

Senior Portfolio Project



Reflection as integrative, social pedagogy:

Suggested Faculty Mentor Rubric

EFFECTIVE COMMUNICATION	➔			
<p>The ePortfolio demonstrates strong and consistent communication skills.</p> <p>Message:</p> <ul style="list-style-type: none"> • Central message is consistently clear • Artifacts have been carefully selected to support a central message and consistently function as evidence that support claims in the ePortfolio <p>Audience and Purpose:</p> <ul style="list-style-type: none"> • Number and kind of artifact are well selected and demonstrate careful attention to audience and disciplinary expectations <p>Revision and Editing:</p> <p>All components of the ePortfolio show consistent attention to conventions and proofreading</p> <ul style="list-style-type: none"> • Artifacts have been revised to demonstrate content mastery • Where unrevised artifacts are included, they have been purposefully selected to exhibit growth and their presence is explained 	<p>Checkpoint 1</p> <p>These skills are rarely present and when attempted they potentially are of poor quality.</p> <p>Scoring & Notes:</p>	<p>Checkpoint 2</p> <p>The presence of these skills is variable and when present the quality of these skills is inconsistent.</p> <p>Scoring & Notes:</p>	<p>Checkpoint 3</p> <p>The presence of these skills remains variable, but forward progress is evident.</p> <p>Scoring & Notes:</p>	<p>Capstone</p> <p>These skills are consistently present and demonstrate mastery through high quality work.</p> <p>Scoring & Notes:</p>

Rubric adapted from Auburn University’s ePortfolio Project, Office of University Writing: <http://wp.auburn.edu/writing/eportfolio-project/faculty-support/> and Rhodes, T. (2010). Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics. Washington, DC: AAC&U Publications. <http://eportfolio.praxis.blogspot.com/2012/08/sample-eportfolio-rubric-for.html>

TECHNICAL COMPETENCY				
<p>The author uses technical features to enrich the delivery</p> <p>Attention to technical details: Attention has been given to ensure that technical features work as intended and support the professional identity. Examples include:</p> <ul style="list-style-type: none"> • Photos and graphics are of high quality/resolution • Artifacts that utilize video/sound are well-edited and of good quality • Links are active and well-labeled <p>Ethical literacy: There is clear consideration of intellectual property and fair use:</p> <ul style="list-style-type: none"> • When another’s work is used, credit is given with correct formatting • There is reference to personal authorship and ownership of materials • There is consistent and appropriate use of others’ likeness, work, and/or images <p>The content of the ePortfolio itself reflects an awareness of the public nature of the internet:</p> <ul style="list-style-type: none"> • Careful consideration of privacy issues is evident • Anonymous individuals are not treated as objects in service of the author’s message 	Checkpoint 1	Checkpoint 2	Checkpoint 3	Capstone
	These skills are rarely present and when attempted they potentially are of poor quality.	The presence of these skills is variable and when present the quality of these skills is inconsistent.	The presence of these skills remains variable, but forward progress is evident.	These skills are consistently present and demonstrate mastery through high quality work.
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VISUAL LITERACY				
<p>The author chooses visual elements that enhance effectiveness of their message</p> <p>Intentional use of and effective messaging with visual elements: The author demonstrates ability to evaluate effectiveness of visual elements, demonstrating:</p> <ul style="list-style-type: none"> • Consideration of how the audience will interpret visual elements • Consideration of how meaning of visual elements may not immediately be evident, and use of text descriptions to enhance intelligibility, meaning and insight • Evaluation and placement of visual elements that integrate experiences, explanation, and demonstrate connections <p>Difference from social media: The visual elements demonstrate:</p> <ul style="list-style-type: none"> • An overall professional identity reflecting careful consideration of purpose and audience that differentiates the ePortfolio from a social media site • A consistent understanding of how visual elements contribute to the audience's interpretation of the author's professional identity 	<p>Checkpoint 1</p> <p>These skills are rarely present and when attempted they potentially are of poor quality.</p> <p>Scoring & Notes:</p>	<p>Checkpoint 2</p> <p>The presence of these skills is variable and when present the quality of these skills is inconsistent.</p> <p>Scoring & Notes:</p>	<p>Checkpoint 3</p> <p>The presence of these skills remains variable, but forward progress is evident.</p> <p>Scoring & Notes:</p>	<p>Capstone</p> <p>These skills are consistently present and demonstrate mastery through high quality work.</p> <p>Scoring & Notes:</p>



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CRITICAL THINKING THROUGH REFLECTION



<p>The ePortfolio demonstrates critical thinking through reflection across a variety of elements</p> <p>Selection of artifacts: The selected artifacts in the ePortfolio demonstrate the result of an evaluative process because they:</p> <ul style="list-style-type: none"> • Represent various experiences both in and out of class in a coherent way • Analyze the selected artifacts to demonstrate an intended meaning • Demonstrate the ability to examine how the artifacts contribute to the overall message of the ePortfolio • Successfully demonstrate the ability to curate a collection of artifacts that creates a clear sense of identity, purpose, and audience <p>Reflective writing: Writing throughout the ePortfolio:</p> <ul style="list-style-type: none"> • Reinforces the central message of the ePortfolio • Explains the relationship between experiences and their visual representations • Critically examines experiences, perceptions, interpretations, and identity • Demonstrates a professional identity that simultaneously integrates past experiences and projects into the futures 	<p>Checkpoint 1</p> <p>These skills are rarely present and when attempted they potentially are of poor quality.</p> <p>Scoring & Notes:</p>	<p>Checkpoint 2</p> <p>The presence of these skills is variable and when present the quality of these skills is inconsistent.</p> <p>Scoring & Notes:</p>	<p>Checkpoint 3</p> <p>The presence of these skills remains variable, but forward progress is evident.</p> <p>Scoring & Notes:</p>	<p>Capstone</p> <p>These skills are consistently present and demonstrate mastery through high quality work.</p> <p>Scoring & Notes:</p>
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