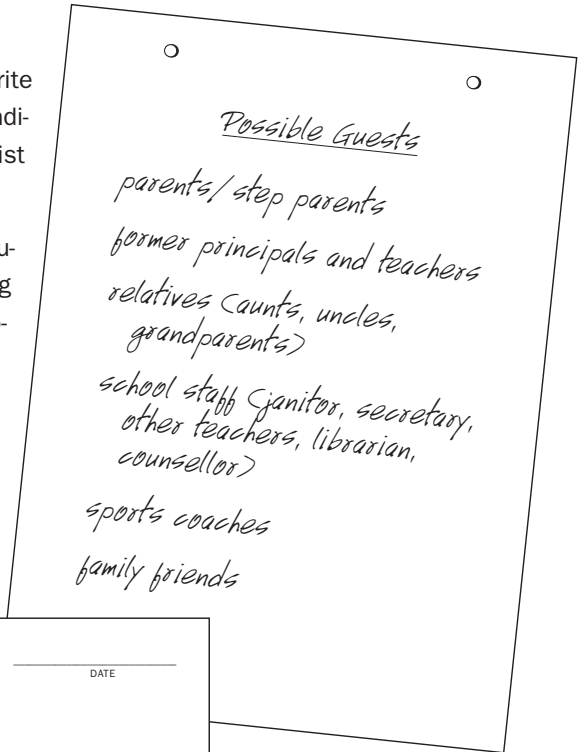


6. Have each student write an invitation to one or more individuals they choose from this list (see figure 5).

7. Give time in class for students to rehearse by showing and talking about their portfolios with a peer.

8. Reserve a space, such as the library, for an afternoon.



**Figure 4:  
Brainstorm List  
of People**

\_\_\_\_\_ DATE \_\_\_\_\_

Dear \_\_\_\_\_

On \_\_\_\_\_ DATE \_\_\_\_\_ my class will be sharing our portfolios with parents and other special guests.

On this day, we are asking you to

- come to the \_\_\_\_\_ PLACE \_\_\_\_\_ at \_\_\_\_\_ TIME \_\_\_\_\_
- view my portfolio with me
- comment on the samples of work I've selected to show you

When you come, I'd like you to notice

- 
- 
- 

Please let me know if you can come so I can let \_\_\_\_\_ TEACHER \_\_\_\_\_ know.

Yours truly,

\_\_\_\_\_ SIGNATURE \_\_\_\_\_

**Figure 5:  
Invitation Form  
for Portfolio  
Afternoon**

9. Arrange with students for refreshments.
10. At the portfolio afternoon, ask students to introduce their guests to you as they arrive.
11. Have students show and talk about their portfolios with their invited guests. Ask guests to complete a response card before leaving (see figure 6).

**Figure 6:**  
**Response Card**

Blackline master in Appendix,  
page 57

Portfolio Afternoon <b>Audience Response</b>	
Two compliments I have for <u>Kate</u> :	
- You really put a lot of effort into your work	
- I really liked the memoir you wrote about your grandfather in the war	
Something I would like to see next time:	
- More of the same - keep up the good work!	
Date <u>Feb. 21</u>	Signed <u>Mrs. Wittenburg</u>

12. Following the portfolio afternoon, ask students to review the event by asking questions, such as: “What worked?” “What didn’t?” “What could we do another time?”

### **ADAPTATIONS**

When parents or other audiences are unable to attend, we suggest students make an appointment with someone to

view their portfolio outside of school time (see Home Performance, p. 27).

Sometimes we support students who need assistance during the portfolio afternoon by sitting in on parts of their conversations.

Some students choose to invite other parents and guests to view their portfolios and to complete a comment card.

## Goal Envelopes

Students set a personal goal they want to achieve. They collect evidence to put in an envelope to show an audience how they are meeting or have met their goal. Students choose a time, place, and audience to present what they have accomplished.

1. Work with students to set personal goals. Pose questions such as: “What do you want to be able to do in this class by the end of term?” “What skill do you want to improve?” “What’s the one thing you’d like to try doing in this course that you’ve never done before?” (For more information on setting goals, see chapter 2 of *Self-Assessment and Goal-Setting*, the second book in this series.)

2. Show students a sample of a completed goal envelope. Explain that having someone to show their evidence to keeps them focused on their goal; keeping evidence reminds them that they are moving forward (see figure 7).

3. Give each student a nine-by-twelve-inch envelope to which you have attached a form, such as the one in figure 7. Every few weeks give them time in class to collect evidence related to their goal.

4. Provide time for students to show and talk about their evidence with partners.

5. Look at what students have included in their envelopes. Then have them show someone outside of school how they have met or are working towards their goal.

6. Have students ask their audience to respond on the envelope.