**Final Exam - English 9 Honors**

**Student Portfolio**

In English 9, you have challenged yourself with literature, writing, research, vocabulary, technology, and much more. You’ve learned new skills and honed your reading and writing abilities; presumably, you have learned something about literature, composition, and your role as both a reader and writer.

Your culminating project is to create a portfolio of work that represents your learning in this course.  You will also reflect on your personal successes and failures over the course of ninth grade English.  Ultimately, you should have a greater understanding of the subject than you did at the beginning of the year and should feel well-prepared for English 10.  Your portfolio will track your personal growth within eight skill sets: Collaboration, Technology and Media, Vocabulary, Text Comprehension, Textual Analysis, Writing Composition, Editing and Revision, and Research Skills.

Your portfolio will include the following artifacts and reflections from each of the eight categories listed above:

|  |  |  |  |
| --- | --- | --- | --- |
| **COLLABORATION** | One artifact that represents your personal growth in collaborating with peers | One artifact that represents successful peer collaboration | Student Reflection |
| **TECHNOLOGY /**  **MEDIA MESSAGE** | One artifact that represents your ability to create a product using technology | One artifact that represents your ability to evaluate media messages | Student Reflection |
| **VOCABULARY** | One artifact that represents your understanding of word parts (affixes) | One artifact that represents your purposeful use of vocabulary in writing | Student Reflection |
| **TEXT COMPREHENSION** | One artifact that represents your understanding of fiction and/or poetry | One artifact that represents your understanding of non-fiction | Student Reflection |
| **TEXTUAL ANALYSIS** | One artifact that represents your ability to complete a close-read analysis | One artifact that represents your ability to analyze a theme or motif across a text | Student Reflection |
| **WRITING COMPOSITION** | One full-length essay | One informal writing | Student Reflection |
| **EDITING AND REVISION** | One writing with multiple drafts that you have taken to the Writing Center | One writing with multiple drafts that you have peer workshopped | Student Reflection |
| **RESEARCH SKILLS** | One annotated bibliography in MLA format | One writing with parenthetical citations | Student Reflection |

**Student Reflections**

Each reflection should include:

* a rationale for the two artifacts provided;
* an explanation of how you feel you grew within that category over the course of the year;
* specific descriptions of skills acquired or lessons learned within that category;
* references to specific learning events that helped you on this journey.

Reflections should be a minimum of two paragraphs, typed, and they should show careful thought and diligence.

**This portfolio is due: June 2 (A); June 1 (B)**

**Grading:** This assignment is included in your 4th quarter grade. The portfolio will be scored on the following rubric:

|  |  |  |
| --- | --- | --- |
| Artifacts:   * Artifacts appropriately illustrate designated skill(s) | 5 pts each | 80 pts |
| Reflections:   * Reflections meets minimum length requirement * Reflection includes explanation of artifacts and student growth * Writing shows evidence of thoughtful self-reflection | 10 pts each | 80 pts |
| Standards Analysis:   * Identifies appropriate level of Bloom’s Taxonomy * Analyzes standard (close reading style) * Reflection explores implications for students as people based on educational standards, skills, and expectations | 10 pts each | 30 pts |
| Presentation:   * Includes a cover page or table of contents * Artifacts and Reflections are neatly organized and labeled clearly * Binder or website is visually appealing | 10 pts | 10 pts |
| Final Year Reflection:   * One-paged, typed reflection about your overall thoughts on the year * Should include how prepared you feel for 10th grade | 20 pts | 20 pts |
|  |  | Total: 210 points |

**Format:**

|  |
| --- |
| Traditional |
| Artifacts and reflections organized by category and neatly presented in a three-ring binder |

**Standards Analysis**

As a part of your analysis, you will be asked to analyze any 9th grade English SOL Standard of your choosing. You must identify which level of Bloom’s Taxonomy it asks students to achieve, preform a close reading of the standard (think about how your definition defense and the *Odyssey* close reads), and write a reflection (1 paragraph minimum) on what you think standards actually means for students. What is the ideal student like based on the standard? What does the government expect society and people to act like in the future? Are there any inconsistencies between what the standards attempts to say and what it actually implies based on its diction? Have you actually received instruction and been assessed on your ability to perform the standard at the correct level of Bloom’s Taxonomy?

Sample:

**Communication: Speaking, Listening, Media Literacy**

9.1 The student will make planned oral presentations independently and in small groups.

j) Use a variety of strategies to listen actively.

**Level of Bloom’s Taxonomy: Application** (to identify the level of Bloom’s Taxonomy identify the verb(s) in the standard and then use the chart on the back of this sheet to see which level of Bloom’s it corresponds to).