

The Frederick Douglass Academy
 Region 10/District 5
 Dr. Gregory M. Hodge, Principal

Student Name: _____ Class/Grade: _____
 School Year: _____ Teacher: _____

Middle School Student Portfolio - Table of Contents/Checklist

Unit Of Study	Page	Entry slip Date Completed	RoughDraft(s) Date Completed	Final Draft Date Completed	Rubric Date Completed	Reflection Date Completed	Evaluation Date Completed
Book Review (Summer Reading)							
Memoir/ Narrative Account (Autobiographical Statement)							
Report (Interdisciplinary)							
Narrative Procedure (How-To Essay)							
Persuasive Essay							
Oral Presentations							
Self-Selected Piece							

This student has read 25 books in at least four different genres. Teacher's Signature _____

Name _____

Writer's Reflection

The notebook entry I chose to publish was about _____

As I drafted and developed the idea, I realized that what I was really trying to say was _____

The craft strategy I used to lift the quality of my writing was _____

My favorite part of this piece is _____

It is my favorite part because _____

One thing I have learned about good writing that I will apply to all my future writing is _____

The Frederick Douglass Academy

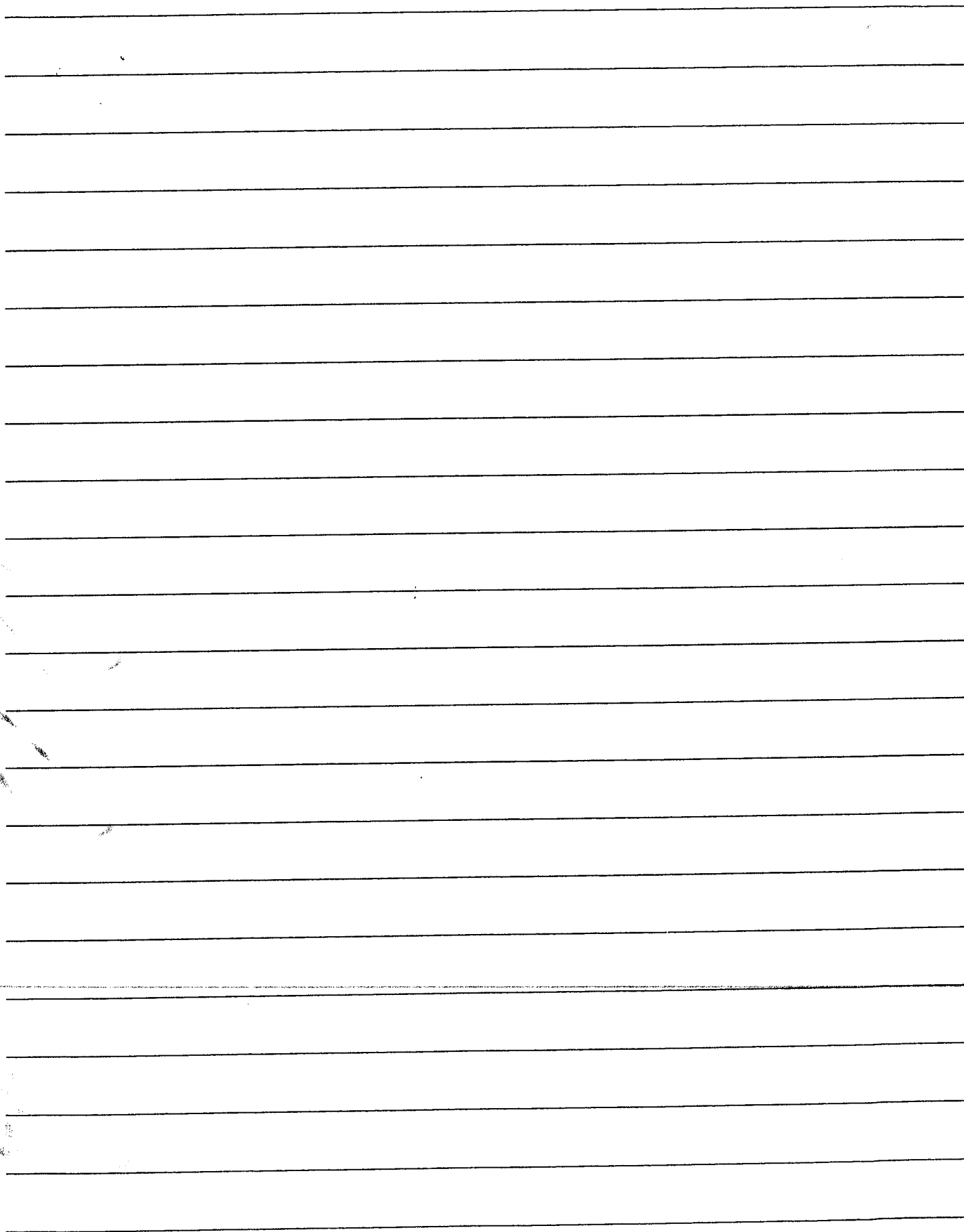
Student Portfolio Cover Letter

Assignment:

Write a one page letter describing how you have grown as a reader and writer. Consider the books you have read, projects completed, and lessons learned. Then, address the following questions in your response:

- 1.) Which books do you remember most and why?
- 2.) What connections did you make to the stories you read (ex: text-to-self, text-to-text, text-to-world)? Give two examples.
- 3.) Which assignment did you find the most useful? Explain how one lesson helped you to become a better reader or writer.
- 4.) Which assignment are you most proud of? Select one activity and explain in detail.
- 5.) What would you like to accomplish next year as a reader or writer? Give one example (ex: read certain genres, study certain authors, create more poetry, etc.).

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears slightly aged or off-white. There are some small dark spots or smudges scattered across the surface, particularly near the top left and bottom right corners. The edges of the paper are slightly irregular.



Student Name: _____ Class/Grade: _____
 School Year: _____ Teacher: _____

High School Student Portfolio - Table of Contents/Checklist

Unit Of Study	Page	Entry slip Date Completed	RoughDraft(s) Date Completed	Final Draft Date Completed	Rubric Date Completed	Reflection Date Completed	Evaluation Date Completed
Book Review (Summer Reading)							
Resume							
Autobiographical Statement							
Research Paper							
Critical Lens (ELA Regents Prep)							
Oral Presentations							
Self-Selected Piece							

Name:	Class:										
Teacher:	Grade:										
Unit of Study: Book Review											
Requirements of the Assignment:											
• Describe the setting (time/era, place) in detail • Describe all related characters who contribute to the plot in some way • Describe the plot of the story, identifying the story elements that involve the characters leading to the climax and conclusion • Include examples of literary elements/figurative language (ex: metaphor, simile, etc.) • Include your impressions/reflections of the book and your reaction to major themes within the book											
Standard: E2b The student produces a response to literature that: • Engages the reader through establishing a context, creating a persona, and otherwise developing reader interest • Advances a judgment that is interpretive, analytic, evaluative, or reflective • Supports a judgment through references to the text, other works, authors, non-print media, or references to personal knowledge • Demonstrates an understanding of the literary work • Anticipates and answers a reader's questions • Provides a sense of closure to the writing											
Title of Work:											
Describe the assignment that prompted the work:											
Why did you select this piece for your portfolio?											
The work in this entry was done (check all that apply): <table border="1"> <tr> <td>☐ in _____ class</td> <td>☐ as homework</td> <td>☐ with teacher feedback</td> </tr> <tr> <td>☐ in a group</td> <td>☐ alone</td> <td>☐ with peer feedback</td> </tr> <tr> <td>☐ as a first draft only</td> <td>☐ with revision</td> <td>☐ other conditions (explain)</td> </tr> </table>			☐ in _____ class	☐ as homework	☐ with teacher feedback	☐ in a group	☐ alone	☐ with peer feedback	☐ as a first draft only	☐ with revision	☐ other conditions (explain)
☐ in _____ class	☐ as homework	☐ with teacher feedback									
☐ in a group	☐ alone	☐ with peer feedback									
☐ as a first draft only	☐ with revision	☐ other conditions (explain)									

Name:	Class:
Teacher:	Grade:
Unit of Study: Memoir	
Requirements of the Assignment: Check <i>all</i> that apply.	
My memoir was developed by: • Planting seeds • Re-reading the notebook to find a seed idea • Listing and selecting passions to develop my ideas • Using recurring seasonal events • Using pictures as a tool to trigger memories Zooming in on one moment/detail Using a timeline of connected memories	
Standard: E2c The student produces a narrative account (fictional or autobiographical) that: - Engages the reader by establishing a context, creating a point of view, and developing reader interest - Creates an organizing structure - Includes sensory details - Establishes the significance of events - Provides a sense of closure to the writing	

Title of Work:		
Describe the assignment that prompted the work:		
Why did you select this piece for your portfolio?		
The work in this entry was done (check all that apply):		
in _____ class	as homework	with teacher feedback
in a group	alone	with peer feedback
as a first draft only	with revision	other conditions (explain)

Name:	Class:
Teacher:	Grade:

Unit of Study: Report

Requirements of the Assignment:

Standard:

- E1c Read and comprehend informational materials
- E2a Produce a report of information
- E3a Participate in one on one conference with the teacher
- E3c Prepare and deliver an individual presentation
- E4a Independently and habitually demonstrate an understanding of the rules of the English language in written and oral form.
- E4b Analyze and subsequently revise work to improve clarity and effectiveness

Title of Work:**Describe the assignment that prompted the work:****Why did you select this piece for your portfolio?**

The work in this entry was done (check all that apply)		
☐ in class	☐ as homework	☐ with teacher feedback
☐ in a group	☐ alone	☐ with peer feedback
☐ as a first draft only	☐ with revision	☐ other conditions (explain)

Portfolio Entry Slip**The Frederick Douglass Academy**

Name:	Class:
Teacher:	Grade:
Unit of Study: Narrative Procedure	
Requirements of the Assignment: My essay explains how to:	
• Complete a task using a set of sequential directions • Follow a set of directions for a particular purpose • Follow a set of directions to achieve a skill or a task • Follow guidelines for evaluating anything	
Standard: E2d The student produces a narrative procedure that:	
• Provides a guide to action for a complicated procedure in order to anticipate a reader's needs, creates expectations through predictable structures, and provides transitions between steps • Anticipates problems, mistakes, and misunderstandings that might arise from the reader • Creates a visual hierarchy using white space and graphics where appropriate • Includes relative information and excludes extraneous information	

Title of Work:		
Describe the assignment that prompted the work:		
Why did you select this piece for your portfolio?		
The work in this entry was done (check all that apply):		
☐ in _____ class	☐ as homework	☐ with teacher feedback
☐ in a group	☐ alone	☐ with peer feedback
☐ as a first draft only	☐ with revision	☐ other conditions (explain)

