Final Portfolio Grading Rubric (175 points)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Qualities | Highly Effective | Effective | Satisfactory | Needs Further Attention | Fails to Meet Criteria |
| Multimodality and Design   1. pts) | * Portfolio logically and clearly organizes the content for ease of navigation. Portfolio makes sophisticated multimodal aesthetic decisions that increase effectiveness of the visual rhetoric.  Such decisions include selection of background color, design, use of images, consistent and purposeful usage of fonts, headers, and type faces. * Uses evidence in a number of modalities, for instance, text, screenshots, embedded content, videos, etc. * Design and evidence choices reinforce and complement the rhetorical structure of the reflections.  Multimodal and design choices also reveal and reinforce student connections across their academic and other learning experiences, in order to effectively create new meaning and knowledge. | * Portfolio organizes the content for ease of navigation. More sophisticated visual rhetoric decisions are possible, however. * Evidence is provided in a limited number of modalities. * Design and evidence choices are rhetorical, but greater information, connectivity, and/or knowledge creation are possible. | * Portfolio needs more effective organization and more sophisticated visual rhetoric decisions. * Evidence is provided in only one modality. * Design and evidence choices are limited rhetorically and reveal limited information and/or connectivity. New knowledge creation is limited as well. | * Portfolio needs much more effective organization. Visual rhetoric decisions are not effective. * Evidence is minimal and not multimodal. * Design and evidence choices are extremely limited rhetorically revealing no information connectivity nor new knowledge creation. | * Portfolio has no discernable organizational pattern. Visual rhetoric decisions seem random. * No evidence is provided. * Design choices are not rhetorical and are disconnected; no new knowledge creation is discernable. |
| Archive of Coursework  (25 pts) | * Portfolio archives all required coursework (project rough drafts, project final drafts, and 2-3 additional invention assignments of the student’s choosing for each project). * All included coursework is archived and organized in purposeful, clear, and reader-centered ways that reveal rhetorical awareness and arrangement. * All content area landing pages clearly contextualize the material housed within them. | * Portfolio archives most of the required coursework. * Most coursework is archived and organized in purposeful, clear, and reader-centered ways that reveal rhetorical awareness and arrangement. * Many content area landing pages clearly contextualize the material housed within them. | * Portfolio archives some of the required coursework. * Some coursework is archived and organized in purposeful, clear, and reader-centered ways that reveal rhetorical awareness and arrangement. * Some content area landing pages clearly contextualize the material housed within them. | * Portfolio archives little of the required coursework. * Little coursework is archived and organized in purposeful, clear, and reader-centered ways that reveal rhetorical awareness and arrangement. * Few content area landing pages clearly contextualize the material housed within them. | * Portfolio archives none of the required coursework. * No content area landing pages provide contextual information. |
| Conventions and Audience Awareness  (25 pts) | * Portfolio attends to all the necessary conventions of documentation and surface features (grammar, spelling, mechanics) within all Portfolio content. * The Portfolio’s voice, tone, and style consistently meet the rhetorical needs of an identified target audience and maintain and reinforce a clear purpose. | * Portfolio attends to most of the necessary conventions of documentation and surface features within the Portfolio content. * The Portfolio’s voice, tone, and style purpose mostly meet the rhetorical needs of an identified target audience and mostly maintain and reinforce a clear purpose. | * Portfolio attends to some of the necessary conventions of documentation and surface features within the Portfolio content. * The Portfolio’s voice, tone, and style sometimes meet the rhetorical needs of an identified target audience and sometimes maintain and reinforce a clear purpose. | * Portfolio attends to few of the necessary conventions of documentation and surface features within the Portfolio content. * The Portfolio’s voice, tone, and style rarely meet the rhetorical needs of an identified target audience and rarely maintain and reinforce a clear purpose. | * Portfolio attends to none of the necessary conventions of documentation and surface features within the Portfolio content. * The Portfolio’s voice, tone, and style do not meet the rhetorical needs of an identified target audience and do not maintain and reinforce a clear purpose. |
| Post-Course Reflection  (100 pts) | * The Reflection thoroughly and specifically discusses the evolution of the writer’s understanding of the learning outcomes for the course. Sufficient and relevant examples are always provided as evidence of their writing evolution. * The Reflection thoroughly and specifically discusses the transfer of writing and multimodal skills to other contexts.  Sufficient and relevant examples are always provided as evidence of transfer. * The Reflection thoroughly and specifically discusses the role of the Portfolio in the evolution of and transfer of the writer’s learning in the course. Sufficient and relevant examples are always provided as evidence. | * The Reflection discusses the evolution of the writer’s understanding of the learning outcomes for the course. Sufficient and relevant examples are usually provided as evidence of their writing evolution. * The Reflection discusses the transfer of writing and multimodal skills to other contexts. Sufficient and relevant examples are usually provided as evidence of transfer. * The Reflection discusses the role of the Portfolio in the evolution of and transfer of the writer’s learning in the course. Sufficient and relevant examples are usually provided as evidence. | * The Reflection partially discusses the evolution of the writer’s understanding of the learning outcomes for the course. Sufficient and relevant examples are sometimes provided as evidence of their writing evolution. * The Reflection partially discusses the transfer of writing and multimodal skills to other contexts. Sufficient and relevant examples are sometimes provided. * The Reflection partially discusses the role of the Portfolio in the evolution of and transfer of the writer’s learning in the course. Sufficient and relevant examples are sometimes provided as evidence. | * The Reflection minimally discusses the evolution of the writer’s understanding of the learning outcomes. Sufficient and relevant examples are rarely provided as evidence. * The Reflection minimally discusses the transfer of writing and multimodal skills to other contexts. Sufficient and relevant examples are rarely provided. * The Reflection minimally discusses the role of the Portfolio in the evolution of and transfer of the writer’s learning in the course. Sufficient and relevant examples are rarely provided as evidence. | * The Reflection does not discuss the evolution of the writer’s understanding of the learning outcomes. No evidence is provided. * The Reflection does not discuss transfer. No evidence is provided. * The Reflection does not discuss the role of the Portfolio in their evolution. No evidence is provided. |