

ASIA SOCIETY'S GRADUATION PORTFOLIO SYSTEM

English Language Arts



Asia
Society
Partnership for
Global Learning

English Language Arts Rationale

The English Language Arts (ELA) program for a globally-focused school is designed to ensure that students are both globally competent and college ready. To achieve those goals, students are asked to understand, analyze, evaluate, embrace, harness, and create the multiple literacies they will face in the 21st century.

The ELA program hinges on opportunities given to students that allow them to explore and investigate multiple genres and text structures on their way to generating their own questions and responses to these texts. The students will experience being a part of a community of readers and writers while they make sense of the enduring understanding for ELA: Language shapes and reflects human experience.

The performance outcomes and rubric developed to measure students' knowledge and skills have four domains:

- Investigate the World
- Recognize Perspectives
- Communicate Ideas
- Take Action

Within each of these categories are specific skills, knowledge, and dispositions that will guide teachers in their decision-making for what should be taught and how it can be taught within an ELA class. Tasks that reflect the outcomes will be used to evaluate whether a student has met the college-ready standards of the ELA curriculum.

The curriculum is anchored by four globally-focused themes that are organized with essential questions to focus the reading and writing students experience:

- Identity
- Power
- Justice
- Change

Within the ELA class, students will develop their voice as writers, use a variety of communication tools for advocacy, and create original material that reflects their understanding of the global community.



The goals of a globally-focused English Language Arts (ELA) program is to ensure that students are both globally competent and college ready. To achieve these goals, students are asked to understand, analyze, evaluate, embrace, harness, and create the multiple literacies so that they can take action and impact the 21st century.

Investigate the World

Students investigate the world's complex and significant issues and ideas.

- Analyze and evaluate the ideas and arguments presented in texts.
- Examine credibility and synthesize information on a global or cultural issue from two or more sources.
- Generate a researchable question about a global idea/issue and examine a variety of texts: fictional, informational, and/or digital about the idea/issue.
- Accurately cite textual evidence and, when appropriate, follow an accepted research format.

Recognize Perspectives

Students understand that an issue may be viewed from diverse perspectives, reflecting different values and cultures.

- Develop and apply a consistent perspective on a global or cultural issue or theme that indicates engaged analysis and critical thinking.
- Analyze and make connections among multiple perspectives, opinions, or views on a global or cultural issue.
- Demonstrate understanding of cultural values as well as varied world views presented in texts.
- Analyze author's style and distinctive use of language reflective of a culture or world view including, but not limited to, dialect, figurative language, and rhetorical devices.
- Understand how texts are situated within cultural and historic contexts, genre, and/or personal experience.

Take Action

Students reflect on their learning and develop a position of advocacy or action.

- Develop an informed position about a multi-faceted global issue that calls for action or a new perspective.
- Either individually or in collaboration, use language and multimedia to present a clear and compelling position of advocacy.
- Reflect on new insights, changes in personal views, or attitudes resulting from analysis, inquiry, and/or personal experiences.
- Demonstrate understanding that choices and decisions are reflective of culture, society, and personal values.

Communicate Ideas

Students organize and structure ideas when communicating with a variety of audiences.

- Demonstrate a coherence and internal structure that supports the writing or presentation including a clear/controlling idea/thesis.
- Demonstrate a command of conventions of language (grammar, usage, and punctuation).
- Demonstrate syntactic variety, effective style, and an engaging voice.
- Use digital technology, communication tools, and/or networks appropriately to access, integrate, and present information.
- Use effective arguments and persuasive strategies for specific purposes and audiences.
- Collaborate for refinement of process and integration of ideas.

Scoring Dimension

INVESTIGATE THE WORLD

How effectively does the student investigate the world's complex and significant issues and ideas?

Emerging

- Summarizes, but does not analyze or evaluate ideas or arguments.
- Single source dominates the inquiry with other sources only mentioned.
- Question lacks focus and examined texts are one-dimensional.
- Cites textual evidence inaccurately or incorrectly.

Developing

- Summarizes and attempts to analyze or evaluate the ideas or arguments in texts.
- Cites several sources and summarizes, but does not synthesize, information.
- Question has some focus, but examined texts are one-dimensional.
- Cites textual evidence, but some of the cites are inaccurate.

Proficient/ College Ready

- Analyzes and evaluates the ideas and arguments in texts.
- Examines credibility of sources, and accurately synthesizes information.
- Question is focused on real-world issues, and examined texts are multi-dimensional.
- Cites textual evidence accurately and follows research format.

Advanced/ College Level

- 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.
- Question has implications for real-world solutions, and examined texts represent multi-dimensional perspectives.
- Cites textual evidence accurately and consistently follows research format.

Scoring Dimension

RECOGNIZE PERSPECTIVES

How effectively does the student understand that an issue may be viewed from a variety of perspectives and reflect different values and contexts?

Emerging

- 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.
- 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.

Developing

- 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.
- Mentions author's style or use of language.
- Relates works to personal experience and refers to other contexts.

Proficient/ College Ready

- 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.
- Discusses author's style, and refers to distinctive use of language.
- Situates the works within their genres, cultural and historical contexts, and/or personal experience.

Advanced/ College Level

- 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.
- Analyzes author's style and distinctive use of language reflective of a cultural view.
- Situates texts within their cultural and historical contexts, genres, and/or personal experience, and discusses their significance and relevance.

Scoring Dimension

COMMUNICATE IDEAS

How effectively does the student organize and structure his/her ideas when communicating with a variety of audiences?

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?

Emerging

- The writing may be disorganized with ideas underdeveloped or loosely sequenced, and the controlling idea/thesis is unclear or absent.
- Has an accumulation of errors in grammar, usage, and mechanics that distracts or interferes with meaning.
- Has limited control of syntax and vocabulary and little or no voice.
- Uses little or no digital technology, or may not use it inappropriately.
- Uses weak or insubstantial arguments and strategies.
- There is no evidence of collaboration.

Developing

- The writing is organized, but ideas may not be sufficiently developed or logically sequenced, and the controlling idea/thesis is too general or indirectly stated.
- 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.
- Uses some arguments and persuasive strategies to support a position.
- Collaboration is limited to the students in the classroom.

Proficient/ College Ready

- The writing is organized and structured with ideas developed and logically sequenced, and it presents a clear, controlling idea/thesis.
- 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 network tools to access, integrate, and present material.
- Uses arguments and persuasive strategies for specific purposes and audiences.
- Collaboration crosses boundaries of the classroom.

Advanced/ College Level

- The writing is clearly organized and structured with ideas fully developed and logically sequenced. It presents a coherent whole with a clear controlling idea/thesis that weaves its way through the writing or presentation.
- 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.
- Uses sophisticated arguments and persuasive strategies directed to specific purposes and audiences.
- Collaboration is both within the classroom and across boundaries, and is referenced in the final product.

Scoring Dimension

TAKE ACTION

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?

Emerging

- 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.

Developing

- Presents a clear position that leads to a new perspective.
- Uses language and multimedia to present a position.
- Mentions insights or changed views.
- Shows a general understanding that choices and decisions are related to cultural and personal values.

**Proficient/
College Ready**

- Develops a clear position about a multi-faceted issue that calls for action.
- Individually uses language and multimedia 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.

**Advanced/
College Level**

- Develops an informed position about a multi-faceted issue that leads to a new perspective and calls for action.
- Uses language and multimedia to present a clear, compelling, and focused position of advocacy, both as an individual and collaboratively.
- Reflects on new insights and changes in personal views or attitudes.
- Demonstrates a critical understanding that choices and decisions are reflective of cultural, societal, and personal values and contexts.