Summative (unit 4): Final Portfolio & Reflection Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Objectives**: Students will…

* Write, revise, edit, and submit original pieces of creative writing
* Articulate what they learned from the writing process
* Reflect on decisions made throughout the writing process
* Demonstrate intellectual and personal engagement with the writing process by making references to works read, feedback received, and revisions made
* Organize ideas effectively in writing through effective paragraphing and effective use of cohesive devices
* Use precisely chosen vocabulary and varied sentence structures, appropriate for the audience and purpose of the task

This summative assessment is the capstone of your creative writing in the Foundation Program English course. After revising and editing each of your portfolio pieces, you will submit all three of them (personal narrative + rationale; ‘rewrite a scene’ + rationale; Portia’s Suicide note and Brutus’ Monologue + rationale) along with a 350-500-word reflection as a single word document on Managebac. In addition to submitting on Managebac, I will ask you to print this document (double-sided) to be included in a sliding binder. After I read and mark your portfolio, I will give you back the printed portfolio for you to keep.

This summative assessment is worth **20%** of your final score for the course. To calculate the score for this summative, the teacher will mark the following components...

Portfolio Pieces (**80%** of summative score): Each portfolio piece included will be assessed according to the rubric given to you by your teacher (e.g., Personal narrative is worth 40 points total: 20 points for the rationale, 20 points for the piece). Ideally, you should have received some feedback (teacher feedback, peer-feedback, etc.) on each piece and made appropriate revisions before submitting it in this portfolio.

Reflection (**20%** of summative score): In your 350-500 word reflection, you should…

• Articulate what they learned from the writing process

• Reflect on decisions made thsroughout the writing process

• Demonstrate intellectual and personal engagement with the writing process by making references to works read, feedback received, and revisions made

• Use precisely chosen vocabulary as well as varied sentence structures, appropriate for the audience and purpose of the task

Assessment Criteria for Reflective Essay (Pre-DP English)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| REFLECTION (350-400 words) | 1 – 2 / 1 | 3 – 4 / 2 | 5 – 6 / 3 | 7 – 8 / 4 | 9 – 10 / 5 |
| **Reflection**: *(out of 10)*  •*articulate what you learned from the writing process*  *•reflect on decisions made in the writing process learned from the writing process*  *•demonstrate intellectual and personal engagement with the writing process by making references to texts read, feedback received, and revisions made* | -Reflections explain what you have learned with **little** degree of clarity, but **no** specific examples.  -Reflections on decision-making process are **unclear**, but examplesof difficulties faced, creative choices made are **not** relevant and **no** awareness of the impact of choices is demonstrated  **-**Reflections demonstrate **little** degree of intellectual and personal engagement with the writing process, but references to texts read, feedback received, and revisions made are **nonexistent** and/or **not** **appropriate** | -Reflections explain what you have learned with **some** degree of clarity, but **very few** specific examples.  -Reflections on decision-making process are **somewhat clear**, but examplesof difficulties faced, creative choices made are **hardly** relevant and **little** awareness of the impact of choices is demonstrated  **-**Reflections demonstrate **some** degree of intellectual and personal engagement with the writing process, but references to texts read, feedback received, and revisions made are **sparse** and/or **hardly** **appropriate** | -Reflections explain what you have learned with an **adequate** degree of clarity, but **few** specific examples.  -Reflections on decision-making process are **adequately clear** and include **somewhat relevant** examples of difficulties faced, creative choices made, and an awareness of the impact of choices.  **-**Reflections demonstrate an **adequate** degree of intellectual and personal engagement with the writing process, including **somewhat** **appropriate** references to texts read, feedback received, and revisions made | -Reflections **clearly** explain what you have learned with **some** **relevant** examples  -Reflections on decision-making process are **clear** and include **relevant** examples of difficulties faced, creative choices made, and an awareness of the impact of choices.  **-**Reflections demonstrate a **good** degree of intellectual and personal engagement with the writing process, including **appropriate** references to texts read, feedback received, and revisions made | -Reflections **clearly and fully** demonstrate what you have learned through **illuminating** **specific** examples  -Reflections on decision-making process are **insightful** and include **illuminating** examples of difficulties faced, creative choices made, and an awareness of the impact of choices.  **-**Reflections demonstrate a **high** degree of intellectual and personal engagement with the writing process, including **illuminating** references to texts read, feedback received, and revisions made |
| **Organization:** *(out of 5)*  •*organize ideas effectively (effective paragraphing, cohesive devices)* | -there is **no apparent organization**; | -organization is **apparent**, **but not effective**; paragraphing and cohesive devices **hardly contribute** to the coherence of the reflection | -organization is **somewhat effective**; paragraphing and cohesive devices **somewhat contribute** to the coherence of the reflection | -organization is **mostly effective**; paragraphing and cohesive devices **contribute** to the coherence of the reflection | -organization is **effective** with **well-focused** paragraphs that flow together **coherently and use cohesive devices effectively** |
| **Language:** *(out of 5)*  •*use correct grammar, spelling and syntax*  *•use a variety of vocabulary and sentence structures appropriately*  *•write in a register that is appropriate for the task* | - register is **not** appropriate  - language is **rarely** clear  - frequent errors in grammar and vocabulary choices **do not make sense** | -register is **somewhat** appropriate  - language is **somewhat** clear  - there are **many** errors in grammar and vocabulary | - register is **mostly** appropriate  - language is **mostly** clear, but not always effective  - grammar is **somewhat** accurate  - vocabulary is **somewhat** varied | - register is appropriate  - language is **mostly** clear and effective  - grammar is **mostly** accurate  - vocabulary is varied | - register is appropriate  - language is clear and effective  - there is a **high degree** of grammar accuracy  - varied vocabulary and sentence structures are used **effectively** |