

## ESL 273 Portfolio Instructor's Checklist

- Assign students a range of essays (5-6 writings, which include a diagnostic and the final reflective essay) over the quarter from which they will be able to select **one in-class essay and one out of class essay** to include in their final portfolio, **one of which must be an analytical essay. (The portfolio will also include a final reflective essay.)**
- Include information about the portfolio on your green sheet. Make clear the requirements for satisfactorily completing your class that your students must meet before submitting the portfolio. And make clear that the P/NP on the portfolio is the final determinant of P/NP for the class. (You'll need to revisit these points throughout the quarter.)
- Include opportunities for students to reflect on their development as writers and to evaluate their own work throughout the quarter so they can become familiar with the habits of mind required in the final reflective essay.
- No later than the 7<sup>th</sup> week, meet with your portfolio partner to exchange green sheets, a midterm assignment, and a small sampling of student essays for that assignment. Review your partner's student essays, determining which are **strong, adequate, not yet adequate**. Discuss agreements, differences, and questions about your and your partner's evaluations of the essays.
- Give students strategies and opportunities for revision. Remind students throughout the quarter, but particularly in the second half that they can (and should) revise one of their analytical essays for the portfolio.
- Give students multiple opportunities to ask questions about the portfolio.
- In the last two weeks of the quarter, remind students of the requirements for your class they must meet in order to submit a portfolio. Advise any students who have not met those requirements.
- Give students instructions and time to brainstorm about the reflective essay in class.
- Allow class and/or conference time for students to discuss their individual selections for the portfolio, to evaluate revisions for the portfolio, possibly peer review their drafts of their reflective essays, and, ideally, time in class to assemble the portfolio.
- For their portfolios, have your students submit clean copies of their take-home and reflective essays, marked copies of the un-revised in-class essays.

- Collect the portfolios the last day of class or at your final exam time.
- **FINALS WEEK:** Arrange a portfolio swap or collaborative reading session with your partner.
- Include a set of your essay prompts for your reading partner to refer to when he or she evaluates your students' portfolios.
- Read your portfolios and note which are PASS and which are NOT PASS.
- Read your partner's portfolios and note which are PASS and which are NOT PASS from your perspective.
- Compare your PASS/NOT PASS assessments with your partner's for both sets of portfolios.
- Submit any splits to one of the designated portfolio third readers. (DO NOT try to persuade your partner to change any PASSES or NOT PASSES; let the third reader or, if necessary, the portfolio coordinator solve any differences.)
- Submit your class list of portfolio PASSES and NOT PASSES to the portfolio coordinator. Also, please photocopy samples of each category for use in future norming sessions
- Save copies of representative **passing, borderline, not passing** portfolios that we might use to discuss our standards, and help orient new readers.