

Directions for Writing Analysis Portfolio

Requirements: **Due** _____ **or before.**

- 1) Cover Letter (Reflective Analysis of Writing)
- 2) Timed Writing for either an AP Synthesis, Argument or Rhetorical Analysis Prompt (in original form with score at top of paper)
- 3) Grammar Grid for Timed Writing (You may submit an essay on SAS curriculum pathways Writing Reviser <https://www.sascurriculumpathways.com/portal/> to help with error evaluation or receive error info from turnitin.com)
- 7) Error Chart for Timed Writing with reflective Writing
- 8) Process essay from Turnitin.com (print with comments)
- 9) Pre-writes or drafts of process essay
- 10) Grammar Grid for process essay
- 11) Error Chart for process essay (You may submit an essay on SAS curriculum pathways to help with error evaluation or receive error info from turnitin.com)
- 12) Diagnostic Grammar Test results/reflective writing: You may use the [noredink.com](http://www.noredink.com) diagnostic or test <http://www.kristisiegel.com/grammartest2.html>

Cover Letter Requirements: See directions on page 2. This will be the first entry in your portfolio.

Assessment: Since the portfolio allows you to diagnose and reflect on your strengths and weaknesses, your evaluation will be based primarily on thoughtful completion of the portfolio. Your goal is to determine where you need to strengthen your writing grammatically and structurally so you increase essay scores by exam day. Assessment of your portfolio will not be a reflection of the scores on your essays or diagnostic tests, but rather how you determine strengths and weaknesses and make a plan for your improvement.

Directions for Cover Letter: Your letter will analyze your writing and identify your action plan or goals for improving your writing. The purpose of the cover letter is to help you know the strengths and weaknesses of your composition skills, so you can set goals for improving.

Use the following questions when you write your letter. Remember to include the date, a salutation to your teacher, the closing and your signature. Answer the questions thoughtfully, providing specific evidence from your writing, grids, rubrics, CR Challenge Areas or Core Intro to Comp Skills to support your analysis.

1. Using the AP scoring guide, write a rationale for the score your paper received. For example, if your teacher recorded a score of “3,” determine what traits a “3” paper has according to the scoring guide and how your essay contains those traits. If you disagree with the score, write the rationale for the score you think you should have received.
2. Look at your grammar grid for both essays. What patterns did you notice? What can you conclude about the strengths and weaknesses of your writing? How can the chart be helpful in improving your writing?
3. List and analyze the errors made on your two essays, using the data on the error chart/grammar grid as guide. Do the errors recorded originate from carelessness or ignorance or both?
4. Compare the results of your diagnostic grammar test with the errors in your writing. Write about any similarities. How do the results of the grammar test impact your writing performance?
5. Read your two essays again. List aspects that you like about your writing. What do you consider your strengths as a writer?
6. What are your needs or weaknesses as a writer? What steps do you plan to take to eliminate your usage errors? How do you plan to use class time and independent study time to accomplish your plan? What could I do to improve your writing? What writing resource (book, website, etc.) will you use and how will you use them? How much time are you willing to spend to accomplish your goal? How will you monitor your progress?
7. Discuss any problems that relate to writing that could stand in the way of your success. How can these problems be overcome?
8. Review the Chief Reader (CR) Challenge Areas for the essays you have submitted. Evaluate your performance in the Challenge areas for the essay type you submitted. How does your performance on this essay demonstrate achievement of—or progress toward—mastery of the AP skills designated by the Chief Reader? What are your strengths? What are your weaknesses? What skills do you need to develop in order to improve your performance on this type of essay?
9. Review the Core Skills Table. How does your portfolio demonstrate your progress toward or mastery of the Skills/Knowledge Important to Future Success (right column)? What skills do you need to development of these Core Skills? How will you make progress in these skill areas?
10. Set specific goals for yourself. For example, do you want to be a “5” writer? What must you do in future writings to become that “5” writer?

Challenge Areas Distilled from last 5 Years of CR Reports

	<i>Students struggle with...</i>
ARGUMENT	- Developing arguable claims and assertions Integrating conflicting viewpoints - Establishing and maintaining a clear line of reasoning - Distinguishing between opinion and argument - Identifying appropriate examples Integrating supporting examples
SYNTHESIS	- Developing a reasonable conversation with and among the sources Efficiently quoting, summarizing, or paraphrasing Connecting the source information to the claim - Drawing inferences from source information/data
RHETORICAL ANALYSIS	- Identifying the purpose of an argument - Explaining how rhetorical strategies & techniques work to affect the purpose, beyond just identifying them Distinguishing Rhetorical Analysis (the purpose of a text) from literary analysis (interpretation and/or meaning of a text) - Reading and understanding texts with varied sentence structures and elevated language - Using given context to better understand the decisions made by the writer - Organizing responses such that they are driven by insights about the text, not techniques.

Brandon Abdon, Director of AP English Curriculum, Instruction and Assessment for the College Board, presented the Chief Reader Challenge areas at the June 2015 AP Language and Composition Open Forum.

Survey: Core Skills Important to Professors of Intro Comp Courses

Skills/Knowledge to Learn in Intro Class	Skills/Knowledge Needing Re-teaching in the Intro Course	Skills/Knowledge Important to Future Success
1. Critical Thinking Skills	1. Analyzing evidence	1. Analyzing evidence
2. Critical Reading Skills	2. Critical reading & analysis of complex texts	2. Critical reading & analysis of complex texts
3. Being able to analyze written and visual arguments	3. Engaging in a scholarly conversation	3. The use of secondary sources
4. Understanding the overall processes of writing	4. Developing sophisticated research questions	4. Arguable thesis
5. Writing as a recursive process	5. Arguable thesis	5. Engaging in a scholarly conversation
6. The ability to assess authority/credibility of sources	6. The use of secondary sources	6. The difference between analysis and summary
7. Analyzing complex texts	7. The effective use of quotations	7. Developing sophisticated research questions
8. Developing interesting/authentic questions	8. Rhetorical framing and awareness	8. The effective use of quotations
9. Rhetorical knowledge	9. The difference between analysis & summary	9. The recursive writing process
10. The ability to research a topic	10. Adapting style for specific audiences	10. Grammar/punctuation and style



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