Overview: You will focus your portfolio, cover letter, and roundtable discussion around the writing you have completed as an 11th grade student. You are responsible for following all guidelines and meeting all requirements detailed below.

ESSENTIAL QUESTION: What is the relationship between your thinking and your writing?

CLARIFYING QUESTIONS:

- To what extent does one’s aggregate, individual life experience influence the effectiveness (understood as the meaningful arrangement of detail and the purposive style) of a written work?
- To what extent do one’s exposure to and study of other writers influence the effectiveness (understood as the meaningful arrangement of detail and the purposive style) of a written work?
- How does an effective writer purposefully incorporate himself (viz. his mindset, perspective, experience) into particular written artifacts?

PORTFOLIO REQUIREMENTS

Select and organize a representative set of writing from your first three years of high school. Choose a variety of assignments that demonstrate the development in your thinking and your nascent ability as a writer. Refer to the following list, which covers the majority of the writing assignments you have completed:

- Narratives
- Journals or Compendium Entries
- Process Writing (viz. paragraph writing, isolated component writing)
- Essential Question Essays
- Reader Responses
- Critical Lens Essays
- Rhetorical Analysis Essays
- Literary Analysis Essays
- Timed Writing (Various Prompts)
- Revisions (with Original Draft)
- Reflections (with Focal Essay)
- General Arguments
- Synthesis Arguments

The roundtable presentations will focus on **two pieces selected from your 2010-2011 portfolio of work**. See the list of assignments on the following page for a checklist.

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1 If you are a senior taking AP English Language and Composition, you will not participate in the roundtables on June 21, because you will have graduated from high school a few days earlier. You will, however, compile a writing portfolio and write a cover letter. Your final exam grade will be determined from those components.
2010-2011 WRITING PORTFOLIOS

Primary writing pieces:

1. Timed general argument: Francine Prose, “I Know Why the Caged Bird Cannot Read” (9/20/10)
2. Revised argument: Francine Prose, “I Know Why the Caged Bird Cannot Read” (9/29/10)
3. Timed reflection: Francis Prose general argument (10/25/10)
4. Timed rhetorical analysis: Jerry Jessness, “Why Johnny Can’t Fail” (10/28/10)
5. Three-paragraph rhetorical analysis (11/17/10)
6. Timed synthesis argument: Native American mascots (11/29/10)
7. Optional revised synthesis argument: Native American mascots (11/30/10)
8. Oppenheimer paragraph emulations (12/2/10)
11. Timed synthesis argument: technology in schools (2/7/11)
13. Compendium-based reflective work: practice AP Exam (2/14/11—3/2/11)
16. Timed synthesis argument: banning the penny (4/29/11)
17. Term paper argument (5/31/11)
18. Portfolio cover letter (6/6/11)

Other writing pieces:

1. QORAS: Francine Prose, “I Know Why the Caged Bird Cannot Read” (9/30/10)
2. Rhetorical analysis thesis study: Jerry Jessness, “Why Johnny Can’t Fail” (10/25/10)
3. Adversarial: Oppenheimer emulation (12/2/10)
4. MCQ corrections/explications: Oppenheimer’s “style” (12/10/10)
5. QORAS: Stephanie Ericsson, “The Ways We Lie” (1/14/11)
7. QORAS: Peter Singer, “The Singer Solution to World Poverty” (3/14/11)
8. QORAS: Ryan Reynolds, “Competitive Eating” (3/18/11)
10. Adversarial augmentation: Dustin Rowles, “I Am P—ed the F— Off” (4/14/11)
12. Compendium-based reflections on all graded work (Q2, Q3, Q4)

Enrichment writing pieces:

★ Any optional newspaper articles (Q1, Q2, Q3)
★ Any optional opinion articles (Q1, Q2, Q3)
★ Any optional Ursus submissions (Q1, Q2, Q3)
★ Optional general argument: extracurricular priorities (3/31/11)

Notes on prompts and feedback: Always include the prompt with any writing assignment. Also include any feedback, including general commentary posted online; reformat, recut, and print blog posts as necessary, and highlight yourself on any feedback or scores given anonymously through spreadsheets or other digital files.

2 This essay was left unfinished, but as a work-in-progress, it still reveals something of your writing process—especially if you didn’t read enough of 1984 to work collaboratively. Print the Typewith.me work.
3 Glean good writing or discussion from any online adversarial by copying, pasting, and reformating the prose.
COVER LETTER REQUIREMENTS

The cover letter is due on June 9, 2011. Upload a copy of your letter to Turnitin.com, and then make three physical copies: one to be graded, one for your roundtable discussion leader, and one for your writing portfolio.

Overview:

You will write a formal letter of introduction that answers the essential question and optionally the clarifying questions on the first page. This letter will reflect on the relationship between your thinking and writing. In addition, your cover letter must

1. demonstrate an ability to control a wide range of the elements of effective writing;
2. demonstrate an awareness of the connection between audience and purpose;
3. make connections between model texts, feedback, and your own writing; and
4. make specific references to the two representative writing pieces you have chosen for the roundtable.

You have one prohibition: You must not discuss specific teachers or pedagogical approaches. This is not a letter about your teachers, past or present, and your investment in particular texts or units is only useful as it pertains to your thinking and writing.

Suggested arrangement:

You may arrange this letter as you like, but you may find it easier to follow a sample outline:

I. An introduction to the portfolio and the two representative writing pieces
II. Analysis and exploration of the essential question
   a. Details gathered from the two representative writing samples
III. Analysis and exploration of the clarifying question(s)
   a. Details gathered from the two representative writing samples
IV. Reflection on your growth as a writer in 2010-2011
V. A conclusion that addresses the next steps in your development as a writer

COVER LETTER RUBRIC

You will be assessed first by your teacher using a modified DAMAGES+ rubric:

D: modified focus on the efficacy of the two representative writing pieces and selection of additional pieces
A: no modification
M: modified focus on the level of reflective insight in answering the essential question
A: no modification
G: modified/raised threshold for errors
E: no modification
S: modified/raised standard for purposive style
+: significantly modified focus on professionalism, especially the formality of the cover letter, the inclusion of necessary prompts and feedback, and the physical appearance of the portfolio

This will generate a score out of 100 points, which will be part of your fourth quarter average. It will be converted to a score out of 50 points for the final exam.

Your roundtable discussion leader will also evaluate your cover letter using a simpler rubric. This evaluation is separate from your classroom teacher’s assessment and will be considered as part of your roundtable performance, which is then factored into your final exam.

This rubric is reprinted on the next page.
EXAMPLE RUBRIC: ROUNDTABLE COVER LETTER

<table>
<thead>
<tr>
<th>Element:</th>
<th>EFFECTIVE</th>
<th>ADEQUATE</th>
<th>INCONSISTENT</th>
<th>INADEQUATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connections: Connections made between writing samples and essential question(s)</td>
<td>(20 pts.)</td>
<td>(18 pts.)</td>
<td>(16 pts.)</td>
<td>(14 pts.)</td>
</tr>
<tr>
<td>Reflection: Honesty and insightfulness of reflections on student’s learning process and growth</td>
<td>(15 pts.)</td>
<td>(12 pts.)</td>
<td>(10 pts.)</td>
<td>(8 pts.)</td>
</tr>
<tr>
<td>Clarity: Cogency, coherence, and clarity of writing, including avoidance of errors</td>
<td>(10 pts.)</td>
<td>(8 pts.)</td>
<td>(6 pts.)</td>
<td>(4 pts.)</td>
</tr>
<tr>
<td>Style: Evidence of stylistic manipulation of language for engagement</td>
<td>(5 pts.)</td>
<td>(4 pts.)</td>
<td>(3 pts.)</td>
<td>(1 pt.)</td>
</tr>
</tbody>
</table>

ROUNDTABLE PRESENTATIONS

The roundtable itself is a turn-based discussion of the essential question and optionally the clarifying question(s). You will present some of the information and analysis in your cover letter to the table, referring specifically to the two representative writing samples you have chosen. Each student will have 5-7 minutes, with the time controlled by the table leader.

You must treat the roundtable environment as a formal exercise in analytical conversation. You may ask questions of other students, and they may ask questions of you; you are responsible, however, for controlling the time allotted and presenting an insightful and detailed account of your writing and thinking.

Your evaluator will use the following rubric to assess your performance:

EXAMPLE RUBRIC: ROUNDTABLE DISCUSSION

<table>
<thead>
<tr>
<th>Element:</th>
<th>EFFECTIVE</th>
<th>ADEQUATE</th>
<th>INCONSISTENT</th>
<th>INADEQUATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support: Use of two specific pieces to illustrate the central claims of the letter/presentation</td>
<td>(20 pts.)</td>
<td>(18 pts.)</td>
<td>(16 pts.)</td>
<td>(14 pts.)</td>
</tr>
<tr>
<td>Preparation: Familiarity with roundtable objectives; preparation for presentation</td>
<td>(15 pts.)</td>
<td>(12 pts.)</td>
<td>(10 pts.)</td>
<td>(8 pts.)</td>
</tr>
<tr>
<td>Conduct: Conduct, demeanor, and appearance in both speaking and engaging evaluators and as an audience member</td>
<td>(10 pts.)</td>
<td>(8 pts.)</td>
<td>(6 pts.)</td>
<td>(4 pts.)</td>
</tr>
<tr>
<td>Response: Responsiveness to questions (if not applicable, disregard this element)</td>
<td>(5 pts.)</td>
<td>(4 pts.)</td>
<td>(3 pts.)</td>
<td>(1 pt.)</td>
</tr>
</tbody>
</table>

The following pages are verbatim copies of what will be distributed to the English teacher who will evaluate your cover letter and presentation as part of the roundtable on June 21.
Welcome to Brewster High School’s roundtable presentation of English writing portfolios. Thank you for attending. This roundtable, which is based in large part on the roundtables held at Easy Side Community High School in Queens, is designed to provide a forum for students to reflect on and discuss what they have accomplished and what they have learned in their study of English during their junior years. These roundtables furthermore provide students with the opportunity to have others, both students and adults, offer feedback about the work and reflection process that informs this portfolio and presentation.

