



The Writing Portfolio: an alternative assessment tool with young learners of English

[Ο Φάκελος Γραπτού Λόγου:
ένα εργαλείο εναλλακτικής αξιολόγησης μικρών μαθητών στην Αγγλική Γλώσσα]

Melpomeni Barabouti

This paper presents the implementation of a portfolio for assessment purposes, with a group of primary school learners of English, aged 11-12. The focus of the portfolio is specific, concentrating on a purposeful and systematic collection of samples of students' written language. The paper explores theories on portfolios as an alternative method of assessment and the benefits deriving from their use in the classroom. Moreover, it analyses all the stages of the organization of the learner portfolios from beginning to end. The findings shed light not only on positive outcomes but also possible problems. The paper discusses the implications of the study for classroom practice and provides suggestions for further experimentation.



Η παρούσα εργασία παρουσιάζει την εφαρμογή ενός φακέλου εργασιών σε μια ομάδα μαθητών Δημοτικού Σχολείου, ηλικίας 11-12 που μαθαίνουν Αγγλικά. Ο φάκελος εστιάζει συγκεκριμένα στη σκόπιμη και συστηματική συλλογή γραπτών εργασιών των μαθητών. Συγκεκριμένα, η εργασία εξελίσσεται σε τρία στάδια: αρχικά, γίνεται αναφορά σε θεωρίες σχετικά με τη χρήση του φακέλου εργασιών ως εναλλακτική μέθοδο αξιολόγησης και τα οφέλη που προκύπτουν από αυτή. Κατόπιν παρουσιάζονται αναλυτικά όλα τα βήματα οργάνωσης του φακέλου που ακολουθήθηκαν από της αρχή ως το τέλος της έρευνας. Τέλος γίνεται αξιολόγηση των ευρημάτων της έρευνας, συζητούνται όχι μόνο τα θετικά αποτελέσματα αλλά και τα πιθανά προβλήματα και προτείνονται τομείς περαιτέρω έρευνας.

Key words: assessment, portfolio, alternative, writing, young learners

Introduction

In an attempt to meet the demands of a changing society, which values meta-cognitive skills and individual thought and expression, educators have suggested a number of alternative methods of assessment (i.e. portfolios, interactive diaries, student conferences, etc). These methods have been characterized by Genesse (1994) as classroom-referenced assessment because they are useful for making decisions not only about students, but also about the effectiveness of classroom instruction and about instructional planning

to promote language learning.

One method of alternative assessment is 'portfolios'. Zessoules and Gardner (1991), very successfully name them 'process-folios', as students can collect in them not only works of best quality or highest achievement, but also evidence of the process of learning, reflections on their own progress, their strengths, as well as weaknesses in understanding.

As far as the writing skill is concerned, which is of interest to the present study, portfolios can be an effective means of measuring it because they can provide a more complete and accurate portrait of students' writing growth on various occasions (Elbow & Belanoff, 1991; Jongsma, 1989). As Hamp-Lyons and Condon (2000:61) suggest, students have significant amounts of time to revise their work in portfolio assessment. They are able to find and correct their own errors, without being overwhelmed by time pressure. Particularly when teaching young learners, who are in a process of developing both cognitively and psychologically, the assessment of writing through portfolios can systematically record vital elements of the art of writing such as generating ideas, drafting and editing. It can also show the learners' improvement and encourage good writing habits.

Portfolio Assessment

Portfolios have been associated with the arts, where architects, photographers and other artists collect their pieces of work in order to display them to future employers or prospective buyers. Since the 90's, however, the use of portfolios has been expanded in various educational settings such as teacher education, assessing advanced learners and, more recently, young learners. Since the appearance of the portfolio on the educational assessment scene, various definitions have been proposed. The following two definitions depict more clearly what has been the use of portfolios in the present study.

Genesee & Upshur, (1996: 99) defined the portfolio as *'a purposeful collection of students' work that demonstrates to students and others their efforts, progress and achievements in given areas'*. Trim (1997:3) talked of the language portfolio as *'a document [...] in which individual learners [...] can assemble over a period of time, and display in a systematic way, a record of their qualifications, achievements and experiences in language learning, together with samples of work they have themselves produced'*.

The focus of language portfolios can be very specific, containing samples of students' written work, as is the case in the present study, or it can be broad, containing samples of oral work such as interviews and narrations through recordings, reports on reading work, art work or anything else that can provide evidence of language development and personal growth. However, the collection should be done selectively so as to avoid the danger of the portfolios becoming mere junk drawers of students' work, and more importantly, to simplify the teacher's task to assess work that draws on different skills.

On the contrary, portfolios as an alternative form of assessment are on-going or formative in nature and are intended to be primarily diagnostic. They allow learners plenty of time to generate rather than choose a response. According to Huerta-Macias (2002: 339), alternative forms of assessment, portfolios included, do not intrude on regular classroom activities. They reflect the curriculum that is actually being implemented, provide information on both the strengths and the weaknesses of each individual student, provide various sources of student development rather than one single method and, therefore, students' progress and growth can be assessed more reliably than in traditional testing.

