

TITLE OF LESSON

English 2 Unit 2 Lesson 45 – Student Portfolios

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TIME ESTIMATE FOR THIS LESSON

One class period

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ALIGNMENT WITH STANDARDS

California – Eng 9-10: W1.0-2, 1.4, 1.6, 1.9, 2.0, 2.5a-d, W/O1.0-5

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MATERIALS

**Cover Sheet Requirements** – Student Page (on overhead, if desired)

**Grading Procedure for Portfolios** – You will need to create this sheet by cutting and pasting the procedure from Step 11 in the *Activities* section below.

Resume paper or blank paper

White out

**Portfolio Note** – Many schools have established formal guidelines for portfolios and have places to keep them. Check with your department head to see what those guidelines are for your school site. If your school does not have any in place, you may wish to begin to institute your own and ask other teachers to join you. In this way, students will begin to see that their work has value. You might keep student portfolios in your classroom, if no one else is keeping them. The ideal use for these portfolios would be to give them to their next English teacher, if they are about to switch classes. Decide prior to class what you are going to ask students to do with them so that you can explain it to them. Portfolios are not only a means of assessing the whole student, they are also a way for new teachers to get to know incoming students. They are a way for students to see concrete proof of growth over a period of time and to reflect on their accomplishments.

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LESSON OBJECTIVES

- To choose six pieces of their best work over the past two units to be placed in their portfolios and passed on to their next teacher
  - To demonstrate growth over a period of time in subject area content covered, technology skills, writing skills, reading skills, and oral skills
  - To demonstrate an awareness of their growth in those areas
  - To be able to identify and articulate strengths and weaknesses in content skills, technology skills, writing skills, reading skills, and oral skills in an organized cover sheet (essay)
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) **Homework Check** – Collect the **English 2 Unit 2 Final Exam** from each student, making sure they have stapled the exam sheet with their name on the top.
- 2) **Portfolio** – Hand out student portfolios or ask them to get them from the place you have them stored.
- 3) **Daily Log** – Ask students to copy the Daily Log below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			1. Choose Portfolio pieces that demonstrate mastery of skills 2. Organize Portfolio 3. Create Cover Sheet		Continue reading novels.

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ACTIVITIES – INDIVIDUAL AND GROUP

1. **Goal Setting** – Post the contents of the *Documentation for Portfolio* section of this unit on the front board. Ask students to go through their portfolio and make sure that all of the items listed are in them. Some students may have items that are missing because they never turned them in or because they came into the class late and did not make up the work. Point out to students that this is a good opportunity to set goals for the next unit. Tell them to look at what they are missing and think about why the pieces are missing. Did they start pieces and not finish them? Did they have trouble beginning pieces because they missed instructions? Tell them to take a minute to think about what they would like to do differently in the coming unit and set a goal for themselves. Encourage students who have little work in their portfolios not to give up, but to work towards creating a larger body of work to demonstrate their skills. Try to be positive, while still helping them to look at the reality of their situation.
2. **Choosing Pieces that Demonstrate Growth** – Tell students they will be choosing the work they feel best demonstrates their mastery of the ideas/subject area content, reading skills, writing skills, technology skills, and oral skills for the past TWO UNITS. The pieces they select must fit into the Portfolio Requirements (see below). Write these requirements on the board. Ask students to look at the work they have in their portfolios and choose six pieces they feel best demonstrate all of the skills and content just mentioned. Have them make sure they are choosing pieces from both units. Although students may have work from their freshman year in their portfolio, that work should be set aside and housed in their portfolio. However, the freshman year assignments should not be used to meet the Portfolio Requirements below. Yes, freshman assignments stay in their portfolio. No, they will not be used as part of this grade. Give them ten minutes to decide.

#### PORTFOLIO REQUIREMENTS

Make sure to include the following items in your portfolio:

- 1 Exam
  - 1 Final Project
  - 1 Evaluation Essay
  - 1 project that includes an image you created, and demonstrates your knowledge of visual devices
  - 1 project that demonstrates your knowledge of technology tools
  - 1 project that demonstrates your knowledge of a specific writing type (other than evaluation writing)
- (You may use your second final project to fulfill any of these requirements also.)

