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3. Have students selected and collected meaningful work

The work that the students collect together into the portfolios should be meaningful to them. This can be accomplished by allowing them to make the selection decisions, at least to some degree. That way they can decide what is meaningful or not to them. For example, if the students will be writing nine compositions during the semester, you might negotiate with them and decide together that they will select one composition from the first set of three, one from the second set of three, and one from the last set of three   including all associated rough, second, and final drafts   to include in their portfolios so their progress in writing ability will be displayed. It may also be a good idea to encourage students to add illustrations, collages, photos, etc. to make the work more personal and meaningful to them.   4. Have students periodically reflected in writing on their portfolios

Another important component of the portfolio development process is to have students periodically reflect in writing on their portfolios. They might reflect on how much progress they have made in their writing abilities, what they still need to work on, how their attitudes toward writing have changed in the process of developing the portfolio, etc. These reflections need not be lengthy, but they should probably be done on a regular basis, and they should be included in the portfolio.   5. Have other students, teachers, outsiders, etc., periodically examined the portfolios

Yet another aspect of the portfolio process that is often mentioned in the literature is the importance of having other students, teachers, outsiders, etc. periodically examine the portfolios. Such examination of portfolios can be done at an open house or simply by arranging for classes that are doing portfolios to visit each other and have a look at what the members of the other class did in their portfolios. The purposes for displaying the portfolios in this way are to encourage students to take pride in them, to help students feel ownership in their work, and to make the whole process more meaningful to the students.   6. Have you scored the portfolios by applying Numbers 1-6 under Task in Table 3.3

Grading portfolios may also encourage the students to take them more seriously. The principles described in Numbers 3-5 under Task in Table 3.3   p. 51   and the associated prose will be helpful in setting up a holistie or analytic scoring grid for portfolios. You might find it useful to work out the scoring grid in discussions with the students.

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