginning of the year showed that she needed work on several areas of writing: organizing her writing sequentially, making sentences clear, and using correct punctuation and capitalization.

During the portfolio conference, at the end of the first month, the teacher noted a story Student A had chosen for her portfolio needed work on story sequence and writing clear sentences. Her story was written in short, choppy sentences. Many of the sentences were out of sequence or were repeated in different parts of the story. Using examples from literature, the teacher showed Student A how to join some sentences so that they could flow more smoothly. Her journal entry and country report showed that she needed to work on organizing her work. Her captions for these exhibits showed a need for more thoughtful consideration of her writing.



Anecdotal records compiled by the teacher during this period indicated that Student A had difficulty at the beginning of the period starting a writing piece. She was not sure how to express her ideas in writing and needed support from the teacher. The teacher asked several leading questions which supported Student A in beginning to tell her story as if she was talking to a friend. Observations showed that she would begin writing as soon as the mini-lesson was over. In Student A's writing journal that covered the first two weeks of school, she showed evidence of being able to write complete sentences. She needed to work on using punctuation correctly.

The portfolio conference at the end of the second month showed Student A was using more organization in her stories. She was also engaging in redrafting. After she had conferenced with another classmate, she had made revisions to her "Story about Germs." Using her draft copy, Student A and the teacher worked collaboratively in reviewing her writing for correct punctuation, and complete sentences. Her caption for this story, "I learned how you kill germs by white blood cells and soap," showed she was attempting to show growth in her learning. Most of the exhibits for her portfolio had captions. Her journal piece and the anecdotal records showed she was improving in punctuation, and she was listing ideas before she began to write.

In a story Student A selected at the end of the third month, she used quotation marks. During the conference, she shared that she had collaborated with another girl to write a book. The teacher noted that she was using pre-writing notes before she began to write and was revising by crossing out and drawing arrows to other parts of the story. During this month, Student A had shared several of her stories during sharing time. The other pieces in her portfolio collection showed growth in the writing process and more clearly written captions. One caption said, "I am learning to write better by writing down ideas before I write." Student A listens attentively during mini-lessons and applies instruction in her writing.

Her ideas were well-sequenced. One of her exhibits, a report on the lionfish, indicated that she had done some research at the library before writing. Her caption, "I find out what it eats, where it lives, what it looks like, I find out it's poisonous when stepped on. I feel I learned to write a report better than the first one," shows she is thinking about her learning and how she has grown in her writing. Every piece had a caption on it and she has demonstrated that she knows and uses the different components of the writing process. In response to the criteria used for evaluation, she has become a strong writer but could use more work on her punctuation.

When Student A assessed her writing at the end of the four months, she noted that she had engaged in every component of the writing process, indicating that she had become familiar with the process. She also noticed that she could write a story and use quotation marks. She said, "I can write better and I'm happy because I learn." Her writing shows much more organization of the ideas and more correct use of conventions. During her portfolio conference with her mother, she used her collection of writing to showcase what she had learned. She appeared very proud of her accomplishments. She also told her mother that she was going to learn how to write in paragraphs, which showed she was preparing to go further in her writing.

In the survey at the end of the four months, she responded that writing was fun and not hard to do. She had expanded on the topics she likes to write about and felt she was learning to write. When asked why people write, she said, "It's a tradition and that it is fun."

Student B - boy. This student's response to the initial survey was brief though he believed he was a writer and writing was not hard. He was keenly interested in the topic of the Titanic and wanted to write a story about it.

During the portfolio conference, at the end of the first month, the teacher noted that the writing samples selected by the student for discussion showed that he described experiences and

events vividly, used strong verbs to create a powerful voice, and told ideas in a proper sequence. One of the exhibits Student B chose at the end of the first month was the story "The Tornado." The teacher collaborated with him showing him how to use quotation marks to indicate the speech of someone. The caption for this story was limited, "It was my best work, and it was my first story." His journal entry chosen for his portfolio collection showed that he wrote with a strong voice. He clearly could tell a complete story, but he still needed work on his organization and self-reflection.

Anecdotal records showed that Student B initiated stories quickly. During the first month, he was observed to write three draft pages in just a few minutes. Upon close observation, it was noted that he wrote from the middle of the page and did not go to the left hand margin, therefore he quickly filled up pages. To this student, the goal seemed to be to produce a quantity of pages.

