

Your English 9 Portfolio



A writing portfolio is a helpful way to collect, reflect upon, improve and archive your writing from this year. I sincerely hope you will also see it as a keepsake to revisit throughout your academic career and for the remainder of your life, for it will be a reflection of your growth as a writer and a student.

This portfolio you create will be in lieu of your final exam for the course, and it will include the following FIVE (5) parts, each worth 20%:

Part 1: Longitudinal Essay (Rewriting & Reflecting on Summer Reading essay)

- Rewrite & improve your Summer Reading Essay utilizing skills you've honed & developed this year.
- Write a 1-paragraph reflection about the improvements you made and WHY. Also, include any thoughts/feelings you had about your original writing as you reread it in the spring.

***NOTE:** Feel free to draw upon your previous work with *Perfect Paragraph*, Hook, "HOTPIESWOW", Sandwich Model & Literary Analysis Rubric (attached)

Part 2: FOUR Dialectical Journal Rewrites & Reflection

- Rewrite & improve any FOUR (4) Dialectical Journal Entries from this year, demonstrating stronger insight, commentary, and overall pursuit than your original.
- Write a 1-paragraph reflection about the improvements you made & WHY.

Part 3: Rewrite your 55 FICTION short story & Reflect on Literary Elements

- Rewrite & improve your 55 Fiction short story, demonstrating a keen understanding of plot, character, setting, dialogue/narration, Point-of-View, and other literary elements.
- Write a 1-paragraph reflection about the improvements you made and WHY & HOW you incorporated literary elements for certain effect given the confines of the format.

Part 4: Analytic Essay Rewrite

- Rewrite & improve any analytic essay from this year, demonstrating stronger insight, commentary, and overall pursuit than your original.
- Write a 1-paragraph reflection about the improvements you made and WHY.

***NOTE:** You may select any of the following for this part of your portfolio:

- Independent Reading Character Comparison
- Julius Caesar Essay
- Mockingbird Essay

Part 5: Ninth Grade Reflection – Journey of the Hero (HINT: It’s you!!)

- Write a NEW piece that takes you on a journey through your freshman year with YOU as the hero on this journey. Specifically, discuss your growth in several aspects of your life this year through the lens of a Hero’s Journey. Did you join a new club? Participate in a sport or other performance? Did you step out of your comfort zone & attend a dance or engage in philanthropy? Any obstacles in your personal life? Social life? Any new developments as a Mercy student?

***NOTE:** See separate page entitled “*Guide for Your Journey*” for details on how to approach this piece.

(Refer to attached Analytic Essay Rubric & Checklist as helpful guides for Analysis, Dialectical Journal, or Longitudinal/Summer pieces)

Guide for Your Journey

(9th Grade Reflection)

Congratulations! Finishing your first year of high school, you have completed a journey - a journey of a hero! Who's that hero? Why, you, of course!

For this reflective piece, view your freshman year in terms of the Journey of a Hero. Use the following to guide your piece, recognizing that each of these bullets can be developed into a separate paragraph.

- The hero always starts with a quest. What was your quest at the beginning of the year? In other words, what hopes and/or goals did you have in mind for your first high school year? They might be anything: **academic** (achieving a certain grade average, succeeding in a particular class, etc.); **social** (trying a new club/activity/sport, making new friends, etc.); **personal** (accomplishing something outside of school in dance, music, writing, philanthropy, etc.)
- The hero encounters a wise & helpful guide who is a mentor. Who has been your mentor this year? It could be a friend, family member, teacher, or coach, just to name a few. **HOW** did this person help you?
- The hero undergoes difficulties & ordeals. What challenges did you face this year? **HOW** did you overcome them?
- The hero performs daring deeds. What did you do that you would consider daring or required you to move out of your comfort zone? It could be anything: auditioning for a play or trying out for a team; getting up in front of the class to give a presentation; performing during a recital; making sacrifices to work harder toward your grades; being an advocate for yourself by mustering up the courage to seek help from a teacher.... What was the deed & how did you feel before and after it?
- In the end, the hero finishes her quest. What did you accomplish this year as you look back on it? Did you successfully meet your goals? If so, **HOW**? If not, **WHY** not? What did you do this year that was special for you? What are your hopes for the future?

