

Adding Student Voice: Portfolios, Goal-Setting and Student-Led Conferences, K-8



**Bonnie Campbell Hill
Tri-Associates Conference
Santo Domingo, Dominican Republic
October 16, 2009**

Table of Contents

Portfolio Purposes	1
Portfolios	2
Student Portfolios: External Criteria	3
Portfolio Sections	4
Portfolio Essentials.....	5
Portfolio Definition	6
Writing Portfolios	7
We Noticed	8
Parent Letter (Primary).....	9
Friday Folders	10
Portfolio Reflections	11
Portfolio Reflection	12
Writing Reflection	13
What Makes a Good Poem?	14
Guidelines for Adding Depth to Writing Self-Reflections	15
Trimester Writing Self-Evaluation	16
End-of-Year Writing Self-Evaluation.....	17
Reading Portfolios.....	18
Reading Self-Evaluation.....	19
Parent Letter (Primary).....	20
Reading Aloud at Home	21
Guidelines for Adding Depth to Reading Self-Reflections	22
Here I Am	23
Trimester Reading Self-Evaluation.....	24
End-of-Year Reading Self-Evaluation.....	25
“Outside School” Possibilities.....	26
Portfolio Review	27
Student Portfolios.....	28
Learner Profile.....	29
Learner Profile: Checklist	30
Student-Led Conferences	31
Conference Possibilities	32
Scheduling Possibilities.....	33
Conference Preparation	34
Timeline for Student-Led Conferences.....	35
Student-Led Conferences: A Celebration of Student Learning.....	36
Sample Goal-Setting Conference Letter.....	39
Menu of Possible Goals	40
Sample Conference Letter	41
Three-Way Conference Agenda.....	42
Parent Letter	43
Parent Letter	44
Post-Conference Student Reflection	45
What I’ve Learned About Myself	46
References: Portfolios and Student-Led Conferences	47

PORTFOLIO PURPOSES

- Document learning
- Celebrate growth
- Highlight a student's "best work"
- Demonstrate a student's range of work
- Inform instruction
- Share information with families and teachers
- Nurture students and foster a positive self-image
- Encourage reflection and help students set goals
- Encourage risk-taking and creativity
- Provide a portrait of the year for the child and family

PORTFOLIOS

AUDIENCE (Who?)

PURPOSE (Why?)

PHYSICAL CONTAINER (Where?)

COMPONENTS (What?)

SCHEDULE (When?)

REFLECTION (How?)

STUDENT PORTFOLIOS: EXTERNAL CRITERIA

- Surveys
- Reading Logs
- Reading Journal Entries
- Reading Extension Projects
- Content Area Reading
- Writing Samples (fiction, nonfiction, poetry)
- Math Samples
- Science Samples
- Social Studies Samples
- Art Samples

PORTFOLIO SECTIONS

Quality Work

Creativity

Challenging Work
(New Skills, Strategies, or
Knowledge)

Interests

PORTFOLIO ESSENTIALS

- The teacher organizes a system for collecting student work.
- The teacher and students determine the *external* criteria for portfolios (what work will be included in the portfolio).
- The student determines the *internal* criteria for portfolios (what specific pieces will be included and their reflection about the selection).
- The teacher and students brainstorm the criteria for quality work. These lists are revised throughout the year as students continue to grow and learn. Students use these lists as scaffolding when they write portfolio reflections.
- Students select pieces for their portfolios on an on-going basis and write reflections explaining their reasons for their selections. Students take responsibility for judging the quality of their own work.
- The contents of the portfolio are dynamic and change on an on-going basis.
- The portfolio should include pieces that represent the student's strengths and areas of growth.
- Students receive response from the teacher, their peers, and family members.

PORTFOLIO DEFINITION

A portfolio is a systematic collection of student work and reflections that help paint a picture of the whole child. This collection of work should illustrate growth, significant accomplishments, and a student's range of abilities.

A portfolio is more than a physical container of student work. The process of collecting, selecting, and reflecting upon learning is what makes a portfolio dynamic and meaningful.

WRITING PORTFOLIOS

- o Letter to introduce self as writer
- o Writing samples and reflections
- o Friday folder weekly sample
- o Pieces with rubrics
- o Spelling growth sample
- o Writing continuum (kid version)
- o List of writing pieces
- o Writing self-evaluation
- o Photocopy of fall sample
- o “Fix-it” spring writing sample
- o Photographs of writing activities
- o Goals

WE NOTICED . . .

Name: _____ Date: _____

Title(s) of pieces(s) of writing I chose:

What my teacher and I noticed I did well:

My goals for next time:

Parent(s) response to this writing:

PARENT LETTER (PRIMARY)

The children and I need your support. We will be keeping portfolios this year. Your involvement is needed to make your child's portfolio a success.

Friday Folders

Your child will be working in his/her writing throughout the school year.

Each week, your child will do 5 pieces of writing. At the end of each week, your child will choose his/her favorite piece and respond to it. All five

entries will be sent home in a red "Friday Folder." The chosen entry will have a response sheet attached. Please read your child's comments and my comments, then add your own positive response to your child's piece.

