

Name: _____

Date: _____

WRITING PORTFOLIO

Embedded Assessments: Collect all evidence of learning in your individual portfolio (notebook and folder) and submit with a rubric.

Daily Writing: Draft ideas and play with genres through which to communicate to an audience.

Short Arc: Draw from playful writing to create a piece that does not require as much time as a long-arc to practice different genres.

Long Arc: Write more extensive pieces that incorporate academic, jargon-specific language.

Annotated Resources: Print resources on your topic or genre. Annotate thoroughly by underlining, adding your own definitions, breaching, explaining, to understand information or author's choices.

Table & Whole-class Shares: Present drafts in process to receive feedback for revisions and writing process, and to develop a critical understanding of written genre.

Writing Conference: Identify intentions for responsive understanding, as well as where writing achieves intention or needs improvement. Sets specific goals to better achieve intent.

CBM: Write for 7 minutes to show fluency of thought, recording your word count in your notebook. We will track growth.

Benchmark Assessments: Engage with state and nation-wide summative assessments, the ELA Regents or AP Literature Exam, to see how you are measuring up against standards. Record your results in your notebook. We will track growth.

Portfolio Submission: Teacher will assess all work at the end of the unit and use evidence to justify your mastery outcomes.



<p>Rating Scale <i>Note: leave blank if not assessing an indicator</i></p>	X-Missing	I=Unobserved	NY=Not yet proficient	A=Approaching proficiency	P=Proficient	E=Exceeding proficiency
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WRITING SHARE & PORTFOLIO	RATING
<p><i>Student can consistently demonstrate:</i></p>	
<p><input type="checkbox"/> Competencies necessary to compose texts that achieve an intended purpose.</p>	
<p><input type="checkbox"/> Critical understanding of the behavior of written genres.</p>	
<p><input type="checkbox"/> Writing in a variety of genres that feature big ideas, rich content, and multiple perspectives.</p>	
<p><input type="checkbox"/> Social-emotional awareness and development of a “we-ness” identity with others by being attentive to the author, asking questions, and offering constructive, relevant, specific feedback.</p>	
<p><input type="checkbox"/> Awareness of why they are sharing a piece and ability to facilitate the share process (table and whole-class).</p>	
<p><input type="checkbox"/> That actions are intentional and in their own control. This autonomy allows for the formation of their own unique personal identity and self.</p>	

Takeaway(s):