Performance Portfolio Rubric

Performance criteria	Exemplary: 10-9	Excellent: 8-7	Satisfactory: 6-5	Inadequate: 4-3	Poor: 2-1
Technology described	Student's portfolio includes ample, well-presented, concrete evidence to demonstrate advanced use of technology to communicate and solve problems.	Student has proficiently used well-selected technology to communicate and solve problems and has included concrete evidence of this in the portfolio.	Student has used appropriate technology to communicate and solve problems, and there is sufficient evidence in the portfolio to demonstrate this.	Student has attempted to provide some evidence of using technology to communicate or solve problems.	Insufficient evidence or not much consistent use of technology to communicate or solve problems.
Independent learning	Student has provided ample concrete evidence of constant independent learning from various sources.	Student has provided concrete evidence of several instances of independent learning from more than one kind of source.	Student has provided evidence of independent learning such as use of documentation to learn a new technology.	Student has provided only anecdotal evidence of perhaps token independent learning.	Insufficient evidence or very little independent learning.
Research and planning	Student provides ample evidence of thorough research and planning for nearly every activity and outcome where it would be appropriate.	Student provides concrete evidence of research and planning for most required outcomes.	Student has provided evidence of some research and planning towards class activities and tasks.	Student attempts to provide some evidence of research or planning.	Insufficient evidence or very little research or planning done for any activities.
Contribution, time management and commitment	Student provides ample concrete evidence of team contribution and leadership, exemplary time management and total commitment to class.	Student has provided concrete evidence of active team contribution, effective individual time management strategies and conscientious commitment to class.	Student has provided evidence of sufficient team contribution, individual time management strategies and commitment to class (i.e. absences explained).	Student attempts to provide some evidence of team contribution or individual time management. Mostly committed to class.	Little attempt to provide evidence, or to contribute to team work. Little intentional time management. Not very committed to class.
Performance reflection	Student identifies things done well, areas for improvement, lessons learnt and opportunities for further learning for all project work as well as several other aspects of the course.	Student identifies things done well, areas for improvement, lessons learnt and opportunities for further learning for all project work.	Student identifies things done well, areas for improvement, lessons learnt and opportunities for further learning for most project work.	Student attempts to identify some things done well, areas for improvement, lessons learnt or opportunities for further learning for most project work.	Little attempt to identify things done well, areas for improvement, lessons learnt or opportunities for further learning.