 Writing Portfolio and Reflection

| Assessment Type | Marking Rubric | Stage |
| --- | --- | --- |
| Writing Portfolio and Reflection | Part A: 20 Part B: 10 | 6 |

Outcomes

* EE12-1: demonstrates and applies insightful understanding of the dynamic, often subtle, relationships between text, purpose, audience and context, across a range of modes, media and technologies.
* EE12-2: analyses and experiments with language forms and features, and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts
* EE12-5: reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

Objectives

Values and Attitudes

Students will value and appreciate:

* The importance of independent thinking, investigation and experimentation as a key to learning.
* The personal enrichment to be gained from a love of English and an appreciation of the diversity and aesthetics of literature.
* The power of language to explore ad express views of themselves as well as the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences.

Knowledge and Understanding

Through responding to and composing a wide range of complex texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to:

* Craft language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts.
* Express imaginative, creative, interpretive and critical ideas based on sophisticated analysis and theorising about complex texts and values.
* Reflect on and evaluate their own processes of learning and creativity.

Task Description

This assessment task has two parts:

Part One: Writing Portfolio

Students are to submit a portfolio of polished work containing at least two sustained pieces of imaginative writing from their introduction to the module. Student writing will demonstrate their engagement with and understanding of key ideas in the module and the elective. This portfolio of writing must not exceed 1600 words.

Part Two: Reflection

Students will compose a reflection statement demonstrating their engagement with the process of imaginative composition, and how effectively they feel their writing explores key ideas of the module and the elective. This reflection must not exceed 600 words.

Students should consider the following questions in the construction of their reflection:

* What is the purpose of your work?
* How does your writing reflect key ideas of the module and elective studied?
* Which aspects of your work do you think have been most effective and why?
* What processes did you go through to complete this piece?
* If you were to complete a similar process again, what might you do differently?
* How have other texts or resources influenced your composition of these pieces of writing?
* How has the process of constructing these texts clarified your understanding of key ideas in the module and/or elective?

Marking Criteria

Part One: Writing Portfolio

| Marking Criteria | Mark |
| --- | --- |
| * Skilfully expresses ideas, insights or concerns of the module and elective with precision and purpose across the portfolio.
* Consistently crafts cohesive texts that skilfully use a wide range of sophisticated language forms and features to communicate meaning.
* Writes with consistently skilful control of language, demonstrating a nuanced awareness of the conventions of the chosen forms.
 | 17-20 |
| * Effectively expresses ideas, insights or concerns of the module and elective with clarity and purpose across the portfolio.
* Crafts well-developed texts that effectively use a range of effective language forms and features to communicate meaning.
* Writes with effective control of language, demonstrating an awareness of the conventions of the chosen forms.
 | 13-16 |
| * Expresses at least one idea, insight or concern of the module and elective with some clarity across the portfolio. Sense of purpose may require further development.
* Creates sound texts that use a range of language forms and features to communicate meaning to varying degrees of effect.
* Writes with sound control of language, possibly demonstrating some minor difficulties with expression. Demonstrates some awareness of the conventions of the chosen forms.
 | 9-12 |
| * Attempts to express at least one idea, insight or concern of the module and/or elective. Clarity of ideas and sense of purpose may require further development.
* Attempts to create multiple texts that use some language forms and features to varying degrees of effect.
* Writes with varying control of language, possibly demonstrating recurrent difficulties with expression. Possibly demonstrates little awareness of the conventions of the chosen forms.
 | 5-8 |
| * Makes little to no attempt to express an idea, insight or concern of the module or elective. Clarity of ideas and sense of purpose are possibly not evident.
* Makes little to no attempt to use language forms and features to create meaning.
* Writes with little control of language, possibly demonstrating significant, recurrent difficulties with expression. Possibly demonstrates no awareness of form.
 | 1-4 |
| * Presents nothing of relevance to the task.
 | 0 |

Part Two: Reflection

| Marking Criteria | Mark |
| --- | --- |
| * Demonstrates a skilful ability to analyse and evaluate how a wide range of language forms and features have been used to communicate key ideas of the module and elective.
* Demonstrates a sophisticated ability to reflect on and evaluate the growth of their own conceptual understanding.
 | 9-10 |
| * Demonstrates a well-developed ability to analyse and evaluate how a range of language forms and features have been used to communicate key ideas of the module and elective.
* Demonstrates a well-developed ability to reflect on and evaluate the growth of their own conceptual understanding.
 | 7-8 |
| * Demonstrates a sound ability to describe and evaluate how language forms and features have been used to communicate key ideas of the module and elective.
* Demonstrates a sound ability to reflect on and evaluate the growth of their own conceptual understanding.
 | 5-6 |
| * Demonstrates a developing ability to describe how aspects of writing have been used to communicate key ideas of the module and/or elective.
* Demonstrates a developing ability to reflect on and/or evaluate the growth of their own conceptual understanding.
 | 3-4 |
| * Demonstrates a limited ability to describe how aspects of writing have been used to communicate key ideas of the module and/or elective.
* Demonstrates a limited ability to reflect on and/or evaluate the growth of their own conceptual understanding.
 | 1-2 |
| * Presents nothing of relevance to the task.
 | 0 |