



The Learner Portfolio

The Portfolio is a collection of a learner's work made up of snapshots of the various activities taking place in tutoring sessions over time.

What goes into the Portfolio? Just as an artist chooses their best pieces to display in a gallery, so will the learner choose work of which they are most proud and which they feel shows evidence of their personal progress. The choice of what to include in the Portfolio is completely up to the adult learner. Tutor-learner teams can integrate Portfolio use into their regular sessions, setting aside time every few sessions to discuss what to include.

Since Portfolios reflect an individual learner's progress, each one will be different and reflect the goals being addressed in the tutoring sessions. The strength of the Portfolio is tied to the ongoing conversations between tutors and learners that go into creating it. For later reference and reporting, it's always a good idea to include a statement from the learner explaining why they feel good about a particular item being included in the Portfolio.

Here are some general guidelines for creating a Portfolio:

1. The Portfolio belongs to the learner. Learners make the decisions about what goes into the Portfolio and why. Learners are responsible for keeping the Portfolio and bringing it to tutoring sessions.
2. Stay organized—set aside some time every few sessions to choose examples of progress to place in the Portfolio.
3. To physically create a portfolio, try using a file folder, 3-ring binder, or letter-size envelope.
4. On the inside of the Portfolio, your learner might want to keep a list of the goals they are working on in the tutoring sessions. When regularly choosing work to be included in the Portfolio, the learner and tutor should review all the work that has been done and select items that indicate progress. Examples of this work might include:
 - a. Websites used successfully by the learner
 - b. Titles of books, magazines, and newspapers read
 - c. Writing samples: letters, text messages, or email the learner has written
 - d. Copies of applications successfully completed
 - e. Poems or short stories
 - f. A list of spelling words the learner has mastered

5. The learner and tutor should talk about the work chosen for the portfolio. Discuss why the learner selected a particular item and how it represents learning and progress. Ask the learner to write a brief comment about why they have chosen each piece for inclusion in their Portfolio.
6. Each item going into the Portfolio can include a brief description, something like this:

Date:

I picked this piece because...

When I worked on this, I learned...

Adult learners will experience a sense of accomplishment seeing their best work compiled. The tutoring experience is not only about reading and writing but also about enhanced self-esteem.