

ABSTRACT

Using Authentic Writing Portfolios to Improve Writing Competence in Two Standard 4 Classes: A Collaborative Research Project – The Professional Development of Teachers From Two Urban Schools in East Port of Spain

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This action research study focused on teachers' use of portfolio assessment as an authentic means of teaching writing to improve the quality of students' writing. Participants in the study were two Standard 4 teachers and their classes, from two primary schools in East Port of Spain, Trinidad. The teachers were exposed to a professional development programme, designed to help them use and implement portfolio assessment as an intervention in their class to improve their students' writing. Data were collected through pre- and post-intervention scores and their written journals. The findings from the teachers demonstrate that in the areas of teaching efficacy, confidence, and motivation, there were immediate improvements in performance as a result of the intervention.

Keywords: Writing, Primary school teachers; Portfolios; Action research; Professional development; Trinidad and Tobago