

Process folio- what ? how ? and why ?

What ?

- Record of all work completed by a student in the subject
- Record of the work carried on in the class
- Record of the work carried on outside of the class

How ? for further details see <http://economics.isdedu.de>

How ?

The file will be organized as follows:

- A4 sized binder with following sections:
 1. Contents/index page
 2. Assessment
 3. Class notes / handouts
 4. Student notes
 5. Economics Dictionary
 6. Internal assessment coursework

The Process Folio “(The Process Folio) serves as a concrete product of student learning and a means of monitoring progress by the instructor and student. This product can represent a clear justification that special programming is appropriate. **Process-folios** also provide on-going evaluation of the program to determine whether it is effective in meeting the developmental needs of the student. Adjustments to the program can be made on an as needed basis. **Process-folios** contain the students' drafts, plans, recognition such as certificates or competition awards, self-reflections, comments and critiques from peers and/or others; mentors, teachers, family. These concrete examples of progress have tremendous value in self-awareness and acknowledgment. **Process-folios** also provide recognition by peers, family, teachers and other professionals and demonstrate to both teacher and student that growth has occurred. The student and the instructor add works to the **process-folio** throughout the year. They maintain not only a collection of work at various levels of completion (products), but also a record of personal thoughts, reflections, critiques, assessments and interactions with others. The **process-folio** serves as an initial point for spontaneous conversations such as the accomplishment of goals, guidance, facilitation, encouragement, and directive input. The conversations with the instructor are essential for the instructor to truly understand the learner's needs, styles and thoughts. **Process-folios** offer learners ongoing feedback, recognition and acknowledgment for their own achievements.”

Source: [Gifted Child Today Magazine, Nov/Dec97, Vol. 20 Issue 6, p40, 4p](#)

Author(s): [McCaughey, Suzanne](#)

Why ?

- Promotes reading
- Promotes effective organization of student work
- Promotes reflection – how to improve?
- Continuous assessment
- Favors weaker students
- Demotes + complements the terminal exam
- Assessment criteria provided to students
- Rewards work outside the classroom