Portfolio Entry Slip**The Frederick Douglass Academy**

Name:	Class:	
Teacher:	Grade:	
Unit of Study: Persuasive Essay		
Requirements of the Assignment: • Write a five paragraph, well developed essay that includes an introduction, body, and conclusion • State your opinion and give two reasons why you are for or against a given topic • In separate paragraphs, explain each reason in detail. Refer to data, research findings, factual evidence, and/or personal experience • Use sophisticated language • Follow the conventions of Standard English		
Standard: E2a The student produces a report that: • Engages the reader by establishing a context, creating a persona, and otherwise developing reader interest • Develops a controlling idea that conveys a perspective on the subject • Creates an organizing structure appropriate to purpose, audience, and context • Includes appropriate facts and details • Excludes extraneous and inappropriate information • Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, comparing and contrasting, and explaining benefits or limitations • Provides a sense of closure to writing		
Title of Work:		
Describe the assignment that prompted the work:		
Why did you select this piece for your portfolio?		
The work in this entry was done (check all that apply):		
in _____ class	as homework	with teacher feedback
in a group	alone	with peer feedback
as a first draft only	with revision	other conditions (explain)

Name:	Class:										
Teacher:	Grade:										
Unit of Study: Literary Essay											
Requirements of the Assignment: • Describe the setting (time/era, place) • Describe all related characters who contribute to the plot in some way • Describe the plot and main events of the story, identifying the story elements that involve the characters leading to the climax and the conclusion • Include examples of literary elements/figurative language (ex: metaphor, simile, etc.) • Include your impressions/reflections of the book and your reaction to major themes within the book											
Standard: E2b The student produces a response to literature that: • Engages the reader through establishing a context, creating a persona, and otherwise developing reader interest • Advances a judgment that is interpretive, analytic, evaluative, or reflective • Supports a judgment through references to the text, other works, authors, non-print media, or references to personal knowledge • Demonstrates an understanding of the literary work • Anticipates and answers a reader's questions • Provides a sense of closure to the writing											
Title of Work:											
Describe the assignment that prompted the work:											
Why did you select this piece for your portfolio?											
The work in this entry was done (check all that apply): <table border="1"> <tr> <td>☐ in _____ class</td> <td>☐ as homework</td> <td>☐ with teacher feedback</td> </tr> <tr> <td>☐ in a group</td> <td>☐ alone</td> <td>☐ with peer feedback</td> </tr> <tr> <td>☐ as a first draft only</td> <td>☐ with revision</td> <td>☐ other conditions (explain)</td> </tr> </table>			☐ in _____ class	☐ as homework	☐ with teacher feedback	☐ in a group	☐ alone	☐ with peer feedback	☐ as a first draft only	☐ with revision	☐ other conditions (explain)
☐ in _____ class	☐ as homework	☐ with teacher feedback									
☐ in a group	☐ alone	☐ with peer feedback									
☐ as a first draft only	☐ with revision	☐ other conditions (explain)									

Name:	Class:
Teacher:	Grade:
Unit of Study: Critical Lens Essay	
Requirements of the Assignment: Check <i>all</i> that apply.	
• Interpret the critical lens • Agree or disagree with the critical lens • Use two (2) works of literature to substantiate your claim • Use applicable excerpts from literary works to support your point of view on the critical lens • Include specific references to appropriate literary elements (for example: theme, characterization, setting, point of view, metaphor, simile, tone, mood, etc.) to develop your analysis	
Standard: E2b The student produces a response to literature that: • Engages the reader through establishing a context, creating a point of view, and otherwise developing reader interest • Advances a judgment that is interpretive, analytic, evaluative, or reflective • Supports a judgment through references to the text, other works, authors, non-print media, or references to personal knowledge • Demonstrates an understanding of the literary work • Anticipates and answers a reader's questions • Provides a sense of closure to the writing	

Title of Work:
Describe the assignment that prompted the work:
Why did you select this piece for your portfolio?
The work in this entry was done (check all that apply):

☐ in class	☐ as homework	☐ with teacher feedback
☐ in a group	☐ alone	☐ with peer feedback
☐ as a first draft only	☐ with revision	☐ other conditions (explain)

Name:	Class:	
Teacher:	Grade:	
Unit of Study: Poetry		
Requirements of the Assignment: • My poem centers around a theme • My poem includes images that appeal to the senses – sight, touch, smell, sound, and taste • My poem emulates a mentor poem • My poem includes literary elements: repetition, alliteration, rhyme, simile, metaphor, personification, etc. • My poem uses a specific structure: haiku, couplet, free verse, limerick, etc.		
Standards: The student produces a poem that: • E2a: Creates an organizing structure appropriate to purpose, audience, and context • E5a: Identifies the effect of literary devices, such as figurative language, allusion, diction, dialogue, and description • Interprets the impact of authors' decisions regarding word choice, content, and literary elements • Identifies the effect of point of view • E5b: The student produces work in at least one literary genre that follows the conventions of the genre (a poem)		
Title of Work:		
Describe the assignment that prompted the work:		
Why did you select this piece for your portfolio?		
The work in this entry was done (check all that apply):		
☐ in _____ class	☐ as homework	☐ with teacher feedback
☐ in a group	☐ alone	☐ with peer feedback
☐ as a first draft only	☐ with revision	☐ other conditions (explain)

