

Using Collins Student Portfolios

1. After writing has been scored and teacher feedback has been provided, return papers and guide students in recording each assignment and its FCAs.
 - It is helpful to number each paper to coincide with the numbered list in the log. This will make papers easier to locate later.
 - As an added option, consider having the students record their grade for each FCA as well. This is a great way to keep track of progress in a quick glance.
2. Help students to make thoughtful reflections and set learning goals.
 - Consider starting each assignment reflection with a stem (e.g., *One thing I did really well on was...*, *One skill that was tough for me was...*, *The best example of vivid vocabulary I used was...*, *Next time, I'll be sure to...*, etc.)
 - Another option is to ask students to record a strength (+) and an area in need of improvement (-) after each assignment.
 - For younger students, you might rephrase the + and - as a “glow” and a “grow,” or a simple ☺ or ☹ in the reflection column might suffice. You might also have them circle the FCA they did best on or underline the FCA they'd like to work on.
3. Use past papers stored in the folder as a tool for practicing new skills.
 - Go back to paper #2. Find three overused verbs and replace each with a more vivid verb.
 - Pull out paper #3. Rewrite the beginning of this assignment to include one of the two new opening techniques we just learned.
 - Circle all the commas you used in paper #4. In the margin for each comma you circled, write the *Check Mate* rule that applies.
 - Circle all of your sentence beginnings in paper #1. List them in order on a sheet of paper, or use the Sentence Variety Worksheet. If you see two in a row that are the same, change one.
 - Circle all the proper nouns you see in paper #5. Highlight the capital letter for each. Add any capitals that you may have missed.
4. Encourage students to review their folders periodically and develop one or two learning goals based on their progress. For example:
 - “We are about to finish our unit on narrative writing. Before our last assignment, look back at your past narrative pieces and develop one goal for doing your very best work on this last assignment.”
5. At the end of the year, consider having students select a “best work” from the folder, and write a letter to next year’s teacher (Lesson plan and materials available on our website under [“Free Resources.”](#))
 - Some teachers prefer to select the “best work” themselves, especially with less mature students.