# Portfolio CHECKLIST English 12/McMane

All final portfolio assignments must be TYPED. Portfolio assignments may be single-spaced to save paper.

**Title all your assignments** and put the assignment name in parentheses beneath it. Example: The Long Road (College Essay). You do not need to put a heading on each page, just the title and assignment name.

## You should have the following assignments completed for your portfolio and placed in this order:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assignment** | **Writing Completed** | **Portfolio Page Completed** |
|  | COVER WITH YOUR **NAME ON IT** |  |  |
|  | Table of Contents |  |  |
| 1 | Theme Page |  |  |
| 2 | What is Good Writing? |  |  |
|  | OPTIONAL: Childhood Pages |  |  |
| 3 | Personal Ad - Your ad for the perfect college or job |  |  |
| 4 | Resume |  |  |
| 5 | Fear Journal assignment on The Body |  |  |
| 6 | Choice assignment on The Body  (Childhood friend, Revenge, Rites of Passage, Childhood Legend) |  |  |
| 7 | College Essay/Personal Essay |  |  |
|  | OPTIONAL: additional college essays, supplemental essays, etc. |  |  |
| 8 | High School Soundtrack |  |  |
| 9 | Bucket List - Top Ten Assignment |  |  |
| 10 | Pseudonym |  |  |
| 11 | Iconoclasts Quotes: Your reaction to Krakauer and Penn's quotes |  |  |
|  | OPTIONAL: McCandless' Credo |  |  |
| 12 | Your Personal Credo |  |  |
| 13 | Epigraph |  |  |
| 14 | Response paper for Into the Wild |  |  |
| 15 | What Would You Take? Prized Possessions (response to *Night*) |  |  |
| 16 | Black and White |  |  |
| 17 | Gratitude |  |  |
| 18 | This I Believe |  |  |
| 19 | Letter From Me to Me |  |  |
|  | OPTIONAL: Papers from other classes, stories, poems, etc. |  |  |
| 20 | Final Reflection |  |  |
|  | \*ROUGH DRAFTS SOMEWHERE IN PORTFOLIO |  |  |
|  | RUBRIC AT THE END OF THE PORTFOLIO |  |  |
|  | BACK COVER |  |  |

\*Your rough drafts must also be included somewhere in the portfolio (either under your final copies, or in a separate section).

Optional Assignments to earn an "A":

1. McCandless' Credo
2. Assignments from other classes
3. Supplemental college essays
4. A poem, short story, or song lyrics that you wrote
5. Photographs of friends, high school memories, etc.

**Portfolios due: Friday, January 20th**

Final Portfolio Assignments

The following are your final assignments to be completed for the portfolio.

**1. What is Good Writing?**

Write your definition of “good writing.” What makes you like a piece of writing? Dislike it? Consider your favorite and not-so-favorite authors. What kind of voice/style appeals to you? What kind of techniques do you especially admire (symbolism, imagery, suspense, etc.)? Do you like your language to be flowery or short and to the point? Explain. You might discuss your favorite writers and why you like them as well as the kind of writing you don't like.

**2. Theme**

Decide on a theme for your portfolio and explain why you chose it. While your theme should reflect your high school experience in some way, not all of your individual pieces will reflect this theme. Your explanation should be at least a solid paragraph.

**3. Letter from Me to Me** - Write a letter to yourself five years from now. What do you hope to have accomplished? What kind of person do you hope to be? What do you want to be sure you don’t forget?

**4. Final Reflection** - This is it- YOUR senior statement. Take some time to REFLECT – it is one of the most important things you can do for yourself in life. Now that you have finished your portfolio, please respond to it. When you have run out of things to say about your writing, is there anything else you would like to say. *A Senior Will? Advice for underclassmen*, *wishes for tomorrow*? *People you wish to thank*? This is your final opportunity to reflect on where you have come from and where you hope to go. Remember you will forget many things about the first 17 or 18 years of your life, but good writing lasts forever. ☺

**5. Cover Page/Back Cover** – These should visually reflect your theme through photos, artwork, collage, clipart, etc.

**6. Table of Contents** – List your portfolio assignments in the order in which they appear, including any extra assignments. Decide where you will include your rough drafts (behind the final drafts or a section at the end).

