

Portfolio Score Guide - Reading

9th & 10th Grade

Score Point 5

Thoughtful Reading

The reader responds effectively...

- demonstrates the ability to discern the literal and figurative meanings of words encountered and use those words accurately (1.0, 1.1)
- extends ideas through detailed original analysis, evaluation and elaboration (2.5, 3.1)
- shows awareness of author's purpose, point of view, or bias, and may challenge the author's conclusions (2.8)
- recognizes and understands the significance of literary devices (3.7, 3.9)
- makes connections within and beyond the text (3.5)
- evaluates the aesthetic quality of style, including the impact of diction and figurative language on tone, mood, and theme (3.11)
- reflection piece is thoroughly developed examining areas of growth and improvement
- portfolio is professionally organized and presented
- completes all required elements

Score Point 4

Accomplished Reading

The reader demonstrates a clear understanding and...

- demonstrates the ability to discern the literal and figurative meanings of words encountered and use those words accurately (1.1, 1.1)
- extends ideas through detailed original analysis, evaluation and elaboration (2.5, 3.1)
- recognizes the use of literary devices (3.7, 3.9)
- makes appropriate connections within and beyond the text (3.5)
- reflection piece is clearly developed examining areas of growth and improvement
- portfolio is neatly organized and presented
- completes all required elements

Score Point 3

Competent Reading

The reader demonstrates an understanding of the text and...

- demonstrates an understanding of various meanings of most words encountered (1.0, 1.1)
- presents ideas with some analysis, evaluation, and elaboration (2.5,3.1)
- may comment on literary devices (3.7, 3.9)
- may make appropriate connections, but does not elaborate (3.5)
- reflection piece may not examine areas of growth & improvement
- completes all required elements

Score Point 2

Basic Reading

The reader demonstrates a sketchy understanding of the text and...

- may not demonstrate the ability to discern the of words encountered (1.0, 1.1)
- makes simplistic claims with little analysis, evaluation and/or elaboration (2.5, 3.1)
- may exhibit confusion about the text
- reflection piece minimally examines areas of growth and improvement
- portfolio may not be organized or neatly presented
- may not complete all required elements

Score Point 1

Limited Reading

The reader responds in a limited manner that may not demonstrate a basic understanding and...

- may not demonstrate the ability to discern various meanings of words encountered (1.0, 1.1)
- makes vague claims with little or no analysis, evaluation and/or elaboration (3.5)
- may list isolated bits of information without explanation or elaboration (3.5)
- portfolio is not organized or neatly presented
- may not complete the required elements

State Standards for Reading are in parentheses.

Revised December 5, 2006

Portfolio Score Guide - Reading

11th & 12th Grade

Score Point 5

Thoughtful Reading

The reader responds effectively...

- Demonstrates the ability to discern the meanings of words encountered through the use of analogies, word origins, relationships and/or inferences (1.0, 1.3)
- Justifies interpretations and inferences about content, events, characters, settings, theme and style with compelling evidence (2.4)
- shows awareness of author's purpose, point of view, or bias, and may challenge the author's conclusions (2.5)
- recognizes and understands the significance of literary devices (2.1, 2.6, 3.3, 3.4)
- makes perceptive and well-developed connections within and beyond the text (3.2)
- evaluates the aesthetic quality of style, including the impact of diction and figurative language on tone, mood, and theme (3.11)
- reflection piece is thoroughly developed examining areas of growth and improvement
- portfolio is professionally organized and presented
- completes all required elements

Score Point 4

Accomplished Reading

The reader responds effectively, demonstrates a clear understanding and...

- Demonstrates the ability to discern the meanings of words encountered through the use of analogies, word origins, relationships and/or inferences (1.0, 1.3)
- Justifies interpretations and inferences about content, events, characters, settings, theme and style with convincing evidence (2.4)
- recognizes the use of literary devices (3.3, 3.4)
- makes developed connections within and beyond the text (3.2)
- may evaluate the aesthetic quality of style, including the impact of diction and figurative language on tone, mood, and theme (3.11)
- reflection piece is clearly developed examining areas of growth and improvement
- portfolio is neatly organized and presented
- completes all required elements

Score Point 3

Competent Reading

The reader responds adequately, demonstrates and understanding of the text and...

