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ABSTRACT

This research project represents phase 1 of a longitudinal study involving sixth graders in an English-as-a-Second-Language middle school classroom. Research activities focus on the development and implementation of portfolio management strategies for these students. It was believed that developing an efficient system to teach these students how to create and maintain their own portfolios would help improve their English proficiency and develop skills that would help them become more self-directed, motivated, and more successful learners. Subjects were sixth-grade students from 6 different linguistic and cultural backgrounds. Each developed a working portfolio with teacher-collected material, student-collected material, student management tools, and goal cards. Once a week students selected materials for their showcase portfolios. Researchers found that the portfolio management system helped these students become actively involved in their own learning. Aspects of the portfolio process considered of particular value are highlighted. Five appendixes contain a data collection schedule and management tools such as forms for evaluating student portfolios and student techniques (story retelling and dialogue journals). (SLD)

IMPLEMENTATION OF PORTFOLIOS IN AN ESL CLASSROOM

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The University of Akron

Presented at the Eighteenth Annual Eastern Educational Research Association Conference, Hilton Head, South Carolina, March, 1995.

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Introduction: The current research project represents Phase I of a longitudinal study involving sixth grade students in an ESL (English as a Second Language) middle school classroom. The research activities focus on the development and implementation of portfolio management strategies for these students, to estimate the efficacy of the portfolio process for determining student growth and development as self-directed learners as well as their growth and development in the English language. The cultural backgrounds represented by students in this study tend to define the learner as passive and obedient to teacher direction. They do not have the concept, as demonstrated by their entering behaviors, of self-initiated learning, goal setting, self-reflection or self-evaluation, which are the skills and attitudes integral to the portfolio philosophy and process. It was believed that by developing an efficient system to teach these students how to create and maintain their own portfolios, they would not only improve their proficiency in English, but they would also develop vital skills which would help them become self-directed, more motivated and more successful learners.

The use of portfolios in the classroom has generated a great deal of interest among educators around the world within the last five years. (Paris and Ayres, 1994; Glazer and Brown, 1993; De Fina, 1992; Rief, 1992; Graves and Sunstein, 1992; Herman, Aschbacher, and Winters, 1992; Tierney, Carter, and Desai, 1991; van

Kraayenoord and Paris, 1992; Weeks and Leaker, 1991.) Numerous books and articles addressing the educational benefits of portfolios and how to incorporate them into the classroom have been published (Rief, 1992; Tierney, et al., 1991; Newman and Smolen, 1993; Paris and Ayres 1994), and many local, district and state in -service workshops have introduced teachers and administrators to the philosophy and strategies for successful portfolio implementation. The 1990's have seen the state -wide mandate and adoption of some form of portfolios in Vermont, Kentucky, and more recently Michigan (Moya and O'Malley,1994; Mills, 1989; Paris and Ayres, 1994), and on a smaller scale, portfolios are being considered and adopted in districts, schools and by individual teachers as a viable alternative assessment tool (Vavrus, 1990; Hansen, 1992). At the pre-service level, students in many teacher education programs are offered workshops and/or courses on how to use portfolios in their classrooms and how to develop their own portfolios to demonstrate their professional growth and accomplishments. While we have not reached the level of implementation that has been achieved in New Zealand and Australia, the Association for Supervision and Curriculum Development has identified portfolios as one of the three current major trends in curriculum development (Mills, 1989; Newman and Smolen, 1993).

Proponents of portfolios report that one of the major advantages of the portfolio process is that it is a means of empowering students to become active partners and decision makers in their own learning (Newman and Smolen, 1993). Used in both inner- and outer-city schools, from kindergarten to college, students develop a process assessment package demonstrating their individual progress. They are taught to set goals, to self-assess through reflective statements, and to work collaboratively with

teachers and classmates to establish standards of excellence which provide the framework for learning (Graves, 1992). A sense of ownership is developed as these key stake-holders help select their goals for learning and the criteria by which they will be judged (van Kraayenoord, 1993; Vacca and Vacca, 1994; Valencia, 1990). Students are further motivated by their role in making judgments about what to include and their responsibility for explaining what each piece of work represents in their educational development (McCombs, 1991; Shunk, 1990).

Another key advantage of portfolios is their value as an assessment tool. While traditional tests will undoubtedly continue to have a place in the educational setting, a great deal of recent interest has focused on creating a valid and reliable alternative means of demonstrating the process of learning. Educational Leadership has devoted the entire October, 1994 issue to this topic. Because the portfolios format lends itself to the inclusion of samples of student work illustrating progress at various points along the path of academic growth, they are better able to document the process of learning, which is more reflective of the actual day to day classroom environment. In contrast, Winograd, Paris, and Bridge (1991) argue that traditional assessments are based on an out-dated model of literacy which tests isolated skills, ignoring students' prior knowledge and motivation. They argue that these tests are misaligned with the literature-based, integrated curriculum of today's classrooms and may force teachers to abandon their curricular goals to prepare students for skill-based questions. They propose that educators align instruction and assessment by using authentic assessment such as portfolios.

Working from a strength model, rather than the traditional deficit model, student

production that is selected for inclusion in the portfolio allows the student and teacher to view the learner in terms of demonstrated academic strengths and personal progress (Colvin, 1988). The focus is placed on what the learner can do and the continual movement toward stated goals. Students, particularly those who have had limited academic success in traditional norm and criterion referenced evaluation procedures, frequently begin to identify their incremental progress and to view themselves as being capable of achieving an academic goal (Newman and Smolen, 1993). Portfolios also can drive instruction by helping teachers to identify student needs so they can better match instruction to needs and assessment to instruction (Rothman, 1988; Calfee and Hiebert, 1987; Shulman, 1987; Wiggins, 1989).

