# Student Portfolio Rubric

March 2023

|  |  |  |
| --- | --- | --- |
| Name: | Date: | Course/Section:  PPIT 4700 |

**Assignment Instructions:** Create a Portfolio to demonstrate your development as an IT professional. A portfolio is a powerful way to demonstrate your achievements by demonstrating the evolution of your skills and abilities throughout your working life. Its purpose is to enable you to answer *Where are you now*?; *Where do you want to be*?; *How do you get there*?.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Does not meet standard** | **Standard** | **Exceed** |
| **Organization**  Is the document organized and presented well? | Does not meet minimum requirements in format or organization. | 15%  Meets the minimum requirements:  -A main introductory section with links (or table of contents) to other content sections.  - Format meets basic professional requirements  - Work sample categories (or just work samples)  - A resume  - Goals or the 3 Portfolio Questions | 25%  The Portfolio contains everything listed in the Standard rating, plus, the format, design and organization looks “high end”. |
| **Work Sample\* Depth & Variety**  Did you include sufficient events and artifacts? Do they show originality, creativity & diversity?  **\***Work Samples can include: resume, references, awards, certificates, degrees, diplomas, work samples, photos, skillsets, community service, volunteer, professional memberships, professional service, references, kudo cards/letters, previous accomplishments, personal history, creative documents. | Not enough samples & variety of materials. | 15%  The student has fleshed out three skill areas.  Each skill area contains work samples\* that demonstrate a genuine and progressive learning in support of the desired career goal. | 25%  The student has fleshed out a minimum of 3 skill areas, but possibly more.  The skill areas contain work samples\* that are in alignment with a career goal. They demonstrate a genuine and rich progression in learning as well shown by the depth and variety of work samples\*. The work samples would likely go from simple to more complex examples.  Skill areas might also demonstrate efforts to develop a strength or offset a weakness. |
| **Work Sample\* Narrative Annotations**  Did you include learning reflections and annotations for your content? Through your reflection are your demonstrating originality, creativity & diversity? | Some evidence that student has thought about their learning.  According to Bloom’s Taxonomy of Learning the annotations are at the ***Comprehension***\*\* level. | 15%  All content has narrative annotations.  The narrative demonstrates a progression of knowledge at the **Application** level (Bloom’s Taxonomy of Learning). | 25%  All content has narrative annotations.  Rich evidence of thoughtfulness. Demonstration of a unique approach to make sense of the student’s learning. This learning could be described as an “aha” moment and is unique to the individual.  The narrative demonstrates a progression of knowledge at the **Analysis** level (Bloom’s Taxonomy of Learning). |
| **Portfolio Reflection**  Have you answered the 3 portfolio questions?   * Where am I now? * Where am I going? * How do I get there?   **\*\***Bloom’s Taxonomy: Knowledge (remember previously learned materials), **Comprehension** (demonstrate understanding), **Application** (solve problems by applying knowledge), **Analysis** (break information into parts by identifying root causes), Synthesis (pull information together in a different way), Evaluation (make judgements about information) | Responses begin to explore the professional aspirations of the student.  According to Bloom’s Taxonomy the responses are at the ***Comprehension***\*\* level. | 15%  Meaningful responses have been developed which fully explore the student’s professional aspirations. However, the discussion is not tempered by a complete discussion of the broader context. (ie. The student knows what career they want to pursue, but it is in a vacuum. There is no discussion of their strengths, market conditions, industry trends, etc.)  According to Bloom’s Taxonomy the responses are at the ***Application***\*\* level. | 25%  A unique demonstration of skills, knowledge and attitudes which clearly show the student’s professional goals.  Responses include a broader context:   * Personality preferences * Awareness of strengths & gaps in your knowledge * Awareness of labour market and/or industry conditions   According to Bloom’s Taxonomy the responses are at the ***Analysis***\*\* level. |
| **Rating** | | | /100% |
|  | | |  |