

Abstract

This project explores the portfolio as an innovation in a Caribbean classroom. The portfolio was used for teaching and assessing the experimental skill "planning and designing" in a 5th form (16+ age group) biology class at a boys' secondary school in south Trinidad. A qualitative case study was used in which 15 students developed portfolios over an 8-week period. The findings indicate that the use of the portfolio enhances students' performance in the experimental skill and their attitude to work, and the portfolio development process supports student reflection on, and self-assessment of their work, as well as individualised learning.