Portfolio Entry Slip

The Frederick Douglass Academy

Name:	Class:	
Teacher:	Grade:	
Unit of Study: Various Genres		
Requirements of the Assignment:		
Standards: • E1c Read and comprehend informational materials • E2b Produce a response to literature • E3a Participate in one to one conference with teacher • E4a Independently and habitually demonstrate an understanding of the rules of the English language in written and oral form. • E4b Analyze and subsequently revise work to improve clarity and effectiveness • E5a Respond to non-fiction, poetry, and drama using interpretative and critical processes. • Provides a sense of closure		
Title of Work:		
Describe the assignment that prompted the work:		
Why did you select this piece for your portfolio?		
The work in this entry was done (check all that apply)		
in class	as homework	with teacher feedback
in a group	alone	with peer feedback
as a first draft only	with revision	other conditions (explain)

Portfolio Entry Slip**The Frederick Douglass Academy**

Name:	Class:	
Teacher:	Grade:	
Unit of Study: _____		
Requirements of the Assignment:		
Standard(s):		
Title of Work:		
Describe the assignment that prompted the work:		
Why did you select this piece for your portfolio?		
The work in this entry was done (check all that apply):		
☐ in _____ class	☐ as homework	☐ with teacher feedback
☐ in a group	☐ alone	☐ with peer feedback
☐ as a first draft only	☐ with revision	☐ other conditions (explain)

Descriptive Prose and Poetry Writing Rubric

	Honors	4	3	2	1
Task, Audience and Purpose		Demonstrates a thorough understanding of task, audience, and purpose.	Demonstrates a good understanding of task, audience, and purpose.	Demonstrates a satisfactory understanding of task, audience, and purpose.	Demonstrates a limited understanding of task, audience, and purpose.
Language	Beyond	Reflects a superior essay which consistently uses vivid language that appeals to the senses and feelings of the reader. It evokes a mood reinforced by various literary devices creating a poetic appeal. Demonstrates a superior use of superlatives, strong verbs, adjectives, adverbs, sophisticated vocabulary and sentence variety.	Reflects a good essay which uses vivid language that appeals to the senses and feelings of the reader. It evokes a mood reinforced by various literary devices creating a poetic appeal. Demonstrates an advanced use of superlatives, strong verbs, adjectives, adverbs, new/precise vocabulary and sentence variety.	Reflects a satisfactory essay which uses vivid language that appeals to the senses and feelings of the reader. It sometimes evokes a mood reinforced by various literary devices basically creating a poetic appeal. Demonstrates a basic use of some superlatives, strong verbs, adjectives, adverbs, some new vocabulary and sentence variety.	Reflects an essay which Uses limited sensory language that appeals to the senses and feelings of the reader. It lacks a mood reinforced by various literary devices necessary in creating poetic appeal. Demonstrates little use of superlatives, verbs, adjectives, new vocabulary and sentence variety.
Organization	Expectations	Includes a strong opening and closing . Writing is logical and well organized.	Includes a good opening and closing . Writing is logical and organized.	Includes a satisfactory opening and closing . Writing demonstrates some organization.	Includes a weak opening and closing . Writing demonstrates a lack of organization.
Mechanics		Demonstrates almost perfect application of mechanics (spelling, punctuation, and capitalization).	Contains some mechanical errors in spelling, punctuation and capitalization, but those errors do not interfere with communications.	Contains mechanical errors in spelling, punctuation and capitalization, which partially interfere with communications.	Contains many mechanical errors in spelling, punctuation and capitalization, which interfere with communications.
Writing Process		Demonstrates exceptional application of all steps of the process, particularly in the areas of prewriting, revising, and editing.	Demonstrates a good application of all steps of the writing process, particularly in the areas of prewriting, revising, and editing.	Demonstrates a basic application of all steps of the writing process, particularly in the areas of prewriting, revising, and editing.	Application of all steps of the writing process, particularly in the areas of prewriting, revising, and editing was not evident .

Contrast and Comparison Writing Rubric

	Honors	4	3	2	1
Task, Audience and Purpose		Demonstrates a thorough understanding of task, audience, and purpose.	Demonstrates a good understanding of task, audience, and purpose.	Demonstrates a satisfactory understanding of task, audience, and purpose.	Demonstrates a limited understanding of task, audience, and purpose.
Content	Beyond	Reflects a superior essay which fully supports the purpose by using specific examples.	Reflects a well developed essay which supports the purpose by using specific examples.	Reflects an essay which satisfactorily addresses the topic by using specific examples.	Reflects an essay which minimally addresses the topic or achieves the purpose.
Language	Expectations	Reflects outstanding application of sentence variety, use of transitions, and sophisticated language.	Reflects a good application of sentence variety, use of transitions, and appropriate language.	Reflects a satisfactory application of sentence variety, use of transitions, and language.	Reflects a minimal application of sentence variety, use of transitions, and limited language.
Organization		Includes a strong opening paragraph which contains the essential elements in the assignment. Indicates the purpose of the essay, contains a well developed body with strong examples of contrasts and comparisons, and a strong conclusion which summarizes or synthesizes the entire essay.	Includes a good opening paragraph which contains the essential elements in the assignment. Indicates the purpose of the essay, contains a well developed body with strong examples of contrasts and comparisons, and a good conclusion which summarizes or synthesizes the entire essay.	Reflects a satisfactory organization which provides a simple framework for the essay, but requires more work in areas of detail expansion and sentence variety. Contains a satisfactory conclusion.	Reflects an essay which contains a weak introduction, body, and closing . Lacks evidence of preparation and application of skills.
Mechanics		Demonstrates almost perfect application of mechanics (spelling, punctuation, and capitalization).	Contains some mechanical errors in spelling, punctuation and capitalization, but those errors do not interfere with communications.	Contains mechanical errors in spelling, punctuation and capitalization, which partially interfere with communications.	Contains many mechanical errors in spelling, punctuation and capitalization, which interfere with communications.
Writing Process		Demonstrates exceptional application of all steps of the process, particularly in the areas of prewriting, revising, and editing.	Demonstrates a good application of all steps of the writing process, particularly in the areas of prewriting, revising, and editing.	Demonstrates a basic application of all steps of the writing process, particularly in the areas of prewriting, revising, and editing.	Application of all steps of the writing process, particularly in the areas of prewriting, revising, and editing was not evident .

