

**Asia Society's International Studies Schools Network (ISSN) GRADUATION PORTFOLIO SYSTEM:
ENGLISH LANGUAGE ARTS**

Scoring Dimension	"Emerging"	"Developing"	"College Ready/Proficient"	"College Level/Advanced"
<p>ANALYSIS AND INQUIRY</p> <p><i>How effectively does the student examine a complex, significant issue?</i></p>	<ul style="list-style-type: none"> • Summarizes, but does not analyze or evaluate ideas or arguments • Single source dominates the inquiry with other sources only mentioned • Makes little or no reference to author's style or use of language • Relates works to personal experience, but may not situate works within any other contexts 	<ul style="list-style-type: none"> • Summarizes and attempts to analyze or evaluate the ideas or arguments in texts • Cites several sources and summarizes, but does not synthesize information • Mentions author's style or use of language • Relates works to personal experience and refers to other contexts 	<ul style="list-style-type: none"> • Analyzes and evaluates the ideas and arguments in texts • Examines credibility of some sources and accurately synthesizes information • Discusses author's style and refers to distinctive use of language • Situates the works within their genres, cultural, historical contexts, and/or personal experience 	<ul style="list-style-type: none"> • Analyzes and evaluates the ideas and arguments in texts by examining implication and consequences • Examines credibility of a variety of sources and accurately and skillfully synthesizes information • Analyzes author's style and distinctive use of language reflective of a cultural view • Situates texts within their cultural, historical contexts, genres and/or personal experience and discusses their significance and relevance

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<p>STRUCTURE AND ORGANIZATION</p> <p><i>How effectively does the student organize and structure his/her ideas when communicating them to the reader?</i></p>	<ul style="list-style-type: none"> Controlling idea/thesis is unclear or absent Uses weak or insubstantial arguments and strategies The writing may be disorganized with ideas underdeveloped or loosely sequenced 	<ul style="list-style-type: none"> Controlling idea/thesis may be general or indirectly stated Uses some arguments and persuasive strategies to support a position The writing is organized, but ideas may not be sufficiently developed or logically sequenced 	<ul style="list-style-type: none"> Presents a clear controlling idea/thesis Uses arguments and persuasive strategies for a specific purpose and audience The writing is organized and structured with ideas developed and logically sequenced 	<ul style="list-style-type: none"> Develops a clear controlling idea/thesis that guides the writing or presentation Uses effective arguments and persuasive strategies directed to a specific purpose and audience The writing is clearly organized and structured, with ideas fully developed and logically sequenced, presenting a coherent whole

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<p>MULTIPLE PERSPECTIVES</p> <p><i>How effectively does the student understand that an issue may be viewed from a variety of perspectives and reflect different values and contexts?</i></p>	<ul style="list-style-type: none"> Position on global/cultural issue or theme may be unclear or waver Does not mention other perspectives on an issue Does not acknowledge different cultural values presented in texts 	<ul style="list-style-type: none"> Maintains a clear position on a global/cultural issue or theme that reflects some analysis and thinking Recognizes multiple perspectives on a global or cultural issue Demonstrates a general understanding of different cultural values presented in texts 	<ul style="list-style-type: none"> Maintains a consistent position on a global/cultural issue or theme that reflects coherent analysis and critical thinking Acknowledges and discusses multiple perspectives on a global or cultural issue Demonstrates a clear understanding of different cultural values and varied world views presented in texts 	<ul style="list-style-type: none"> Maintains a convincing position on a global/cultural issue or theme that reflects nuanced analysis and critical thinking Analyzes and makes connections among multiple perspectives on a global or cultural issue Demonstrates a critical understanding of different cultural values and the complexities of world views presented in texts

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<p>REFLECTION AND ADVOCACY</p> <p><i>How deeply does the student reflect on his/her learning, changed views and attitudes and how effectively does the student develop and advocate a position or action?</i></p>	<ul style="list-style-type: none"> Position, if evident, does not call for action or result in a new perspective Uses language and media ineffectively, resulting in an unfocused position Does not mention insights or changed views Identifies choices and decisions, but does not relate them to values or contexts 	<ul style="list-style-type: none"> Presents a clear position that leads to a new perspective Uses language and multi-media to present a position Mentions insights or changed views Shows a general understanding that choices and decisions are related to cultural and personal values 	<ul style="list-style-type: none"> Develops a clear position about a multi-faceted issue that calls for action Uses language and multi-media to present a clear position of advocacy Discusses new insights and changed views or attitudes Demonstrates a clear understanding that choices and decisions are related to cultural, societal, and personal values and contexts 	<ul style="list-style-type: none"> Develops an informed position about a multi-faceted issue that leads to a new perspective and calls for action Uses language and multi-media to present a clear, compelling, and focused position of advocacy Reflects on new insights, changes in personal views or attitudes Demonstrates a critical understanding that choices and decisions are reflective of cultural, societal, and personal values and contexts

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<p>COMMAND OF LANGUAGE</p> <p><i>How skillfully does the student assure the reader with command of language, engage the reader with his/her voice and style, and use digital technology and communication tools?</i></p>	<ul style="list-style-type: none"> Has an accumulation of errors in grammar, usage and mechanics that distracts or interferes with meaning Has limited control of syntax and vocabulary and an little or no voice Uses little or no digital technology or may not use it inappropriately Cites textual evidence inaccurately or incorrectly 	<ul style="list-style-type: none"> Has some distracting errors in grammar, usage, and mechanics Has control of syntax and vocabulary and a tentative voice Uses some digital technology and communication tools Cites textual evidence, but may cite inaccurately 	<ul style="list-style-type: none"> Is generally free of distracting errors in grammar, usage, and mechanics Demonstrates a clear style with syntactic variety and a confident voice Uses digital technology, communication tools and/or networks Cites textual evidence accurately and follows research format 	<ul style="list-style-type: none"> Is free of errors in grammar, usage, and mechanics Has an effective, fluent style marked by syntactic variety, and an engaging, convincing voice Effectively and appropriately uses digital technology, communication tools and/or networks Cites textual evidence accurately and consistently follows research format