At the end of the second month, Student B chose "My Tortanic Story" as one of the pieces for his portfolio. This story was modeled on The Titanic and showed creativity on the student's part. The caption was still weak, "It is a very long story, it takes a lot of hard work, and it is my best work." In discussing captions, during a mini-lesson near the end of two months, the teacher had told the students that the caption "It

was my best work" needed to be elaborated on. The captions explain how the story exhibits their growth in writing.

Anecdotal records show that Student B has a hard time focusing in class during whole group instruction. Therefore, it was possible he had not tuned in during the instruction on captions. Although Student B continued to be strong in his writing, he needed help in understanding the importance of the components of the writing process. He needed to extend his stories through redrafting and revising. His self-reflection continued to be weak. His exhibits had few captions, he stated he "forgot to put them on and did not think they were necessary." The teacher discussed this with him, and he said he would try to attach more elaborate captions to his pieces.

The portfolio conference at the end of the third month showed an improvement in self-reflection. Student B wrote, "It shows I know about countries." In this caption, he was trying to show knowledge he had learned in researching about countries. He had used all the components of the writing process (drafting, revision, redrafting, conferencing, editing, publishing). He believed that redrafting and revising had helped his writing. He commented, "It made me think about what I was writing, but it is not as fast." Student B still does not understand why the captions are important.

Student B chose his autobiography as one of his exhibits at the end of the fourth month. "It describes my life." Referring to the caption, he said, "I want people to know what I think of my writing when I'm not there." This shows growth in organization of his collection. The teacher used the checklist to explain what criteria he was trying to meet in his captions. He also selected as another exhibit his report from his research on an underwater animal. His caption did not show much reflection. He wrote, "I think it's neat and it took alot of hard work." During the portfolio conference, his journal exhibit showed that he seldom used capitals. His sentences were well written, and he used conventional spelling. He still wrote each page starting in the middle of the page.

During Student B's student-led parent conference, at the end of the four-month period, he showed his mother how he had developed as a writer and how he could use quotation marks. He also explained the writing process. His mother could see clearly from his portfolio collection that he had progressed. However, she was worried about the way he rushes through tasks (including his writing). His mind seems to go faster than his body. Also, at times, he is inattentive. She believes his inattentiveness and rushing through tasks affects his ability to reflect on what he has written.

In reflecting on Student B's portfolio collection, the teacher noted that his love of reading shows in his writing. His reading interests and the models of language he experiences through reading influence his writing. His writing has a flare of excitement. He began to extend stories through redrafting and revising. His captions did not show care in reflecting on his involvement in the writing process. His portfolio exhibits showcase many different genres in his writing and his versatility in using language. His responses to the survey at the end of the four-month period indicated that he had discovered new interests in writing and that writing was a fulfilling activity.

Student C - boy. In the first survey, Student C responded that he thought writing was hard sometimes, and he was not comfortable writing at school. He believed people wrote because "they are smart."

At the beginning of this project, the students were to write about something that had happened to them. During the portfolio conference, at the end of the first month, Student C said he had started to write on the idea presented at the beginning of the project, but then he "had a flash" and wrote about the time he had to get stitches. His story had good detail, sequencing, fluency, and was well organized. When he read it, the audience could "see" what had happened. His writing had a strong beginning, middle, and ending. It was a good piece

to use for a mini-lesson for his peers, showing detail and organization. He allowed the teacher to use it for a mini-lesson (without his name). In the caption for his first story, Student C wrote, "It is a good story." He needed to work on self-reflection.

Anecdotal records show he used the ellipsis mark in his story to show hesitation and to add excitement to his story. He said, "I found it when I was reading." The connection between his reading and writing was evident. After conferencing with other students, he made revisions and checked for spelling errors by using the Franklin Spelling Ace in the classroom. He had chosen not to use the computer to publish his writing. This student is an exceptionally good artist, and his illustrations show his talent.

During his portfolio conference for the second month, he shared a story about cars that he had written with another student. The story had mostly illustrations and some factual information about different cars. His caption said, "It is my best story yet." When asked why he felt it was a better story than the first one, he said, "It's got better illustrations and I worked with someone else." His journal exhibit was one of the notes he wrote to his dad. His caption showed he had learned to write notes with information in them. He included a drawing for



a third exhibit. When asked why he chose the drawing, he said, "I draw better than I write."

Anecdotal records compiled in this month show that Student C included many details when writing about an event. He needs to attend to punctuation and to work through the entire writing process, particularly revising to refine conventions.

