Abstract
Guidelines to elaborate teachers and students portfolios are presented in this article. Some elements that might be included in both are pointed out, but they may vary depending on the nature of the subject areas nature and the purpose for which they are elaborated. The portfolio, used by teachers as a self-evaluation instrument, allows enhancing their performance in the classroom, and, in the case of students, it makes it easier to appreciate the learning process through permanently and jointly proofreading with the teacher all papers selected to be included in it.

Keywords
portfolio, teaching, learning, evaluation.