While the stated advantages have the potential of enhancing the learning environment, they only become advantages if classroom teachers are willing and able to implement the portfolio philosophy and process in their classrooms. To do so they must develop and/or adopt and adapt an efficient and comfortable system for portfolio management and maintenance. If the task of keeping student portfolios is too much of a burden, teachers won't do it or they may become "collection silos or storage bins" filled with data serving no useful purpose" (Routman, 1991). If it takes too much time, or adds too many additional layers to the already overwhelming responsibilities of most teachers, they will not make the necessary adjustments nor teach their students the necessary skills for becoming self-directed, self-evaluating managers of their own learning. A number of experts have cited management of the portfolio process as a great concern for teachers (Russavage, 1992; Cortez and Lawver, 1993). Therefore, for the purposes of this research project, the development of an efficient management

system for the implementation and maintenance of student portfolios was a critical part of Phase I.

Educators have begun to recognize the value of portfolios for students at risk (Freeman and Freeman, 1991). One group of students for whom portfolios show great promise is students who are learning English as a second language. Teachers of English as a second language have begun to use portfolios as a means of gathering information on their students to examine achievement, effort, improvement, and the processes of self-evaluation and goal setting (French, 1992). The large ESL programs in Arlington County Public Schools and Fairfax County Public Schools have well established programs in portfolio assessment (Predaris, 1993, personal communication; Hoyt, 1994, personal communication).

There are many valid reasons why portfolio assessment is appropriate for ESL students. First, standardized tests have been found to be inappropriate for determining the real abilities of ESL students (Navarrete, 1990; Garcia, 1994; Moya and O'Malley, 1994). These tests result in consistently low scores for language minority students and therefore do not inform teachers about strengths on which to build instruction. Second, authentic assessment provides teachers with multiple indexes of the abilities and performance of ESL students (Garcia, 1994). Multiple measures are necessary for estimating a student's multifaceted, encompassing communicative competence, ability to use the competency, and academic proficiency. Therefore, a varied approach to measurement is needed to present a clear picture of student strengths and weaknesses (Moya and O'Malley, 1994). Another strong reason for using portfolios with this population is that they are very flexible and thereby can be

adapted to meet the diverse linguistic, cultural and educational needs of ESL students. (Moya and O'Malley, 1994).

There are a number of ways that the information from portfolios can be used effectively with the education of language minority students. It can be used to make educational decisions regarding diagnosis and placement of students and when to exit students from ESL instruction. It can also be used as a means of communicating to parents the progress their children are making in second language proficiency and content knowledge (Moya and O'Malley, 1994). Within the current research, portfolios were used to help both teacher and student make appropriate educational decisions to guide instruction, placement, and to demonstrate the growth of individual students in their English language proficiency. They were also developed to facilitate communication between home and school.

Subjects: An urban middle school in a medium sized city serving mostly poor and minority students was selected for the study. The experimental group consisted of thirteen Limited English Proficient (LEP) students from a sixth grade English as a Second Language (ESL) classroom. The ESL program in the school provides a five day a week, double period of instruction in sixth grade and a five day a week, single period of instruction in the seventh and eighth grades. Students remain with the same instructor from sixth through eighth grade, thus providing the unique opportunity to determine long range effects of portfolio use. The thirteen ESL students come from six different linguistic and cultural backgrounds: three students from Thailand, one student from China, four students from Laos, three students from Vietnam, one student

from Korea, and one student from Honduras. They range in age from eleven years to thirteen years, according to student interviews conducted at the beginning of the study. The teacher has a Master's degree in TESOL (Teaching English to Speakers of Other Languages) and has been teaching for six years.

The control group consisted of two subpopulations. The first subpopulation was ESL sixth graders from the previous year. These students had the same ESL teacher and engaged in some of the same on-going writing activities to improve and demonstrate writing fluency. However, no portfolio was used. The Dialogue Journals of this control group were compared to the Dialogue Journals of the experimental group to determine entering skill levels and growth in writing.

The second control group was sixth graders from the same school and community who were not in the ESL program. The attitude survey was used to compare these students with the experimental group on their attitudes towards learning at the beginning and end of the 1994-95 school year.

Methodology: Addressing the question of how to implement an efficient management portfolio system in the classroom required teacher and researcher collaboration in the creation of a classroom management system that was functional and not cumbersome. (See Appendix A). Considerable experimentation, through trial and evaluation, resulted in the implementation of four management tools to initiate the portfolio process. Goal Cards, a Time Management Sheet, a Learning Log and a self evaluation checklist called the Friday Progress Report were introduced to the class. (See Appendix B.) The researchers viewed these instruments as potential

management tools which might encourage self efficacy, goal setting, and self reflection -- three key factors for successful portfolio assessment .

The Friday Progress Report is a student checklist that categorizes all of the student responsibilities in the classroom and provides space for the students to record the completion of their tasks as they finish them, shifting the locus of control from the teacher to the students. This tool allowed the teacher to track weekly progress without having to "hound" students about what they needed to complete each day. Simple directed questions such as, "What do you have left to complete on your checklist?" were used, when necessary to direct students back on task. At the end of the week students were asked to evaluate their effort in working to their potential and to write a reflective statement explaining their answer.

Since the design of the classroom allowed students to work independently each day, a time management system was created through teacher/researcher collaboration. At the beginning of the week, students were given a Time Management sheet which listed the days of the week across the top and ten minute intervals across the left side of the page. Prior to daily class sustained silent reading, five minutes were spent each day to complete the management sheets, giving students a graphic understanding of what they were to be doing during their ESL period. Teacher and student activities were established through dialogue and scheduled on the management sheets. Students filled in "free" blocks of time using the criteria from the Friday Progress Report as tasks that need to be completed. They referred to these blocks as "their" time and often consulted with each other as they decided what they intended to do on that day.

To enhance management procedures and prepare students for the self reflection and goal setting inherent in a quality portfolio system, Goal Cards were introduced into the class design. For this task, index cards were distributed weekly in class and the Goal Card process was modeled for the students. On the front of the cards, students wrote goals, usually addressing things that were not accomplished in weeks past. For example, some students wrote that they wanted to get their spelling work completed on time. Others wrote that they wanted to finish a piece of writing and type it on the computer. The students were instructed to place the cards on their desks at the beginning of each class period and refer to them as often as they wished. At the end of the week, students wrote whether or not they accomplished their goal in a reflective statement on the back of the card. Goal Cards were graded each week according to criteria set by the teacher.

Recognizing the value of a qualitative component, the on-site researcher and the teacher maintained journals in which they recorded their observations, concerns and ideas for modifying the management system. Qualitative data were collected to assess goal setting as it related to student progress, the development of student skills in self evaluation, and teacher and student attitudes and perceptions regarding the value of the portfolio as an assessment tool. Phase I of the study collected baseline data through a student attitude survey, a teacher attitude survey, a cloze test, and a story retelling. Additional data will be collected with these instruments in Phase II at the end of the school year to validate the use of the portfolio system as an effective tool for guiding student growth.

Prior to the onset of the project, the ESL teacher was given a survey to

determine her entering attitudes and expectations related to the time and effort required to establish a workable portfolio system and to assess her expectations of students being able to successfully manage their responsibilities. This survey was repeated at mid-year and will be responded to again at the end of the school year.

The sixth grade ESL students were also given a survey to determine their entering attitudes towards student goal setting, assuming responsibility for their learning, organizational skills for managing their work, parent involvement, metacognitive strategies for learning, and peer interaction in the learning process. The classroom teacher and the on-site researcher modeled the survey format for the ESL students who had no prior experience with this type of instrument. Because of their limited English proficiency, an interpreter, the classroom teacher, and a researcher attempted to explain survey questions that were confusing to the students, using examples from their daily classroom experiences whenever possible.

The same survey was administered to a control group of traditional sixth grade students from the same neighborhood, attending the same school. The control group had limited or no experience with portfolios and their teachers were not actively engaged in helping students to develop portfolios to guide their educational choices or to reflect growth. Both groups will again be assessed on this measure at the end of the academic year to determine changes in attitudes which can be attributed to the effects of the portfolio process.

Entering proficiency was assessed by a number of measures, including a story retelling, a cloze test, Dialogue Journal entries and a preliminary student interview. (See Appendix C.) The interview provided the teacher with a preliminary view of

student's oral language proficiency and background experience. Its primary purpose was to gain some information on students who were new to the school and unfamiliar to the teacher.

Story retellings were used to determine entering listening comprehension and oral language fluency at the beginning of the school year. Because incremental increases in language proficiency are often small and difficult to assess, this procedure will not be used again until the end of the school year to allow maximum time to assess growth in these areas. The story for the retelling was chosen from a book of fairy tales. Each child was read the story twice, given time to draw a picture, and asked to retell the story. The retelling responses were rated by the classroom teacher and the on-site researcher. A video tape of each retelling was also rated by a second researcher who has expertise in the area of ESL methodology and reading.

Additionally, a cloze technique was used to assess students' reading comprehension. The teacher selected a short, age-appropriate story from a reading magazine specifically published for ESL students, and modified it for this reading assessment. In the cloze procedures a blank line is left every fifth word to determine if the student is able to construct meaning from context. For the purposes of ESL evaluation, blanks are left every seventh or eighth word (Chamot and O'Malley, 1994). The teacher modeled the technique, gave the students practice examples, and read the directions twice. Students were then required to read the story to themselves and fill in the appropriate word whenever they came to a blank line indicating a word had been omitted. A parallel form of the cloze test was developed at the same time to be administered at the end of the year to measure growth in reading comprehension.

Other indices of English proficiency development included the students' Writing Notebooks, Reading Response Logs, and Dialogue Journals. These provided on-going evidence of student language and literacy growth and attitudes. Students chose pieces from these sources to "publish" (creating a final copy on the computer) and include in their portfolio.

Portfolio procedures: Each student developed a working portfolio which served as a place to keep for four types of information: teacher collected material, student collected material, student management tools, and goal cards. Three folders and a plastic storage bag were labeled by students and placed into a larger folder. The working portfolios were kept in a file box which provides all students with easy access.

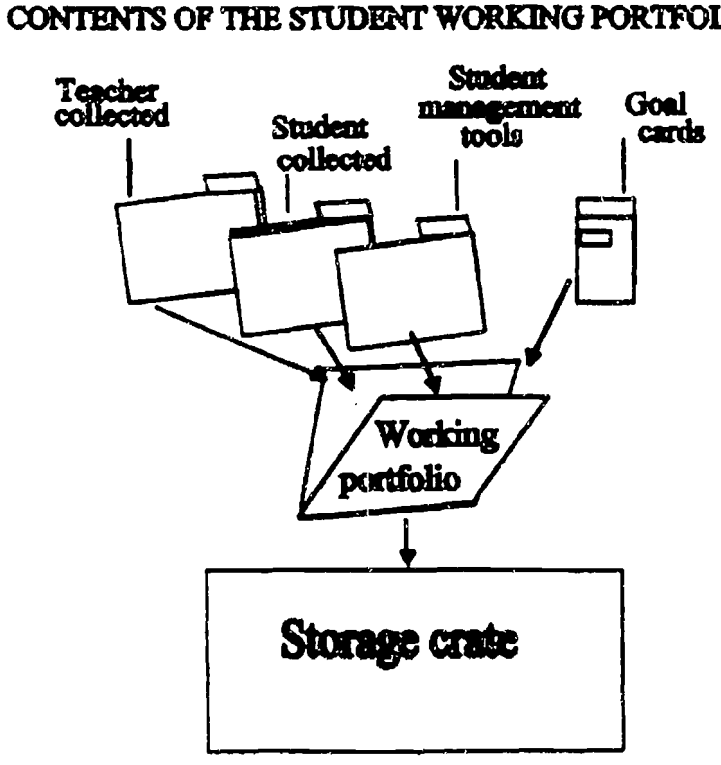


Figure 1

The first folder, labeled "teacher collected material," contained informal and formal assessments, gathered throughout the year by the teacher. The "teacher collected" folders had the following materials: report cards, progress reports, cloze tests, student interviews, story retelling information, reading attitude inventories, and writing surveys. Any material that might be useful during student or parent conferences was placed in this folder.

