



WRITING STANDARDS ASSESSMENT PORTFOLIO

Grades 11-12

School

Student

Teacher

Year

Purpose: This assessment portfolio is a standards-based assessment data communication tool. It provides the student, parent, and teacher with evidence of the student's progress toward meeting the standards throughout the school year. The student should fill in the information on the portfolio; the teacher should instruct students on how to do this.

PORTFOLIO COMPONENTS, GRADES 11-12

Content Standard 1.0, Writing Strategies
Content Standard 2.0, Writing Applications

| Component | Description and Purpose |
|---|--|
| <p>*Writing tasks:</p> <ul style="list-style-type: none"> In grades 11 and 12, students will write in the genres of fictional, autobiographical, or biographical narratives; response to literature, and persuasion. In grades 11 and 12, students will also write reflective essays, historical investigation, a job application and a resume. | <p>Narrative Writing tells a story. Successful narratives include descriptive details and dialogue to develop the characters, setting, and plot. Fictional narratives are stories that recreate an experience, real or imagined. Biographical or autobiographical narratives shape, recreate, reveal, or clarify an actual experience.</p> <p>Expository Writing informs and explains. Effective exposition states a clear purpose and supports it with relevant and accurate information. The writing follows an organizational pattern appropriate to the task.</p> <p>Persuasive Writing allows the writer to use the power of language to inform and influence others. Effective persuasion clearly states the issue and the writer's position using relevant, convincing evidence. The reader's concerns and counter-arguments are addressed.</p> <p>Response to Literature Writing demonstrates a thoughtful interpretation of a literary work. Successful responses show literary understanding and insight and justify the interpretation through textual references and connections to other texts, to self, and to the world.</p> <p>Reflective Writing challenges the writer to use personal experience in order to generalize about human experience. As well, it asks for understandings that delve into and explore what people have in common - the universal truths of what it means to be human beings. It must go beyond trite ideas which can't be validated against the writer's own experiences.</p> |
| <p>*Additional Writing Products</p> | <p>This writing reflects a topic and/or genre chosen by the student or teacher. The student may have chosen to produce this piece (e.g., during Writers' Workshop), or it may be the result of a teacher assignment.</p> <p>This type of writing may be formal (e.g., a poem, brochure, essay, thank you letter, etc.) or informal (e.g., quickwrites, journal entries, graphic organizers, learning log entries, etc.).</p> <p>A teacher created scoring instrument or a district genre rubric may be used to assess this product, whichever is appropriate.</p> |

GRADES 11-12 PERFORMANCE STANDARD: RHETORICAL

1.0 Writing Strategies

2.0 Writing Applications (Genres and their Characteristics)

Directions: Place a dot on the grid for the score received for each timed Writing Task in the appropriate column to indicate when the piece was finished. If more than one Writing Task in that genre was written in a month, place as many dots in that column as apply.

*Plot timed writing tasks using one color or symbol, and plot process writing tasks using another color or symbol.

| | | Narrative | | | | | | | | | | | | | | | | | | | | |
|--------------------------------------|---------------------------|-----------|------|------|------|------|------|------|------|-----|------|------|------|--|--|--|--|--|--|--|--|--|
| Performance Level: Rhetorical | Advanced Proficient 4 | | | | | | | | | | | | | | | | | | | | | |
| | Proficient 3 | | | | | | | | | | | | | | | | | | | | | |
| | Partially Proficient 2 | | | | | | | | | | | | | | | | | | | | | |
| | Not Proficient 1 | | | | | | | | | | | | | | | | | | | | | |
| | | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | June | July | Aug. | | | | | | | | | |

| | | Expository | | | | | | | | | | | | | | | | | | | | |
|--------------------------------------|---------------------------|------------|------|------|------|------|------|------|------|-----|------|------|------|--|--|--|--|--|--|--|--|--|
| Performance Level: Rhetorical | Advanced Proficient 4 | | | | | | | | | | | | | | | | | | | | | |
| | Proficient 3 | | | | | | | | | | | | | | | | | | | | | |
| | Partially Proficient 2 | | | | | | | | | | | | | | | | | | | | | |
| | Not Proficient 1 | | | | | | | | | | | | | | | | | | | | | |
| | | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | June | July | Aug. | | | | | | | | | |

*It is not expected that you write in each genre each month. The grid is merely to keep track of WHEN you had the opportunity to write in the various genres.

Performance Level: Rhetorical

| Persuasive | | | | | | | | | | | | |
|---------------------------|-------|------|------|------|------|------|------|------|-----|------|------|------|
| Advanced Proficient 4 | | | | | | | | | | | | |
| Proficient 3 | | | | | | | | | | | | |
| Partially Proficient 2 | | | | | | | | | | | | |
| Not Proficient 1 | | | | | | | | | | | | |
| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | June | July | Aug. |

Performance Level: Rhetorical

| Response to Literature | | | | | | | | | | | | |
|---------------------------|-------|------|------|------|------|------|------|------|-----|------|------|------|
| Advanced Proficient 4 | | | | | | | | | | | | |
| Proficient 3 | | | | | | | | | | | | |
| Partially Proficient 2 | | | | | | | | | | | | |
| Not Proficient 1 | | | | | | | | | | | | |
| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | June | July | Aug. |

Additional Writing Product(s)

(student or teacher choice)

Describe:

Score:
(Attach scoring instrument used.)

Junior Thesis/Historical Investigations (11th Grade)

Performance Level: Rhetorical

Advanced
Proficient
4

Proficient
3

Partially
Proficient
2

Not
Proficient
1

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|-------|------|------|------|------|------|------|------|-----|------|------|------|--|
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| Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | June | July | Aug. | |

Reflective

Performance Level: Rhetorical

Advanced
Proficient
4

Proficient
3

Partially
Proficient
2

Not
Proficient
1

| | | | | | | | | | | | | |
|-------|------|------|------|------|------|------|------|-----|------|------|------|--|
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| Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | June | July | Aug. | |

GRADES 11-12 PERFORMANCE STANDARD: CONVENTIONS

1.0 Written and Oral Language Conventions

Directions: Place a dot on the grid for the **conventions** score received for each portfolio piece in all of the required genres. Place the dots in the appropriate columns to indicate when each piece was finished. If more than one piece was completed in a month, place as many dots in that column as apply.

Performance Level: Conventions

Advanced
Proficient
4

Proficient
3

Partially
Proficient
2

Not
Proficient
1

| | | | | | | | | | | | | |
|-------|------|------|------|------|------|------|------|-----|------|------|------|--|
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| | | | | | | | | | | | | |
| Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | June | July | Aug. | |

INSERT

FOR THE WRITING STANDARDS ASSESSMENT PORTFOLIO

School

Student

Content Standard 2.0: Writing Applications
Use writing as a means of learning and reflecting

| My Writing Goals | | | |
|--|--|---|---|
| Grade Beginning of Year | Date / What I am able to do well in my writing pieces (strengths) | What I need to work on next - future goals | What my teacher should know about me as a writer |
| | | | |

My Writing Goals

| Mid Year | Date / What I am able to do well in my writing pieces (strengths) | What I need to work on next - future goals | The piece I'm proud of is... because... |
|--------------------|--|---|---|
| | | | |
| End of Year | Date / What I am able to do well in my writing pieces (strengths) | What I need to work on next - future goals | The most important ideas I've learned about writing are... |
| | | | |