3. **Organize Portfolio** – At the end of ten minutes, ask them to place the six pieces they have chosen in their portfolios. Have them take everything else out and place them in their folders. So the only items left in their portfolios are the items they wish to be passed on to their next teacher as a demonstration of their mastery of course content and skills. Explain to students how your school maintains its portfolios or the way you wish for them to maintain their portfolios.
4. **Cover Sheet Directions** – Tell students they will be creating a Cover Sheet for their portfolio. Remind them that a cover sheet is an introductory letter that you usually send to a school or a prospective employer when applying for admission. You usually attach your work and/or a résumé to your cover sheet. Your résumé tells the reader what schools you've attended and what your employment and volunteer histories are. Your résumé also tells the reader about any special accomplishments, scholarships, and/or extracurricular activities. What do you think the purpose of a cover sheet might be for your portfolio? As students give you the reasons for a cover sheet, list them on the front board. They should have already created a cover sheet for a previous course, so they should be able to say that the Cover Sheet would explain who they are as a student, their strengths and weaknesses, the items that are in their portfolio and why they are there. If they do not list those reasons, prompt them until they think of them.
5. **More Directions** – Tell students that a typical cover sheet should be one page in length, 10-12 pt. font, Times New Roman, and usually on nice thick résumé paper. Today, they are going to hand-write the cover sheets; if they decide to use this portfolio for a job or scholarship, they should type this cover sheet and print it on to nice paper. Today, they will be getting practice in *writing* them. Post the **Cover Sheet Requirements** on an overhead or write them on the front board. Review them with the students. Leave them up so that students can reference them when they begin writing.

6. **Brainstorm** – Before they actually get started writing their Cover Sheet, ask them to brainstorm all of the things they have learned this semester in this class. Write their brainstorm on the front board. Be sure you cover technology skills, reading skills, writing skills, oral skills, group work, projects, content/subject ideas and questions, and anything else the students come up with. Spend not more than five minutes on this. Then tell students they may use this list to help them to write what they have learned on their Cover Sheet.
7. **Write Cover Sheet** – Tell students they have 20 minutes to write their cover sheet. Go around and make sure students are staying on task. Remind them that they will *not* get extra time; today is the last class! Their portfolio is their final grade for the class.
8. Give students periodic time reminders.
9. **Peer Edit** – When the 20 minutes are up, ask students to exchange cover sheets with a partner. Have the partner edit the cover sheet for spelling, punctuation and grammar in a different color pen or pencil. Give them ten minutes to finish. When they are done, have them give the cover sheet back to the author.
10. **Final Draft** – Hand out nice resume paper or white paper (depending on your resources). Explain to students that they will have 10 minutes to *carefully* write out their essays. If they mess up, they will have to either white out their mistake, or use regular paper, so they need to use their one paper carefully!
11. **Grading Procedure** – At the end of ten minutes, call time. Now, have them attach the cover letter to their portfolio. Finally, post the Grading Procedure for Portfolios (see below) on the front board. You may want to cut and paste it into a word document, photocopy it for each student, and ask them to attach it to the top of their portfolio so that you can evaluate their portfolios and also so that you can remove your evaluation when finished. Explain to students who will be assessing their portfolios (if it will be other teachers and administrators, as well as yourself, or just you).

<b>Grading Procedure for Portfolios:</b>	<b>Total Possible:</b>	<b>Your Total:</b>
Cover Sheet (includes all content requirements)	10 Points	_____
6 Finished Pieces (5 points per piece)	30 Points	_____
Letter Grade for Each Piece (Convert to points, add together: A = 4 points, B = 3 points, C = 2 points, D = 1 point, F = 0 points)	24 Points	_____
	64 Points	_____

To figure out your grade, divide your total points by the total points possible. This will give you a percentage. See table below for grade percentages.

A- to A+	90% - 100%
B- to B+	80% - 89%
C- to C+	70% - 79%
D- to D+	58% - 69%
F	57% and below

12. Finally, the Grading Procedure for Portfolios should be placed on top so that you can evaluate their portfolios and also so that you can remove your evaluation when finished.
13. Tell students when and where they can pick up their portfolio and final class grades. Wish your students well – the unit is finished! Congratulations!
14. Collect their portfolios and their binders.

#### HOMEWORK

Continue reading novels.

**GROUP ROLES**  
None

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**DOCUMENTATION FOR PORTFOLIO**

**Unit 1**

Evaluation Essay #1  
Evaluation Essay #2  
Project 2  
Evaluation Essay #3  
Project 3 – Planning Your First Image  
Project 4 – Planning Your Second Image  
Novel Evaluation  
Project 5 – Planning Your Third Image  
Evaluation Essay #4  
Final Project Image  
Final Exam

**Unit 2**

Essay 1: War  
Essay 2: Communication  
Novel Evaluation 2  
Project 1 – Letters to the Editor  
Evaluation Essay #5  
Project 2 – Political Cartoons  
Project 3 – Editorials  
Project 4 – CyberSpeech  
Project 5 – Hard News Stories  
Novel Evaluation 3  
Final Project – Online Newspaper  
English 2 Unit 2 Final Exam