

<b>E-portfolio Assessment Rubric for SPAN 440</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p><b>Items/Artifacts Demonstrating Learning Integration and Cohesiveness</b> (Items/Artifacts can include papers (writing), images, audio clips, videos, other documents, etc.)</p>	<p>Clear evidence of a practical and theoretical understanding of a body of knowledge related to two or more experiences and how they integrate with each other. Demonstrates curiosity and integrative conclusions, syntheses.</p>	<p>Artifacts demonstrate basic understanding of knowledge related to two or more experiences. Artifacts are of a high quality. Some general rationale for inclusion of artifacts is presented. Artifacts are drawn from a variety of contexts and demonstrate some curiosity.</p>	<p>Artifacts are of poor quality and/or some aspects are not addressed. No inclusion rationale provided. Artifacts illustrate weak integration. Barely any curiosity.</p>	<p>Unclear or contradictory evidence of learning integration and cohesiveness. Student treats each experience as a separate area or some areas of integration are omitted. No curiosity.</p>
<p><b>Writing/</b> Vocabulary, sentence structure, organization, correct grammar, etc.)</p>	<p>Writing is clear and presents logical and theoretical connections between multiple experiences in a cohesive way.</p>	<p>Writing is clear and organized. Complex issue/questions are framed and addressed.</p>	<p>Writing is unclear and somewhat disorganized. Complex issues/questions are framed or addressed but may be unclear.</p>	<p>Writing is unclear and disorganized. Few, if any, complex issues/questions are framed or addressed.</p>
<p><b>Reflection/Critique</b> (Describes growth over time in knowledge and skill, linking accomplishments and portfolio artifacts to course, and/or personal goals. Reflections include knowledge of a cultural worldview framework different from the students' own and understanding of cultural differences. The student is highly aware of the sensitivities of another cultural group.</p>	<p>Student reflections/critiques identify and describe professional growth from experiences both inside and outside of the classroom and encompass and display significantly changed perspectives about his/her understanding of a cultural worldview framework</p>	<p>Most of the student reflections/critiques identify and describe growth from experiences and learning both inside and outside of the classroom and encompass and display broader perspectives related to a worldview different from their own. The student shows some awareness</p>	<p>Student reflections and critiques reveal some depth, with slightly broader perspectives but are not indicative of critical thought related to a worldview different from their own. The student is not really aware of the sensitivities of another cultural group.</p>	<p>Student reflections and critiques are unclear on growth from inside and outside of the classroom, are generally at the surface level without linking to a broader perspective related to a worldview different from their own and to the sensitivities of another cultural group.</p>

	different from their own. The student is aware of the sensitivities of another cultural group.	of the sensitivities of another cultural group.		
<b>Organization</b> (How intuitive it is to locate materials in the portfolio, table of contents included to aid in navigation, links to artifacts work, use of relevant items that are grouped coherently.)	The portfolio is very organized and is easy to navigate. The items included are focused on addressing the overall goal of the portfolio to showcase the student's learning experience.	The portfolio is organized and is somewhat easy to navigate. Most of the items included address the overall goal of the portfolio to showcase the student's learning experience.	The portfolio is unorganized. Some of the items included relate to the overall goal of the portfolio to showcase the student's learning experience.	The portfolio is unorganized and difficult to navigate. Items included do not relate to the overall goal of the portfolio to showcase the student's learning experience.
<b>Integration of Theory and Practical Application</b> (Knowledge and application of relevant theoretical foundation)	Clear evidence that shows integration of in-class activities and site visits and includes meaningful syntheses of the connections among the experiences and reflects a deeper understanding of both theory and application. Creates a whole out of the parts of the experiences selected through conclusions and examples.	The portfolio focuses on in-class activities and site visits with several components that illustrate deep integration. Individual experiences are evident, though some areas more enhanced and demonstrated than others.	The portfolio focuses on in—class activities and site visits as separate components with little integration.	In class activities are listed, but no integration is shown. OR site visits are described with little/no link to theory.