

USING PORTFOLIO COLLECTIONS TO EVALUATE STUDENTS' WRITING PROGRESS**Sayidova Gulchiroy Nekboyevna**

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Annotation: This paper aims to share ideas about writing portfolios and their impact to students learning progress. Students portfolios are an important tool for presenting and assessing work that is hands-on or project-based. They help organize individual materials that are relevant to a specific project or experience, providing a more complete representation of a learner's progress and accomplishments. Portfolios can also be used to tie together separate projects within a given subject or class, providing a longitudinal look at a student's learning journey.

Key words: writing portfolios, students portfolios, students, teachers, writing skills

A portfolio is usually defined as a collection of writing by an individual student. The writing included in a portfolio may be selected by the student or assigned by the teacher; it may cover an entire college career or a single semester; it may include samples from only one class or from an entire curriculum; it may include peer or student commentary or evaluation, or it may simply include the student's work. Any of these approaches may be successful if the instructor has a clear purpose for asking students to maintain portfolios and if this purpose is clearly articulated to students. In the best cases, portfolios help students reflect on their growth as writers, help students to interact with peers in the discussion of writing, and help faculty and students to discuss ways in which students may become better writers. In addition, a portfolio may serve as a "performance," a way of selling potential employers on a student's versatility, language abilities, and critical thinking skills. On the other hand, a "portfolio" which is only a collection of writing assignments in a folder is likely to be of little worth to either faculty or students, so it is important for faculty to think carefully about the reasons for asking students to keep portfolios before making them a course requirement. In general, the longer the period of time over which written work is collected, the more growth and change will be obvious. Ideally, students would keep portfolios throughout their undergraduate careers (and perhaps beyond), but they can also be a useful tool in a single course. Considerable help is available to those interested in incorporating portfolios into their classes. Three excellent resources on the use of portfolios for assessment of either programs or individuals are *Assessment in Higher Education: Politics, Pedagogy, and Portfolios* by Patrick L. Courts and Kathleen H. McNerney, *Portfolios: Process and Product*, edited by Pat Belanoff and Marcia Dickson, and *Portfolios in the Writing Classroom*, edited by Kathleen Blake Yancey. The sections below provide a starting point for thinking about using portfolios in writing intensive courses. Many types of works can be included in a student portfolio, depending on the subject or project and the portfolio medium. Some common examples include: writing samples: essays, journals, research

papers, and creative writing pieces; Artwork and design: drawings, paintings, graphic design, and 3D renderings. Traditionally, portfolios primarily focus on polished final products with less emphasis on the journey that led to those products. Modern portfolios should aim to focus on process as much as final products, giving educators and other viewers insight into the learner's thought process and learning journey.

Students portfolios are an important tool for presenting and assessing work that is hands-on or project-based. They help organize individual materials that are relevant to a specific project or experience, providing a more complete representation of a learner's progress and accomplishments. Portfolios can also be used to tie together separate projects within a given subject or class, providing a longitudinal look at a student's learning journey. The creation and evaluation of student portfolios should be a collaborative process that benefits both students and teachers. Of course, when considering the benefits of student portfolios, we should start with the students themselves! One of the main benefits of student portfolios is that they are curated by the learner; giving them ownership of how their learning is represented. Other student benefits include: providing a visual representation of their progress; improving self-reflection and metacognition skills; fostering organization and presentation skills; encouraging a sense of agency and ownership over their learning; serving as valuable tool for college and job applications. By regularly updating their portfolio and presenting their work effectively, students are equipped with crucial skills for college and career readiness, and are empowered to become active participants in their education.

A portfolio also can serve as an excellent vehicle for summative assessment or grading. An individual teacher may choose to grade the portfolios produced by students in his or her class, or the teacher may work with others teaching the same class to "blind" rate portfolios either to assign grades or to determine proficiency and nonproficiency.

To sum up I can say that students portfolios are a powerful tool for enhancing student learning and engagement and assessing student progress and understanding. In addition to helping students develop as writers, portfolios can be a valuable way to improve their critical thinking skills as well as their ability to be self-reflective and self-critical. Portfolios can also provide a rich assessment of growth over time. They allow students to share and learn from peer responses and provide faculty and students with one-on-one opportunities to discuss the specific strengths and weaknesses of student writing.

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