A considerable number of advantages of portfolios are widely discussed in the EFL literature (Genesee & Upshur, 1996:100; Hamp-Lyons & Condon, 2000; Smith, 1996; Στεφανάκη, 1997; Φωτιάδου, 2001) and are briefly reported below. For example, portfolios enable students to:

- Enhance their self-image as they participate in the decisions about content

- Assume responsibility for self- assessment
- Interact with other students, teachers and parents about learning
- Use metalanguage to talk about language
- Exhibit their creativity and originality
- Think critically about school work

They also provide:

- An answer to today's need for a measurement system that can have a generative, rather than a reductive effect on education (Hamp-Lyons & Condon, 2000:xv)
- A chance to integrate teaching and assessment in a continuous process
- A rich source of information for teachers who can improve their own teaching methods and plan further instruction

Prompted by the theoretical considerations on the use of portfolios as an alternative form of assessment in the language classroom, this study aims at investigating the following research questions:

- How far can the purposeful and systematic collection of writing samples in a portfolio develop students' writing skills?
- Are there any negative aspects deriving from the use of portfolios in the classroom?
- Can the writing portfolios promote positive attitudes, such as increased motivation and development of learning-to-learn strategies?

The Study

Participants

The participants in this study were eleven male and nine female primary school EFL students, aged 10-11. These young learners attended the same Greek state school in Agia Paraskevi, a suburb in the north-east of Athens, Greece and had been studying English for one and a half years with the same teacher.

Although these particular students constituted in their majority a well-motivated class, willing to enthusiastically embrace any classroom innovation, they also had individual differences, concerning their interests, abilities and intelligences. The portfolio project managed to depict these personal characteristics and differences and helped the teacher appreciate each student's accomplishments according to their potential.

Procedure

The project began in February 2003 and extended over a period of three and a half months. The study followed several procedural steps, which, according to Pierce (1998:6), can help relate assessment activities directly to instructional activities and, therefore, make the collected information more manageable and useful both for the teacher and the students. For example:

Step1: Specify the purpose of the portfolio. The portfolios in the present study were basically used for the assessment of students' writing skills, with the emphasis on the process of writing rather than the final product.

Step 2: Specify use of assessment information. The information collected from the portfolios was used to:

- monitor students' growth in writing, focusing both on the content (organization of thoughts, variety of vocabulary, richness of ideas) and the form (correct grammar, syntax, style).
- diagnose students' strengths so as with positive comments to make them aware of what they can do.
- diagnose weaknesses, so as to adapt the teaching materials accordingly.

Step 3: Match entries to purpose. As far as written language production was concerned, the required entries in the portfolio were intended to match the instructional goals and objectives set by the curriculum and dictated by the syllabus and the course material (Funway 2 book, ΥΠΕΠΘ, 1999), used with the particular group of students. The working units from the book during the period of the study were units six to nine, where the language focus was the present simple, the present continuous, the simple past and the formation of wh- questions. The language functions practised in the relevant units were: talking and asking about routine and general facts, about things people were doing during present and past events respectively. As a result, the required entries in the portfolios aimed at depicting students' knowledge of the grammar forms and functions mentioned above, while at the same time gave them the opportunity to practise writing descriptive and narrative discourse types (Table 1).

No of entry	Activity title	Language function
1	Look at the pictures and write a paragraph about Nick's daily activities	Writing about people's routines
2	Write a postcard to a friend from a place you are now on holiday	Writing about present (every day or now)
3	Write in your diary how you spent your weekend	Describing a place and narrating past actions
4	Write about the best or worst experience, or the best or worst dream, or an adventure that you had	Describing/ Narrating past actions and events
5	Write a letter to a friend, accepting or rejecting his/her invitation	Expressing preference, ability-disability, likes and dislikes in order to justify a choice made or a decision taken
6	Grammar Check (taught verb tenses and wh-questions)	Finding the question when the answer is given and establishing time relations between verb tenses

Table 1: The required entries of the portfolio

Apart from the required entries a very important role in the portfolio was played by the optional entries. The students in the present study were asked to include in their portfolios any other type of writing samples, which either showed their improvement as writers, or provided a means to express themselves and share their feelings with the people who would eventually have access to their portfolios. The importance of the optional entries was also implied by Gearhart and Wolf (1995:13), who argue that if students are asked to practise specific genres (letters, diary entries etc) without writing for personal purpose, there is *'little chance for ownership of the writing'*.

Step 4: Record students' progress. An important phase in the process of portfolio development was assessing students' progress to gather information about their individual learning and help them take future action. In classroom-based portfolio assessment, as was the case in this study, the assessor of the students' writing samples was their teacher because she was familiar with the students. By being well acquainted with the instructional setting of the portfolios, the teacher found it easy to grasp the values reflected in students' work, adding thus, validity and reliability to the scoring process.

The different entries of the portfolio in the present study were assessed in different ways, using primary trait scoring and analytic rating scales (see Weigle, 2002, p. 112), correction codes or comments on first drafts, according to the aim each entry was intended to fulfil. A tabular representation of the different scoring methods used for the various entries is provided in Appendix I and examples of the scoring methods in Appendices II, III, IV.