The second folder, labeled "student collected material," was larger and contained work completed throughout the year. Students were instructed to date and place noncurrent ESL work in this folder on a daily basis. Placing material in the folder prevented students from losing drafts of work that they might have otherwise assumed to be unimportant. A wide range of student work was stored here, including spelling tests, handouts, writing drafts, published writing, homework, and some writing pieces that were completed outside of class. Since the students' Writing Notebooks, Reading Logs, and Dialogue Journals were used daily, they were not placed in the student collected material folder.

The third folder was labeled "student management tools." This folder contained all of the management tools that were used to keep students organized. Students put their Friday Progress Reports , Time Management Sheets, and Learning Log entries in this folder.

The last piece of information collected in the "working portfolio" was the weekly student Goal Card. Every Monday, Goal Cards were returned and students placed them in plastic storage bags in their working portfolio.

After the researchers and teacher created and organized the "working" portfolio,

a second portfolio called the "showcase" portfolio was developed. Students were given hard cover three-ring notebooks to display materials they thought were most indicative of their growth and achievement as learners. This was a key element of the portfolio system because it was where students identified, assessed, and demonstrated progress, established more realistic goals, and maintained a sense of purpose for their learning.

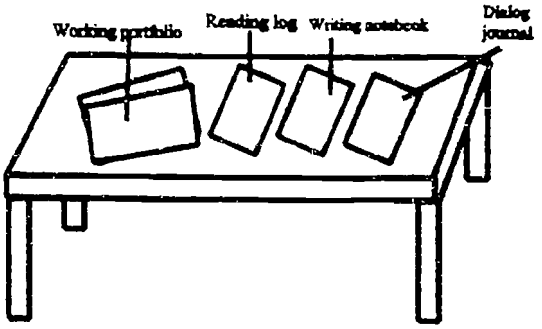
The showcase portfolio consisted of student and teacher selected work, placed in the portfolio on a weekly basis. Students were given index cards on which they wrote reflective statements, explaining why the work was important enough to include.

Materials in the showcase portfolio came from several places. Students selected materials from their working portfolio or a piece of writing from their Reading Log, Writing Notebook, or Dialogue Journal. Work selected from these sources was photocopied for the students.

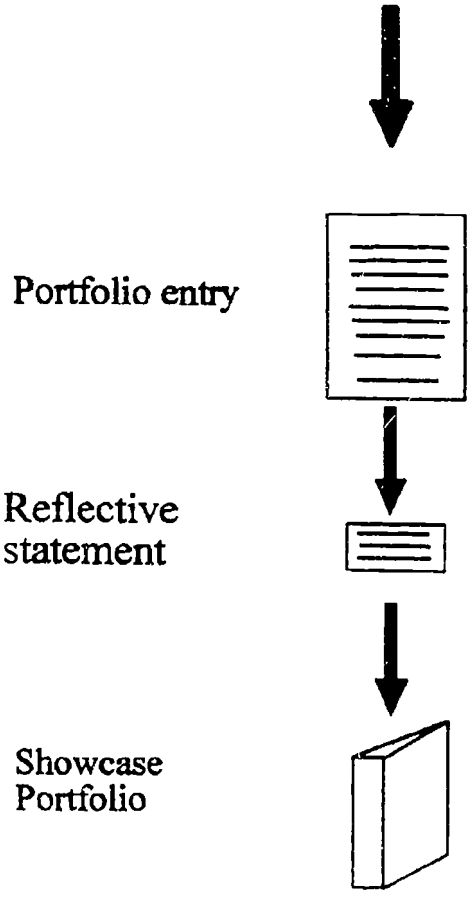
Once a week, students perused their material to decide what they would like to include in their showcase portfolio. As this was a difficult concept for the students to grasp, the teacher modeled the process using a think aloud technique. After selecting a showcase piece, she continued to model, writing a reflective statement explaining why that piece was significant. The card was then stapled to the selection and placed in the showcase portfolio. She passed the portfolio around the room so that each student could take a closer look. After the modeling technique was utilized, students followed the same selection process. (See Figure 2.)

In order to clarify students' reasons for selecting material and encourage self-efficacy, a peer interview was created to be used once a month during the showcase

SELECTING SAMPLES FOR THE SHOWCASE PORTFOLIO



Each Friday students select a sample of their work for inclusion in their showcase portfolio.



The student then writes a reflective statement explaining why this piece is important and why it was chosen for the portfolio.

Selection Process

Figure 2

selection process. While it has only been used once thus far in the study, it shows promise as a tool for helping students reflect on their work. A peer interview consists of two questions: "What do you want to share with me?" and "Why is it important?" The interviewer also records his/her supportive response to these questions.

The teacher and on-site researcher modeled the interview using their portfolios. After the process was modeled, students were told to meet with their learning buddy and conduct their own interview. Following the interviews, students wrote reflective statements and placed selected work into the showcase portfolios. Two considerations have prevented more frequent use of the peer interview technique. First, it is more time consuming than simply having students select a piece, document their reasons for selection, and place it in their portfolio. Second, the researchers were concerned that the showcase portfolio should consist mostly of the student's own selections and not the selections made with peer influence.