During the portfolio conference, at the end of three months, the teacher noted Student C used quotation marks in one of his stories. The use of conventions reflected a mini-lesson. The student had selected the report from his library research on crabs for his exhibit. The ideas in this report were carefully sequenced. His caption said, "I worked very hard on it." He needs to elaborate on his captions.

Anecdotal records during this period show the student has trouble finding a topic about which to write. He does conference with other students on his stories and likes to write with other students because, "It's more fun to talk to others about a story." Teacher notes from the writing conferences show he needs instruction on the use of commas.

For his portfolio conference at the end of the four months, he had chosen several pieces to exhibit his growth in his writing. On his story the "Box Car Questions," he wrote this caption, "I used creative thinking." He appeared to want to express his ideas through writing in unique ways as he did

through his illustrations. In this story, he used quotation marks and commas. He might supply more information on his captions.

During the student-led parent conference, at the end of the four-month period, Student C proudly showed his parents how he had developed in his writing. He shared his first stories and explained how he had learned to use quotations and commas. He was especially proud of his illustrations. His parents believe he wants to become an artist. Student C's parents noticed a marked improvement in the way he engaged in the writing process. They noticed he had begun to redraft and revise while writing at home.

Student C's portfolio shows he had strong organizational abilities. His stories were carefully developed. He had labeled every item. He needs to work on writing his captions which shows weak attempts at self-reflection. In conferencing, he showed evidence of using the different components of writing.

At the end of the four months, his survey showed he enjoyed writing in and out of school, and he found it easier to express his ideas through writing. His favorite subjects about which to write were himself and things that he knows.

#### Summary

Most of the students identified closely with their portfolio collection and enjoyed showing off their best work.

They had a strong feeling of ownership in their portfolio. Student A said she would "keep it forever." Several students said the portfolios let them see their stories "all at once," and the captions helped them to remember what they were learning when they wrote the story. Student B wanted to go back and rewrite his captions because they "didn't say what he really meant them to say."

Many students believed that the portfolios showed their parents how much they have learned and liked them better than "just a grade in writing on the report card." Student C said, "It was fun showing my parents my stories at conferences." Many of the students liked being in charge of their conference. At the end of the year, the class will host a portfolio party where everyone in the school as well as significant family members will be invited. The students will share their portfolios and talk about their stories.

Parents' responses were just as positive as their children's. Many parents said that through viewing their children's collections of writing over time they could see progress. The parents were impressed with the self-reflection captions because they helped children "realize how their writing looks to others." One parent wrote:

Portfolios give the children self-confidence and pride in being able to see their work collected and opportunities to

praise and/or criticize what they have done constructively.

It also helps them see their own improvement in all areas mentioned from the beginning of year to end. It also helps parents actually see the improvement and growth of child.

Wonderful learning experience for all involved.

Parents liked having their children conduct the first part of the conference. After the first student-conducted conference, many of the parents stopped in to visit the classroom to see the children working. Many parents said the portfolio was a great keepsake and asked if it could be shared with the next year's teacher. One mother in requesting that her child's portfolio be shared with the upcoming teacher gave this reason, "so she could get to know my child before he arrives."

This project indicates that portfolios provide an instruction-assessment connection, one aspect of the whole language instructional concept. They assist in describing children's learning. When engaged in portfolio collection, students can take ownership of their writing with teacher support. The captions give students a chance to reflect on how they are growing in their writing.

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## Criteria for Portfolio Evaluation

### Change over time

**Strong:**

Tells a complete story  
Clearly shows that student has grown in writing

**Developing:**

Comments on changes not apparent in work  
Shows limited growth

**Not Yet:**

Shows no evidence of growth

### Organization

**Strong:**

Clearly labels and dates pieces  
Places captions on every piece of writing  
Shows involvement in the aspects of the writing process

**Developing:**

Labels and dates most items  
Captions most pieces  
Uses most parts of writing process

**Not Yet:**

Labels few ( if any ) items  
Captions few pieces  
Does not appear to understand writing process

### Self-Reflection

**Strong:**

Shows thoughtful consideration  
Understands criteria for assessing writing  
Includes responses to learning and summary of growth

**Developing:**

Weak responses to learning and summary of growth  
Does not appear to match criteria

**Not Yet:**

Shows limited or no self-reflection

# Student Checklist

Name \_\_\_\_\_

I know I can use the following parts of writing correctly. (Mark dates when did it.)

I can write a correct sentence:

|                               |  |  |  |  |  |  |  |  |
|-------------------------------|--|--|--|--|--|--|--|--|
| subject                       |  |  |  |  |  |  |  |  |
| action word (verb)            |  |  |  |  |  |  |  |  |
| describing words (adjectives) |  |  |  |  |  |  |  |  |
| nouns and pronouns            |  |  |  |  |  |  |  |  |

I can correctly capitalize:

|                     |  |  |  |  |  |  |  |  |
|---------------------|--|--|--|--|--|--|--|--|
| sentence beginnings |  |  |  |  |  |  |  |  |
| special days        |  |  |  |  |  |  |  |  |
| months              |  |  |  |  |  |  |  |  |
| addresses           |  |  |  |  |  |  |  |  |
| titles              |  |  |  |  |  |  |  |  |

I can correctly punctuate:

|                 |  |  |  |  |  |  |  |  |
|-----------------|--|--|--|--|--|--|--|--|
| sentence ending |  |  |  |  |  |  |  |  |
| question ending |  |  |  |  |  |  |  |  |
| abbreviations   |  |  |  |  |  |  |  |  |
| months          |  |  |  |  |  |  |  |  |
| days            |  |  |  |  |  |  |  |  |
| addresses       |  |  |  |  |  |  |  |  |
| titles          |  |  |  |  |  |  |  |  |

I can write 4 related sentences in paragraph form

|                 |  |  |  |  |  |  |  |  |
|-----------------|--|--|--|--|--|--|--|--|
| indent          |  |  |  |  |  |  |  |  |
| margins correct |  |  |  |  |  |  |  |  |

I check my work for correct spelling

I can write a story with:

|                  |  |  |  |  |  |  |  |  |
|------------------|--|--|--|--|--|--|--|--|
| a beginning      |  |  |  |  |  |  |  |  |
| a middle         |  |  |  |  |  |  |  |  |
| an ending        |  |  |  |  |  |  |  |  |
| a plot (meaning) |  |  |  |  |  |  |  |  |



# Writing Survey for Students

( Fall or Spring )

Name: \_\_\_\_\_

[Circle One]

- |  |       |           |           |
|--|-------|-----------|-----------|
| 1. Are you a writer?                   | Yes   | No        | Maybe     |
| 2. Do you enjoy writing?               | Yes   | No        |           |
| 3. How often do you write?             | Often | Sometimes | Never     |
| 4. Do you think writing is hard?       | Yes   | No        | Sometimes |
| 5. Do you think you are a good writer? | Yes   | No        |           |
| 6. Do you like to write at school?     | Yes   | No        | Sometimes |
| 7. Do you write outside of school?     | Yes   | No        | Sometimes |
| 8. Have you published any books?       | Yes   | No        |           |
| 9. Do you enjoy Writing Workshop?      | Yes   | No        | Sometimes |
| 10. Can you do better as a writer?     | Yes   | No        | Maybe     |
| 11. What makes you want to write?      |       |           |           |

\_\_\_\_\_

12. When or at what times do you write?

\_\_\_\_\_

13. Why do people write?

\_\_\_\_\_

14. What are your favorite things to write about?

\_\_\_\_\_

15. How do you feel about your writing?

\_\_\_\_\_

\_\_\_\_\_

# Student Caption

Student: \_\_\_\_\_

Teacher/Class: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

This is \_\_\_\_\_

(Describe or name what you are putting in your portfolio)

I have put this in my portfolio because

---

---

---

I feel

---

---

\_\_\_\_\_ about putting this in my portfolio.

## Parents Survey about Student's Writing ( Fall or Spring )

Child's Name: \_\_\_\_\_

Dear Parents:

Please take a moment to fill out this survey as to how you see your child at this moment in each of these areas. [ Circle One ]

- |  |     |    |           |
|--|-----|----|-----------|
| 1. Does your child like to write?                                | Yes | No | Sometimes |
| 2. Do you see your child write often?                            | Yes | No | Sometimes |
| 3. Do you use lists for your child?                              | Yes | No | Sometimes |
| 4. Has your child written a story?                               | Yes | No |           |
| 5. Is your child comfortable writing?                            | Yes | No | Sometimes |
| 6. Does your child write letters to friends or family?           | Yes | No | Sometimes |
| 7. Does your child like to share his or her writing with others? | Yes | No | Sometimes |
| 8. Do you feel your child writes often enough when at home?      | Yes | No | Sometimes |
| 9. Does your child have a special place to write at home?        | Yes | No | Sometimes |
| 10. How do you feel about your child's writing?                  |     |    |           |

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11. Is there anything you would like to share with me about your child's writing? \_\_\_\_\_

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