OVER →

You may not have an answer for EACH of the above steps, but you **MUST** address the **FIRST & LAST** and then choose **at least ONE other** to provide you with the content for your body paragraphs. You may respond to ALL of these points if you'd like.

No matter which approach you select, please note:

- Your reflection should be AT LEAST FIVE (5) paragraphs long
- It must be typed (12 point, double spaced)
- It will become part of your final portfolio
- You will be reading this piece again when you are a senior, so make it fun, interesting to read, and a reminder to your Senior-Self what it was like to be a freshman.

Mostly, don't forget to ENJOY it!

MDOLC (Checklist):

MEANING--What you have to say (content and ideas)

1. Relates to and answers the question asked
2. Indicates a correct, **close reading** of text
3. Offers depth of analysis
4. Makes insightful connections
5. Thesis statement presents a thought-provoking argument

DEVELOPMENT--How well you convince your reader

1. Provides appropriate, specific details of support
2. Selects and uses effective references and **quotations with signal phrases** parenthetically documented.
3. Provides commentary on and **explanation** of significance of evidence as related to the thesis
4. Demonstrates differentiation and discernment; avoids summarization
5. Applies correct use of **literary terminology** as needed.

ORGANIZATION--How you structure your argument

1. Introductory paragraph moves from general ideas to **specific thesis**
2. Thesis statement clearly states **topic** and **argument**
3. Employs effective **topic sentences** that refer to thesis and topic of paragraph
4. Body paragraphs delineate the validations in the order presented in the thesis
5. **Concluding sentences** restate the significance of evidence in support of thesis; language from thesis argument is included
6. Uses **transition words** and phrases for clarity and coherence
7. Brings essay to strong **conclusion** that extends argument

LANGUAGE--How you convey meaning with words

1. Uses language that is precise and unambiguous
2. Uses effective syntax including sentence variety of openings, lengths, and kinds
3. Demonstrates awareness of audience; writes in **third person**
4. Eliminates errors that interfere with comprehension

CONVENTIONS--How you follow the rules of the process

1. Shows evidence of editing and rewriting
2. Adheres to correct use of grammar
3. Follows conventions of spelling, punctuation, capitalization
4. Gives attention to legibility and format, including a header (presentation)