Please follow the directions below in their entirety for the participating students seated at your table.

1. **Prepare by reading the student’s cover letter.** On Tuesday, June 14, 2011 you will be given a copy of the cover letter the student has written to introduce the portfolio and its contents to you, the evaluators. Please read this cover letter before Tuesday the 21st’s presentation. Usually, a roundtable presentation allows enough time for the evaluators to peruse the portfolio itself; in this version, you will only have time to listen to the presentation and provide feedback on the two representative works the student has selected. This makes the cover letter essential to your evaluation.

2. **Listen to the student’s presentation while reviewing the representative works he or she has selected.** On Tuesday, June 21st, each student will take 5-7 minutes to present two pieces of writing from his or her portfolio. These are representative pieces meant to illustrate a number of things: the student’s growth throughout the year, the student’s sense of self-efficacy, the skills inculcated during the year, and so on. These pieces are also the means by which the student will answer this essential question: *What is the relationship between your thinking and your writing?*

   During the presentation, make a few formative notes on what you notice, so that you are prepared to question and evaluate the student when time permits.

3. **If time permits, ask the student questions from the prepared list.** You will be given a set of questions that deal with the course’s goals, its essential topics and questions, and the requirements for the portfolio itself. If time permits, once every student at the table has presented, please use the time to ask questions from this list. You should feel free to ask any other questions that were raised by the presentation, and you are encouraged to push students to elaborate on the connection between the writing they have chosen and their thinking.

4. **Fill out the assessment sheet for the student.** Make time before the next presentation, or at the end of all presentations, to fill out the brief evaluation sheet prepared for each student. Offer some commentary, if you can, and be sure to indicate the effectiveness of each element of the roundtable.

5. **Share your feedback and evaluation with the student.** As time allows you, please share feedback verbally with presenting students.

Please leave the evaluation sheets in the box marked by the teacher’s name. Thank you again for your time and efforts!
ROUNDTABLE PRESENTATIONS: EVALUATOR QUESTIONS

Thank you again for volunteering and participating in our Roundtable Process. There is nothing that makes a student more aware than the process of reflecting upon and then sharing with the “outside world” the work that they have done. We thank you for being the representative part of “the outside world” to which they will present.

This is a time of year where student learning is being assessed through state sponsored standardized tests. Our students will be preparing diligently for these tests; we believe, however, that learning cannot be sufficiently demonstrated within the confines of a high-stakes assessment and, as a result, have challenged our students to read, write, think, share, collaborate, present, defend, compromise and negotiate, and most importantly, to reflect upon themselves as learners. Most students would be too scared to expose their work as writers to the public like this—and many teachers share that hesitation, too. We hope to change that paradigm with this Roundtable Assessment Process, and to underscore a kind of truth: that it is to each other that we are all ultimately accountable.

The following is a list of questions evaluators that may help you to assess each student’s presentation or to push for further elaboration on the connection between his or her thinking and writing.

1. What have you struggled this year with as a writer? Why have you struggled? What have you done, or what will you do, to improve?
2. What are the benefits of self-assessment in a student's growth as a writer or reader? What are the benefits of asking a student to present their work to a group of people in this manner?
3. Has the metacognitive work you have produced resulted in a different type of learning for you? What is the efficacy of that work?
4. What are the contributing factors towards achieving clarity in writing?
5. To what extent does the ultimate, deliberate dissemination of a written work—i.e., whether it is published or kept private—affect its effectiveness?
6. Is the writer created by conflict, tragedy, and the circumstances of his or her work, or are the conflict, tragedy and circumstance of the work created by the writer? In other words, does the writer make the work or does the work make the writer?
7. What separates a good writer from a great writer?
8. How does timed writing compare to revision writing in terms of the elements of effectiveness?
9. Does one with what we might call “life experience” have the advantage in writing effectively over one who has more formal training?
10. To what extent does the level of sophistication in an author’s rhetoric and style affect the reader’s emulation or engagement?
11. What fears exist for a writer about the process, and how can he or she overcome them?
12. How much does the practice of reading affect one's ability to write?
13. Why does the piece you presented best reflect your growth as a writer or reader? Tell us some more about this piece. What evidence within the piece suggests growth? What evidence connects this piece to the essential question you are answering?
14. You mention in your cover letter that [x]; where is that seen in the pieces you are presenting today?