

## **ABSTRACT**

This research study investigated the question, “What are the observed and reported experiences when portfolios are implemented in the Kindergarten classroom?” The participants were 25 five and six year olds in a full-day Kindergarten classroom.

Each student created a literacy portfolio that included 19 documents. Each document was talked about and reflected on before being placed in the portfolio folder. Students participated in small and large group discussions regarding their portfolio documents. Midway through and at the end of the research study, students had a conference with the teacher about their portfolios. Students also completed a survey at the end of the study.

Major results of this study showed an increase in reflective thinking and accurate assessment of work by students. It became evident that students of this age group were capable of reflecting upon their own work but needed teacher modeling, practice, and prompting to do so.