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**Abu Dhabi City Campus: Primary School**

**Portfolio Essential Agreement: 2012-2013**

**Purpose:**

1. This will be a reflective portfolio, its primary purpose being for students to reflect on their work and to discuss their learning process.
2. The portfolio will be used as an evaluation tool for teachers, students and parents. It will assist them in looking at progress that has been made, and also serve as a guide to possible strategies that will further develop the student learning.
3. As this is a reflective portfolio, there should be emphasis placed on the development of student self-reflections. Where possible, student self-reflections should reference the Learner Profile.
4. It will contain a cover page that includes a photo of the child, the child’s grade level, the school year (e.g. 2012-2013), and the ENS logo.
5. A page where parents can write reflections on the progress that students have made should be placed at the back of the portfolio. Parents can write these reflections at the student-led portfolio conference.
6. The portfolio will be kept in the classroom until the end of the academic year, and will be referred to during parent conferences and/or meetings. It can also be referred to during class time to facilitate formative discussion and assessment.
7. Students will be provided with opportunities throughout the year to practice sharing their portfolios with their peers, in preparation for the end of year student-led conference
8. The portfolio will go home with the student after the Student-led conference, to be held during the final week of the academic year.
9. Teachers may request that the previous year’s portfolio be brought to school at the beginning of the year so they can see an overview of what the student is able to do.

**Organization:**

The portfolio will be organized by Units of Inquiry. For each unit, it should include (at least) the indicated amount of work samples from each of the following curriculum areas:

**Literacy (2):** could include journal entries, stories, handwriting, any genre focused activities, comprehension activities, phonics focused activities, guided reading extension activities.

**Mathematics (2):** should cover concepts focused on, and be linked to the unit (where possible).

**Social Studies/Science (2):** should be directly linked to the unit of Inquiry.

**Arabic Studies (2):** should include areas of focus andbe linked to the unit where possible.

**UAE Studies (1):** should include areas of focus and be linked to the unit where possible.

**Islamic Studies (1)** should include areas of focus andbe linked to the unit where possible.

**Other:** could include work generated for special events within the school (e.g. International day), photographs, class/grade level awards etc.

+ Work samples can be cut straight from student workbooks (i.e. work samples do not need to be photocopied or generated specifically for the portfolio).

++Work samples should include some form of teacher acknowledgement (i.e. comment, signature), and there should be a minimal amount of conferencing (red pen).

+++Work samples should be a mixture of both teacher and student choice.

\* Single Subject teachers (Art, Music, PE) will be required to submit at least one work sample for each semester. These will be linked to the unit where possible (Major focus units).

\*\*It is the responsibility of the single subject teacher to coordinate with the classroom teacher the work samples that will be submitted, and the due date for submission.