Teacher selected material also became part of the showcase portfolio. The teacher noticed that some good examples of student work were being left out of the portfolios because students sometimes failed to recognize these works as important parts of their literacy growth. In these cases, the teacher asked the student if she could select something from the child's showcase portfolio. These pieces were marked by a red sticker. The teacher also had the option of requiring the entire class to include something in their showcase portfolio. For instance, on one occasion she directed each student to include a piece of process writing, showing how their writing moved from their pre-writing to publication on the word processor.

Clearly, implementing and managing portfolios is an on going process that must

be adapted by the teacher throughout the year.

Design/Analysis: A multi-method quais-experimental, longitudinal and qualitative research design was developed to guide this research. Working together, the teacher and researchers identified areas of interest, the relevant research questions, instruments to aid in collecting the appropriate data, and a schedule for data collection that would yield the desired information without unnecessarily complicating the educational environment.

The design is quasi-experimental in that there are experimental and control groups, but there was no opportunity for random assignment of subjects (Newman and Newman, 1994). It is longitudinal in that the data presented reflects Phase I of a study that is scheduled to continue throughout the 1994-95 school year and may extend through the following one or two years as the development of these students is tracked. The qualitative data were obtained from the teacher and on-site researcher journals, from student reflective statements, from teacher observations that were triangulated with researcher analysis of taped reading retellings, and from comparing student Dialogue Journals with the journals from a control group of ESL students from the previous year (Newman and Benz, 1991).

Quantitative data were also gathered from a variety of sources: a Teacher Attitude Survey, a Student Attitude Survey, an analysis of written fluency , an analysis of portfolio maintenance tasks, and an assessment of entering student skills. These provided quantitative information. Inter-judge reliability estimates were also obtained.

It was determined that baseline information on entering English language

proficiency and initial student attitudes needed to be collected as early in the school year as possible to allow a maximum amount of time between pre and post testing, thereby increasing the likelihood that the researchers would be able to detect changes that may occur. English language proficiency assessment, based on the story retelling, resulted in two measures. An estimate of student listening comprehension was obtained through an evaluation of each student's ability to demonstrate a variety of comprehension skills (identifying main idea, details, sequencing, inferring meaning, relating text to own life, recognizing organization, summarizing, and giving opinions) through the retelling (Hamayan, Kwiat, and Perlman, 1985). Their oral responses were also evaluated to assess oral proficiency (accent, grammar, vocabulary, fluency and comprehension) (Chamot and O'Malley, 1994). Each student's responses were video taped and evaluated by both the teacher and on-site researcher and by a second researcher with expertise in ESL and reading. These responses were triangulated to determine the degree of inter-judge reliability. On both the listening comprehension and oral proficiency assessment expert judge agreement was very high. As can be seen from Appendix C, the pluses indicate agreement between the three judges, within one rating point. This data strongly indicated agreement between judges, with very few exceptions. (The discrepancies may be due to the poor quality of some of the tapes which made it difficult for the researcher to decipher student responses.) Appendix C also presents the aggregate ratings of each student on the five oral proficiency measures, using a 6 point scale. These assessments, along with a cloze technique to estimate reading comprehension, will be administered at the end of the school year to obtain gain scores.

The students' Dialogue Journals were also evaluated independently by each researcher for on-going evidence of student skill development. The researchers scored the first three entries and last three entries (mid-year) using a rubric developed by Moya (1990). Possible scores ranged from 0 (no response) to 5 (varied vocabulary, clear meaning, etc.) These scores were compared to a control group of six, former ESL sixth-graders who had the same teacher the previous year. There was 100% inter-judge reliability in the scoring of the students' writing in both groups. (See Appendix D.) A word count of these entries was also done to determine changes in fluency from the beginning to mid-year. A point bi-serial correlation to test for significant differences on these variables found no significant differences on the initial or mid-year word count or on the ratings of writer fluency at the beginning of the year or at mid-year. [r_{pb} (point bi-serial) = .25, p= .29; r_{pb} = .37, p= .11; r_{pb} = .16, p=.51; r_{pb} =.16, p= .52]. Experimental and control group journals will also be compared at the end of the year to see if the experimental group gained significantly more than the control group.

Several management tools were developed to assist students in maintaining their portfolios, staying on task, setting personal goals and evaluating their progress. The journals of the teacher and on-site researcher provided an on-going qualitative perspective of how well the students incorporated these techniques into their daily routine. Observed attitudinal changes and student achievements were recorded in these journals. Student portfolios were also evaluated on these tasks by each researcher independently. Materials demonstrating student use of the Learning Logs, Time Management Sheets, and Goal Cards at the beginning of the school year and at

mid-year, were rated 0 (no or insufficient information/missing data to 4 excellent management/ understands and completes task with high level of meaningful activity). Because the Friday Progress Report was introduced mid-year, student samples of this instrument were considered to be initial efforts. Interjudge agreement, within one rating point resulted in almost perfect agreement as to the level of student use. (See Appendix E.) Student success with these tools will be evaluated at the end of the school year to determine changes in behavior.