- demonstrates an understanding of words encountered (1.0, 1.3)
- makes clear but predicatable claims that address some complexities in the text using relevant reasons and textual evidence (2.4)
- may comment on literary devices (2.5)
- may make appropriate connections, but does not elaborate (3.2)
- reflection piece may not examine areas of growth & improvement
- portfolio is neatly organized and presented
- completes all required elements

Score Point 2

Basic Reading

The reader responds in a vague manner, demonstrates a sketchy understanding and...

- may not demonstrate the ability to discern the of words encountered (1.0, 1.3)
- makes simplistic claims with some textual support (2.4)
- may exhibit confusion about the text (2.5)
- reflection piece minimally examines areas of growth and improvement
- portfolio may not be organized or neatly presented
- may not complete all required elements

Score Point 1

Limited Reading

The reader responds in a limited manner that may not demonstrate a basic understanding and...

- may not demonstrate the ability to discern various meanings of words encountered (1.0, 1.3)
- makes vague claims with little or no analysis, evaluation and/or elaboration (2.4)
- may list isolated bits of information without explanation or elaboration (2.5)
- reflection piece is limited in the examination of growth and improvement
- portfolio is not organized or neatly presented
- may not complete the required elements

State standards for Reading are in parentheses.

Portfolio Score Guide - Writing

9th & 10th Grade

Score Point 5

Excellent Writing

The writer receiving a score of 5 addresses the topic insightfully and effectively and:

- Establishes a controlling impression or thesis that conveys a clear focus throughout the piece of writing (1.1)
- Demonstrates awareness of audience and purpose (1.0)
- Uses precise language, action verbs, sensory details, and the active rather than the passive voice (1.2)
- Creates well-developed main ideas within the body of the composition through strong supporting evidence (1.4)
- Integrates quotations into a written text while maintaining the flow of ideas and uses the correct conventions for documentation (1.6, 1.7)
- Revises writing to highlight the logic, organization, precision of word choice, and tone by taking into consideration the audience, purpose, and formality of the context (1.9)
- Demonstrates understanding of proper English usage and strong control of grammar, paragraph and sentence structure, diction, and syntax to create texts that are generally free from errors (2.0)
- Demonstrates the ability to write exceptionally in all of the required modes (2.1, 2.2, 2.4)
- Reflection piece is thoroughly developed examining areas of growth and improvement
- Portfolio is professionally organized and presented
- Meets all requirements

Score Point 4

Accomplished Writing

The writer receiving a score of 4 addresses the topic effectively and:

- Establishes and maintains a strong focus on the subject (1.1)
- Demonstrates awareness of audience and purpose (1.0)
- Uses appropriate word choice, action verbs, details, and the active rather than passive voice (1.2)
- Develops main ideas through explanation/details (1.4)
- Uses quotations to support ideas and the correct conventions for documentation (1.6, 1.7)
- Revises writing to improve the logic, organization, precision of word choice, and tone (1.9)
- Demonstrates control of grammar, paragraph and sentence structure, diction, and syntax to create texts that are generally free from errors (2.0)
- Demonstrates the ability to write effectively in all of the required modes (2.1, 2.2, 2.4)
- Reflection piece is clearly developed examining areas of growth and improvement
- Portfolio is neatly organized and presented
- Meets all requirements

Score Point 3

Competent Writing

The writer receiving a score of 3 addresses the topics in a basic manner and:

- Establishes and maintains a reasonable but predictable thesis/focus (1.1)
- Demonstrates some awareness of audience and purpose (1.0)
- Uses language to enhance writing (1.2)
- Develops ideas through explanation/details (1.4)
- Uses quotations to support ideas but may not maintain a flow or use the correct conventions for documentation (1.6, 1.7)
- Revises writing to make surface level improvements to the writing (1.9)
- Demonstrates adequate control of grammar, paragraph and sentence structure, diction, and syntax to create texts that may contain errors but do not cause confusion (2.0)
- Demonstrates the ability to write in functional manner in all of the required modes (2.1, 2.2, 2.4)
- Reflection piece may not examine areas of growth and improvement
- Portfolio is organized
- Meets all requirements

