



# High School Writing Portfolio 2016-17

## Plainfield Public Schools

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### **Classroom Writing Folders**

Students should maintain two writing folders: one as a **working folder** and the second as a **writing portfolio**. Folders should be easily accessible and organized in the classroom in a clearly labeled container.

### **Writing Process Folder**

This working folder contains writing pieces generated for various purposes and at varying stages of the writing process. As such, it is a place for students to collect evidence of their thinking and writing. This folder may include graphic organizers, on-demand writing samples, works-in-progress, and many other artifacts of their writing lives.

### **Writing Portfolio**

The primary purpose of a writing portfolio is to document student learning on specific writing curriculum outcomes. This portfolio is a showcase of the student's proficiency in reaching the New Jersey Student Learning Standards (NJSLS) in writing. Writing portfolios have selections that include evidence of the writing process, including teacher feedback and student reflections.

The writing portfolio should contain labeled and dated samples of student writing aligned with the **NJSLS** and the Plainfield Public School District ELA curriculum. The standards require that students at each grade level write in the modes of argumentation, informational/explanatory, and real or imagined narrative.

Students also produce and distribute their writing using a variety of tools, including technology. Students build and present knowledge by conducting short and more sustained research projects, exploring a variety of credible resources and drawing evidence from texts to support analysis, reflection, and research.

The samples collected in the writing portfolios will include published projects that demonstrate application of the writing process, as well as other writing samples that support implementation of the NJSLS.

*The writing anchor standards are listed as a guide. Teachers should refer to the writing standards that correlate to their specific grade level for required work of the standard.*



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Student Name \_\_\_\_\_ Grade: 9 10 11 12

School \_\_\_\_\_ Teacher \_\_\_\_\_

**Published Writing:** Include one sample each of argumentative, informative/explanatory, and real or imagined narrative writing. All evidence of the writing process should be included with published piece on top. Rubric, teacher feedback, and student reflection must be included in these three key pieces.

Title	Text Type	Date	Score
1.	Narrative NJSLSA.W3		
2.	Informative/Explanatory NJSLSA.W2		
3.	Argumentative NJSLSA.W1		

**Research-Based Writing:** Refer to grade level standards. Product may include cross-content areas such as science, social studies, or thematic topics.

Title/Subject	Brief Description	Date
4.	NJSLSA.W7	

**Student Choice:** Must include teacher and/or peer evaluation/feedback and student self-reflection.

Title/Subject	Brief Description	Date
5.	NJSLSA.W __	

**Writing On-Demand:** An entry generated in a single sitting based on a teacher-provided prompt or topic.

Title	Form	Date
6.	NJSLSA.W10	

**Literary Analysis/Writing about Reading:** A published piece of writing about text(s) read, researched and analyzed.

Title	Form /Brief Description	Date
7.	NJSLSA.W9	

*Note: District Common Assessments should also be included in the portfolio as they become available.*