

## PORTFOLIO ASSESSMENT

STUDENT'S NAME \_\_\_\_\_

### CRITICAL THINKING SKILLS

<b>Ability to distinguish between opinion and reason</b>		
<b>5</b>	<b>3</b>	<b>1</b>
The artifact clearly distinguishes between opinion and reason. If opinion is used, it is clearly indicated as such by the student.	The artifact somewhat demonstrates the student's ability to apply knowledge to a context outside the classroom.	The artifact fails to demonstrate the student's ability to apply knowledge to a context outside the classroom.
The artifact evidences thinking that is fair and unbiased.	The artifact evidences thinking that seems at times unfair and biased.	The artifact evidences thinking that is unfair, biased, and narrow-minded.

<b>Self-reflection on a deeper level than mere observation</b>		
<b>5</b>	<b>3</b>	<b>1</b>
The artifact demonstrates that the student has acquired significant knowledge through this course.	The artifact demonstrates that the student has acquired some knowledge through this course.	The artifact seems superficial and is unable to demonstrate that the student acquired knowledge through this course.
The significance of the learning acquired in the course is demonstrated in the artifact.	The artifact indicates some significance of the learning acquired in the course.	The student is unable to articulate significant learning through this artifact.

<b>Self-evaluation and assessment of free standing thought</b>		
<b>5</b>	<b>3</b>	<b>1</b>
The artifact demonstrates evidence of articulate and rational expression of personal opinion.	The artifact demonstrates evidence of somewhat articulate and mostly rational expression of personal opinion.	The artifact demonstrates evidence of inarticulate and irrational expression of personal opinion.

### COMMUNICATION SKILLS

<b>Graduate level writing skills</b>		
<b>5</b>	<b>3</b>	<b>1</b>
The artifact contains a clearly articulated thesis statement.	The artifact contains a suggested thesis statement, but it is not clearly identified.	The artifact has no thesis statement.
The artifact supports the thesis statement effectively.	The artifact lacks quality in supporting the thesis statement.	The artifact shows no support for the thesis statement, or the support is irrelevant to the thesis statement.
The artifact follows MLA format, including use of a header, a title, and works cited page.	The artifact mostly follows MLA format.	The artifact follows its own heart.
The artifact is clear and coherent.	The artifact is mostly clear and coherent.	The artifact lacks coherence and clarity.
The artifact is written in a logical, compelling order. Paragraphs contain 2 or more sentences.	The artifact is generally logical, but occasionally wanders from the topic.	The artifact contains paragraphs irrelevant to the topic.
The artifact uses correct spelling, punctuation, and grammar.	The artifact contains occasional but limited errors in spelling, punctuation, and grammar.	The artifact contains frequent errors in spelling, punctuation, and grammar.
The artifact employs sophisticated language.	The artifact employs some sophisticated language.	The artifact is simplistic in its language.

<b>Advanced Research Skills</b>		
<b>5</b>	<b>3</b>	<b>1</b>
Student(s) documented all sources, including visuals, sounds, and animations. Sources are properly cited, both in-text/in-product and on Works-Cited/Works-Consulted pages/slides. Documentation is error-free.	Student(s) documented sources with some care. Sources are cited, both in-text/in-product and on Works-Cited/Works-Consulted pages/slides. Some errors noted.	Student(s) need to use greater care in documenting sources. Documentation was poorly constructed or absent.
Student(s) gathered information from a variety of quality electronic and print sources, including appropriate licensed databases. Sources are relevant, balanced and include critical readings relating to the thesis or problem. Primary sources were included (if appropriate).	Student(s) gathered information from a variety of relevant sources—print and electronic—although some may not be appropriate or the most quality sources available. Opportunities for primary sources may have been overlooked.	Student(s) gathered information that lacked relevance, quality, depth and balance from a limited number of sources.

<b>Effective presentation skills</b>		
<b>5</b>	<b>3</b>	<b>1</b>
Effective presentation skills are evidenced by clear organization, appropriate integration, and professional appearance.	A presentation of the portfolio is evident but may not be clearly organized or integrated and the appearance may be less than professional.	Organization and integration is not evident in the portfolio. The appearance is not professional and the overall presentation is ineffective.

<b>Productive Group Work</b>		
<b>5</b>	<b>3</b>	<b>1</b>
Group work is evidenced by artifact submissions demonstrating extensive collaboration and interaction with peers to create a quality product greater than the sum of its parts.	Group work is evidenced by artifact submissions demonstrating some collaboration to create a group product, however, cohesiveness and an overall integrated quality might not be evident.	Group work is not demonstrated either through lack of submission relating to collaborative work or insufficient information on a group artifact.

## **APPLICATION SKILLS**

<b>Specific knowledge demonstrated by comprehension, application, defense, and articulation</b>		
<b>5</b>	<b>3</b>	<b>1</b>
The artifact demonstrates the student's ability to apply subject matter knowledge in support of a position.	The artifact somewhat demonstrates the student's ability to apply subject matter knowledge in support of a position.	The artifact fails to demonstrate the student's ability to apply subject matter knowledge in support of a position.

<b>Ability to connect ideas among multiple courses and disciplines</b>		
<b>5</b>	<b>3</b>	<b>1</b>
The artifact includes ideas or methodology from three or more disciplines. A topic is analyzed from three or more disciplines.	The artifact includes ideas or methodology from more than one discipline. A topic is analyzed at least two disciplines.	The artifact includes ideas or methodology from one discipline only.

<b>Involvement in the process of creation</b>		
<b>5</b>	<b>3</b>	<b>1</b>
The artifact demonstrates evidence of original writing and/or application of creative methodology to assigned classroom work.	The artifact demonstrates some evidence of original writing and/or application of creative methodology to assigned classroom work.	The artifact demonstrates no evidence of original writing and/or application of creative methodology to assigned classroom work.
The artifact is creative and original.	The artifact is creative but not original.	The artifact lacks creativity and originality.

COMMENTS:

EVALUATOR:

DATE: