

SAS Grade 10 Student Portfolio
Standards Based Assessment
EAL Academic Literacy 10
Semester 1

Name_____

Date_____

Directions: Use the following table in conferences with your instructor to circle the number that best indicates your completion of the English as an Additional Language (EAL) Standard. You may include documents from AL10, other classes or previous assignments to indicate the standard. We will share the results in conferences with parents and other teachers. Please remember to have fun. To evaluate, please note:

3=meets standard
2=approaches standard
1=does not meet standard

Standard/CAN DO Descriptor	Assessment Type	Evaluation		
R1: I can interpret grade-level literature	F: Discussion and activities related to Miller's <u>The Crucible</u> ; Twain's <u>The Adventures of Huckleberry Finn</u> ; Poe's <u>The Cask of Amantillado</u> and <u>The Black Cat</u> ; Hurston's <u>Their Eyes Were Watching God</u> ; selected Others; S: Paragraphs and essays demonstrating interpretation;	1	2	3
R2: I can synthesize grade-level expository text	F1: Independent Reading Reports; F2: Book Reviews and Talks; F3: In-class discussion of text; S: Presentations on F1;	1	2	3

R3: I can draw conclusions from different sources of informational text	<p>F: Discussion and activities related to Miller's <u>The Crucible</u>; Twain's <u>The Adventures of Huckleberry Finn</u>; Poe's <u>The Cask of Amantillado</u> and <u>The Black Cat</u>; Hurston's <u>Their Eyes Were Watching God</u>; selected Others;</p> <p>S1: Literary analysis essays demonstrating conclusions;</p> <p>S2: Research reports demonstrating conclusions</p>	1	2	3
W2: I can create original pieces that represent the use of a variety of genres and discourses	<p>F1: Persuasive essay and speech;</p> <p>F2: Literary analysis essay and revisions;</p> <p>F3: Research paper and revisions;</p> <p>F4: Journal and Creative Writing prompt responses;</p> <p>S: Revisions of F1 to 4</p>	1	2	3
W3: I can critique, peer-edit and make recommendations on other student/peer's writing from rubrics	<p>F: Peer editing comments on essays and research papers;</p> <p>S: Revised writing results;</p>	1	2	3
S1: I can give multimedia oral presentations on grade-level material	<p>F1: Persuasive presentation using multimedia;</p> <p>F2: Independent Reading Report using multimedia;</p> <p>S1: Peer and Teacher Critique of multimedia presentation;</p>	1	2	3

S4: I can negotiate meaning in pairs or group discussions	F1: Group discussion of Amy Tan's "Mother Tongue;" F2: Group discussion and oral analysis of an English 10 novel; S1: Oral conclusions from "Mother Tongue" discussion; S2: Oral conclusions from English 10 novel discussion;	1	2	3
L1: I can interpret cause and effect scenarios from oral discourse	F1: PROBE Running Records (RR) for listening and note-taking; S1: PROBE RUNNING Record assessment results;	1	2	3
L3: I can identify and react to subtle differences in speech and register (e.g., hyperbole, satire and comedy)	F1: Movie Trailers and discussion notes; F2: Photo Booth/i-movie creation, viewing and critique; S1: PROBE running record results; S2: Description of literary analysis essay characters and dialogue	1	2	3
Comments:		1	2	3