Preliminary analysis of the teacher attitude survey data reflected changes from the onset of the project to mid year. A slight change (+1) indicated that at mid-year the teacher thought it was slightly easier than anticipated to teach her students to be self-reflective, self-evaluative, and self-monitoring. She also indicated student time in this country and language proficiency was slightly more important to the success of the portfolio project. There was a slightly less positive (-1) attitude change regarding: the benefits of teaching students to be responsible for their learning, the value of portfolios in increasing peer relationships and student self-esteem, and in her willingness to spend an extra one to two hours a day in maintenance activities. She was moderately more negative (-2) in the perceived effects of portfolios on student motivation and on her willingness to do extra record keeping in the process. The largest discrepancies (-3 and -4) regarded the ability of portfolios to increase communication with parents and to help parents better recognize and monitor their student. This dissatisfaction is more than likely due to our lack of progress in putting in place the procedures to involve parents. While the researchers and teacher recognize this as an important component of successful portfolio implementation, procedures

have not yet been established to actively engage parents. Because only one teacher is involved in this research, no definitive conclusions should be made. This data is only suggestive, but for this case study, it appears that as the teacher works through the process of implementing classroom portfolios, attitude changes have and are likely to continue to occur.

A survey was administered to the sixth-grade ESL students to determine their entering attitudes toward student goal setting, assuming responsibility for their learning, organizational skills, parent support, metacognitive strategies, and peer interaction. The same survey was administered to a control group of twenty-one traditional sixth-grade students from the same neighborhood and attending the same school. The control group had limited or no experience with portfolios and their classroom teachers were not actively engaged in teaching students to develop portfolios to guide their educational choices or to reflect their academic growth. The responses of the experimental and control groups were analyzed to determine if they were significantly different (using a point bi-serial correlation which is equal to a t-test). The analysis indicated that there were significant differences between the experimental and control group, with the experimental group scoring higher on four of the six attitude subscales. [Attitude sub scale data: Goal setting- r_{pb} = -.32, p= .06; Responsibility for learning- r_{pb} =-.33, p= .057; Organization- r_{pb} = -.35, p= .03; Parent Information- r_{pb} =-.29; p= .08; Learning strategies- r_{pb} =-.43, p= .01; Peer/social interaction- r_{pb} =-.47, p=.004.] This information will allow us to assess attitude changeon the post-test at the end of the year, when the pre-test scores are covaried.

The teacher and on-site researcher recorded thoughts, concerns, and ideas for

modifications in their journals as they observed students and determined their needs. The journals provided insights into the concerns and successes of the implementation process. They described student responses, changes in behavior which reflect a more proactive student posture, suggestions for modifying procedures, and general student and teacher reactions to daily classroom procedures. These journal entries have clearly identified two key components for managing portfolios and encouraging goal-directed student behavior--consistent modeling of expected behaviors and establishing routines through repetition. These components will continue to provide the scaffolding for the implementation of portfolio procedures.

Researcher observation log entries also indicated that students are doing a better job in completing their Learning Logs on which they record their daily activities in all classes. Additionally, the logs showed that the appropriate use of Goal Cards is increasing as students appear better able to select their goals. Increased time on task and the ability to self-select educational activities seem to be correlated with the increased use of the Time Management Sheets. Students also appear better able to assess their success in achieving goals at the end of the week on both the Goal Cards and the newly implemented Friday Progress Report.

Educational Implications: This study has investigated a management system for portfolio assessment of limited English proficient students in an ESL classroom. Moya and O'Malley (1994) state that it is extremely important for teachers to collaborate and to have support from the school administration when implementing change. In many ESL programs second language teachers often find themselves

isolated when trying to develop new methods of instruction and assessment. For these teachers it is extremely important that they are assisted in developing an effective management system to meet student needs. This is especially the case in portfolio assessment, which can be extremely demanding on the teacher's time and energy. This research has developed a framework intended to guide teachers as they embark on their journey towards authentic assessment.

The researchers have found that the management system implemented in this study has been successful in helping ESL students become actively involved in planning, assessing and reflecting upon their own learning. They, therefore, propose a model for portfolio management that has six key components:

- teacher demonstration of procedures and repeated practice by students
- weekly setting of goals by students
- engagement of students in daily planning and time management
- weekly assessment of progress by students
- peer conferencing regarding process made in learning
- writing of reflective statements for pieces students have selected to include in their showcase portfolio.

The educational implications for each of these components are summarized below.

Teacher demonstration of procedures: This study has found that students become much more effective at managing their own portfolios when the process is modeled for them by the teacher and when they have many of opportunities to practice the routines necessary for maintaining portfolios.

Weekly setting of goals for learning: The researchers found that having

students set their own goals for learning and evaluate themselves on their attainment of those goals helped them become more self-directed learners. By making educational decisions they became more motivated to engage in learning.

Engagement in daily planning and time management: This study found that daily planning of learning by students using a Time Management Sheet helped them become more responsible for their own learning. This activity has great potential for increasing the amount of time on task for students because they can refer to their planning sheet to remind them of what they should be doing throughout the day.

Weekly assessment of progress: The Friday Progress Report was found to be valuable in helping students review their week's activities and reflect upon their progress. This tool has great potential for helping students develop more self -awareness of their own progress and insight into the direction in which they should be heading.

Peer conferencing regarding progress made: Peer conferences aided students in getting meaningful feedback on their work. This is a important component of the management system because it provides the social reinforcement to encourage students to be task-oriented and focussed.

Writing of reflective statements: Writing of reflective statements for pieces selected for inclusion in the showcase portfolio empowered students to assess their own work and develop pride in their own accomplishments. This self-reflection is a critical component of the management model because it helps students see the value of the portfolio process.

The performance assessments used in this study have strong educational

significance. These procedures yielded additional insight into student thought processes as well as their language development. Including video tapes of student performance at various points during the year is a powerful method for showing student growth. The portfolio process has great promise not only as a management tool for constructivist classrooms but also for empowering students to become decision makers as they make choices regarding their own learning. In our concern for molding life-long learners, the benefits of goal setting, reflection, and self analysis cannot be underestimated.

