**“Next-Generation” Competency Portfolio Requirements in Each Subject**

**ENGLISH LANGUAGE ARTS (ELA)**

Carefully review the English language arts competency portfolio requirements listed below, since these have been updated to incorporate the content standards contained in the [*2017 Massachusetts Curriculum Framework for English Language Arts and Literacy*](http://www.doe.mass.edu/frameworks/ela/2017-06.pdf). Coinciding with the first administration of next-generation MCAS tests in spring 2019 to students in grade 10, those students must now meet new requirements to earn a Competency Determination based on the 2017 standards.

**ELA competency portfolios must include the following evidence, at minimum, to be considered for the Competency Determination:**

* **Four (4) essays of at least two pages each; AND**
* **Two (2) short responses of at least 2 paragraphs each, as described below**

Each essay and short response must:

* be based on one or more grade 10 texts (Refer to Appendix B in the [2017 English Language Arts and Literacy Curriculum Framework](http://www.doe.mass.edu/frameworks/ela/2017-06.pdf) for a list of suggested authors and works);
* *Each essay or short response should be based on a different text (or excerpt from a text);*
* be clearly identified on the first page with a title, the student's name, and the date on which it was completed;
* include multiple drafts that:
* are written entirely by the student, not rewritten by the teacher;
* indicate a progression of the student's thinking in each successive draft;
* show independent edits by the student, with meaningful revisions incorporated into subsequent drafts; and
* do not consist of plot summaries, multiple-choice worksheets, short-answer tests, or quizzes;
* include a completed **“Next-Generation” High School ELA Competency Portfolio Work Description** attached to each work sample

Use the guidance on the following page, plus the ELA and literacy standards for a student in grades 9–10 available [here](http://www.doe.mass.edu/frameworks/ela/2017-06.pdf), to determine which work samples to submit. An ELA portfolio may include evidence produced over a period of **more than one school year**, beginning as early as grade 9. Evidence may be added to an existing portfolio and resubmitted annually beyond grade 10.

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| ***ELA*** *“next-generation” high school competency portfolios must include the following:* |
| **Reading** | **Two short responses (one based on grade 10 literature, and one based on an informational text), including all drafts,** in which the student produces writing that demonstrates comprehension of text and knowledge in the cluster areas of the **Grades 9−10** **Reading** **Standards** for Literature; Informational Text; and/or Literacy in History/Social Studies, Science, and Technical Subjects (available here). Each short response should be based on a different cluster area listed below: 1. *Key Ideas* –Analyze a text and draw conclusions supported by textual evidence, determine a theme or central idea, and/or provide a brief analysis of how complex characters interact, develop, or advance the plot of a narrative text;
2. *Craft and Structure* – Analyze the author’s use of language, structure of text, purpose of the text, and/or a character’s point of view; and,
3. *Integration of Knowledge and Ideas* – Evaluate, support, or respond to a claim by the author(s) of one or more texts, citing evidence; analyze documents of literary or historical significance; analyze a critical response to a text (e.g., book review).
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| **Writing** | **Four essays (at least one in each writing type described below and one chosen by the student), including all drafts,** in which the student produces:* 1. an **argument** to support a claim (persuasive) on a topic of the student’s own choosing, citing textual evidence;
	2. an **informational/explanatory text** that conveys complex ideas and concepts through effective selection, organization, and analysis;
	3. a **narrative** to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences; and
	4. an essay in any writing type selected from 1–3 above.
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| **Language** | The language strand is demonstrated within each essay listed above in which the student shows an ability to understand and independently analyze and appropriately apply:* **knowledge of language**, including making effective choices for meaning or style, and appropriate application in different contexts;
* **conventions** **of standard English** grammar and usage, including punctuation, capitalization, and spelling; and,
* **vocabulary acquisition and use**, including the use of grade-appropriate general academic and domain-specific words; and literal/figurative language.
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