

# **Reading Portfolios**

Excerpted from *Let's Read!*

A reading portfolio can be as simple as a file folder of information about reading progress for each student in the classroom. The portfolio is maintained by you, although the student can have input. Keep the folders in a secure area. In this file folder, labeled with the student's name, there can be a **representative sampling** of the items listed below. The folder is designed to give a **profile of the child as a reader** and is helpful for conferencing with child, parents, or special needs counselor.

## **1. Assessment**

A statement, made monthly, of the child's progress, the skill group to which the student is assigned, and the child's interest in reading. This can be handwritten or in the form of a checklist. You can put a plus sign (or check mark) or minus sign after each item. These ideas can help get you started:

- shows interest in reading books
- listens attentively to stories
- tries to figure out new words
- is building a reading vocabulary
- is making letter-sound relationship progress
- excels in \_\_\_\_\_; needs work in \_\_\_\_\_

## **2. Reading Tests**

Samples of work that are graded and evaluated using a districtwide measure.

## **3. Vocabulary Checklist**

Use a predetermined vocabulary list and periodically check the child's progress. Keep good records of dates.

## **4. Reading List**

What is the child's reading interest? What books has this student read? (This is one place where the child can have input into the portfolio and help keep this record.)

## **5. Alphabet and Phonetic Progress**

Forms or teacher statements about ability, interest, and progress.

## **6. Producer of Information**

Keep representative samples. The following will help you get started:

- likes to draw pictures to accompany text
  - interested in writing story sentences
  - interested in writing stories
  - likes to make books
  - engages in reading enrichment activities (drama, construction, puppets)
  - writes book summaries
  - writes journal entries
7. **General Comments** (dated record)
  8. **Specific Comments** (dated record)

### Portfolio Assessment in the Reading-Writing Classroom

**by Robert J. Tierney, , Mark A. Carter, and Laura E. Desai (Christopher Gordon, 1991 ISBN 0 926842-08-0.) Professional Book. This review by Carol Otis Hurst first appeared in Teaching K-8 Magazine.**

### **Review**

The authors studied the use of portfolios in local school systems for three years before they compiled **Portfolio Assessment in the Reading-Writing Classroom**. Besides presenting persuasive arguments and validation for the use of portfolios as a major assessment form, the authors offer some important caveats, the most important of which is that their power can be negated if teachers or administrators take over the content of the portfolio, dictating what should or must be included. They point out that one of the most valuable aspects of the portfolio is the student's self assessment, much of which occurs when the student, after thoughtful consultation with peers and teachers, decides what to include and exclude from the portfolio. The authors have included a lot of information about conducting conferences before, during and after a portfolio has been formed. There are several possible report cards and check lists based on portfolio assessment.

Among other useful items, Tierney et al provide a list of what a portfolio might include, acknowledging that some are more appropriate for one level than another. The list may expand the work you and your students could consider for their portfolios:

**"Projects, surveys, reports and units from reading and writing, favorite poems, songs, letters, and comments Interesting thoughts to remember. Finished samples that illustrate wide writing**

- Persuasive
- letters
- poetry
- information
- stories

### **Examples of writing across the curriculum**

- reports
- journals
- literature logs

### **Literature extensions**

- scripts for drama
- visual arts
- written forms
- webs
- charts
- time lines
- murals

### **Student record of books read and attempted, Audio tape of reading, Writing responses to literary components**

- plot
- setting
- point of view
- character development
- links to life
- theme
- literary links and criticism

### **Writing that illustrates critical thinking about readings, Notes from individual reading and writing conference, Items that are evidence of development of style**

- organization
- voice
- sense of audience
- choice of words
- clarity

### **Writing that shows growth in usage of traits**

- growing ability in self-correction, punctuation, spelling, grammar, appropriate form, and legibility

### **Samples in which ideas are modified from first draft to final product**

- **Unedited first draft**
- **Revised first draft**
- **Evidence of effort**
- improvement noted on pieces
- completed assignments
- personal involvement noted

### **Self-evaluations**

### **Writing that illustrates evidence of topic generation"**