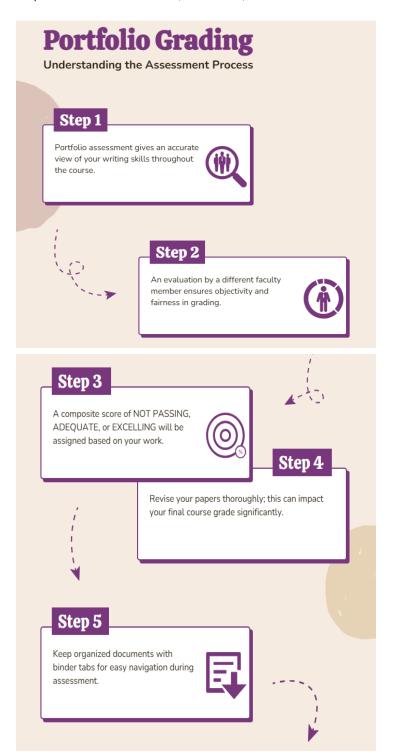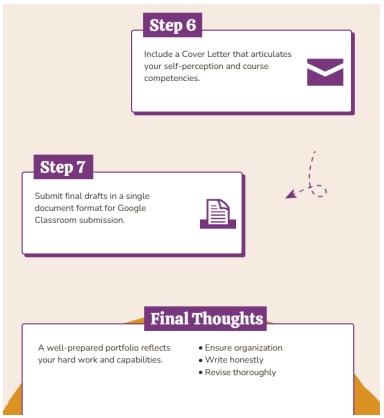**Portfolio Grading, ENG 100**

For this class, we will be conducting portfolio assessment. Another LLL / ENGLISH faculty member will be reading your portfolio of works, and coming up with a general assessment of how well you did in ENGLISH 100 based on your writing. They will give you a composite score of NOT PASSING, ADEQUATE, or EXCELLING.

Portfolio Grading
Understanding the Assessment Process

Step 1

Portfolio assessment gives an accurate view of your writing skills throughout the course.

Step 2

An evaluation by a different faculty member ensures objectivity and fairness in grading.

Step 3

A composite score of NOT PASSING, ADEQUATE, or EXCELLING will be assigned based on your work.

Step 4

Revise your papers thoroughly; this can impact your final course grade significantly.

Step 5

Keep organized documents with binder tabs for easy navigation during assessment.

Step 6

Include a Cover Letter that articulates your self-perception and course competencies.

Step 7

Submit final drafts in a single document format for Google Classroom submission.

Final Thoughts

A well-prepared portfolio reflects your hard work and capabilities.

- Ensure organization
- Write honestly
- Revise thoroughly

The portfolio grading system is meant to give you a TRUE and ACCURATE representation of your writing. After all, the other teacher

1. Doesn't know you.
2. Doesn't know what kind of drama you experienced in this semester.
3. The teacher, due to their anonymous status, is more likely to grade you more objectively and fairly, showing you an accurate gauge of how much you accomplished over 15 weeks in the course.
4. Over the 8-10 years we have had portfolios, most people concur that I am the easiest grader out of the three person team that make up the portfolio grader. Ultimately, this suggests that you should revise your papers to the best of your abilities.

I will factor this composite score into your final course grade for the semester at a **20 percent rate. This factor then acts as a grade curve, up or down.** As the instructor, I always retain the right to disagree with the reviewer's assessment especially in mitigating circumstances, such as a global pandemic.

FAQ's

1. Why do we have to do a portfolio?
A portfolio can be seen as a culminating project, a summation of your pride and hard work for the semester. If I do not grade the portfolio, and if an objective teacher who has never taught you can grade the portfolio, the process can be seen as fairer and more impartial.