**Putting it all together:**

1. Get a binder or scrapbook, (optional page savers), and design the **front and back covers.**
2. Put your **NAME on the front cover**.
3. Assignments should go in the order of the first side of this sheet.
4. Don’t forget to **title all your assignments** and put the assignment name in parentheses beneath it. Example: The Long Road (College Essay).
5. DO NOT FORGET ROUGH DRAFTS! [Rough drafts can go in a separate section at the end, or behind each of the final drafts.]
6. Put the attached rubric at the end of your portfolio.

**Senior Portfolio Rubric**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CATEGORY** | **100-90** | **89-80** | **79-70** | **69 and below** |
| **Requirements** | All requirements are met and exceeded. Many optional assignments are included that enhance the portfolio. Student often went “the extra mile.” | All requirements are met. Some optional assignments are included in the collection.  Shows effort in revision | A few required assignments are missing. There are few or no additional optional assignments.  Shows little effort in revision | Many assignments are missing or incomplete; completed assignments are often too brief; few or no optional assignments    Does not show effort in revision |
| **Writing: Meaning and Development** | Very meaningful and thoughtful written work; ideas are developed clearly and fully, making effective use of a wide range of appropriate writing techniques. | Writing is thoughtful and focused; ideas are developed consistently, making use of appropriate writing techniques | Student attempts to create meaning but is not always successful;  some ideas are developed more fully than others; makes some use of appropriate writing techniques | Portfolio shows minimal effort and/or development; details may be vague, irrelevant, or repetitive;  not enough pieces to judge writer’s development |
| **Writing: Language** | Writing is stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose | Writing is fluent and original, with evident awareness of audience and purpose | Writing is rather basic, but fluent; student attempts to use language effectively but may be inconsistent | Student uses language that is imprecise or unsuitable for the audience or purpose; writing may be incoherent or not recognizable as English |
| **Writing: Conventions** | Writing demonstrates control of the conventions with essentially no errors, even with sophisticated language | Writing demonstrates control of the conventions, exhibiting occasional errors that do not hinder comprehension | Writing demonstrates emerging control, exhibiting some errors that hinder comprehension | Writing demonstrates a lack of control, exhibiting frequent errors that make comprehension difficult |
| **Presentation** | Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation. Student shows special talent in artistic expression. | Makes good use of font, color, graphics, effects, etc. to enhance presentation. Student shows keen awareness of layout and design. | Makes use of font, color, graphics, effects, etc. but these may occasionally detract from the presentation content.  Does not make much effort in presentation. | Use of font, color, graphics, effects, etc. often detracts from the presentation content; little or no effort in visual presentation |
| **Originality/Creativity** | Product shows distinct original thought. Ideas are creative and inventive. Uses text and images together to enhance writing and convey meaning.  A true reflection of the student. | Product shows some original thought. Work shows new ideas and insights. Makes use of images to enhance writing and convey meaning. Accurately reflects writer. | Addresses assignments appropriately, but there is little evidence of original thinking. Shows little about writer; Attempts to show layout and design in order to convey meaning. | Uses other people’s ideas and does not give them credit; No evidence of original thinking; Makes little use of layout and design to convey meaning; does not reflect the personality of the writer |
| **Reflection/Growth** | Portfolio provides in-depth reflection and analysis and shows personal growth as a writer. The assignments meet and exceed the student’s definition of “good writing.” | Portfolio contains examples of writing that are reflective in nature and provides the opportunity for the student to evaluate personal growth as a writer. | Although the required assignments are completed, there is little evidence of personal reflection. Personal definition of good writing is superficial and/or not clearly stated. | Many assignments are missing and it is difficult to identify how the student has progressed as a writer. |