APPENDIX A

SCHEDULE OF DATA COLLECTION

Schedule of Data Collection

	Daily	Weekly	Monthly
Management Tools			
Time Management Sheets	X	X	
Learning Logs	X		
Goal Cards	X	X	
Friday Progress Reports	X	X	
Peer Interview			X
Teacher Journal	X		
Researcher Journal	X		

	Initial	Midyear	Final
Performance Assessments			
Story Retelling	X		X
Comprehension & Oral Language			
Cloze Test	X		X
Dialogue Journal	X	X	X
Language ability and fluency (word count)			
Attitude Assessment			
Teacher Attitudes	X	X	X
Student Attitudes	X		X

APPENDIX B

MANAGEMENT TOOLS

LEARNING LOG

Grade: _____ W E E K L Y A S S I G N M E N T S H E E T Parent's signature

NAME: _____ RECORD ROOM: _____ WEEK OF: _____

SUBJECTS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

TIME MANAGEMENT SHEET

Name
Week of
Goal(s)for the week:

	Monday	Tuesday	Wednesday	Thursday	Friday
9:20-9:30					
9:30-9:40					
9:40-9:50					
9:50-10:00					
10:00-10:10					
10:10-10:20					
10:20-10:30					
10:30-10:40					
10:40-10:50					
10:50-11:00					

Friday Progress Report_____
Week of _____

____SSR _____School _____Home
_____Fiction _____Non-Fiction

____Reading Response Log (#of entries _____)

____Reading Conference ____Peer _____Teacher

____Learning Log/Assignment Sheet

____Journal Writing

____Writing Conference _____Peer _____Teacher

____Writing Notebook-Drafting

____Publishing _____Computer _____Other, such as, art

____Sharing _____Read to class _____Send off (mail)
_____Add to classroom library

____Spelling _____Identify words
_____Teacher o.k./initials
_____Use words in sentences
___Write words 5 times each
_____Test
_____Graph results

____Notebook from participation in sports team, club meeting or volunteer service

____Mini-lesson about: _____

____Activity: _____

____Guest Speaker: _____

____Other: _____

_____

_____

Evaluate your learning for the week:

I did not achieve at my full potential — I achieved at my full potential

1 2 3 4 5

Why did you rate yourself this way?

My name is _____
My partner is _____
Today's date is _____

STUDENT INTERVIEW

GET TOGETHER WITH YOUR PARTNER AND ASK him/her QUESTIONS #1 AND #2. RECORD THEIR ANSWERS IN THE SPACE PROVIDED. ANSWER QUESTION #3 ON YOUR OWN.

1. What do you want to share with me?

2. Why is it important?

3. I told him/her...

APPENDIX C

STORY RETELLING ANALYSIS

Aggregate Scores of the Oral Proficiency Assessment
for the Fall Story Retelling

	Accent	Grammar	Vocabulary	Fluency	Comprehension
Peng	4.0	3.0	1.5	1.5	2.0
Jin Young	5.5	5.0	4.5	5.0	5.5
Long	3.0	2.5	2.0	3.0	2.0
Bao	4.0	4.0	4.5	5.0	4.5
Thoping	3.0	4.0	3.0	3.0	4.0
Thanongsack	5.0	5.0	5.0	5.0	5.0
Souchitta	4.0	3.5	3.0	2.5	2.0
Phitsamay	5.0	4.0	4.5	4.5	5.0
Daoviseth	5.0	4.0	5.0	5.0	5.0
Mee	3.5	3.0	2.0	3.5	2.0
Ma	2.5	2.0	1.5	1.5	1.5
Yeng	5.5	5.0	5.5	5.5	5.5
Pedro	3.5	3.5	3.5	3.5	4.0

Note. Scale: 1 = lowest, 6 - highest. See rubrick following table.

Appendix

LANGUAGE PROFICIENCY DESCRIPTIONS

Accent

1. Pronunciation frequently unintelligible.
2. Frequent gross errors and a very heavy accent making understanding difficult, requiring frequent repetition.
3. "Foreign" accent that requires concentrated listening; mispronunciation leading to occasional misunderstanding and apparent errors in grammar or vocabulary.
4. Marked "foreign" accent and occasional mispronunciations which do not interfere with understanding.
5. No conspicuous mispronunciations for a child of that age level but would not be taken for a native speaker.
6. Native pronunciation, with no trace of "foreign" accent.

Grammar

1. Grammar almost entirely inaccurate except in common phrases.
2. Constant errors showing control of very few major patterns, relative to a native speaker of that age level, and frequently preventing communication.
3. Frequent errors showing lack of control of some major patterns and causing more misunderstanding than would be expected for a native speaker of that age level.
4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
5. Few errors, with no patterns of failure, but still lacking full control over grammar that is expected of that age.
6. No more than two errors during the interview, other than those typical of a child of the same age who is a native speaker of that language.

Vocabulary

1. Vocabulary inadequate for even the simplest conversation.
2. Vocabulary limited to basic personal and survival areas (time, food, family, etc.)
3. Choice of words sometimes more inaccurate than would be expected of a native speaker of the same age, and limitations of vocabulary that prevent continuous conversation.
4. Vocabulary adequate to carry on basic conversation but some circumlocutions are present.
5. Vocabulary almost as broad and precise as would be expected of a native speaker of the same age.
6. Vocabulary apparently as accurate and extensive as that of a native speaker of the same age.

Fluency

1. Speech so halting and fragmentary that conversation is virtually impossible.
2. Speech very slow and uneven except for short or routine sentences.
3. Speech more hesitant and jerky than a native speaker of the same age; sentences left uncompleted.
4. Speech occasionally hesitant, with some unevenness caused by rephrasing and groping for words, more so than would be typical for that age level.
5. Speech effortless and smooth, but perceptibly non-native in speed and evenness.
6. Speech on all topics that are of interest to that age level as effortless and smooth as a native speaker's.

