

## **FINAL DRAFT**

### **WRITING PORTFOLIO: AN AUTOBIOGRAPHY ASSIGNMENT [5 QUIZ GRADES + 2 TEST GRADES]**

You will write some assignments in class; others will be homework; you will turn some in for comment, and share others in peer groups. Since you are required to have your book printed and bound professionally, you must plan ahead and budget time and money.

You should revise **ALL** assignments before rewriting them in final form. All assignments must be in Good Notes. Most assignments will be approximately a page long. You must start every new assignment on a new page. Chapters will be submitted to Writable for originality and grammar reviews [5 quiz grades]

☐ **PROFESSIONAL BINDING--** Plan ahead and budget time and money to have your book printed and bound. You may choose strip or spiral binding, or basic 3-holes and a notebook (depending on your choices.) Staples, Office Max, Office Depot, FedEx, UPS Store

☐ **A COVER--** Your cover should include your selected title, your name, and an illustration appropriate to your book. For illustrations, consider a word pattern, graphic design, collage, original drawings, photographs, magazine pictures, quotations, etc.

☐ **A TITLE PAGE--** Select a word or phrase particularly meaningful for you to serve as your title. Browse through a thesaurus, listen to music you love, think of special people and places and interests, and then submit several possible titles. “A Book about Me” or “My Autobiography” are poor titles because they are vague and impersonal. Illustrate the title page with the title, name, hour, and date due.

☐ **A TABLE OF CONTENTS--** List the assignment number and title of all assignments in your autobiography. Title each content page. 25 + 5 Free Choices

☐ **AN INTRODUCTION--** Explain the significance of your title, making clear why it is relevant to your life in particular. Also include a brief description of this writing project and its purposes -- in your own words.

Every assignment should be:

- ✓ a thoughtful response to the assigned topic
- ✓ revised as necessary
- ✓ neatly organized in Good Notes
- ✓ in order according to this assignment booklet
- ✓ in black ink for text, other colors may be added for non-text
- ✓ titled on the top line
- ✓ numbered by assignment (not page) in the upper right corner

**DONENESS** counts, but your writing should also demonstrate appropriate word usage, sentence structure, spelling, capitalization, and punctuation.

## WRITING PORTFOLIO: SPECIFIC ASSIGNMENTS

**Prologue (or Introduction):** Explain the significance of your title, making clear why it is relevant to your life in particular. Introduce yourself gracefully to your reader and capture our attention. Include a brief description of this writing project and its purposes — in your own words. **[To be written last]**

**Epilogue:** Imagine that a complete stranger just picked up this portfolio. The stranger reads it from page one to page thirty-nine. How would this stranger conceive of the author? What kind of person appears to have filled these pages? Write a **CHARACTER SKETCH** of the person captured in these pages from an outsider's point of view. Refer to **SPECIFIC PIECES** of writing to support the stranger's impression of the author (you, of course).

Title of Writing Portfolio \_\_\_\_\_

### Table of Contents Checklist and Grading Rubric

- \_\_\_\_\_ Prologue
- \_\_\_\_\_ 1. What's in a Name?
- \_\_\_\_\_ 2. Personal Alphabet
- \_\_\_\_\_ 3. Sensory Experiences
- \_\_\_\_\_ 4. A Quality Personality
- \_\_\_\_\_ 5. Color Your World
- \_\_\_\_\_ 6. Room Sweet Room
- \_\_\_\_\_ 7. Personal Metaphors
- \_\_\_\_\_ 8. Extended Metaphors
- \_\_\_\_\_ 9. Symbolic Recipe
- \_\_\_\_\_ 10. Telling Tales
- \_\_\_\_\_ 11. Unfinished Sentences
- \_\_\_\_\_ 12. Personal Symbol
- \_\_\_\_\_ 13. Map of Life
- \_\_\_\_\_ 14. Synectics
- \_\_\_\_\_ 15. A Day in the Life
- \_\_\_\_\_ 16. These Words Belong to Me
- \_\_\_\_\_ 17. Look Who I Look Up To
- \_\_\_\_\_ 18. In Other Words
- \_\_\_\_\_ 19. My Own List of Lists
- \_\_\_\_\_ 20. As Time Goes Bye-Bye
- FIVE FREE CHOICE
- \_\_\_\_\_ 26. Free Choice #1: \_\_\_\_\_

- \_\_\_\_\_ 27. Free Choice #2: \_\_\_\_\_
- \_\_\_\_\_ 28. Free Choice #3: \_\_\_\_\_
- \_\_\_\_\_ 29. Free Choice #4: \_\_\_\_\_
- \_\_\_\_\_ 30. Free Choice #5: \_\_\_\_\_
- \_\_\_\_\_ Epilogue

CHOOSE 5 and add to the Table of Contents

- \_\_\_\_\_ 21. Remembrance of Things Present
- \_\_\_\_\_ 22. Remembering the Child
- \_\_\_\_\_ 23. One Medium Suitcase
- \_\_\_\_\_ 24. Advice to the Young
- \_\_\_\_\_ 25. Futures – Fantasy and Fact
- \_\_\_\_\_ 26. Memorable Event
- \_\_\_\_\_ 27. Valuable Lessons
- \_\_\_\_\_ 28. Are You Hungry?
- \_\_\_\_\_ 29. Lessons I Learned Too Late
- \_\_\_\_\_ 30. Rewarding Experiences

#### NEATNESS

- \_\_\_\_\_ Cover Design
- \_\_\_\_\_ Title Page
- \_\_\_\_\_ Each Assignment Numbered
- \_\_\_\_\_ Each Assignment Titled
- \_\_\_\_\_ Assignments in Order
- \_\_\_\_\_ Organized Good Notes

#### CORRECTNESS

- \_\_\_\_\_ Follows Directions
- \_\_\_\_\_ Adequate Length
- \_\_\_\_\_ Grammar Acceptable
- \_\_\_\_\_ Punctuation Acceptable
- \_\_\_\_\_ Spelling Acceptable
- \_\_\_\_\_ Corrections Made

## Rubric for a Narrative Writing Piece

FEATURES	6	5	4	3	2	1
<b>FOCUS</b>	<ul style="list-style-type: none"> <li>•Subject and unifying event clear and maintained</li> <li>•Theme/unifying theme explicitly stated</li> <li>•Reactions present throughout</li> <li>•Has effective closing</li> </ul>	<ul style="list-style-type: none"> <li>•Subject and unifying event clear and maintained</li> <li>•Theme/unifying event is stated in opening or conclusion</li> <li>•Reactions present throughout (may not be even)</li> <li>•Has closing</li> </ul>	<ul style="list-style-type: none"> <li>•Subject and unifying event are clear - may be prompt dependent (requiring reader inference)</li> <li>•Theme/unifying event is stated and/or summarized</li> <li>•Reactions present</li> <li>•May end abruptly</li> </ul>	<ul style="list-style-type: none"> <li>•Subject/topic clear; theme/unifying event may not</li> <li>•Reader is able to infer theme/unifying event</li> <li>•Overpromise/underdeliver OR underpromise/overdeliver</li> <li>•No reactions</li> <li>•Abrupt ending</li> <li>•Lacks sufficiency to demonstrate a developed focus</li> </ul>	<ul style="list-style-type: none"> <li>•Subject/issue vague</li> <li>•Reader must infer main event and theme</li> <li>•Unrelated ideas or major drift from focus (brainstorming)</li> <li>•May be insufficient writing to determine that subject and unifying event can be maintained</li> </ul>	<ul style="list-style-type: none"> <li>•Subject and issue unclear, limited or confusing</li> <li>•Insufficient writing to show criteria are met</li> </ul>
<b>ELABORATION</b>	<ul style="list-style-type: none"> <li>•Most episodes and reactions elaborated with specific detail</li> <li>•Some episodes may be developed with more detail than others (not necessarily balanced or even)</li> <li>•Some development of depth</li> </ul>	<ul style="list-style-type: none"> <li>•Some episodes or reactions elaborated with specific details</li> <li>•Contains minimal depth</li> </ul>	<ul style="list-style-type: none"> <li>•May contain list of episodes/events and/or reactions with some extensions</li> <li>•Most elaboration may be general</li> </ul>	<ul style="list-style-type: none"> <li>•May contain simple list of episodes and/or reactions with no extensions</li> <li>•Mostly general or underdeveloped</li> <li>•Lacks sufficiency to demonstrate developed elaboration</li> </ul>	<ul style="list-style-type: none"> <li>•Some attempt at elaboration</li> <li>•May be confusing, unclear, or repetitive</li> <li>•May be insufficient writing to determine that elaboration can be maintained</li> </ul>	<ul style="list-style-type: none"> <li>•Elaboration is absent, confusing, or repetitive</li> <li>•Insufficient writing to show that criteria are met</li> </ul>
<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>•Narrative structure clear-sequence of episodes moves logically through time without noticeable gaps</li> <li>•Episodes appropriately paragraphed</li> <li>•Coherence and cohesion demonstrated through some appropriate use of devices (transitions, pronouns, causal linkage, etc.)</li> <li>•Varied sentence structure produces some cohesion</li> </ul>	<ul style="list-style-type: none"> <li>•Narrative structure is evident - sequence of episodes moves logically through time with a beginning, middle and ending with few gaps</li> <li>•Most paragraphing is appropriate</li> <li>•Coherence and cohesion (sentence to sentence) evident; may depend on holistic structure (chronology)</li> <li>•Most transitions are appropriate</li> </ul>	<ul style="list-style-type: none"> <li>•Narrative structure is noticeable, but the reader may have to infer it-sequence of episodes moves logically through time with some gaps</li> <li>•Some appropriate paragraphing</li> <li>•Evidence of coherence may depend on sequence</li> <li>•If present, transitions may be simplistic or even redundant</li> </ul>	<ul style="list-style-type: none"> <li>•Structure is attempted, but reader may still have to infer</li> <li>•Lacks appropriate narrative structure (off-mode)</li> <li>•May have a major lapse or inappropriate transitions that disrupt progression of events</li> <li>•May have little evidence of appropriate paragraphing</li> <li>•Limited structure within paragraphs (e.g., lacks purposeful ordering of sentences)</li> <li>•Lacks sufficiency to demonstrate developed organization</li> </ul>	<ul style="list-style-type: none"> <li>•Structure is attempted, but with little success (may be a random presentation of ideas)</li> <li>•Confusing</li> <li>•Insufficient writing to determine that organization can be sustained</li> </ul>	<ul style="list-style-type: none"> <li>•Very confusing/little or no attempt at structure</li> <li>•Insufficient writing to meet criteria</li> </ul>

<b>CONVENTIONS</b>	Uses consistent agreement between parts of speech. No errors in mechanics. Creative and effective use of spelling strategies.	Consistent agreement between parts of speech. Uses correct punctuation, capitalization, etc. Consistent use of spelling strategies.	Maintains agreement between parts of speech. Few errors in mechanics. Applies basic grade level spelling.	Occasional errors between parts of speech. Some errors in mechanics. Some evidence of spelling strategies.	Inconsistent agreement between parts of speech. Many errors in mechanics. Limited evidence of spelling strategies.	Parts of speech show lack of agreement. Frequent errors in mechanics. Little or no evidence of spelling strategies.
<b>INTEGRATION</b>	<ul style="list-style-type: none"> <li>•Fully-developed paper for grade level</li> <li>•Clear and purposeful Focus; in-depth, balanced elaboration; sequence of episodes is coherently and cohesively developed throughout</li> </ul>	<ul style="list-style-type: none"> <li>•Developed paper for grade level</li> <li>•All features are not equally well-developed throughout</li> </ul>	<ul style="list-style-type: none"> <li>•Bare-bones-developed paper for grade level</li> <li>•Simple and clear, presenting nothing more than the essentials</li> <li>•Limited depth</li> </ul>	<ul style="list-style-type: none"> <li>•Partially developed</li> <li>•Some (or one) of the feature(s) are not sufficiently formed, but all are present</li> <li>•Lacks narrative structure</li> <li>•Inference is usually required</li> </ul>	<ul style="list-style-type: none"> <li>•Attempts to address the assignment, but only rudiments of techniques for forming Focus, Elaboration, and Organization can be detected</li> <li>•Some confusion and/or disjointedness</li> <li>•May be insufficient writing to determine that the features can be maintained</li> </ul>	<ul style="list-style-type: none"> <li>•Does not fulfill the assignment; barely deals with the topic; or does not present most or all of the features</li> <li>•Insufficient writing to show that criteria are met</li> </ul>

**Focus:** *The clarity with which a paper presents and maintains a clear main idea, point of view, unifying event or theme.*

**Support/Elaboration:** *The degree to which the main point or event is elaborated and explained by specific details, descriptions, and reactions*

**Organization:** *The clarity of the logical flow of ideas (coherence and cohesion)*

**Conventions:** *Use of standard written English*

**Integration:** *Evaluation of the paper based on a focused, global judgment of how effectively the paper as a whole uses basic features to fulfill the assignment*

Notes: