

AP Language and Composition • Semester Grading Policy

Materials Required

- Loose-leaf paper for daily writing prompts
- A three-ring binder for the portfolio
- A folder to collect other assignments and/or items to place in the final portfolio
- A notebook (or section of a notebook) devoted solely to notes for this course
- No. 2 pencils and pens

The grading philosophy for this course is one that allows students to recognize their own achievements through their own efforts by developing one primary product that displays mastery of skills and learning process. Students should be able to assess their own progress by constant feedback and recognition, and not have to guess their grade by averaging a bunch of numbers from a horde of assignments given throughout the quarter. Ideally, a student who is able to honestly say to him/herself, "I should be getting an 'A' because I think I'm going above and beyond the class requirements," should get an 'A' from the course.

Writing/Composition will be at least 50% of grade (as one grade assigned to the writing portfolio)

Daily Writing Prompts

- The first ten minutes of every class will be devoted to a daily writing prompt that shall be at least one paragraph in length.
- These writing prompts will be collected into the portfolio and evaluated on a weekly basis.
- The purpose of these writing prompts is to offer students an opportunity to write on topics that either:
 - Are of interest to the students
 - Develop awareness of students' belief systems
 - Relate to course assignments
- Since topics will be developed on a daily basis with consideration given to the above purposes, the topics will be updated at www.mrmarcinkus.com on a weekly basis (shortly before the weekly evaluation). Students are responsible for making up topics for days they are absent.

9-Point Responses

- Students will compose a 9-point response that is one or more paragraphs in length about once a week.
- 9-point responses will be handed in after completion, evaluated, and collected into the portfolio.
- The purpose of these 9-point responses is to offer students writing opportunities that:
 - Analyze works from a literary perspective
 - Practice strategies for addressing questions posed on the AP Exam
 - Utilize examples and quotes from outside sources
 - May be evaluated for mastery of composition skills

Formal Essays

- Students will compose formal essays throughout the semester.
- Formal essays will be handed in, reviewed by peers, evaluated, and revised. They will then be collected into the portfolio.
- The purpose of these formal essays is to offer students writing opportunities that:
 - Practice addressing a topic in a multiple paragraph essay with an introduction, body paragraphs, and conclusion
 - Follow an accepted format and allow students to proofread their work
 - Introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations, and clear transitions Analyze works from a variety of perspectives
 - Adhere to the writing process of drafting, editing, and revising

Regarding written assignments for this course:

- All written assignments for this course must be completed as one or more paragraphs.
 - Assignments will begin with a topic sentence that focuses the paragraph. If more than one idea is developed, more than one paragraph will be written.
 - The question students are addressing should be evident within the assignment (most likely as the topic sentence of the assignment in the case of Daily Writing Prompts and 9-Point Responses).
 - Assignments will demonstrate understanding and mastery of standard written English as well as stylistic maturity in their writing.

Other assignments and quizzes will comprise the remainder of grade

There will not be many other assignments given.

- Objective quizzes and exams
- AP practice quiz work
- Presentations
- Other assignments (handouts, reading checks, group responses, etc.)

Semester Portfolio Sections (at least 50% of grade)

One week will be set aside before every grading period (home-report and quarter) for students to individually conference with the instructor regarding the progress of their portfolios. Other course work will be given during that time for students to complete on an individual basis. If there is not enough class time for the instructor to adequately discuss the progress with each student, students must make an appointment with the instructor before school, during lunch, during study hall, or after school to meet this requirement. This conference and the progress on the portfolio will comprise at least 50% of the period grade.

For each conference, the portfolio must include the following items in clearly-divided sections:

1. Table of contents & feedback rubric
2. Daily writings
 - a. A one page written reflection of the student's growth in writing skills since the last conference
 - b. A collection of the daily writing prompts and feedback
3. 9-point responses
 - a. A one page written reflection of the student's growth in developing 9-point responses since the last conference.
 - b. A collection of the 9-point responses
 - c. A revision of at least one previously assigned 9-point response
4. Major essays
 - a. Rough draft
 - b. Peer reviews
 - c. Instructor feedback
 - d. Final draft
5. Other evidence
 - a. This section allows the student to display other evidence (such as notes, articles, images, etc.) that contributes to the students understanding.
 - b. This section may also include items that will be organized in the final portfolio

For the end of the semester, the portfolio must include the following items in clearly-divided sections:

1. Introduction
 - a. Written introduction to Portfolio
 - b. Table of contents
 - c. All feedback rubrics
2. Reading
 - a. A written reflection of how the student achieved the reading objectives for the course (refer to course objectives)
 - b. Assignments completed throughout the semester that apply to the reading objective (including independent reading assignments)
 - c. Other evidence that shows attention to the reading objectives
3. Writing
 - a. A written reflection of how the student achieved the writing objectives for the course (refer to course objectives)
 - b. Daily writings
 - i. A collection of the daily writing prompts and feedback
 - c. 9-point responses
 - i. A collection of the 9-point responses
 - ii. A revision of at least one previously assigned 9-point response
 - d. Major essays
 - i. Rough draft
 - ii. Peer review
 - iii. Instructor feedback
 - iv. Final draft
 - e. Other evidence that shows attention to the writing objectives
4. Speaking
 - a. A written reflection of how the student achieved the speaking objectives for the course (refer to course objectives)
 - b. Assignments completed throughout the semester that apply to the speaking objective
 - c. Other evidence that shows attention to the speaking objectives
5. Inquiry
 - a. A written reflection of how the student achieved the inquiry objectives for the course (refer to course objectives)
 - b. Assignments completed throughout the semester that apply to the inquiry objective
 - c. Other evidence that shows attention to the inquiry objectives
6. Evaluation
 - a. A written reflection of how the student achieved the evaluation objectives for the course (refer to course objectives)
 - b. Assignments completed throughout the semester that apply to the evaluation objective
 - c. Other evidence that shows attention to the evaluation objectives
7. All other
 - a. This section allows the student to display other evidence (such as notes, articles, images, etc.) that contributes to the students understanding.