Please return only the chosen piece and the response sheet *the next school day*. The chosen pieces will be kept at school in your child's

portfolio. We will use these writing samples to watch growth and

development over time. At the end of the year, your child may keep this representation of his/her "Best Work" in kindergarten.

FRIDAY FOLDERS

Name: _____

Date: _____

I chose the picture/writing because:

Teacher Comments:

Parent Response:

PORTFOLIO REFLECTIONS

Why did you choose this piece for your portfolio?

Why is this piece important to you?

Why was this piece an experiment for you? What did you learn?

What would you want someone to know before looking at this piece?

If you did this piece again, how would you improve it?

What risks did you take while developing this piece?

How does this piece show improvement from your other writing?

I chose this piece because . . .

I solved this by . . .

I was surprised to learn . . .

The hardest part was . . .

I'm the most proud of . . .

Next time I might . . .

PORTFOLIO REFLECTION

Name: _____ Date: _____

The hardest part was _____

PORTFOLIO REFLECTION

Name: _____ Date: _____

How does this piece show improvement from your other writing?

WRITING REFLECTION

Name: _____ Date: _____

Title: _____

Why did you choose this piece of writing?

How does this piece show your growth as a writer?

What are your goals for your next writing piece?

WHAT MAKES A GOOD POEM?

The author:

- uses interesting words
- includes his/her feelings and thoughts
- makes connections from his/her world
- finds good breaks or pauses for each phrase
- works with the sounds of language
- uses words that add bounce and rhythm to the poem
- edits the poem for spelling, punctuation, and capitalization

GUIDELINES FOR ADDING DEPTH TO WRITING SELF-REFLECTIONS

Work with children to develop criteria that characterize quality writing. Have on-going discussions, revisiting the list of criteria throughout the year and revise the list as students learn more about good writing in different genres.

Quality writing includes:

- vivid details
- an enticing lead
- energetic verbs
- a sequence that is easy to follow
- an ending that clearly wraps up the piece
- voice (i.e., passion about the topic, personality, emotion)
- interesting language
- a flowing rhythm and beat
- correct use of spelling, punctuation, and capitals

Model self-reflection. Choose a piece of your own writing and use some of the questions below as prompts as you think aloud:

- Why did you choose this piece rather than a different one?
- What risks did you take while developing this piece?
- How does this piece of writing show improvement from your other writing?
- Why is this piece important to you?

Ask questions during conferences that help children become better readers of their own writing:

- Can you replace some of the dull verbs with energetic ones?
- Have you thought about trying a different lead for this piece, then comparing the two leads to see which one is more enticing?
- Can you replace the word “said” with a more interesting word?
- Are there places where you could add more description and detail? Read through your draft and place an *asterisk by all the places where you could elaborate by adding description and detail.

TRIMESTER WRITING SELF-EVALUATION

Name: _____ Date: _____

Here are some of my favorite pieces I've written this trimester:

Here are the pieces I've published this trimester:

What do you like about writing? What do you do well?

What is hard about writing? What are your goals for next trimester?

END-OF-YEAR WRITING SELF-EVALUATION

Name: _____ Date: _____

Here are some of my favorite pieces I've written or published this year:

Here's how I've improved as a writer this year:

What do you like about writing? What do you do well?

What is hard about writing? What are your goals for next year?

READING PORTFOLIOS

- Reading logs of current books
- List of favorite books
- List of books to read
- Letter to introduce self as reader
- Timeline of life as a reader
- Reading response journals
- Reading self-evaluation
- Photocopy of “just right” book
- Photographs of reading activities
- Videotape of oral reading
- Oral sharing of strategies
- Reading continuum (kid version)
- Book recommendations or reviews
- Goals

READING SELF-EVALUATION

- Can I find books that are just right?
- Do I stick with a book and finish what I'm reading?
- How often do I read?
- Do I keep track of the books I read?
- What do I do when I get to a word I don't know?
- Do I self-correct when something doesn't make sense?
- What do I do when I read a section that doesn't make sense?
- Can I concentrate and not get distracted when I read?
- Do I know how to find information in a nonfiction book?
- Can I find information on the Internet?
- How well do I read aloud?
- Do I read a variety of genres?
- Do I have favorite books and authors?
- What is one way in which I could improve as a reader?

PARENT LETTER (PRIMARY)

The children and I need your support. We will be keeping portfolios this year. Your involvement is needed to make your child's portfolio a success.

Monthly Reading Logs

Research shows that reading aloud to your child is the most helpful thing you can do at home. Please read with your child every weekday evening for 15-20 minutes. Each month, a "Reading Log" will be sent home via classroom envelopes. Please note the date and book/s read on the "Reading Log." At the end of each month, ask your child to choose his/her favorite book. Your child should then draw a picture at home about that book. If your child is willing, he or she can write a sentence about the book. Feel free to write notes about the book or your child's writing on the back of the page.

We will use these reading samples to watch growth and development over time. At the end of the year, your child may keep this representation of his/her "Best Work" in kindergarten.

READING ALOUD AT HOME

Name: _____

Date: _____

GUIDELINES FOR ADDING DEPTH TO READING SELF-REFLECTIONS

Work with children to develop criteria that characterize quality reading responses. Have on-going discussions, revisiting the list of criteria throughout the year and revise the list as students learn more about quality reading responses.

Quality reading responses:

- go beyond retelling the story.
- include examples from the book to support your personal reactions.
- share your thoughts and justify your opinions.
- include energetic verbs and other descriptive language.
- make sense.
- are edited for spelling, punctuation, and capital letters.
- include realistic details in the illustrations.
- pay close attention to color, line, balance, and texture.
- communicate your feeling about the book through the illustrations.

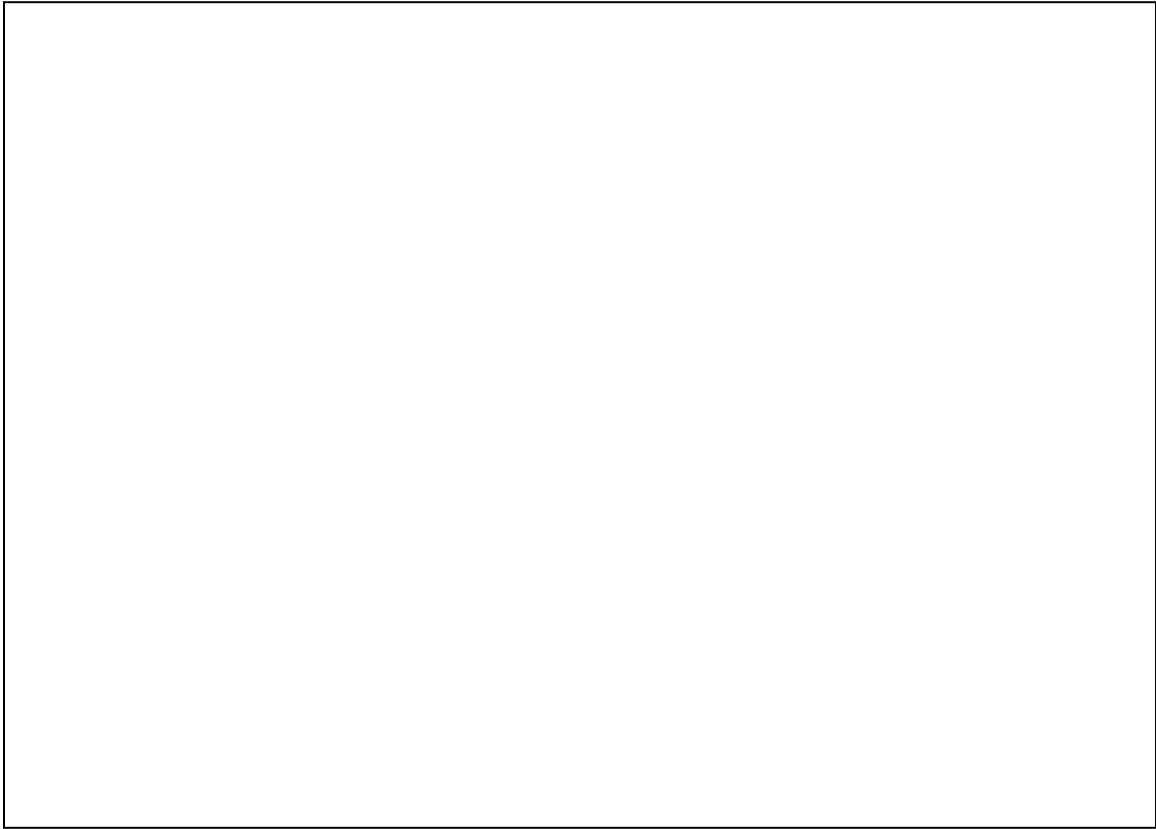
Model self-reflection. Choose one of your own reading responses and model writing a self-reflection. You may want to use one of the questions below as a prompt as you think aloud:

- Why did you choose this piece rather than a different one?
- What risks did you take while developing this piece?
- How does this response show improvement from your other responses?
- If you did this response again, how would you improve it?
- Why is this piece important to you?

Ask questions during conferences that help children become better readers of their own work:

- Can you explain why you think the way you do about this character?
- Can you use examples from the book to support your thoughts and opinions?
- What are the best words to describe how you feel about this book?

HERE I AM . . .



I am _____

This is important because _____

Name: _____ Date: _____

TRIMESTER READING SELF-EVALUATION

Name: _____ Date: _____

Here are some books I've read this trimester in literature circles:

Here are some of the books I've read this trimester on my own:

What do you like about reading? What do you do well?

What is hard about reading? What are your goals for next trimester?

END-OF-YEAR READING SELF-EVALUATION

Name: _____ Date: _____

Here are some of my favorite books I've read this year:

Here's how I've improved as a reader this year:

What do you like about reading? What do you do well?

What is hard about reading? What are your goals for next year?

“OUTSIDE SCHOOL” POSSIBILITIES

- Photographs
 - Pets
 - Events
 - Hobbies
 - Beloveds
 - Travel
- Certificates/Awards
- Ticket Stubs/Plane Ticket Stubs
- Ads/Reviews
 - Movies Seen
 - Performances Attended
- Trading Cards
- Receipts
- Business Cards
- Wrapping Paper
- Piano Music (or other instruments)
- Souvenirs
- Candy Wrappers
- Autographs
- Rosters/Programs
- Book Jackets
- Artwork
- Writing
- Samples of Hobbies/Collections

PORTFOLIO REVIEW

Name: _____

Date: _____

Teacher: _____

Grade: _____

Strengths:

Changes and Areas of Growth:

Questions/Concerns/Comments:

Goals:

STUDENT PORTFOLIOS

1. Student Goals
2. Self Portraits
3. Art Samples
4. Writing Samples (various genres) and Reflections
5. Photocopy of Reading Samples and Reflections
6. Response to Literature Samples (journals, extension projects, self-evaluation)
7. Reading Logs
8. Math Samples and Reflections
9. Content Area Samples and Reflections
10. Outside School Samples and Reflections
11. Letter to Next Teacher
12. Comment Page

LEARNER PROFILE

1. Student Goals
2. Self-Portraits
3. Art Samples
4. Writing Samples and Reflections
5. Photocopy of Reading Samples and Reflections
6. Reading Logs
7. Reading Videotape
8. Math Samples and Reflections
9. Content Area Samples and Reflections
10. Letter to Next Teacher
11. Report Cards

LEARNER PROFILE: CHECKLIST

Student:

Starting Date:

Exit Date:

Year											
Teacher											
Grade		Pre K	K	1	2	3	4	5	6	7	8
September	Goals										
	Self-Portrait										
	Drawing Sample										
October	Writing Sample										
November	Reading Log										
	Reading Video										
December	Math Sample										
January	School Photograph										
February	Content Area Sample										
March	Math Sample + Reflection										
April	Reading Log + Reflection										
	Reading Video										
May	Writing Sample + Reflection										
	Self-Portrait										
June	Content Area Sample + Reflection										
	Date Continuum Arrow										
	Letter to Next Teacher										

STUDENT-LED CONFERENCES

- Why?
- What focus?
- How often during the year?
- What structure? How long?
- Timeline?
- Vital Ingredients?
- Parent Education?

CONFERENCE POSSIBILITIES

- Traditional Parent-Teacher Conference
- Parent-Teacher Conference (Student Attends)
- Shared Conference
(Student-Led + Teacher-Led)
- Three-Way/Triangulated Conference
Student/Parent/Teacher
(Goal-Setting Conference)
- Student-Led Conference
- Portfolio Celebration

SCHEDULING POSSIBILITIES

Back-to-Back Traditional Conferences
(20-30 minutes, 8/day x 4 days)

Staggered Conferences
(45-60 minutes, 8/day x 4 days)
Teacher sits in on conferences

Concurrent Student-Led Conferences
(60 minutes, 8/day x 4 days, 4 at a time)

Whole Class Portfolio Celebration
(half or whole class at once, teacher roams)

CONFERENCE PREPARATION

Students select portfolio entries and write written reflections on an on-going basis.

1. Devote time at Curriculum Night to explain the three-way conference procedure.
2. Send home conference schedule and sign-up.
3. Two or three weeks prior to conferences, have students send invitations/reminders to parents.
4. Explain the conference agenda in a letter to parents.
5. One week before conferences, have students practice with buddies, other adults, and partners.
6. Complete the conference cover letter.
7. Send report cards home prior to conferences so that parents are aware of successes, concerns, and their child's achievement and effort.
8. Set up a working area for the last 10 minutes of the conference.
9. Set up an area for coffee, tea, and treats.

TIMELINE FOR STUDENT-LED CONFERENCES

Early in the Quarter

- Discuss student-led conferences with staff and administrators
- Inform parents at curriculum night and in newsletters
- Begin portfolio collection
- Begin goal-setting

Mid-Quarter

- Develop checklist for conferences
- Begin portfolio selection and reflection

Two Weeks Before

- Remind staff/secretaries
- Plan schedule times and coordinate for siblings
- Send out invitations to families
- Ask other teachers for input on students

Week of Conferences

- Hold individual conferences with students
- Students complete reflections and goal-setting forms
- Rehearse conference with peers, other students, or adults
- Send parent reminders of times and conference agenda
- Plan refreshments, music, and room arrangement

Conference Day

- Post schedule
- Roam the classroom and take pictures
- Students serve refreshments and conduct conferences
- Parents reflect on student-led conferences

Day after Conference

- Teachers and students reflect on student-led conferences

STUDENT-LED CONFERENCES: A CELEBRATION OF STUDENT LEARNING

Student-led conferences are one of the most rewarding and exciting things I've done as a teacher. Students take responsibility for their learning by setting goals, keeping a portfolio, and demonstrating what they've learned to their parents at a conference. My students take ownership of their work, reflect on their learning, identify their own strengths, and make plans for improvement because of student-led conferences.

