**ERWC Senior Portfolio Exit Project (Part I)**

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| **Homepage /Resume** | **Score** |
| **Writing W11-12.4**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 6 5 4 3 2 1 0 |
| **Scholarship** | **Score** |
| **Writing W11-12.5**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience | 6 5 4 3 2 1 0 |
| **Writing W11-12.4**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 6 5 4 3 2 1 0 |
| **Integrity** | **Score** |
| **Writing W11.-12.2d**Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. | 6 5 4 3 2 1 0 |
| **Writing W11-12.3**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  | 6 5 4 3 2 1 0 |
| **Reflection** | **Score**  |
| **Writing W11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  | 6 5 4 3 2 1 0 |
| **Language & Conventions** | **Score**  |
| **Language L11-12.1, 2**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | 6 5 4 3 2 1 0 |
| **E-Portfolio Layout** | **Score**  |
| **Writing W.11-12.2A**Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. | 6 5 4 3 2 1 0 |

**Senior Portfolio Exit Project (Part II)**

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| **Multimedia** | **Score** |
| **SL11-12.4**Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. | 6 5 4 3 2 1 0 |
| **SL11.12.5**Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. \*Video clips must include the following: visuals, voice, text, music, and live video (action). Live video must be in one. | 6 5 4 3 2 1 0 |
| **SL11.12-6**Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.  | 6 5 4 3 2 1 0 |