Step 5: Get the students involved. The students were initially informed by the teacher about what the portfolio project was, and were asked to think whether they would be interested in it and committed to the whole idea. As was expected, their reaction was positive. To make students believe that the purpose of the portfolio was a joint decision between both the teacher and students, the teacher handed out a questionnaire (see Appendix V) aiming at surveying the students' writing interest and awareness. The language level of the students dictated the writing of the items is in Greek, so as to ensure understanding, and, therefore, validity of the conclusions drawn.

The students' involvement in the portfolio project also entailed personal selection and inclusion of optional entries with a view to either prove their improvement in writing, or share something with their teacher or classmates. The optional entries were accompanied with a self-assessment form (Appendix VI), which required information on the following points:

1. Why did you choose the specific entry?
2. What did you manage to do well in the particular entry?
3. Set your goals for future writing improvement and be specific about one or two things that you wish to be better at.

Self-assessment forms (see Appendices VII and VIII) were completed where the students were guided towards the development of metacognitive strategies in order to reflect on kinds and number of mistakes they made, the reason(s) why they made them and any measures that they would take in the future so as to avoid such mistakes. The self-assessment of paragraph writing strategies (Appendix IX) guided the students into checking whether the topic of each paragraph was clear, whether they had used details to help the reader understand their point, whether they had used a variety of vocabulary to make their writing 'richer' and whether they had double-checked their papers for mistakes before submitting them. Similar purposes were served with the self-assessment form of writing strategies (see Appendix X), which the learners had to consult and fill in for each entry they included in their portfolios. This form provided them with useful techniques, which the learners could use before, during and after their writing so as to improve it.

Peer-assessment, which can be defined as a '*response in some form to other learners' work*' (Puhl, 1997:7) was very smoothly introduced with the follow-up work. There, the students were presented with an excellent composition (see Appendix XI), written by one of their classmates (Alexandra), and were asked to reflect on what they had been taught about paragraph writing, and assess their peer by finding what made her work particularly exceptional and by mentioning what exactly appealed to them most. The students were also asked to participate in the process of defining the criteria that would determine the success of their performance. At the end of the project they were provided with the list of criteria (see Appendix XII) they had themselves set in class and were asked to evaluate their classmates' portfolios. The last question in this peer-assessment list required the student-assessor to select the entry that s/he enjoyed most and to record their peer's strongest and weakest point. However, the validity of the students' peer assessment could be questioned, as perhaps different friends would want to please or displease each other for reasons other than fair evaluation of writing.

The students' involvement in the procedure culminated with their evaluation of the portfolio project as a whole. What they had to do was answer the two open-ended questions below:

1. How do you assess the portfolio as a means for better learning and fairer student assessment?
2. Do you believe that your writing has improved this year? Would you like to continue the portfolio project next year?

Step 6: Communicate purpose and results. Apart from sharing decisions at every stage of the experiment with the students, it was also considered important to communicate with the parents. A letter was sent to parents at the beginning of the study (Appendix XIII), where the purposes of the portfolio development were presented. It was stressed that the portfolio would not only assess what, but also how the students

learn.

Concerning the results of the study, these were communicated to parents both with the actual portfolios, which they could access at home with the help of a cover sheet (Appendix XIV), including the number and titles of all entries, as well as with the presentation of the portfolios in class. During the presentation the students had a chance to expose their best and worst entries and to explain to their parents what they enjoyed most from their portfolio work and why. At the same time parents provided oral feedback to the teacher on the effectiveness of portfolios concerning raising their children's motivation and school life in general.

At the end of the presentation the teacher provided each one of the students with a certificate (Appendix XV), congratulating them on their participation in the portfolio project and commenting on their effectiveness and their development as writers during the study. Suggestions were also provided for areas that required further improvement.

Portfolios also proved helpful when parent-teacher conferences were held. As Grace (1992) correctly argued, with the portfolios as the basis for discussion the teacher and the parents were able to review concrete examples of their children's work rather than tried to discuss the children's progress in the abstract.

Discussion of Results

Positive aspects of the use of the portfolio as an alternative assessment tool of the skill of writing

The first positive aspect of the writing portfolio was that it became an effective means of improving students' writing skills. Guided by their teacher's instruction the students in the present study learnt to generate ideas in class, to plan and organize their work and finally to revise their work, based on their teacher's feedback.

When the students were asked to set the criteria for assessing the whole portfolio, they said it should have a variety, it should be well organized, the paragraphs should be clear in every sample of writing, spelling and grammar mistakes should be non-existent. This showed that the students internalized the strategies involved in developing good writing habits, were able to express them and could, therefore, try to apply them when they produced any piece of writing. Writing became for the students '*an on-going process of discovery*' (Raimes, 1983:142). Careful observation (Appendix XVI) of the students' revised texts showed that the students took advantage of the teacher's comments on the first drafts and made changes to help the reader understand their point better and share their experiences.

The students were given an opportunity with the optional entries in the portfolio to practise their writing skills beyond class. The optional entries in the portfolios not only enabled a considerable number of students to produce a plethora of writing texts because they actually enjoyed writing, but also to practise other genres, such as poems, fairy tales, simple stories through the use of drawings and comic strips as well as simple biographies from their favourite football players, which were not included in the syllabus. The optional entries were also enlightening for the teacher, who had a chance to learn more about particular students' feelings and hidden talents and developed a more intimate relationship with each student.

Portfolios provided a fairer way of the students' assessment of writing. Some of their comments were the following (translated from Greek):

"The portfolio is a better way to learn. The teacher can understand more than she can understand from a single test and she can also see the students' character" (Alexandros, 11)

"The portfolio is very good and fair because you can insert assignments only when you have studied" (Catherine, 11)

"I consider the portfolio a smoother way of assessment, much smoother than a test" (Alkiviadis,11)

The comments above suggest that the students felt that writing is not terminal, it is not something you can prove over a day. Because of their ongoing nature, students considered the portfolios to be the most efficient assessment method because they had more opportunities to demonstrate their language skills.

Challenges in using the portfolios in the classroom

The only challenging thing that was observed during the portfolio project was the extra-managerial time that was required for its successful implementation in the classroom. Extra time was required from the teacher at home to analyse and interpret the different students' entries, and also for the relevant extra classroom instruction, intended to cater for the students' actual needs or lack of knowledge on particular areas. Moreover, procedural issues, such as storing the portfolios at a safe place, filling in the contents page, arranging the samples in chronological order and discussing with the students how to complete the various questionnaires required a considerable amount of time. However, according to the students' comments the whole project was not a waste of time, but a matter of learning *'more and better things'*.

Positive attitudes promoted with the use of writing portfolios in the classroom

The use of portfolios as an assessment tool in the classroom proved beneficial for a number of reasons:

- The students' motivation increased and even weak students became more actively involved in classroom activities.
- Students were encouraged to take a more active role in assessing and evaluating their own progress, and set their future learning goals with the teacher's help.
- Through the different stages of the portfolios, the students were given teacher support to allow them to make continuous progress.
- Continuous teacher support maintained the students' self-esteem and confidence, thus prompting further learning by strengthening their disposition to learn.
- The drafts and revised works could tell the students' story as practicing writers, and could provide evidence for all the stages of their development, namely effort, progress and achievement.
- The peer comments and self-assessment forms provided the students with a chance to develop their learning-to-learn strategies.
- Students realized that writing strategies, such as discussing ideas with someone, planning, collecting ideas in lists, paraphrasing, adding and subtracting information, checking for mistakes in spelling, grammar and punctuation would help them produce a nice piece of writing.
- Each student was trained in identifying both their strengths and weaknesses and felt valued as a learner, which encouraged lifelong learning.
- Students learnt to express what had not worked well and what action they thought should be taken.
- Students were able to recognize the kinds of mistakes they made and were willing to share the responsibility with their teachers.
- The portfolios managed to create an environment of mutual trust and understanding between the teacher and the students, which in the long run might contribute to learner autonomy.
- The learning of English at school became an interesting experience for the students and the 'status' of the teacher and the course rose. *'The classroom horizon was expanded and each child's canvas was enlarged'* (Grace, 1992:4)
- The inclusion of the parents in the project satisfied the idea of the 'open school'.

Suggestions for further research

It could be argued that since this portfolio experiment brought only gains to all the participants involved, it could be applied in different situations with similar results. Future research could address the following questions:

- How convenient and manageable can a portfolio with a broader focus (i.e. reading, speaking and listening) be?
- Could portfolios be implemented for large-scale assessment projects and if yes, how reliable would results be if used for promotion, placement or admission to universities?
- Will portfolios have the same success if applied with older students in secondary education?
- What type of training do teachers need to successfully implement portfolios with their students?
- How easy is it for in-service teachers to deal with the theories and practicalities of portfolio assessment if they are not given the opportunity to attend training seminars?

Conclusion

In conclusion, the study presented in this paper suggests that portfolios are an innovative way of assessment for young learners' writing. It also offers opportunities to evaluate learners' language development as a whole and to guide classroom instruction according to the learners' needs.

Portfolios have proved able to document a story for every student instead of just providing us with a set of scores. As a final word to this paper, I quote Huerta-Macias' (2002:342) comment, which also reflects insights I gained through this study: '*What is the ultimate goal of evaluation if not to give us the knowledge to be able to reflect on, discuss, and assist a student's journey through the learning process?*'

Hopefully, this paper provides convincing evidence that the portfolio writing assessment gives teachers the power to do all three.

Author's email: melbaramp@sch.gr

References

- Elbow, P. & Belanoff, P. (1991). 'State University of New York at Stony Brook portfolio-based evaluation program'. In P. Belanoff & M. Dickson (Eds.), *Portfolios: process and product*. Portsmouth, NH: Heinemann, 3-16.
- Gearhart, M. & Wolf, S. (1995). *Teachers' and students' roles in large-scale portfolio assessment: providing evidence of competency with the purposes and processes of writing*. CSE Technical Report 406, National Centre for Evaluation, Standards, and Student Testing (CRESST). Los Angeles: University of California, Los Angeles.
- Genesse, F. (1994). 'Assessment alternatives.' *TESOL Matters*, 4/5.
- Genesse, F. & Upshur, J. (1996). *Classroom-based evaluation in second language education*. Cambridge: Cambridge University Press.
- Grace, C. (1992). 'The portfolio and its use: developmentally appropriate assessment of young children.' *ERIC clearinghouse on elementary and early childhood education Urbana IL*, accessed at <http://searcheric.org/digests/ed351150.html> on 29 Nov 2002.
- Hamp-Lyons, L. & Condon, W. (2000). *Assessing the portfolio: principles for practice, theory, and research*. NJ: Hampton Press.
- Huerta-Macias, A (2002). 'Alternative assessment: responses to commonly asked questions'. in J. C. Richards & A. W Renandya (Eds.), *Methodology in language teaching: an anthology of current practice*. New York: Cambridge University Press, 338-343.

- Jongsma, K. S. (1989) 'Portfolio assessment'. *The Reading Teacher*: 264-265.
- O'Malley, M. J. & Pierce, L. V. (1996). *Authentic assessment for English language learners: practical approaches for teachers*. New York: Addison-Wesley.
- Perone, V. (1991). *Expanding student assessment*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Pierce, V. L. (1998). 'Planning portfolios'. In D. J. Brown (Ed.), *New ways of classroom assessment*. USA: TESOL.
- Puhl, A. C. (1997). 'Develop not judge continuous assessment in the EFL classroom.' *English Teaching Forum*, 4-9.
- Raimes, A. (1983). *Techniques in teaching writing*. Oxford: Oxford University Press.
- Smith, K. (1996). 'Action research on the use of portfolio for assessing foreign language learners'. *IATEFL Testing Newsletter*, Issue of April: 17-24.
- Στεφανάκη, Ε. Η. (1997). 'Η δύναμη του portfolio: ένας τρόπος αξιολόγησης'. *Ανοικτό Σχολείο*, 24.
- Trim, J. (1997). 'A European language portfolio: some questions relating to its nature, function, form, preparation and distribution'. In Council of Europe, *The European language portfolio. proposals for development*. Strasbourg: Council of Europe, 3-12.
- ΥΠΕΠΘ (1999). *Funway English 2 Student's Book*. Αθήνα: ΟΕΔΒ.
- Φωτιάδου, Τ. (2001). 'Το portfolio ως μέσον ανάπτυξης δεξιοτήτων των μαθητών: μια πρόταση'. *Επιθεώρηση Εκπαιδευτικών Θεμάτων*, 5: 128-138.
- Weigle, S. C. (2002). *Assessing writing*. Cambridge: Cambridge University Press.
-

Appendix I
Different ways of scoring the entries in the portfolio

Entry 1	Primary trait scoring	Provision of pictures to help students with ideas and vocabulary
Entry 2	Analytic rating scale	Assessment done on the revised form after comments have been provided
Entry 3	Analytic rating scale	Marginal comments in a code form have been provided for revision
Entry 4	Analytic rating scale	Follow-up work on the previous entry has preceded and planning instructions have been provided (no revision of work)
Entry 5	Analytic rating scales	The letter of invitation has been provided and analysed in class (no revision allowed)
Entry 6	Allocation of marks for each correct answer	No help provided

Appendix II
Different Scoring Methods

The student:	Consistent Control (4)	Reasonable Control (3)	Inconsistent Control (2)	Little/No Control (1)
Uses the simple present correctly (particularly 3 rd person singular)				
Knows and spells correctly the days of the week				
Uses the correct prepositions eg. on + days				
Can spell and punctuate correctly				
Organises a fluent paragraph giving additional information beyond the sentence level				

Appendix III
ANALYTIC RATING SCALE

	Task Achievement	Language Use	Cohesion	Mechanics
5	Πολύ καλή ανάπτυξη του θέματος. Όλες οι σχετικές πληροφορίες δίνονται με αποτελεσματικό τρόπο	Κανένα ή σχεδόν κανένα γραμματικό λάθος	Οι προτάσεις έχουν απόλυτη συνοχή	Δεν υπάρχουν ορθογραφικά ή λάθη στίξης που να χαλούν την όμορφη εικόνα του γραπτού
4	Καλή ανάπτυξη του θέματος με τις περισσότερες πληροφορίες δοσμένες με σαφήνεια	Μικροπροβλήματα στη χρήση των χρόνων, στη σειρά των λέξεων, τις αντωνυμίες, προθέσεις, άρθρα, αριθμούς κ.λ.π.	Ικανοποιητική οργάνωση και παρουσίαση του κειμένου	Μικρολαθάρια σε ορθογραφία και στίξη που δε χαλούν την όμορφη ροή του λόγου
3	Αποδίδεται μόνο η γενική ιδέα χωρίς πολλές λεπτομέρειες	Σημαντικά προβλήματα στη χρήση των χρόνων, αντωνυμιών, προθέσεων, κ.λ.π. χωρίς όμως να καταστρέφεται το νόημα	Στοιχειώδης οργάνωση κειμένου με περιορισμένη χρήση συνδέσμων που απαιτεί προσπάθεια από τον αναγνώστη να κατανοήσει το κείμενο	Ακολουθούνται οι βασικοί κανόνες στίξης αλλά γίνονται συχνά ορθογραφικά λάθη
2	Μερική ανάπτυξη του θέματος	Συχνά και σοβαρά ορθογραφικά λάθη που εμποδίζουν το νόημα του κειμένου	Ελάχιστη οργάνωση και συνοχή	Βασικές παραλείψεις σε σημεία στίξης και πολύ σοβαρά ορθογραφικά λάθη που εμποδίζουν την κατανόηση του κειμένου
1	Περιέχει ελάχιστα για να αξιολογηθούν	Το γραπτό είναι γεμάτο από γραμματικά λάθη	Ασύνδετες λέξεις ή φράσεις χωρίς συνοχή	Δεν υπάρχουν σημεία στίξης και τα ορθογραφικά λάθη κάνουν το γραπτό δυσανάγνωστο

Appendix IV
THE CORRECTION CODE FOR REVISING THE WRITING SAMPLES

Gr.	Grammar mistakes
S	Spelling mistakes
WO	Word order
WW	Wrong word
?	The meaning is not clear
+	Something is missing

Appendix V
Survey of Writing Interest and Awareness

Name: _____ Date: _____

<i>Διάλεξε ένα κουτάκι για κάθε πρόταση (x)</i>	Πολύ	Αρκετά	Λίγο	Καθόλου
1. Μου αρέσει να γράφω				
2. Βρίσκω το γράψιμο εύκολο				
3. Το γράψιμο με βοηθάει στο σχολείο				
4. Μου αρέσει να γράφω σε φίλους μου				
5. Θεωρώ το γράψιμο απαραίτητο στοιχείο της εκπαίδευσης μου				
6. Θεωρώ τον εαυτό μου καλό στο γράψιμο				
7. Μου αρέσει να μοιράζομαι τα γραπτά μου με άλλους (φίλους ή δασκάλους)				

8. Για τι θέματα ενδιαφέρεσαι να γράφεις περισσότερο;

9. Πόσο έχεις βελτιωθεί ως συγγραφέας στα αγγλικά; Τι μπορείς να κάνεις καλά;

10. Τι θα ήθελες να βελτιώσεις στο γράψιμό σου;

Appendix VI
SELF-ASSESSMENT OF OPTIONAL ENTRIES
SETTING IMPROVEMENT GOALS

Your Name: _____ Date: _____

1. Διάβασε την εργασία που διάλεξες εσύ να βάλεις στο portfolio σου ακόμη μια φορά και απάντησε στις παρακάτω ερωτήσεις

α. Γιατί διάλεξες τη συγκεκριμένη εργασία;

β. Γράψε τι είναι αυτό που κατάφερες να κάνεις καλά στη συγκεκριμένη εργασία.

2. Τώρα σκέψου κάποιους στόχους που θα ήθελες να πραγματοποιήσεις στο μέλλον σχετικά με το γραπτό λόγο.

Γράψε ένα ή δύο πράγματα που θα ήθελες να βελτιώσεις. Να είσαι συγκεκριμένος-η.

Appendix VII

SELF-ASSESSMENT QUESTIONNAIRE

Title of assignment: Write in your diary how you spent your weekend.

Teacher's name: M. Barabouti

School Year: 2002-03

Class: E2

1. Τις τελευταίες τρεις εβδομάδες με ποια γραμματικά ή άλλα φαινόμενα ασχοληθήκαμε στο μάθημα των Αγγλικών;

α) _____

β) _____

γ) _____

2. Πόσο καλά κατέχεις κατά τη γνώμη σου τα παραπάνω;

	τέλεια	πολύ καλά	λίγο	καθόλου
(α)				
(β)				
(γ)				
(δ)				

3. Τι είδους λάθη έκανες στο συγκεκριμένη εργασία; Ποια ήταν τα περισσότερά σου;

4. Τι θα πρόσεχες περισσότερο αν σου έλεγα να ξαναγράψεις μια παρόμοια εργασία ή τι άλλα μέτρα θα έπαιρνες;

Appendix VIII
SELF-ASSESSMENT FORM OF METACOGNITIVE STRATEGIES

Please look at your grammar check sheet and tick the correct box

	Always	Sometimes	Never
I can use the Simple Present correctly			
I can use the present Continuous correctly			
I can use the Simple Past correctly			
I can form questions correctly			

How many mistakes did you make? Specify the area.

Simple Present (affirmative)	
Simple Present (interrogative)	
Simple Present (negative)	
Simple past (regular verbs)	
Simple Past (irregular verbs)	
Present Continuous (affirmative)	
Present Continuous (interrogative)	
Present Continuous (negative)	
Question Words	
Formation of Questions	

Why did you make the mistakes above and what is your future goal/goals?

Appendix IX
PORTFOLIO WRITING ASSIGNMENT

PLANNING WRITING

Choose one of the following topics:

- A) Write about the best or worst experience in your life.
- B) Write about the best or worst dream you had.
- C) Write about an adventure that you had.