Score Point 2

Limited Writing

The writer receiving a score of 2:

- May shift focus and wander off topic (1.1)
- Demonstrates limited awareness of audience and purpose (1.0)
- Uses simplistic language (1.2)
- Presents basic ideas with little or irrelevant explanation (1.4)
- May not use quotations or the correct conventions for documentation (1.6, 1.7)
- Demonstrates basic or inadequate control of grammar, paragraph and sentence structure, diction, and syntax to create texts that may contain errors that cause confusion (2.0)
- Demonstrates the ability to write in a limited or inadequate manner in all of the required modes (2.1, 2.2, 2.4)
- Reflection piece minimally examines areas of growth and improvement
- Portfolio is may not be organized or neatly presented
- May not complete all required elements

Score Point 1

Little or No Writing

The writer receiving a score of 1:

- Lacks a focus (1.1)
- May not demonstrates limited awareness of audience and purpose (1.0)
- Uses simplistic and/or inappropriate language(1.2)
- Lacks evidence and/or inaccurately applies the conventions for documentation (1.4, 1.6, 1.7)
- Demonstrates minimal or no control of grammar, paragraph and sentence structure, diction, and syntax to create texts that may contain serious and pervasive errors (2.0)
- May not demonstrate the ability to write in the required modes (2.1, 2.2, 2.4)
- Reflection piece shows little or no examination of areas of growth and improvement
- Portfolio is not organized or neatly presented
- May not complete all required elements

State Standards for Writing Strategies and Writing Applications are in parenthesis.

Revised December 5, 2006

Portfolio Score Guide - Writing

11th & 12th Grade

Score Point 5

Excellent Writing

The writer receiving a score of 5 addresses the topic insightfully and effectively and:

- Demonstrates a thorough understanding of the elements of the various modes of discourse (purpose, audience, form, etc.) (1.1)
- Effectively uses point of view, characterization, style and/or other literary devices to enhance meaning (1.2)
- Structures ideas and arguments in a sustained and sophisticated way and supports them with precise and relevant examples (1.3)
- Uses language in natural, fresh, and vivid ways to establish a specific tone and/or focus (1.5)
- Revises text to highlight a strong voice, substantially improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with purpose, audience and genre (1.9)
- Demonstrates precise control of sentence structure, diction, and the appropriate use of language to produce texts which are free from errors in grammar and the conventions of written English (2.0)
- Demonstrates the ability to write exceptionally in all of the required modes (2.1, 2.2, 2.3, 2.4)
- Reflection piece is thoroughly developed examining areas of growth and improvement
- Portfolio is professionally organized and presented
- Meets all requirements

Score Point 4

Accomplished Writing

The writer receiving a score of 4 addresses the topic effectively and:

- Demonstrates a clear understanding of the elements of the various modes of discourse (purpose, audience, form, etc.) (1.1)
- Uses point of view, characterization, style and/or other literary devices to enhance meaning (1.2)
- Presents well-structured ideas and arguments with strong support (1.3)
- Uses language in natural, fresh, and vivid ways to establish a specific tone and/or focus (1.5)
- Revises text to highlight a strong voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with purpose, audience and genre (1.9)
- Demonstrates effective control of sentence structure, diction, and the appropriate use of language to produce texts which are free from errors in grammar and the conventions of written English (2.0)
- Demonstrates the ability to write well in all of the required modes (2.1, 2.2, 2.3, 2.4)
- Reflection piece is clearly developed examining areas of growth and improvement
- Portfolio is neatly organized and presented
- Meets all requirements

Score Point 3

Competent Writing

The writer receiving a score of 3 addresses the topics in a basic manner and:

- Demonstrates knowledge of basic elements of the various modes of discourse (purpose, audience, form, etc.) (1.1)
- May use point of view, characterization, style and/or other literary devices to enhance meaning (1.2)
- Constructs reasonable ideas and arguments that are supported with evidence (1.3)
- Uses language to establish a tone and/or focus (1.5)
- Displays some evidence of voice, sentence variety and style that is consistent with the purpose, audience, and genre (1.9)
- Demonstrates adequate control of sentence structure, diction, and the appropriate use of language to produce texts which are free from errors in grammar and the conventions of written English (2.0)
- Demonstrates an ability to write in a functional manner in all of the required modes (2.1, 2.2, 2.3, 2.4)
- Reflection piece may not examine areas of growth and improvement
- Portfolio is organized
- Meets all requirements

Score Point 2

Limited Writing

The writer receiving a score of 2:

- Demonstrates limited knowledge of basic elements of the various modes of discourse (purpose, audience, form, etc.) (1.1)
- May use point of view, characterization, style and/or other literary devices to enhance meaning (1.2)
- Constructs predictable ideas and arguments with little support (1.3)
- Displays some evidence of voice, sentence variety and style that is consistent with the purpose, audience, and genre (1.9)
- Demonstrates limited control of sentence structure, diction, and the appropriate use of language to produce texts which are free from errors in grammar and the conventions of written English (2.0)
- Demonstrates an ability to write in a limited manner in all of the required modes (2.1, 2.2, 2.3, 2.4)
- Reflection piece minimally examines areas of growth and improvement
- Portfolio is may not be organized or neatly presented
- May not complete all required elements

Score Point 1

Little or No Writing

The writer receiving a score of 1:

- Demonstrates little or no knowledge of basic elements of the various modes of discourse (purpose, audience, form, etc.) (1.1)
- May fail to establish a controlling tone and/or focus (1.2)
- Constructs basic ideas and arguments with little or no support (1.3)
- Lacks a voice (1.9)
- Demonstrates minimal or no control of sentence structure, diction, and the appropriate use of language to produce texts which are free from errors in grammar and the conventions of written English (2.0)
- May not demonstrate the ability to write in the required modes (2.1, 2.2, 2.3, 2.4)
- Reflection piece shows little or no examination of areas of growth and improvement
- Portfolio is not organized or neatly presented
- May not complete all required elements

State Standards for Writing Strategies and Writing Applications are in parenthesis.

Revised December 5, 2006

Semester Show Portfolio - 9th & 10th Grade

Objective

Your portfolio is a showcase of your best work in your English class each semester. Its purpose is to give you the opportunity to exhibit pride in your work and to reflect on your development and growth as a student.

Order (Your portfolio must be bound)

- **Title Page** with name, date and class period
- **Table of Contents**
- **Self Reflection** (Dear Reader and/or Justifications)
- **Reading Exhibit**
 - *Category A: Vocabulary Work*

 - *Category B: Challenging Literature*

 - *Category C: Informational Materials*

- **Writing Exhibit**
 - *Category A: Writing Samples*
 - Response to Literature

 - Narrative or Persuasive

 - Free Choice

 - *Category B: Conventions of Written English*
 - Identify 2 pieces from Category A that best show your control of writing conventions.
 1.

 2.

 - *Category C: The entire writing process from one item in Category A.*

Note: Organization and presentation will be part of your assessment.

Revised December 5, 2006

Semester Show Portfolio - 11th & 12th Grade

Objective

Your portfolio is a showcase of your best work in your English class each semester. Its purpose is to give you the opportunity to exhibit pride in your work and to reflect on your development and growth as a student.

Order (Your portfolio must be bound)

- **Title Page** with name, date and class period
- **Table of Contents**
- **Self Reflection** (Dear Reader and/or Justifications)
- **Reading Exhibit**
 - *Category A: Vocabulary Work*

 - *Category B: Challenging Literature*

 - *Category C: Informational Materials*

- **Writing Exhibit**
 - *Category A: Writing Samples*
 - Response to Literature

 - Narrative Account or Research Project

 - Free Choice

 - *Category B: Conventions of Written English*
 - Identify 2 pieces from Category A that best show your control of writing conventions.
 1.

 2.

 - *Category C: The entire writing process from one item in Category A.*

Note: Organization and presentation will be part of your assessment.

Revised December 5, 2006