



Writing Portfolios¹

Characteristics

- Longitudinal in nature
- Diverse in content (highly individualized; both successes and failures)
- Collaborative in ownership and assessment
- Reflective in composition
- Kinds: working and final

Assessment

- Formative: to promote the development of writing
- Summative: to evaluate the development of writing
- Includes product, process, and reflection
- Process mirrors that of a college writing course (validity)
- Colleagues' ratings add objectivity (reliability)

Logistics

- For students: provide model, check periodically, grade progress and credit quantity as well as quality
- For colleagues: provide guidelines on what to read and how to rate; limit number of portfolios

Research—little research is available on their use with deaf students.

¹ Based in part on Yancey (1992) and Hamp-Lyons (1991)