Before you start writing you need to plan your work. Please think well, answer the questions – and then start writing.

1. How many paragraphs will there be in your writing?

2. What will you write about:

in the first paragraph:

in the second paragraph:

in the third paragraph:

in the fourth paragraph:

3. List your ideas about each paragraph on a separate piece of paper and use those as a plan to help you write your assignment.

SELF-ASSESSMENT OF PARAGRAPH WRITING STRATEGIES

After you finish your writing, re-read what you wrote and check the following:

- 4. Is the topic of each paragraph clear? _____
- 5. Did you use enough details to help the reader understand your point? _____
- 6. Did you use a variety of vocabulary to make your writing ‘richer’? Give examples. _____
- 7. Did you check your writing for spelling mistakes, language use and grammar mistakes? Did you correct any? _____

Appendix X
Self-Assessment of Writing Strategies

Name: _____ Date: _____

Διάλεξε ένα κουτάκι για κάθε πρόταση

Πριν γράψω:

Ναι Όχι

- | | | |
|---------------------------------------------------------|--------------------------|--------------------------|
| 1. Άκουσα με προσοχή όσα συζητήσαμε στην τάξη | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Συζήτησα το θέμα με κάποιον (φίλο ή γονιό) | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Συγκέντρωσα τις ιδέες μου πάνω στο θέμα σε μια λίστα | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Έκανα ένα προσχέδιο | <input type="checkbox"/> | <input type="checkbox"/> |

Ενώ έγραφα:

- | | | |
|----------------------------------------------------------------------------|--------------------------|--------------------------|
| 5. Άφηνα τις λέξεις που δεν ήξερα για να ξαναγυρίσω σ' αυτές λίγο αργότερα | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Αντικαταστύουσα λέξεις που δεν ήξερα με τις αντίστοιχες ελληνικές | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Έγραφα κάτι που δεν ήξερα με περιφραστικό τρόπο | <input type="checkbox"/> | <input type="checkbox"/> |

Αφού τελείωσα το γράψιμο:

- | | | |
|-------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 8. Έλεγχσα το γραπτό μου για να δω αν ήταν 'μέσα' στο θέμα | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Ξαναδιάβασα το γραπτό μου για να δω αν όλες οι προτάσεις μου 'βγάζουν νόημα' | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Πρόσθεσα ή αφαίρεσα κάποιες πληροφορίες | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Έλεγχσα το γραπτό μου καλά για λάθη στην ορθογραφία, τη στίξη και τη γραμματική | <input type="checkbox"/> | <input type="checkbox"/> |

Άλλες τεχνικές που χρησιμοποίησα:

Appendix XI

Follow up work on paragraph writing and introduction to peer assessment

Put the following paragraphs in the right order to have a very good assignment.

Dear Diary,

a) After that, I saw my sister jumping . She was great. I'm sure that her horse was the best one. The race was hard. Some people fell down and one lady hurt her head very bad. My sister finally managed to finish fourth.

b) My weekend was fantastic! I went to the horse club twice because my sister would take part in racing games. But not only my sister. Many of my friends took part too and jumped with their horses on high jumps.

c) I must say I had a great time and I hope I will go to racing games again soon.

d) When we reached the horse club, we saw a great deal of big and small horses. There were some white, brown, black, grey, beautiful horses. There was also a little pony, which was not like the others. It was brown and white and it had blue eyes. You don't believe it. It could jump up to 1.10 metres. It's name was Lucky.

Paragraph order

1	2	3	4

A form of peer assessment

Θεωρείς ότι η παραπάνω εργασία ήταν πετυχημένη ή ιδιαίτερα ξεχωριστή; Σχολίασε την άποψή σου γραφοντας συγκεκριμένα σημεία που σου άρεσαν.

Appendix XII
PEER ASSESSMENT FORM

NAME OF THE STUDENT ASSESSED: _____




NAME OF THE ASSESSOR: _____

DATE: _____

Αφού εξετάσετε καλά το portfolio του συμμαθητή σας, αξιολογήστε το σύμφωνα με τα παρακάτω κριτήρια που εσείς οι μαθητές θέσατε στην τάξη.

Tick one of the boxes and write your comments where necessary

Ο/Η συμμαθητής/τρια μου

			
1) Γενικά νοιάστηκε αρκετά για το portfolio			
2) Έβαλε πολλές και ποικίλες εργασίες			
3) Βελτίωσε τα δείγματα εργασίας του σύμφωνα με τις υποδείξεις της δασκάλας και τις συζητήσεις στην τάξη			
4) Οι εργασίες είχαν πλούτο λεξιλογίου			
5) Οι εκθέσεις είχαν σωστό σκελετό (introduction, main body, conclusion)			
6) Οι παράγραφοι ήταν καλογραμμένες με εισαγωγική πρόταση, λεπτομέρειες και μεταβατική πρόταση			
7) Δεν υπήρχαν πολλά γραμματικά λάθη			
8) Δεν υπήρχαν πολλά ορθογραφικά λάθη			
9) Ο συμμαθητής μου έχει κάνει αυτοαξιολόγηση και φαίνεται να ξέρει που πρέπει να προσπαθήσει περισσότερο			

10) Γράψε τώρα κάποιες πιο ειδικές παρατηρήσεις για το portfolio του συμμαθητή σου (ποιο δείγμα σου σου άρεσε; τι συγκεκριμένα θα ήθελες να βελτιώσει; ποιο είναι το πολύ αδύνατο και ποιο το πολύ δυνατό του σημείο;)

Appendix XIII

Initial letter of communication with the parents concerning the portfolio project

Αγ. Παρασκευή, 6/2/03

Αγαπητοί γονείς,

Φέτος τα παιδιά σας θα εργαστούν προκειμένου να συγκροτήσουν ένα **‘φάκελο υλικού’** ή όπως ονομάζεται στα αγγλικά ένα **‘portfolio’**. Ο φάκελλος αυτός θα περιλαμβάνει δείγματα ορισμένων γραπτών εργασιών των παιδιών που θα αποσκοπούν στο να δείξουν, μετά από ένα διάστημα τεσσάρων μηνών, **τι αλλά και πώς μαθαίνουν τα παιδιά στο μάθημα των Αγγλικών**. Τα portfolios θα χρησιμοποιηθούν για τους εξής λόγους:

- Για να προσδιοριστούν τόσο οι δυνατότητες όσο και οι αδυναμίες των μαθητών μου **στο γραπτό λόγο**
- Για να σχεδιάσω κατάλληλες δραστηριότητες που θα οδηγήσουν στη βελτίωση της απόδοσής τους
- Για λόγους **αξιολόγησης** των μαθητών από εμένα και τους συμμαθητές τους αλλά και δικής τους **αυτοαξιολόγησης**

Στο τέλος της σχολικής χρονιάς ευελπιστούμε ότι θα καταφέρουμε να σας παρουσιάσουμε σε μια συνάντησή μας τα αποτελέσματα της προσπάθειάς μας, όπου και θα σας ζητήσουμε τα σχόλιά σας για την πρόοδο των παιδιών σας στο συγκεκριμένο τομέα και πιθανόν τη δική σας γνώμη για τη χρήση του **‘portfolio’** ως **εναλλακτικού τρόπου αξιολόγησης στο σχολείο**.

Προσωπικά πιστεύω ότι μέσω των **‘portfolios’** τα παιδιά σας θα γίνουν περισσότερο **υπεύθυνα για τη γνώση τους** και θα αναπτύξουν εκείνες τις διαδικασίες μάθησης που θα τους οδηγήσουν σταδιακά στην **αυτονομία τους ως μαθητές**.

Με εκτίμηση,

Μπαραμπούτη Μελίνα

(εκπαιδευτικός Αγγλικών)

Appendix XIV
ELEMENTARY WRITING PORTFOLIO COVERSHEET

Student: _____ **School Year:** _____

Teacher: _____ **Class:** _____

Native Language: _____ **School:** _____

CONTENTS	DATE	REQUIRED	OPTIONAL
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			

Appendix XV

Sample of Certificate given to the learners at the end of the project



Appendix XVI

Teacher's Observation Notes (from second drafts)

Steven: He corrected all his mistakes. He didn't deal with enriching his paragraph

Vicky: She tried hard to produce more words in English. Vicky is a very weak learner but she managed to get involved in the project even with minor contributions.

Francesca: She corrected her spelling mistakes but she made new ones because she added more details in her writing. The structure of the paragraphs remains insufficient.

Alkiviadis: He corrected the grammar mistakes but he made some new ones. He didn't change the content.

Henry: He corrected all the mistakes he had been taught. He extended the content slightly

Chris: He corrected very few, basic mistakes. Problems with prepositions and word order in the sentence

Alexandra: She corrected all her mistakes, which she accepted were all 'careless mistakes' and she said that her writing needed some editing.

Lydia: She made some corrections, she organized her writing and made her work more concrete. Problems with the use of prepositions.

Daniel: He didn't correct his draft at all.

Dimitris: He corrected a lot of spelling and word order mistakes. He restructured his sentences when he was in doubt about something.

Marina: She didn't manage to correct her mistakes, which were most grammar ones.

Konstantinos: He corrected his paragraph and extended it considerably

Nektaria: She corrected the grammar mistakes she had made in the first draft and enriched the content too.

Fivos: He seemed rather lazy to rewrite his first draft but after the relevant prompting he managed to make basic corrections.

Catherine: Very conscientious work She tried hard and managed to organize her work in a more coherent way.

Alexandros: Most of his mistakes were made because he was too much in a hurry to submit his work. Therefore, he managed to correct them all when they were indicated to him

Pantelis: A weak student willing to try when given the relevant guidance. He managed to correct some of his mistakes

Gloria: She made very few changes. Generally she contributed very little to the project. Rather a weak, not very motivated student.

John: He didn't seem to enjoy the portfolio or any other work much. Contributed very few samples.

Despina: She found it very hard to follow the portfolio work. She felt very unsure for herself and stated that she preferred her mistakes to be corrected by the teacher.