

2008 Portfolio Scoring Training Materials

Grade 7

Practice Portfolio
Rationale

Remember

Rationale for Practice Portfolio

Title: Remember

Grade: 7

Year released: 2008

Reflective Piece Title: Dear J. K Rowling

 3 Content (3, 3, 3)

The writer establishes and maintains an authentic, focused purpose by analyzing and reflecting on his/her growth as a writer. A literacy (reading) connection is noted in several parts of the writing (e.g., "Before reading your books and imitating your style I wasn't a good writer"; "My pieces were turning out better... you have been the solution"; "My pieces were filled with similarities from yours."). However, more direct details about how J.K Rowling's writing influenced specific writing skills would have made the connection stronger. The writing demonstrates a few reflective statements (e.g., "I knew I had to do something if I was ever going to be an excellent writer"; "I wasn't able to write well because I wasn't passionate about my topic."), but most ideas are developed only through specific, sufficient support. The writer indicates an awareness of audience's needs (e.g., speaks directly to the audience, provides background knowledge and details). The writing applies characteristics of the letter (heading, greeting ,closing).

 3 Structure (3, 3, 3)

The writing demonstrates logical, coherent organization. Effective, logical transitions are evident throughout the piece. The writer demonstrates control and variety of sentence structure throughout.

 3 Conventions (3, 4, 3)

The writer demonstrates control of grammar and usage throughout the writing. Accurate, rich, precise word choice is evident, with control of correctness relative to length and complexity.

Instructional Implications:

Address issues with idea development (specific examples that relate to student's specific work).

Include instruction focused around subtle transitions.

Address issue with audience awareness (some information not necessary).

Personal OR Literary Piece Title: Remember

4 Content (4, 4, 4)

The writer maintains the authentic, insightful focused purpose of showing the audience the impact of losing a friend and how it will affect his/her future. The writer communicates effectively with the audience and uses appropriate tone throughout. The writing demonstrates reflective, analytical and insightful idea development throughout, i.e., "...time does heal everything, or at least lightens the load." The writer skillfully demonstrates characteristics of the genre through the use of internal thoughts relating to death and of chronological order.

3 Structure (3, 3, 3)

The writing demonstrates logical, coherent organization with logical and varied transitions through the writing. The writer demonstrates control and variety of sentence structure throughout.

3 Conventions (3, 4, 3)

The writer demonstrates control of grammar and usage relative to length and complexity. Rich and precise word choice is evident throughout the writing. The writer demonstrates control of correctness (quotation marks, ellipses, semi-colons).

Instructional Implications:

Provide additional instruction focused on subtle transitions.

Address correctness issues with commas and punctuation.

Transactive Piece Title: A Sweeping Epidemic without a Cure

2 Content (2, 2, 2)

The writer attempts to establish a narrowed purpose of telling parents what to do if they have a child with Down syndrome; however, it lapses in focus when it includes details such as symptoms of the syndrome and the definition of Down syndrome. Some idea development is evident in the writing but the support is unelaborated or repetitious. The writing applies some characteristics of the article (subheadings, bullets, documentation).

3 Structure (3, 3, 3)

The writing demonstrates logical organization with subheadings used as effective transitions. The writer demonstrates control and variety of sentence structure.

3 Conventions (3, 3, 2)

The writer demonstrates control of grammar and usage relative to length and complexity. The word choice is acceptable and appropriate for audience and purpose. The writing demonstrates some control in correctness with some errors that do not interfere with communication.

Instructional Implications:

Provide additional work with writer on student ownership to show student's decision-making process, thinking, interests and individuality.