

Final Portfolio Rubric

Aesthetic Awareness	Exemplary (10)	Proficient (5)	Unsatisfactory (0)
Student demonstrates effective expression within creative genres (i.e., poetry, fiction, personal narrative).	There is a strong sense of play and taking risks with creativity in the writing. The student uses interesting and engaging rhetoric, including significant detail and imagery. The student is aware of the audience.	There is a sense of play and taking risks with creativity in the writing. These risks and creative touches often result in interesting and engaging rhetoric, but there may be some question about who the intended audience is.	The student shows no evidence of taking risks or engaging creatively in writing or the student shows lack of audience awareness in his/her use of creativity.
Critical Analysis	Exemplary (10)	Proficient (5)	Unsatisfactory (0)
Student communicates analysis, interpretation, evaluation, and criticism of a variety of texts.	The student's analysis is thorough and consistently moves beyond the obvious. There is care to answer how/why questions fully and connect them to cultural or theoretical forces. The rhetoric is appropriate for the intended audience and there is evidence of scholarly research.	The student's analysis is thorough and moves beyond the obvious more often than not, although not consistently. There is care to answer how/why questions and connect them to cultural or theoretical forces. There is some evidence of scholarly research and awareness of audience.	The student's analysis is thin and focuses on the obvious. There is little evidence of attempting to answer how/why questions and connect them to cultural or theoretical forces. There is little or no evidence of scholarly research or audience awareness.
Student identifies, defines, and applies critical theories.	The student demonstrates a working knowledge of critical and literary theories. The student can juxtapose theorists and texts to demonstrate a strong understanding of the scholarly work in the field. The student also shows how the theories manifest themselves in the text through a strong analysis.	The student demonstrates knowledge of critical and literary theories, but may apply only one theory or provide only a basic definition of the theory. The student's knowledge does not allow him/her to discuss relationships between theories. The student can apply a theory to a text, but the analysis seems thin in parts.	The student demonstrates little knowledge of critical and literary theories. Where theories are applied, they are misrepresented or inappropriate. Or the student incorporates several theories ineffectively, causing the argument to lack focus or depth.
Student can make connections between historical, philosophical, and cultural contexts.	The student does an excellent job of contextualizing the text (as well as the theories being applied), communicating a solid knowledge of relevant cultural/political/historical forces and connecting	The student attempts to contextualize the text (and theories being applied), and communicates a basic knowledge of relevant cultural/political/historical forces. Connections to text may at times seem brief or under-developed.	The student mentions the historical moment or cultural context, but does not show evidence of connecting that moment usefully to the text.

	them meaningfully to the text.		
Student identifies, describes, analyzes and applies linguistic or rhetorical theory.	The student shows a thorough competency and knowledge of linguistic terms and theories and can apply them to discourse/language practices with analysis that shows depth and insight.	The student shows a basic understanding of linguistic terms and theories and can apply them to discourse/language practices with analysis that sometimes moves beyond the obvious.	The student cannot demonstrate accurate knowledge of linguistic terms and theories.
Ethical Analysis	Exemplary (10)	Proficient (5)	Unsatisfactory (0)
Student compares and contrasts a variety of cultural perspectives.	The student is able to move comfortably among a number of cultural perspectives.	The student is aware of similarities and differences in various cultural perspectives.	The student ignores the cultural forces that shape the text and/or seems to be limited to one cultural perspective.
Student evaluates ethical issues and consequences in diverse texts.	The student is able to locate and discuss basic ethical dilemmas, recognize ethical choices, and note consequences. The student is able to recognize subtleties and complexities in the ethical dilemmas, choices, and consequences presented in the text, and can discuss them with clarity and sophistication.	The student is able to locate and discuss basic ethical dilemmas, recognize ethical choices, and note consequences. The student's analysis usually goes beyond simple dichotomies, but the complexities of the dilemmas, choices, and consequences presented in the text may not be thoroughly discussed.	The student is unable to locate ethical dilemmas, and/or to recognize ethical choices and their consequences. The student's analysis might briefly mention ethical dilemmas, choices, and consequences, but does not develop these ideas adequately.
Research	Exemplary (10)	Proficient (5)	Unsatisfactory (0)
Student has conducted and incorporated effective research, including evaluation of sources.	The "Works Cited" page demonstrates thorough research and includes an impressive range of credible sources. Citations (in-text and on "Works Cited" page) clearly follow MLA or appropriate standards.	The "Works Cited" page demonstrates some careful research and includes credible sources. Correct citations (in text and on "Works Cited" page) generally follow MLA or appropriate standards.	The "Works Cited" page suggests that the student did minimal research. An inappropriate number of sources is included, and/or the credibility of the sources is questionable. Sources are cited incorrectly or not at all.
Student has synthesized sources into a coherent argument.	The student effectively integrates information from appropriate sources and thoroughly explains how/why the information relates to claims being	The student integrates information from adequate sources and in most places explains how/why the information relates to claims.	The student "plops" borrowed information into the argument without explaining its significance. There may also be inappropriately

	made in the argument.		long block quotations and/or sources that are presented with very little introduction or explanation.
Portfolio Presentation	Exemplary (10)	Proficient (5)	Unsatisfactory (0)
Student has included relevant components (including resume and examples of each departmental objective).	The student has followed the portfolio guidelines carefully, has included a clearly structured resume and an appropriate example of each departmental objective. The table of contents is well-organized and the overall presentation is impressive.	The student has followed most of the portfolio guidelines, has included an adequate resume and an example of each departmental objective. The portfolio includes a table of contents.	The student has not followed the portfolio guidelines carefully, has forgotten to include a significant component (i.e., the resume or reflective memo) or has included documents that were thrown together hastily. The examples are not clearly labeled to indicate which objective they fulfill, and/or the table of contents is disorganized or missing.
Student has included an appropriate reflective memo.	The memo provides an in-depth understanding and critical examination of the student's work, using specific, convincing evidence and impressive details to support claims.	The memo identifies patterns in the student's work, using some examples to support claims. Some ideas may seem brief or under-developed.	The memo addresses the topic briefly, without a detailed examination of the student's work and with few examples or supports.

Total possible points=110

A=98-110

B=86-97

C=74-85

D=62-73

F=0-61