2. What do I need in the portfolio?
You need to keep documents that will help to prove to the portfolio assessor that you have successfully passed the competencies for the course. You should probably label your portfolio with binder tabs within GoogleDocs, or just copy and paste all of these together: **Cover Letter, College Level Show and Tell, Annotated Bibliography Leading into Research PLUS Research Challenge, Research-Based PROJECT, and Analytical (Literary) Essay.**

1. **COVER LETTER**
2. **Personal Statement: NARRATIVE GENRE**

3.   **Rhetorical Analysis of Article (Practice Logos, Ethos, Pathos):** Jacqueline Howard's Article about the Correlation between Social Media and Depression
4.   **Research Challenge (COPY and paste all of it)**
5.   **Annotated Bibliography for Research PROJECT**
6.   **Research PROJECT**
7.   **Literary Analysis**
8.   **Optional Documents: Peer-Editing Support, INSTRUCTOR COMMENTS that you copy and paste**

(For GoogleClassroom, you will copy and PASTE final drafts of each of these items into ONE document, then hit submit).

2.A. In a face-to-face context, YOU MUST NOT USE CLEAR PLASTIC BINDER SLIPS, as these will end up irritating THE PERSON WHO READS YOUR PAPER. (They have to keep taking and putting stuff into it). You need to simply three hole punch everything.

2. B. In the front of your portfolio document, you MUST write a Cover Letter, one that freely and honestly discusses your own perception of how you handled the competencies for the semester. Remember, you are NOT writing to me—you are writing to another teacher in the English department, so you should probably address the letter as follows:

Dear Portfolio Assessor,
Dear English Faculty Member Charged with Reviewing my Portfolio,

After the heading, you want to express how you feel you met the competencies. Being honest is helpful.

3. *What competencies do I need to demonstrate in the portfolio?*

A.   *You can either write about the general skills you gained in this class. You can also divide your cover letter into KNOWLEDGE, SKILLS, and ATTITUDES.*

Knowledge: What concepts or lessons did you learn?
Skills: What practical writing or learning skills did you gain?
Attitude: What behaviors or attitudes did you gain?

B. *You can write about how you met the course competencies in this course.*

These are the competencies:
By the end of the semester students should be able to:

Employ a writing process which includes gathering information and exploring ideas, developing and supporting a point of view or thesis, organizing, revising, editing, and proofreading.

You prove this competency in your Cover Letter, explaining how frequently you did the step-by-step writing process rather than doing your essays last minute. You show, in your essay, that you had a thesis statement and generally well-organized and easy-to-read papers. You include drafts that you wrote to show that you revised. At the highest level, you show that you did 3-4 revisions or more per major essay.

Produce different forms of college-level writing, such as narrative, analytical, and persuasive essays, whose content, organization, diction, and style are effectively adapted to various writing situations, purposes, audiences, and subjects.

You prove this competency by including your major essays. You ensure that the content is not weird/strange, that each essay is well-organized, that you eliminated slang or jargon, and you ensured that your style is college-level and formal. At the highest level, you demonstrate that you are completely ready for the 200 level writing sequence.

Analyze and evaluate the logic, evidence, and strategies of an argument (written and/or presented in a visual or digital medium).

You prove this competency by including your Rhetorical Analysis Written by Jacqueline Howard regarding social media and its correlation to depression as well as your Rhetorical Analysis MINI ASSIGNMENT BONUS, if you did one. At the highest level, you show complete mastery over the rhetorical and CRAAP concepts you learned this semester.

Analyze and interpret a literary work (nonfiction, fiction, poetry, or drama) or other textual material.

You prove this essay by including your Analytical (POEM ANALYSIS) Essay. At the highest level, you demonstrate that you can focus on concrete analytical details instead of doing superficial work around plot or basic character analysis.

Find and evaluate information from a library, from the Internet, or from other sources; synthesize relevant findings in his/her own writing without plagiarizing.

You prove this by NOT plagiarizing and by showing that you can cite evidence in your papers in a proper MLA/APA format. You also include your ANNOTATED BIBLIOGRAPHY / Research Challenge. (worksheets). At the highest level, all of your citations are correct, with author reference and page# and your Works Cited/Bibliography page are perfect.

Work effectively with fellow students and the instructor in providing and receiving written and verbal feedback on assigned work.

You prove this by including your peer-editing sheets that you did along with each essay. At the highest level, you show that you were receptive to criticism and that you also gave out good, firm criticism instead of "Good job" or "This sucks."

My comments also count as "working effectively with the instructor." The committee is looking to see if you successfully took my comments and did something with them; because of other classes, stress, or procrastination, a lot of students revise nothing and then suffer the consequences on the portfolio.

Rather obviously, the best way to be prepared for the portfolio is to demonstrate time management and organization. If you do all of the work on time, revise your papers, and keep things organized in a binder, you probably will do just fine on the portfolio.

FREQUENTLY ASKED QUESTIONS:

1. I did not do some of the essays. What do I do?
A. You should do your best to include what you can include. Each element factors into the final grade of the portfolio and missing elements do in fact get factored into the final portfolio grade. Even a "D" major project is better than a "ZERO."
B. In most cases, missing a major essay means that you cannot pass ENG 100 because each essay represents a separate course competency in terms of what you were supposed to have learned in this class.

2. If I fail the portfolio, do I fail the course?
A. Not necessarily. The portfolio counts for roughly 20-25 percent of the grade, so it acts as a grade curve more than something that causes automatic failure. I have seen some students pass the portfolio missing one or two assignments.

3. If I did not do the research project or the research challenge, will I likely fail?
A. The research challenge and research project are meant to meet two different competencies, around finding and evaluating content from the general Internet and library and also documenting elements ethically to prove a claim; therefore, it is very likely that the portfolio might fail without either assignment.

4. I am jointly enrolled in ENG 100S and ENG 100. Have there been cases where students have passed one course and not the other?

A. Yes. This precise occurrence has happened in the past. A student passed ENG 100S but did not pass ENG 100. Another student did not pass ENG 100S but passed ENG 100. This was mainly due to the workload and assignments for each course.

5. If you suspect a grade discrepancy or a bias or skewed grade, do you take this into account?
A. If I witness a skewed grade or grade discrepancy, I ask the members of the committee to create a majority and a minority report such that I ask more than one faculty to check the portfolio's contents. I then take into account what both members say about a given assignment or final portfolio, to allow for skew or bias.

6. This semester, my work-life balance / health / other drama came up and made the semester rough for me. I probably will not pass this portfolio. Advice?

A. Growth mindset is important here. Many students want to go to the next level and want to just blitz through college, but some of them find that the workload and assignments are twice as difficult in the next sequence of courses, and seemingly three to four times more difficult at a 4 year or mainland college once students hit the 300 or 400 level. Therefore, even if your gut instinct is to be disappointed even crushed, growth mindset teaches us that we ought to pivot and figure out where you needed to improve in your approach next semester. For many students, taking the course in summer school creates an almost 80 to 90 percent success rate because summer allows the student to only focus on just one course instead of juggling six courses and a job. Remember that I genuinely believe that the elites of this country want students to work far too much, juggle too much, and do not want numerous students to make it through higher education. They do not believe in frameworks like in Scandinavian countries, where higher education is free, or where students who do not like academic work are encouraged to go into vocational education or internships, instead.

Bottom line, the portfolio is not a judge of your character, worth, or self-esteem. It is just a snapshot of your 15 week journey in this class and meant to assess your readiness for the Writing-Intensive courses, which are often perceived as twice or three times as tough, depending on the instructor. My job as your instructor is to realistically prepare you for whomever might be next in line to teach you.

7. Instead of this portfolio, I would rather take a final exam. Is that possible?
A. It is. You would be assigned 5 separate timed essays at the library testing center, which is an option that most students do not take because it would be rigorous and likely last for three hours.

CHECKLIST TO HELP YOU GET ORGANIZED FOR YOUR PORTFOLIO SUBMISSION:

DID I	YES	NO
Read these instructions?		
Craft in a cover letter?		
Craft a Personal Statement (for scholarship purposes)? Then copy and paste it?		
Include a RHETORICAL ANALYSIS MINI ASSIGNMENT ABOUT SOCIAL MEDIA? (Jacqueline Howard Essay about Social Media Correlating to Depression)		
(Include any rhetorical bonus work?)		
Copy and paste RESEARCH CHALLENGE DONE FOR LIBRARY?		
Copy and paste actual Annotated Bibliography? (extra credit)		
Copy and paste Research Paper?		
Copy and paste Literary Analysis?		
Include some form of peer or instructor feedback?		

At the end of the portfolio, it is helpful if you copy and paste the following assessment material:

ENG 100   FINAL PORTFOLIO EVALUATION

This assignment evaluates if you have achieved college-level expectations for ENG 100. Your work will be evaluated by your instructor and one other ENG instructor. Your final score and grade is determined by your instructor who may rely on the evaluator's comments.

Course Description

ENG 100 students will develop strategies for effective college writing, with an emphasis on critical reading and thinking. This course includes instruction in the composing process and practice in various kinds of writing, including analysis, interpretation, and research writing from sources. By the end of the course, students will complete a minimum of 5000 words of finished prose, roughly equivalent to 20 typewritten pages.

Foundations-Written Communication (FW)

ENG 100 fulfills the FW requirement for graduation. Students will be introduced to the rhetorical, conceptual, and stylistic demands of writing at the college level; courses give instruction in composing processes, search strategies, and composing from sources. The FW course also provides students with experiences in the library and on the Internet and enhances their skills in accessing and using various types of primary and secondary materials.

After Completing ENG 100

200-Level WRITING INTENSIVE (WI)

These courses collectively help students both to learn course content and to communicate through writing. Small writing-intensive classes, in which instructors work with students on writing related to course topics, are offered in nearly all departments.
- The class uses writing to promote the learning of course materials.

· The class provides interaction between the instructor and students while students do assigned writing.

· Written assignments contribute significantly to each student's course grade.

· The class requires students to do a substantial amount of writing—a minimum of 4,000 words, or about 16 pages.

Students will be able to:

· Adapt writing to a clearly identified purpose and audience, according to disciplinary conventions and genres

· Develop and organize appropriate and relevant content

· Evaluate and integrate supporting materials from appropriate sources, and credit them appropriately according to the genre and discourse requirements of the field

· Control style and mechanics to communicate effectively

What happens if you do not pass the portfolio or ENG 100?

Please exercise a growth mindset and positive thinking about this minor bump in the road. Learning writing and strong written communication honestly takes more than just a short fifteen week period. Many students who compare ENG 100 with their high school or earlier ENG experience find that it teaches them new content, new terminology, and new structures like thesis statement, PIE structure, or quoting. Rather than giving up, quitting school entirely, growth mindset tells us that perhaps we need to adjust expectations, possibly even course levels:

ENG 97: Focuses more on the basics. Great for students who struggle with making their essays longer and with reading struggles.

ENG 100S paired: Focuses on the soft skills that feed into the academic ones. Great for students who require more clarification and support because they might lose motivation or passion for the class over time.

ESOL 94: Great for second language learners who struggle with clarity issues and genre awareness.

ESL 100: Great for second language learners who might find ENG 100's 'native speaker' fluency a bit more difficult.

 The blunt fact of the matter is that you really do not want to accelerate to a point where you continue to feel overwhelmed in a course, and sometimes, high school teachers often just pass you and accelerate you into classes that become extremely difficult: education is a marathon, not a dash. And, nothing in life worth having comes quickly and easily.

ENG 100 EXPECTATIONS	**Missing** **Not Meets** **Meets** **Exceeds**	**Comments to INSTRUCTOR**
Use a writing process (planning, drafting, revising, editing) and apply feedback (instructor, peer, tutor, mentor) to produce college-level writing.		
Produce different forms of college-level writing for various writing situations, purposes, and audiences.		
Analyze and evaluate the logic, evidence, and strategies of an argument (written and/or presented in a visual or digital medium).		
Analyze and interpret a literary work (nonfiction, fiction, poetry or drama) or other textual material.		

Find and evaluate information from a library, from the Internet, or from other sources;		
Synthesize relevant findings in his/her own writing without plagiarizing.		

Comments to STUDENT from the portfolio evaluator:

POSITIVE:

IMPROVEMENTS: