

# Final Portfolio Assessment

## English III Ms. Martell

**Objective:** Students will create a **google site** that showcases their growth and mastery of the essential English curriculum standards: **reading, writing, and speaking/listening**. These digital portfolios will include **evidence** of skills practiced throughout the year and thoughtful **reflections** on their progress as an English student. If students created a website **last year** in English class, they must use the **same website** and create a new tab for this year's work. The goal is to graduate with an artifact that outlines four years of cumulative growth. This counts as the final exam- which is worth a **test** grade (100 points) on term 4.

Home Page/ About Me Page	Include a clear header with your <b>full name</b> . Create an “ <b>about me</b> ” section with pictures, quotes, links, and information about who you are as a person! If you have an about me page from last year, you need to update it with <b>new</b> things from this past year.
Writing Page	Attach 3 pieces of <b>writing</b> ( <i>if these docs have been ‘locked’ on google classroom after you submitted it you may need to <b>make a new copy of your essays</b> to be able to attach it on your google site</i> ). In 3-5 sentences per essay, <b>explain</b> what each essay is <b>about</b> , what you are most <b>proud</b> of in each essay, and what could be <b>improved</b> in each essay. <ul style="list-style-type: none"><li>• 1 <b>narrative</b> piece- Personal Narrative (college application)</li><li>• 1 <b>persuasive</b> piece- <i>The Crucible</i> Persuasive Monologue</li><li>• 1 <b>expository</b> piece- <u>choice</u> between Research Paper or Literary Analysis on The Great Gatsby</li></ul>
Reading Page	Write 1-2 paragraphs of <b>at least 225 words</b> explaining how you believe you’ve mastered the <b>reading skills</b> this year. You should <b>reflect on specific texts, lessons, assignments, and activities</b> that you did throughout the year that helped you learn and grow as a reader. You can also discuss skill areas you still need to improve on. You can talk about reading novels, plays, poems, essays, research articles, etc. The more you write and the more <b>specific</b> you are, the better! <ul style="list-style-type: none"><li>• Some skills/topics related to <b>reading</b> may include: comprehension, inferences, analysis, theme, annotation, evaluating credibility, literary devices, etc.</li><li>• Attach <b>at least two specific work samples</b> that demonstrate your reading skills. These two samples should be <b>different types</b> of assignments.</li></ul>
Speaking & Listening Page	<b>Record yourself verbally (minimum 90 seconds long) explaining</b> how you believe you’ve mastered <b>speaking and listening skills</b> this year. You should reflect on <b>specific</b> activities, lessons, and assignments that you did throughout the year that helped you

	<p>grow as a speaker or as a listener. You can also discuss skill areas you still need to improve on. <i>Make sure you change the <b>sharing permissions</b> on your <b>recording</b> so anyone with the link can view it!</i></p> <ul style="list-style-type: none"> <li>• Some skills/topics you might include: group work, presentations, volunteering in class, discussion circles, asking questions, listening to audiobooks, following directions, reading aloud, and so on.</li> <li>• Attach <b>at least one specific work sample</b> that demonstrates your speaking or listening skills.</li> </ul>
Reflection Page	<p>An overall <b>reflection</b> of 1-2 pages (MLA-double spaced). This will <b>be done the day of the FINAL EXAM period</b>- specific questions to reflect on will be given out during the final exam period).</p> <ul style="list-style-type: none"> <li>• Reflect on this year of English class and how you have <b>grown</b> over all your years at NHS. What do you think are your strengths as a writer/reader/speaker/student and what can you continue to work on?</li> </ul>
Revision Page  <b>*HONORS</b> level only	<p>Edit <b>ONE</b> of the <b>midyear exam</b> open responses that you submitted this year. Use the feedback on the original rubric to focus your areas of revision and reflect on your original writing process. You need to make <b>substantial changes</b> for it to count as revised (do not just change a couple sentences or punctuation marks!).</p> <ul style="list-style-type: none"> <li>• Include <b>both</b> the <b>original</b> essay and the <b>revised version</b> for comparison (make a new <b>copy BEFORE</b> you start editing!).</li> <li>• You must <b>highlight all the changes</b> made in your revision and <b>explain</b> what you improved and <b>why</b> (<i>when you <b>share</b> your revision doc, make sure to allow anyone to be a <b>commenter</b> in order for your comments to be viewable</i>).</li> </ul>
Interdisciplinary Page  <b>*HONORS</b> level only  <b>**Optional extra credit for College Prep (4 points)</b>	<p>Reading, writing, and speaking/listening are <b>interdisciplinary</b> skills with many <b>real life</b> applications. Attach at least <b>two recent pieces of work</b> you've done outside of a primary English course (from any other class or outside of school) that relate to these skills and that you feel <b>proud</b> of. <b>Address at least 2 of those 3 standards</b>- so for example, don't use 2 pieces of evidence that both only address reading. Then in <b>3-5 sentences each, explain</b> what each piece of evidence is and <b>how</b> it demonstrates reading/writing/speaking skills.</p> <ul style="list-style-type: none"> <li>• This might include English elective coursework, writing samples from other classes, book reviews, creative writing, club related work, presentations, resumes, speeches, cover letters, reflections, videos, art, etc.</li> <li>• If your evidence sample is something that has been submitted for another class, you'll need to <b>make a copy of the doc</b> because your other teacher is the owner of it and therefore you won't be able to share the viewing permissions of it.</li> </ul>

### Other Requirements:

- Make this portfolio distinct to **YOU!** Personalize the font, theme colors, background pictures, etc.
- Make sure you use the **same website** that you have used for previous English portfolio assessments. Create a new tab for every year so that you graduate with one website that showcases four years of growth!
- Make sure **all google docs** embedded on your website have the **sharing permission** updated! All documents should be set to allow anyone with a link to be a viewer. If permissions are not updated, I cannot access the documents so you will not receive credit for that portion of your grade.
  - You might need to make a **new copy** of google docs that have already been turned in on google classroom.
- Unlike google docs, a google site **does not automatically save and update** all the changes you make. In order to make changes permanent and viewable by others, you need to click the **PUBLISH button**.
- Your website should be clearly **organized** with each page labeled for easy navigation.
- **Do not reuse the same piece of evidence** on more than one page of your portfolio.
- Submit the URL **link** for your published, viewable website (not your editing/working version).

### Resources:

- Ms. Martell's [Portfolio Template](#)
- [Student Example Portfolio](#)
- [Ms. Martell's Website Tutorial](#)
- [Example about me page](#)
- General [Google site instructions](#) & another [Google site tutorial](#)

## Digital Portfolio Final Exam Rubric:

Skills Category	<b>Expectations for Exemplary Essays</b> <i>Points: 10= exemplary, 9= proficient, 8= approaching skills, 7= needs improvement, 6= unsatisfactory, &lt;5= skills not evidenced (F), 0= no attempt made</i>	Score 0-10
<b>Writing</b>	Student has clearly and impressively mastered the three styles of writing (expository, narrative, & persuasive). Mastery of this skill is overwhelmingly supported with writing samples and commentary on their strengths and weaknesses. Language throughout the entire portfolio is accurate and free of grammatical errors.	
<b>Reading</b>	Student has clearly and impressively mastered reading comprehension and analysis. Mastery of this skill is overwhelmingly supported with work samples, pictures, and reflection that cites specific skills or activities.	
<b>Speaking &amp; Listening</b>	Student has clearly and impressively mastered speaking and listening skills. Mastery of these skills are overwhelmingly supported with work samples and a verbal reflection that references specific skills or activities.	
<b>Reflection</b>	Reflection (completed during final exam period) is impressively thoughtful, well-written, specific, and references specific examples of skills and growth in English class.	
<b>Personalization</b>	Digital portfolio includes an “About Me” tab with a short description of the writer and pictures that are relevant to their life. The writer’s personality shines through in the entire portfolio through photos, headers, colors, font, etc.	
<b>Digital Literacy</b>	Student clearly and impressively demonstrates digital literacy. All links are functional and google documents are viewable. Portfolio is complete, organized, aesthetically pleasing, and easy to navigate with headers.	
<b>Revision</b> <i>(Honors level only)</i>	Student has clearly and impressively mastered the revision skill by making changes on a piece of writing based on the original rubric grade which significantly improved the piece. Pre- and post-revised pieces are included in the portfolio along with explanations about what was revised and why. <b>(Honors ONLY)</b>	
<b>Interdisciplinary Applications</b> <i>(Honors level only)</i>	Student has clearly and impressively demonstrated their ability to use reading, writing, or speaking skills outside of the English classroom. This is supported through evidence, pictures, and specific reflection. <b>(Honors ONLY-</b> extra credit optional for College Prep)	

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*\*Plagiarism or cheating of any kind or amount will result in a failing grade.*

*\*\*Portfolios submitted past the deadline may not be accepted. If they are accepted, points will be deducted for lateness.*