Literary Analysis Writing Rubric

	Honors	4	3	2	1
Task, Audience and Purpose		Demonstrates a thorough understanding of task, audience, and purpose.	Demonstrates a good understanding of task, audience, and purpose.	Demonstrates a satisfactory understanding of task, audience, and purpose.	Demonstrates a limited understanding of task, audience, and purpose.
Content (Degree of Development)		Reflects a superior essay which fully supports the purpose, using specific examples, direct quotes and includes the reader's interpretation of the text.	Reflects a well developed essay which fully supports the purpose, using specific examples, direct quotes, and includes the reader's interpretation of the text.	Reflects an essay which satisfactorily addresses the topic. More support and development is necessary.	Reflects an essay which minimally addresses the topic or achieves the purpose. Requires much more development and attention.
Organization	Beyond Expectations	Includes a strong opening paragraph which contains the essential elements in the question/assignment. Indicates the purpose of the essay, contains a well developed body and a strong conclusion which summarizes/synthesizes the entire essay.	Includes a good opening paragraph which contains the essential elements in the question/assignment. Indicates the purpose of the essay, contains a well developed body, and a good conclusion which summarizes/synthesizes the entire essay.	Reflects a satisfactory organization which provides a simple framework for the essay, but requires more work.	Reflects an essay which contains weak introduction, body, and closing . Lacks evidence of preparation and application skills.
Language		Reflects outstanding application of sentence variety, use of transitions, and sophisticated language.	Reflects a good application of sentence variety, use of transitions, and appropriate language.	Reflects a satisfactory application of sentence variety, use of transitions, and language.	Reflects a minimal application of sentence variety, use of transitions, and limited language.
Mechanics		Demonstrates almost perfect application of mechanics (spelling, punctuation, and capitalization).	Contains some mechanical errors in spelling, punctuation and capitalization, but those errors do not interfere with communications.	Contains mechanical errors in spelling, punctuation and capitalization, which partially interfere with communications.	Contains many mechanical errors in spelling, punctuation and capitalization, which interfere with communications.
Writing Process		Demonstrates exceptional application of all steps of the process, particularly in the areas of prewriting, revising, and editing.	Demonstrates a good application of all steps of the writing process, particularly in the areas of prewriting, revising, and editing.	Demonstrates a basic application of all steps of the writing process, particularly in the areas of prewriting, revising, and editing.	Application of all steps of the writing process, particularly in the areas of prewriting, revising, and editing was not evident.

MEMOIR RUBRIC	ABOVE STANDARD 4	MEETING STANDARD 3	APPROACHING STANDARD 2	BELOW STANDARD 1
Lead	The lead <i>grabs the reader</i> ; it pulls the reader into a moment by using dialogue, action, reaction (thinking) or a combination of them; <i>it engages the reader and makes him want to read on</i>	The lead <i>grabs the reader</i> ; it pulls the reader into a moment by using dialogue, action, reaction (thinking) or a combination of them; the reader wants to read on	The lead is <i>somewhat grabbing</i> ; it pulls the reader into a moment by using dialogue, action, reaction (thinking)	The lead <i>does not grab the reader</i> ; it does not pull the reader into a moment by using dialogue, action, reaction (thinking)
Organization and Flow	The moment(s) and details are <i>presented in a logical order</i> , building to the most significant moment; each moment transitions and flows <i>smoothly</i> to the next	The moment(s) and details are <i>mostly presented in a logical order</i> . The moments are mostly connected; each moment transitions to the next	The organization of the moment(s) and details are <i>not clear in some places</i> . The moment(s) may seem unconnected and the reader may be confused	The paper has <i>little or no organization</i> ; the moment(s) are unconnected and the reader is confused
Message	The message/idea is <i>clear</i> and obvious to the reader; it is written in a <i>subtle way</i>	The message/idea is <i>somewhat clear</i> and obvious to the reader.	The message/idea is <i>not clear</i> to the reader.	There is <i>no message/idea</i> included to show why the memory is important to the writer.
Thoughts and Feeling: Thought shots	Thoughts and feelings are <i>clearly stated or easily inferred</i>	Thoughts and feelings are <i>present most of the time</i> .	Thoughts and feelings are <i>present in a few places</i> .	The memoir describes events; there are <i>no thoughts and feelings included</i>
Detailed Description: Snapshots	The writer uses <i>clear, exact words</i> and phrases. The writing is <i>descriptive and interesting</i> to read; writer uses the five senses to create images	The writer uses <i>clear words</i> and phrases most of the time; the writing is <i>descriptive and interesting</i> to read; five senses are used to create images	The writer does not use words or phrases that make the writing <i>clear</i> ; there is little description and use of the five senses/images	The writer uses word choices that are <i>unclear or inappropriate</i> ; there is no description or images
Ending	The ending is <i>effective and powerful</i> ; the reader understands the message and importance of the memoir	The ending is <i>strong</i> and leaves the reader understanding the message and importance of the memoir	The ending is <i>somewhat weak</i> ; the reader vaguely understands the message and importance of the memoir	The ending <i>leaves the reader confused</i> ; it may feel abrupt and/or confusing
Conventions	There are <i>few or no errors</i> in grammar, punctuation, capitalization and spelling.	There are a <i>few errors</i> in grammar, punctuation, capitalization and spelling.	There are <i>some errors</i> in grammar, punctuation, capitalization, and spelling.	There are <i>many mistakes</i> in grammar, punctuation, capitalization and spelling.

Business Letter Writing Rubric

	Honors	4	3	2	1
Task, Audience and Purpose		Demonstrates a thorough understanding of task, audience, and purpose.	Demonstrates a good understanding of task, audience, and purpose.	Demonstrates a satisfactory understanding of task, audience, and purpose.	Demonstrates a limited understanding of task, audience, and purpose.
Organization	Beyond Expectations	Reflects a letter that clearly states the purpose, uses pertinent information to support the purpose and clearly states the expectations of the writer.	Reflects a letter that states the purpose, uses information to support the purpose, and states the expectations of the writer.	Reflects a letter that states the purpose and provided information, but contained omissions that interfered with communications.	Reflects a letter that lacks a clear purpose. The information given was incomplete and the expectations of the writer were not stated.
Language		Reflects outstanding application of sentence variety, use of transitions, and sophisticated language.	Reflects a good application of sentence variety, use of transitions, and appropriate language.	Reflects a satisfactory application of sentence variety, use of transitions, and language.	Reflects a minimal application of sentence variety, use of transitions, and limited language.
Format		Follows all of the business letter format.	Follows most of the business letter format.	Follows some of the business letter format.	Follows little of the business letter format.
Mechanics		Demonstrates almost perfect application of mechanics (spelling, punctuation, and capitalization).	Contains some mechanical errors in spelling, punctuation and capitalization, but those errors do not interfere with communications.	Contains mechanical errors in spelling, punctuation and capitalization, which partially interfere with communications.	Contains many mechanical errors in spelling, punctuation and capitalization, which interfere with communications.
Writing Process		Demonstrates exceptional application of all steps of the writing process, particularly in the areas of prewriting, revising, and editing.	Demonstrates a good application of all steps of the writing process, particularly in the areas of prewriting, revising, and editing.	Demonstrates a basic application of all steps of the writing process, particularly in the areas of prewriting, revising, and editing.	Application of all steps of the writing process, particularly in the areas of prewriting, revising, and editing was not evident .

Persuasive Writing Rubric

	Honors	4	3	2	1
Task, Audience and Purpose		Demonstrates a thorough understanding of task, audience, and purpose.	Demonstrates a good understanding of task, audience, and purpose.	Demonstrates a satisfactory understanding of task, audience, and purpose.	Demonstrates a limited understanding of task, audience, and purpose.
Organization		Reflects superior development; ideas are logical and organized. Includes paragraphs of introduction with a thesis, supporting evidence, alternate views, and a strong conclusion.	Reflects good development; ideas are logical and organized. Includes paragraphs of introduction with a thesis, supporting evidence, alternate views, and a good conclusion.	Reflects satisfactory development. More development of supporting evidence and alternate views are necessary.	Reflects an essay with minimal development and organization.
Content (Degree of Development)		Reflects a superior essay which fully supports the purpose. Thesis convincingly presents a clear and concise opinion of significance. Evidence is strongly supported by established authorities and examples; logically defeats the opposing view. Clearly and concisely summarizes the main points of the argument using either restatement, personal judgment, or recommendation.	Reflects a good essay which supports the purpose. Thesis presents a clear and concise opinion of significance. Evidence is supported by established authorities and examples; logically defeats the opposing view. Summarizes the main points of the argument using either restatement, personal judgment, or recommendation.	Reflects a satisfactory essay which adequately supports the purpose, but minimally attempts to defeat the opposing view.	Reflects an essay which does not address the topic or achieve the purpose. Requires much more support, development, and attention.
Mechanics		Demonstrates almost perfect application of mechanics (spelling, punctuation, and capitalization).	Contains some mechanical errors in spelling, punctuation and capitalization, but those errors do not interfere with communications.	Contains mechanical errors in spelling, punctuation and capitalization, which partially interfere with communications.	Contains many mechanical errors in spelling, punctuation and capitalization, which interfere with communications.
Writing Process		Demonstrates exceptional application of all steps of the writing process, particularly in the areas of prewriting, revising, and editing.	Demonstrates a good application of all steps of the writing process, particularly in the areas of prewriting, revising, and editing.	Demonstrates a basic application of all steps of the writing process, particularly in the areas of prewriting, revising, and editing.	Application of all steps of the writing process, particularly in the areas of prewriting, revising, and editing was not evident .

Expository Writing Rubric

	Honors	4	3	2	1
Task, Audience and Purpose		Demonstrates a thorough understanding of task, audience, and purpose.	Demonstrates a good understanding of task, audience, and purpose.	Demonstrates a satisfactory understanding of task, audience, and purpose.	Demonstrates a limited understanding of task, audience, and purpose.
Organization	Beyond	Reflects superior development; ideas are logical and organized. Includes a paragraph of introduction with a thesis, appropriate supporting paragraphs, and a strong paragraph of conclusion.	Reflects good development. Ideas are logical and organized. Includes a paragraph of introduction with a thesis, appropriate supporting paragraphs, and a good paragraph of conclusion.	Reflects a satisfactory development. More support and development of ideas are necessary.	Reflects an essay with minimal development and organization.
Language	Expectations	Reflects outstanding application of sentence variety, use of transitions, and sophisticated language.	Reflects a good application of sentence variety, use of transitions, and appropriate language.	Reflects a satisfactory application of sentence variety, use of transitions, and language.	Reflects a minimal application of sentence variety, use of transitions, and limited language.
Content (Degree of Development)		Reflects a superior essay which fully supports the purpose, using specific examples and explanations that are relevant to the topic.	Reflects a well developed essay which fully supports the purpose, using specific examples and explanations that are relevant to the topic.	Reflects an essay which satisfactorily addresses the topic. More support and development is necessary.	Reflects an essay which minimally addresses the topic or achieves the purpose. Requires much more support, development, and attention.
Mechanics		Demonstrates almost perfect application of mechanics (spelling, punctuation, and capitalization).	Contains some mechanical errors in spelling, punctuation and capitalization, but those errors do not interfere with Communications.	Contains mechanical errors in spelling, punctuation and capitalization, which partially interfere with communication.	Contains many mechanical errors in spelling, punctuation and capitalization, which interfere with communications.
Writing Process		Demonstrates exceptional application of all steps of the writing process, particularly in the areas of prewriting, revising, and editing.	Demonstrates a good application of all steps of the writing process, particularly in the areas of prewriting, revising, and editing.	Demonstrates a basic application of all steps of the writing process, particularly in the areas of prewriting, revising, and editing.	Application of all steps of the writing process, particularly in the areas of prewriting, revising, and editing was not evident .

Report Rubric

	4	3	2	1
Engages the Reader	Strongly establishes a context Creates a clear point of view Strongly develops the reader's interest	Often establishes a context Often creates a point of view Develops the reader's interest to some extent	Rarely establishes a context Point of view may not be clear Reader interest is sporadic	Does not establish context Point of view may be very unclear Does not engage the reader
Controlling Idea on the subject	Has a clear and strongly stated controlling idea that conveys a perspective on the subject	There is a controlling idea that conveys perspective of the subject.	The controlling idea is weak and the reader may be unsure as to the perspective of the subject.	There is little or no controlling idea and the perspective on the subject may appear to wander and change.
Organizing structure appropriate to the content	The writer uses a very effective organizing structure that is appropriate to the audience and context	The writer uses an organizing structure that is organized but may not be appropriate for the audience and or content	There is an attempt at organization to the writing, however it is not effective. Or The organizational structure is evident but very weak	There is little or no organizational structure.
Facts and details	All information is pertinent and supports the subject.	Most of the writing is pertinent and supports the subject.	Some of the writing is pertinent and supports the subject.	Little if any of the information supports the subject. There

Report Rubric

	There are many supporting details that are strong. There is no extraneous information.	There are supporting details. Some details may be stronger than others. There may be only 1-2 extraneous details.	There may be few supporting details. Some details may not support the argument. There may be many extraneous details.	may be very few supporting details. There are many extraneous details that bog down the writing.
Appropriate Strategies: ie. Providing facts, describing/analyzing subject, anecdotes, compare/contrast, explain benefits/limitations	The strategies employed are extremely effective. There is no question that the report is based upon solid information.	The strategies employed are good, however, they may not be the most effective strategy for the content or the type of report	There are few strategies employed. The report recalls facts. The writing may not go into detail.	There are no strategies employed other than recall. The report has little if no life to it.
Closure	Has a strong sense of closure. The reader is not left hanging without resolution	Has closure, but may not be well written. May appear to end abruptly, but the closure makes sense.	Writing ends abruptly. The reader is left with many questions	There is no true ending. The writing just stops

Narrative Account Rubric

	4	3	2	1
ENGAGING THE READER	Strongly establishes a context Creates a clear point of view Strongly develops the reader's interest	Often establishes a context Often creates a point of view Develops the reader's interest to some extent	Rarely establishes a context Point of view may not be clear Reader interest is sporadic	Does not establish context Point of view may be very unclear Does not engage the reader
Narrative Elements	All areas are fully developed	All areas with the exception of 1-2 areas are fully developed	At least half of the areas are fully or partially developed.	Very few or none of the areas are fully or partially developed.
Strongly develops a situation, plot, point of view, setting and conflict.				
Creates an organizing structure	Well organized with a clear, beginning, middle and end	Mostly well organized, There may be some sections that are weak, or inappropriate	Lacking overall organization, with few areas that are organized well.	No organizational structure. The reader struggles to understand the sequence of events.

Use of Language	Fully elaborates character, plot, and events in a descriptive and engaging manner.	Frequently elaborates character, plot, and events in a descriptive and engaging manner.	Elaborates character, plot, events in a descriptive and engaging manner some of the time	Rarely or never elaborates character, plot, events in a descriptive and engaging manner
Staying on the Topic	Excludes extraneous details and inconsistencies,	Very few (3-4) extraneous details and inconsistencies,	A lot of extraneous details and inconsistencies. Reader loses the focus.	The writer has lost the focus and the purpose has become unclear.
Develops complex characters	Characters are fully described by action, description, dialogue, and reactions of others.	Most characters are fully described by action, description, dialogue, and reactions of others. Or... Characters are described in most aspects but not in all	Some characters are fully described by action, description, dialogue, and reactions of others. Or... Characters are described in some aspects but not in all	Characters are not developed. The reader does not have a true sense of whom the character is.
Utilizes dialogue, creates tension and suspense, creates time movement within the writing	Creates lively dialog, maintains strong reader interest by creating suspense and movement within	Creates some lively dialog, maintains reader interest most of the time by creating suspense	Has dialog that is not lively, does not maintain reader interest most of the time by creating	May have little or no dialog, Does not maintain reader interest. Writing appears flat or

	the piece.	and movement within the piece.	suspense and movement within the piece.	stagnant.
Sense of Closure	Has a strong sense of closure. The reader is not left hanging without resolution.	Has closure, but may not be well written. May appear to have ended abruptly, but the closure makes sense.	Writing abruptly ends. The reader is left with many questions.	There is no true ending. The writing just stops.

Independent Reading Rubric

4 Outstanding!	3 Wow!	2 So-so	1 Oops!
• You read the whole time. • You stayed in one good reading spot the whole time. • You have "just right" books. (No pretend game.) • You are reading way down deep; you are lost in the book. • You respected the readers around you. • You stopped when it didn't make sense. • You read quietly. Shhh! • You made predictions. • You talked back to the book in your mind and on post-its. • You had a plan for your reading.	• You read most of the time. • You stayed in one good reading spot the whole time. • You have "just right" books. (No pretend game.) • You talked back to the book you are reading at least once. • You respected the readers around you. • You tried certain strategies to get through the tricky spots. • You read quietly. Shhh! • Your books are making sense or you stop and go back.	• You read some of the time. • You changed reading spots. • You had some "just right" books; you could be a little more careful. • You sort of understand what you read. • You got through some tricky parts but maybe you just skipped some.	• You wasted precious reading time. • You moved around a lot. • You did not have "just right" books; you were not so careful about book choice. • You played the pretend game. • You did not respect the other readers around you; you were off track. • You are not sure if you understand what you read.

Publishing Rubric

Elements We Are Looking For:	First Draft Self	First Draft Peer	Final Draft Self	Final Draft Teacher
Beginning: Does the beginning of your piece captivate your audience and bring the reader in?				
Content: Is the content of your piece well presented, and suited for your audience?				
Sense: Does your piece make sense? Did you have to explain your piece to your writing partner?				
Detail: Does your piece contain enough detail for the reader to visualize the story, etc.?				
Structure: Does your piece follow a structure that makes sense for the genre and content?				
Craft: Did you pay attention to crafting strategies such as word choice?				
Ending: Have you written a strong ending?				
Mechanics: Is your piece edited for punctuation, spelling and grammar?				
Column Totals:				

Grading: 3—Meets all criteria; 2—Meets most criteria; 1—Meets some criteria.

GENERAL RUBRIC FOR MECHANICS

	Spelling	Punctuation/ Capitalization/ Paragraphing	Conventions of English
EXPERT	Very few if any spelling mistakes. Misspelled words are high risk. Words that are misspelled are the same ones over and over.	Punctuation and capitalization are correct all of the time, Make new paragraphs when needed.	Use words correctly. Use complete sentences. Someone can read this essay easily without any trouble.
PROFESSIONAL	Some spelling mistakes. Words that are misspelled are grade level words. But mostly all of the words are spelled correctly.	Punctuation and capitalization are correct most of the time, Make new paragraphs when needed most of the time.	Use words correctly. There may be some mistakes in sentences, but the reader can understand what the essay is about.
ROOKIE	A lot of spelling mistakes. It is hard to read because of the mistakes.	Punctuation and capitalization are usually not correct.	Words may not be used correctly. The writing may be very difficult to understand.

Sample Portfolio Reflections



Student's Name _____

This work sample is good because:

When I share my work with a partner, my teacher or my friend, I will:

In my next piece of writing I want to:



How I Have Changed as a Writer This Year

Name _____ Date _____

School _____ Grade _____

The piece of writing I am least satisfied with is _____

I am least satisfied with this piece of writing because _____

My best piece of writing so far this year was _____

I think it is my best piece of writing because _____

Portfolio Evaluation Form

Student Name _____ Date _____

Directions: Use this form to review and evaluate the contents of each student's portfolio. Rate each aspect of the work on a scale of 1-4 and determine a total score based on all these criteria. For the purposes of assessment, you may also want to add criteria of your own.

Criteria	Needs Work	Fair	Good	Excellent
1. Is the portfolio complete?	1	2	3	4
2. Is it neat and well organized?	1	2	3	4
3. Does the portfolio include a variety of works?	1	2	3	4
4. Does the portfolio show evidence of concerted effort by the student?	1	2	3	4
5. Does the portfolio show evidence of creativity and risk-taking?	1	2	3	4
6. Does the student's work show signs of improvement?	1	2	3	4
7. Does the portfolio show signs of self-awareness and personal reflection?	1	2	3	4
8. How would you rate the quality of the student's work?	1	2	3	4
Additional Criteria				
9. _____	1	2	3	4
10. _____	1	2	3	4
Total Score				
Overall, how well does the student's work meet the program goals and outcomes?	1	2	3	4
Comments				