Purpose

My three main purposes for implementing student-led conferences are to celebrate a child's learning, show growth over time, and provide parents with a better understanding of their child's learning process.

Skills/Concepts

As students create portfolios and participate in student-led conferences, they learn to organize and self-evaluate their work on an on-going basis. The learners create criteria with the teacher that explains what quality work looks like in various content areas. For example, we brainstorm a class list of elements of effective poetry. The students then use this list of criteria as a guide for writing poetry and for reflecting upon any poems they have chosen for their portfolios.

Time

I facilitate four student-led conferences throughout the school year. The first conference is a goal-setting conference that is scheduled for 15 minutes at the end of October. The next two conferences are scheduled for 35 minutes, one at the end of November and one in the middle of March. During these two conferences, students share their portfolios with their parents and teacher. We culminate the year with a 45-minute Portfolio Celebration which all parents and students attend at the same time. Report cards are sent home one week prior to the student-led conferences in November, March, and in June.

Preparing for Fall Goal-Setting Conferences

The purpose of the goal-setting conference is for the student, parents, and teacher to identify three or four long-range goals that the child will work on throughout the school year. Two weeks before the goal-setting

conferences, the students and I discuss why people create long-range goals and we brainstorm a possible list of goals. This list is sent home with the students one week before the goal-setting conference. The parents use the class list as a guide as they discuss which goals would be the most beneficial. I have found that when I take time to discuss the purpose for setting goals, brainstorm ideas with the students, and give parents some guidelines and examples of goals, the conferences run much more smoothly.

At the conference, the students write a plan on their goal-setting sheet (Ladder to Success) outlining the steps to accomplishing each goal. To conclude the conference, the students note their progress towards each goal by placing the date above the timeline at the top of each goal-setting sheet. The goal-setting sheets are kept in the students' portfolios.

At the end of each month, students self-evaluate progress towards their goals by placing a new date on the timeline on each page. They also write a letter to their parents explaining the progress they have made and their next steps toward achieving their goals. Parents respond by writing their child a letter about the progress they have made. The students then place their goal-setting sheet, self-reflection monthly letter, and their parent letter in their portfolio.

Preparing for Student-Led Conferences

The students prepare for the conferences by creating a portfolio that shows who they are and who they would like to become. To begin this process, I discuss with the students what should be included in their portfolios. We talk about how the children need to choose pieces that show who they are as readers, writers, mathematicians, artists, scientists, social scientists, thinkers, and problem-solvers. Together we set the external criteria for the portfolios and the minimum number of pieces to include for each subject area. The children are in charge of the internal criteria. They decide which specific pieces to choose and write their reasons for each selection.

It is crucial that students are given time each week to select pieces for their portfolios and to write self-reflections about their process and what they have learned. Students also need help learning how to self-evaluate their work. I have found that it is important to model the process of self-reflection and to continuously develop and revise the criteria for quality work with the students. It is through the development of criteria for quality

work in different subject areas that students become more proficient at writing self-reflections. I have also found that by creating the criteria for quality work as part of my instructional plan, the students add more depth to their work.

Implementing Student-Led Conferences

The students prepare for conferences by completing a planning sheet, which is kept in the front of their portfolios. As a class, we discuss the importance of choosing pieces from all subject areas to share at the conference. Before students meet with their parents, they practice their conference with another classmate.

I begin the student-led conference by giving parents a brief (3-5 minutes) overview of what we've been studying and the specific areas where their child has made progress. Then the students take over and begin sharing pieces from their portfolios. As they share each piece, they read their self-reflection. When the student is finished sharing his or her portfolio, the child and I take time to answer questions. The conference ends by having parents write a positive comment on the bottom of the conference planning sheet.

Portfolio Celebration

The final portfolio celebration is held at the beginning of June. The purpose of this conference is to celebrate the child's growth and to culminate the year. All the parents and students attend on the same day. The celebration lasts approximately 45 minutes and takes place during the regular school day. The children use the same conference planning sheet that they used for the first two conferences to help them prepare for the celebration. Students write invitations to their parents and I reserve the library for this exciting event. Students and their parents find a place in the classroom or in the library where they can be comfortable and spend time looking through the portfolio. My role is to roam between the two rooms and to touch base with each family. The portfolios are sent home with the parents at the end of the conference.

After each student-led conference, the students and the parents complete an evaluation. I have consistently received positive feedback from students, families, and administrators.

SAMPLE GOAL-SETTING CONFERENCE LETTER

Dear Parents,

We are looking forward to meeting with you and your child at our goal-setting conference. This conference will provide an opportunity for you and your child to work collaboratively with your child's homeroom teacher to set long-range and short-range goals for the school year. Goal setting is an on-going process and the goals we set in the fall will be monitored by you, your student, and your child's teachers.

Your child's goals may fall into three categories:

Social – behavior in class, relationships with peers, role in group work, sense of social responsibility, participation, leadership, etc.

Academic – learning in specific subject areas, basic facts, becoming a self-directed learner, attitudes towards learning, willingness to take risks and make mistakes, etc.