OUR LADY OF MERCY SCHOOL FOR YOUNG WOMEN

LITERARY ANALYSIS RUBRIC

	A+(100-95) / A (94-90)	B+(89-85) / B (84-80)	C+(79-75) / C (74-70)	D (69-65)
<p>Meaning: the extent to which the thesis exhibits sound understanding, interpretation and analysis of the writing task and the text(s)</p> <p>Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)</p> <p>Organization: the extent to which the essay supports a clear thesis through direction, focus, and transitions</p> <p>Language Use: the extent to which the writing reveals an awareness of audience and purpose through effective diction and sentence variety</p> <p>Conventions of Language: the extent to which the writing adheres to MLA format, shows attention to legibility and evidence of revision(when appropriate)</p>	<p>-Thesis offers compelling /insightful argument that is debatable, relates to and answers the question asked.</p> <p>-Depth of analysis indicates a correct, close reading of text and offers insightful/thorough connections.</p> <p>-Masterfully/skillfully uses appropriate, specific details of support and effective quotations which provide commentary on and explanation of significance as related to the thesis; applies correct use of literary terminology</p> <p>-Cogently/insightfully demonstrates differentiation and discernment; avoids plot summary</p> <p>-Introductory paragraph moves from general ideas to specific thesis.</p> <p>-Seamless/skillful transitioning (including signal phrases) and masterful/skillful use of effective topic sentences create fluency; body paragraphs delineate validations in the order presented by the thesis; concluding sentences restate the significance of evidence in support of the thesis argument.</p> <p>-Compelling conclusion brings essay to a close and extends the argument.</p> <p>-Style shows sophistication with an masterful/skillful command of sentence structure and precise diction; writes with original, insightful voice.</p> <p>-Demonstrates a sophisticated awareness of audience, with impressive/notable language choices; implements appropriate point of view deliberately</p> <p>-Demonstrates exceptional/masterful control of conventions with essentially no errors</p> <p>-In-depth and sophisticated implementation of teacher/student-suggested improvements</p> <p>-Demonstrates exceptional/masterful use of MLA format</p>	<p>-Thesis offers a precise/clear argument that is debatable, relates to and answers the question asked.</p> <p>-Depth of analysis indicates a correct, close reading of text and offers appropriate/accurate connections.</p> <p>-Precisely/clearly uses appropriate, specific details of support and effective quotations which provide commentary on and explanation of significance as related to the thesis; applies correct use of literary terminology</p> <p>-Appropriately/accurately demonstrates differentiation and discernment; avoids plot summary</p> <p>-Introductory paragraph attempts to move from general ideas to a specific thesis.</p> <p>-Use of purposeful/sufficient transitions (including signal phrases) and topic sentences create fluency; body paragraphs delineate validations in the order presented by the thesis; concluding sentences restate the significance of evidence in support of the thesis argument.</p> <p>-Conclusion brings essay to a close and extends the argument.</p> <p>-Style shows a mature/proficient command of sentence structure and an effective use of diction; writes with original, thoughtful voice.</p> <p>-Demonstrates mature/proficient awareness of audience; understands appropriate implementation of point of view</p> <p>-Demonstrates mature/proficient control of conventions, with few errors</p> <p>-Revision shows an understanding of/includes the student/teacher suggested improvements</p> <p>-Demonstrates mature/proficient use of MLA format</p>	<p>-Thesis offers an adequate/unclear argument that is not debatable but relates to and answers the question asked.</p> <p>-Depth of analysis indicates a correct reading of text and offers literal/vague connections.</p> <p>-Adequately/unclearly uses some appropriate details of support and quotations which provide commentary on and explanation of significance as related to the thesis; applies some correct use of literary terminology</p> <p>-Somewhat demonstrates differentiation and discernment; may rely on plot summary</p> <p>-Introductory paragraph attempts to move from general ideas to a specific thesis.</p> <p>-Use of adequate/relevant transitions (including signal phrases) and topic sentences provide understanding; body paragraphs attempt to validate/support the assertion presented in the thesis; concluding sentences allude to/mention the significance of the thesis argument.</p> <p>-Conclusion brings essay to a close that tries to extend the argument or does not extend the argument clearly</p> <p>-Style shows inconsistent/partial command of sentence structure and diction; writes with original, literal voice.</p> <p>-Demonstrates inconsistent/partial awareness of audience; inconsistently implements point of view</p> <p>-Demonstrates inconsistent/partial control of conventions, with frequent errors that somewhat hinder comprehension</p> <p>-Includes some revision based on student/ teacher suggested improvements</p> <p>-Demonstrates inconsistent/partial use of MLA format</p>	<p>-Thesis is incomplete/missing and/or does not answer the question.</p> <p>-Depth of analysis indicates a misunderstanding of the text, and/or connections are unexplained.</p> <p>-Inadequately uses details of support and quotations</p> <p>-Does not demonstrate differentiation and discernment; relies on plot summary</p> <p>-Introductory paragraph does not move from general ideas to a specific thesis.</p> <p>-Paragraphs lack adequate support, detail, and validation since there is not a clear thesis.</p> <p>-Conclusion is vague and inadequate/inconsequential.</p> <p>-Style shows an emergent command of sentence structure and diction; writes with original, developing voice.</p> <p>-Writing lacks awareness of audience and implementation of point of view.</p> <p>-Demonstrates emergent control of conventions, with frequent errors that make comprehension difficult</p> <p>-Does not include student/teacher suggested improvements</p> <p>-Demonstrates emergent use of MLA format</p>

- An essay that shows evidence of plagiarism will be shared with administration for appropriate consequences.
- An essay that is totally unrelated to the task, illegible, or incoherent will fail.