**“Legacy” Competency Portfolio Requirements**

These requirements may be used only for competency portfolios submitted prior to the 2018–2019 school year and **resubmitted in spring 2023**.

**ENGLISH LANGUAGE ARTS** (ELA) high school portfolios must include the following components at minimum, to be considered for a Competency Determination.

* FIVE essays with all drafts and revisions. Multiple drafts of each essay must be submitted that indicate a progression of the student's thinking in each successive draft. Each draft must:
* be clearly identified on the first page with a title, the student's name, and the date on which it was completed;
* include a completed **“Legacy”** **High School ELA Competency Portfolio Work Description** attached to each work sample;
* show independent edits by the student in each draft, with meaningful revisions incorporated into subsequent drafts, written in the words of the student, not rewritten by the teacher;
* include a clear indication of the type(s) and frequency of assistance provided to the student by the teacher, either written directly on each draft or described on the ELA High School Competency Portfolio Work Description;
* include original student work, not photocopies;
* not include multiple-choice worksheets, short-answer tests, quizzes, or plot summaries.

Use the guidance below to determine which work samples to submit.

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|  **Language** | Evidence (within each essay or submitted as separate work samples) that the student understands and is independently able to analyze and appropriately apply* **Conventions** **of Standard English** grammar and usage, including punctuation, capitalization, and spelling
* **Knowledge of Language**, including making effective choices for meaning or style, and appropriate application in different contexts
* **Vocabulary Acquisition and Use**, including the use of grade-appropriate general academic and domain-specific words; and literal/figurative language
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| **Reading** | **Three essays, including all drafts, based on grade 10 texts** in which the student analyzes, interprets, compares and contrasts, and/or discusses the meaning of1. an **informational/expository text** (including literary nonfiction),
2. a literary work of **fiction,** and
3. a work ofeither **poetry or drama.**
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| **Writing** | **Two essays, including all drafts, based on grade 10 texts** that demonstrate original thinking and independent editing through several drafts, in which the student produces* 1. an analysis ofa **theme** in literature appropriate to a student in grade 10
	2. either a **narrative** based on real or imagined events or experiences (creative), an **argument** to support a claim (persuasive), or an **informational/expository text** that conveys ideas and information on a topic of the student’s own choosing.
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