Comprehension

1. Understands too little for the simplest type of conversations.
2. Understands only slow, very simple speech on concrete topics; requires more repetition and rephrasing than would be expected of a native speaker of the same age.
3. Understands careful, somewhat simplified speech directed to him, with considerable repetition and rephrasing.
4. Understands adult speech quite well directed to him, but still requires more repetition or rephrasing than a native speaker of the same age.
5. Understands everything in conversation except for colloquial or low-frequency items, or exceptionally rapid or slurred speech.
6. Understands everything in both formal and colloquial speech expected of a native speaker of the same age.

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Triangulation of Story Retelling Analysis

	Includes Main Ideas	Includes Detail	Proper Sequence	Infers Beyond Text	Relates Text to Own Life	Recognizes How Text is Organized	Gives a Summary	Gives Opinion Of
Jin Young	+ + +	+ + +	+ + +	+ + +	+ + +	- - +	+ + +	+ + +
Daoviseth	+ + +	+ + +	+ + +	- - +	+ + +	+ + +	+ + +	+ + +
Bao	- - +	+ + +	+ + +	+ + +	+ - -	+ + +	+ + +	+ + +
Thanongsack	+ + +	+ + +	+ + +	+ + +	+ + -	+ + +	+ + +	- - +
Phitsamay	+ + +	+ + +	+ + +	+ + +	+ + +	- - +	- - +	+ + +
Souchitta	+ + +	+ + +	+ + +	+ + +	+ + +	+ + +	+ + +	+ + +
Yeng	+ + +	+ + +	+ + +	- - +	+ + +	+ + +	- - +	+ + +
Pedro	+ + +	+ + +	+ + +	+ + +	+ + +	+ + +	+ + +	+ + +
Long	+ + +	+ + +	+ + +	+ + +	+ + +	+ + +	+ + +	+ + +
Thopeng	+ + +	+ + +	+ + 0	- - +	+ + +	0 0 +	+ + +	+ + +
Mee	+ + +	+ + -	+ + +	+ + +	+ + +	+ + +	+ + +	+ + +
Ma	+ + +	+ + +	+ + +	+ + +	+ + +	+ + +	+ + +	+ + +
Peng	+ + +	+ + +	+ + +	- - +	+ + +	- - +	+ + +	+ + +

Note. Triangulation of responses measuring listening comprehension for oral story retelling. + = agreement within on scale score; - = disagreement, difference of 2 or more scale score points; 0 = unclear, could not rate.

TEACHER CHECKLIST FOR RETELLING

STUDENT'S NAME_____GRADE LEVEL____DATE_____

TITLE OF THE STORY_____

	NOT AT ALL	MINIMUM	MODERATE	EXTENSIVE
INCLUDES MAIN IDEAS				
INCLUDES DETAILS				
PROPER SEQUENCE				
INFERS BEYOND TEXT				
RELATES TEXT TO OWN LIFE				
RECOGNIZES HOW TEXT IS ORGANIZED				
GIVES A SUMMARY				
GIVES OPINION OF				

APPENDIX D

DIALOGUE JOURNAL ANALYSIS

Dialogue Journal Analysis

	Agreement Between Judges on Writing Skills		Fluency--Average Word Count on 3 Entries	
	Initial	Midyear	Initial Entries	Midyear Entries
Peng	+ + +	(none, new student)	72	---
Jin Young	+ + +	+ + +	56	53
Bao	+ + +	+ + +	59	51
Tho	+ + +	+ + +	16	64
Thanongsach	+ + +	+ + +	35	40
Souchitta	+ + +	+ + +	26	27
Phitsamay	+ + +	+ + +	41	19
Daoviseth	+ + +	+ + +	15	26
mnee	+ + +	+ + +	25	39
Ma	missing data	missing data	missing data	
Yeng	+ + +	+ + +	18	19
Pedro	+ + +	+ + +	16	68

Note. Student who began the year fairly fluent (high number of written words per selection) tended to show smaller increase influences.

APPENDIX E

ASSESSMENT OF MANAGEMENT TOOLS

Triangulation of Rater Responses for the
Student Management Tasks

	Learning Logs				Time Management Sheets				Goal Cards				Friday Progress Report			
	Initial			Mid			Initial			Mid			Initial			Mid
Thanongsack	+	-	+	+ + +			+ + +			+ + +			+ + +			
Daoviseth	+	+	+	+ + +			+ + +			+ + +			+ + +			
Souchitta	+	+	+	+ + +			+ + +			+ + +			+ + +			
Mee	+	+	+	+ + +			+ + +			+ + +			+ + +			
Ma	+	+	+	+ + +			+ + +			+ + +			+ + +			
Bao	+	+	-	+ + +			+ + +			+ + +			+ + +			
Phitsamay	+	+	+	+ + +			+ + +			+ + +			+ + +			
Thopeng	+	+	+	+ + +			+ + +			+ + +			+ + +			
Jong	+	+	+	+ + +			+ + +			+ + +			- + -			
Yeng	+	+	+	+ + +			+ + +			+ + +			+ + +			
Peng	+	+	+	+ + +			+ + +			+ + +			+ + +			
Pedro	+	+	+	+ + +			+ + +			+ + +			+ + +			
Jin Young	+	-	+	+ + +			+ + +			+ + +			+ + +			

Note. Rubric:
0 = no information/insufficient information/missing data
1 = poor management/incomplete/doesn't seem to understand task
2 = marginal management/ understands but doesn't complete task
3 = good management/understands and completes task
4 = excellent management/understands and completes task with high level of meaningful activity.

Interjudge agreement on 9 of the 13 students = 100% agreement. In only one area (Goal Cards) for one student was there less than 26% agreement. Friday Progress Reports were newly implemented so only one measure was taken.