Organizational – using planner effectively, turning homework in on time, completing assignments, organizing materials, etc.

We have spent time in class discussing why people set goals and have created a list of possible goals that may be helpful as you help your child set goals for this year. Please take the time to review the menu of possible goals and discuss the goals that are most appropriate for your child. This menu is only a guide. Feel free to include goals that are not included on this list. After you have reviewed the menu of possible goals, have your child use the attached sheet to write three or four long-range goals. Your child may also want to write a couple of short-range goals that could be accomplished before the first grading period. Please have your child bring the Practice Goal-Setting Sheet to his/her conference.

We hope this information is helpful. Please feel free to contact us if you have any questions or concerns.

Third/Fourth Grade Team

MENU OF POSSIBLE GOALS

Please create three or four long-range goals. Each child's goals should be individual and specific to his/her needs. For example, one child may have two social goals and one academic goal, while another student may have two academic goals and one organizational goal. Short-range goals are optional. Here is a list of goals that the class created which may be helpful as your child creates his or her own goals for this year.

Social Goals

- Deals with problems in an open-minded manner
- Shows a concern for the safety and well-being of self and others
- Makes and maintains friendships
- Holds a positive self-esteem
- Participates equally in group work
- Cooperates and works together for the benefit of the group
- Shows a willingness to resolve conflicts
- Understands, accepts, and offers constructive criticism
- Offers encouragement and approval to others
- Makes meaningful contributions to discussions

Academic Goals

- Takes responsibility for learning (self-directed)
- Listens actively listener which the teacher or another student is talking
- Takes risks, understands that making mistakes is part of learning
- Reads every night for 20 minutes
- Seeks help when needed
- Writes in a journal three to four days each week
- Practices spelling words
- Takes risks by generating new ideas and solutions
- Extends topics discussed in class
- Locates, organizes, and uses information from a variety of sources
- Memorizes math facts
- Creates a plan for solving mathematical problems
- Uses art, music, drama, or technology as a tool for communicating meaning
- Locates places on maps or globes

Organizational Goals

- Uses daily planner to record homework assignments
- Organizes homework under the correct subject heading in the planner
- Turns homework in on time
- Brings needed materials to class
- Keeps binder organized
- Maintains an organized desk/locker
- Remembers to bring lunch/lunch money to school each day

SAMPLE CONFERENCE LETTER

Dear Parents,

Next week you will have the opportunity to participate in a conference led by your child. These student-led conferences will be conducted in our classrooms. Your scheduled conference time is attached. The conference should take approximately 50 minutes and you may then make your way to the Art room to see your child's Art Portfolio.

WHAT TO EXPECT

- Your child will be in charge of the conference and has planned specific areas to share and has rehearsed the conference in a specific order. Please allow your child to proceed with the special plan.
- You will be shown completed work, see demonstrations of skills, and be told about the class and your child's part in it.
- Several children will be conducting conferences in the classroom at the same time. Please do not bring other children and kindly switch off your mobile phone during the conference so that your attention to your child's presentation can be uninterrupted.
- Your child may be unsure of your reactions to their presentation. Please provide encouragement and feedback as your child proceeds. Ask questions to clarify and try not to direct or control the conference.
- We will be present to facilitate and support the conference. Please do not initiate discussions that will exclude your child's participation.
- Expect your child to share his/her strengths, successes, best work, and favorite subjects. Your child may suggest areas for improvement. Discussion of a plan or goal for improvement is encouraged.

We look forward to seeing you next week.

Sincerely,

Second/Third Grade Team

THREE-WAY CONFERENCE AGENDA

- Greeting
- Student shares:
 - Letter to parent
 - Portfolio
 - Student Survey
 - Goals
 - “Things I’ve Learned” sheet
- Teacher elaborates on report card and various skills
- Child steps outside room to write in journal or to demonstrate a math activity.
- Last 10 minutes teacher and parents discuss personal matters if needed.
- Closing: Parents meet child outside to praise their child on the activity the child has completed.
- Student thanks the parents for coming to the conference.

PARENT LETTER

Date: _____

Dear _____,

When you look at my work with me, I would like you to notice these things that I do well:

These are things I can work on to improve:

Please write me a positive comment:

POST-CONFERENCE STUDENT REFLECTION

Name: _____ Date: _____

The best part of my conference was _____

During my conference, I think my parents learned _____

Next time when I do my conference, I will _____

POST-CONFERENCE PARENT REFLECTION

Dear Parents,

Thank you for taking such an active role in your child's conference. Please take a moment to answer the questions below. Your feedback is important in helping me plan for our next student-led conference.

What is something you learned about your child during the student-led conference?

Please describe the areas in which your child has demonstrated growth through his or her conference.

WHAT I'VE LEARNED ABOUT MYSELF

Name: _____ Date: _____

I think I have improved in:

I was happy when _____

One new thing I discovered about myself was _____

I am still working on the following goals:

References: Portfolios and Student-Led Conferences

- Anthony, Robert, et al. (1991). *Evaluating Literacy: A Perspective for Change*. Portsmouth, NH: Heinemann.
- Ash, Linda. (2000). *Electronic Student Portfolios*. Arlington Heights, IL: SkyLight Training and Publishing.
- Austin, Terri. (1994). *Changing the View: Student-Led Parent Conferences*. Portsmouth, NH: Heinemann.
- Bahr, Mary. (1992). *The Memory Box*. Illustrated by David Cunningham. Morton Grove, IL: Albert Whitman.
- Bailey, Jane & Guskey, Thomas. (2001). *Implementing Student-Led Conferences*. Thousand Oaks, CA: Corwin Press. (order@corwinpress.com)
- Bassetet, Diane & Lehmann, Jean. (2002). *Student-Focused Conferencing and Planning*. Austin, TX: Pro-Ed.
- Belanoff, Pat. & Dickson, Marcia. (Eds.). (1991). *Portfolios: Process and Product*. Portsmouth, NH: Heinemann.
- Benson, Barbara & Barnett, Susan. (1999). *Student-Led Conferencing Using Showcase Portfolios*. Thousand Oaks, CA: Corwin Press.
- Black, Laurel, Daiker, Donald, Sommers, Jeffrey, & Stygall, Gail. (Eds.). (1994). *New Directions in Portfolio Assessment: Reflective Practice, Critical Theory, and Large-Scale Scoring*. Portsmouth, NH: Heinemann.
- Bullock, Ann Adams & Hawk, Parmalee. (2001). *Developing a Teaching Portfolio: A Guide for Preservice and Practicing Teachers*. Upper Saddle River, NJ: Prentice-Hall.
- Burke, Kay, Rogarty, Robin & Belgrad, Susan. (2002). (2nd Edition). *The Portfolio Connection: Student Work Linked to Standards*. Arlington Heights, IL: SkyLight Professional Development.
- Campbell, Dorothy, Cignetti, Pamela Bondi, et. al. (2001). *How to Develop a Professional Portfolio: A Manual for Teachers*. Needham Heights, MA: Allyn & Bacon.
- Clemmons, J., Laase, L., Cooper, D., Areglado, N. & Dill, M. (1993). *Portfolios in the Classroom: A Teacher's Sourcebook*. NY: Scholastic.
- Cole, Donna, Ryan, Charles & Kick, Fran. (1995). *Portfolios Across the Curriculum and Beyond*. Thousand Oaks, CA: Corwin Press.

- Constantino, Patricia & De Lorenzo, Marie. (2002). *Developing a Professional Teaching Portfolio: A Guide for Success*. Boston, MA: Allyn & Bacon.
- Danielson, Charlotte & Abrutyn, Leslye. (1997). *An Introduction to Using Portfolios in the Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.
- De Fina, Allan. (1992). *Portfolio Assessment: Getting Started*. NY: Scholastic.
- Dietz, Mary. (2001). *Designing the School Leader's Portfolio*. Arlington Heights, IL: Skylight Professional Development.
- Easley, Shirley-Dale & Mitchell, Kay. (2003). *Portfolios Matter: What, Where, When, Why and How To Use Them*. Markham, Ontario, Canada: Pembroke. (www.pembrokepublishers.com)
- Foster, Graham. (1996). *Student Self-Assessment*. Markham, Ontario: Pembroke Publishers.
- Fox, Mem. (1985). *Wilfrid Gordon McDonald Patridge*. Illustrated by Julie Vivas. Brooklyn, NY: Kane/Miller.
- Gill, Kent. (Ed.). (1993). *Process and Portfolios in Writing Instruction*. Urbana, IL: NCTE.
- Grant, Janet, Heffler, Barbara, and Mereweather, Kadri. (1995). *Student-Led Conferences: Using Portfolios to Share Learning with Parents*. Markham, Ontario: Pembroke.
- Graves, Donald H. & Sunstein, Bonnie S. (Eds.). (1992). *Portfolio Portraits*. Portsmouth, NH: Heinemann.
- Hebert, Elizabeth. (2001). *The Power of Portfolios: What Children Can Teach Us About Learning and Assessment*. San Francisco, CA: Jossey-Bass. (www.jossey-bass.com)
- Hewitt, Geof. (1995). *A Portfolio Primer: Teaching, Collecting, and Assessing Student Writing*. Portsmouth, NH: Heinemann.
- Hill, Bonnie Campbell. (2001). *Developmental Continuums: A Framework for Literacy Instruction and Assessment K-8*. Norwood, MA: Christopher-Gordon.
- Hill, Bonnie Campbell, Ruptic, Cynthia, & Norwick, Lisa. (1998). *Classroom Based Assessment*. Norwood, MA: Christopher-Gordon.
- Jenkins, Carol Brennan. (1996). *Inside the Writing Portfolio: What We Need to Know to Assess Children's Writing*. Portsmouth, NH: Heinemann.

- Jervis, Kathe. (1996). *Eyes on the Child: Three Portfolio Stories*. New York, NY: Teachers College Press.
- Keudell, Patti. (1994). *Student Led Conferences: Learning Is In Our Hands*. Published by Patti Keudell, 875 N. 3rd, Stayton, OR 97383. (503-769-2336).
- Kimball, Miles. (2003). *The Web Portfolio Guide: Creating Electronic Portfolios for the Web*. New York, NY: Longman.
- Kingore, Bertie. (2008). *Developing Portfolios for Authentic Assessment PreK-3: Guiding Potential in Young Learners*. Thousand Oaks, CA: Corwin.
- Kinney, Patti, Munroe, Mary Beth & Sessions, Pam. (2000). *A School-Wide Approach to Student-Led Conferences: A Practitioner's Guide*. Westerville, OH: National Middle School Association.
- Koch, Richard & Schwartz-Petterson, Jean. (2000). *The Portfolio Guidebook: Implementing Quality in an Age of Standards*. Norwood, MA: Christopher-Gordon.
- Lillie, Patricia. (1993). Illustrated by Donald Crewe. *When This Box is Full*. New York, NY: Greenwillow.
- Lyons, Nona. (Ed.). (1998). *With Portfolio in Hand: Validating the New Teacher Professionalism*. NY: Teachers College Press.
- Martin-Kniep, Giselle. (1998). *Why Am I Doing This? Purposeful Teaching Through Portfolio Assessment*. Portsmouth, NH: Heinemann.
- Murphy, Sandra & Underwood, Terry. (2000). *Portfolio Practices: Lessons from Schools, Districts and States*. Norwood, MA: Christopher-Gordon.
- Murphy, Sandra & Smith, Mary Ann. (1992). *Writing Portfolios: A Bridge from Teaching to Assessment*. Markham, Ontario: Pippin Publishing.
- Picciotto, Linda Pierce. (1996). *Student-Led Parent Conferences K-3*. NY: Scholastic.
- Porter, Carol & Cleland, Janell. (1995). *The Portfolio as a Learning Strategy*. Portsmouth, NH: Heinemann.
- Rolheiser, Carol, Bower, Barbara & Stevahn, Laurie. (2000). *The Portfolio Organizer: Succeeding with Portfolios in Your Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Schipper, Beth & Rossi, Joanne. (1997). *Portfolios in the Classroom: Tools for Learning and Instruction*. York, ME: Stenhouse.

- Shaklee, Beverly, Barbour, Nancy, Ambrose, Richard, & Hansford, Susan. (1997). *Designing and Using Portfolios*. Needham Heights, MA: Allyn & Bacon.
- Shores, Elizabeth & Grace, Cathy. (1998). *The Portfolio Book: A Step-by-Step Guide for Teachers*. Beltsville, ME: Gryphon House.
- Smith, Mary Ann & Ylvisaker, Miriam. (Eds.). (1993). *Teachers' Voices: Portfolios in the Classroom*. Berkeley, CA: National Writing Project.
- Sunstein, Bonnie & Lovell, Jonathan. (2000). *The Portfolio Standard: How Students Can Show Us What They Know and Are Able to Do*. Portsmouth, NH: Heinemann.
- Sunstein, Bonnie & Cheville, Julie. (Eds.). (1995). *Assessing Portfolios: A Portfolio*. Iowa English Bulletin, Vol. 43. Cedar Fall, IO: Iowa Council of Teachers of English and Language Arts.
- Tierney, Robert, et al. (1991). *Portfolio Assessment in the Reading-Writing Classroom*. Norwood, MA: Christopher-Gordon.
- Valencia, Sheila. (1998). *Literacy Portfolios in Action*. Orlando, FL: Harcourt.
- Vizyak, Lindy. (1996). *Student Portfolios: A Practical Guide to Evaluation*. Bothell, WA: The Wright Group.
- Wilcox, Bonita & Tomei, Lawrence. (1999). *Professional Portfolios for Teachers: A Guide for Learners, Experts, and Scholars*. Norwood, MA: Christopher-Gordon.
- Woodward, Helen. (1994). *Negotiated Evaluation: Involving Children and Parents in the Process*. Portsmouth, NH: Heinemann.
- Wyatt, Robert & Looper, Sandra. (1999). *So You Have to Have a Portfolio: A Teacher's Guide to Preparation and Presentation*. Thousand Oaks, CA: Corwin Press.
- Yancy, Kathleen Blake. (Ed.). (1992). *Portfolios in the Writing Classroom*. Urbana, IL: NCTE.
- Yancy, Kathleen Blake and Weiser, Irwin. (Eds.). (1997). *Situating Portfolios: Four Perspectives*. Logan, UT: Utah State University Press.

Heinemann Publishers 1-800-541-2086/1-603-431-7894 (www.Heinemann.com)

Stenhouse: 1-800-988-9812/1-207-253-1600 (www.Stenhouse.com)

Scholastic: 1-800-325-6149/1-573-632-1687 (www.Scholastic.com)

Compiled by Bonnie Campbell Hill, October, 2009

13910 64th Place West

Edmonds, WA 98026

(425) 742-7110

Email: bonnie@bonniecampbellhill.com

Website: www.bonniecampbellhill.com