



Student Portfolios

The purpose of a portfolio in the context of language teaching is to demonstrate the extent of a student's communicative competence in the target language through samples of oral and written work. Student portfolios may be defined as "the use of records of a student's work over time and in a variety of modes to show the depth, breadth, and development of the student's abilities".

As a systematic collection of a student's work, which may be shown to parents, peers, other teachers, and outside observers, a portfolio requires close cooperation between the teacher and the student in identifying the samples of that student's work to be included. Since portfolios trace a student's progress overtime, it is imperative that revisions and drafts be included and that all samples be dated.

If portfolios are implemented clearly and systematically as an alternative means of assessment, they have several advantages over traditional forms of assessment. First, they provide the teacher with a detailed picture of a student's language performance in a variety of different tasks. Second, they can enhance students' self-image as they participate in the decisions about content and can help them identify their strengths and weakness in the target language. Finally, they integrate teaching and assessment in a continuous process.

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A/ Reading comprehension: 08 pts

- 1) Restate the definition of students' portfolio using your own words.
- 2) What does the author mean by traditional forms of assessment?
- 3) Explain the following concepts:
 - a) Communicative competence.
 - b) Assessment.
 - c) Target language.
- 4) The author mentioned several advantages of a portfolio; list them and add two other items of your own.

B/ Situation of integration: 12 pts

You are invited to deliver a 90 mn presentation in an ELT conference to shed light on assessment.

Prepare the content of the presentation (develop the concept). Provide clear examples and mention the additional resources to be used.