

CCII FINAL PORTFOLIO EVALUATION SHEET¹

Student: _____ Portfolio Grade: _____

Comments:

GROWTH THROUGHOUT PORTFOLIO

O = outstanding G = good S = satisfactory W = weak D = deficient

OUTCOMES	O	G	S	W	D
Portfolio demonstrates that writing is a practice that involves a multi-stage, recursive and social process as evidenced by significant/appropriate global revisions prompted by instructor and peer comments, in addition to student's own self-initiated global revisions. (CV1)					
Portfolio--taken in the context of the student's research agenda--demonstrates perseverance and openness to developing ideas and writing across time, as evidenced by evolution from draft to draft and growth across assignments. (CV1)					
Portfolio demonstrates that writing is shaped by audience, purpose, genre, and context as evidenced by student's ability to meet the expectations of the portfolio. (CV3)					

REFLECTIVE STATEMENT

O = outstanding G = good S = satisfactory W = weak D = deficient

OUTCOMES	O	G	S	W	D
Shows an understanding that writing is a practice that involves a multi-stage, recursive and social process. (CV1)					
Shows an understanding that close and critical reading/analysis is necessary for listening to and questioning texts, arriving at a thoughtful understanding of those texts, and joining the academic and/or public conversations represented by those texts. (CV2)					
Shows how student's understanding of their research issue deepens after encountering diverse perspectives from varied sources, especially those who contradict the students' original beliefs. (CV2)					
Shows an understanding that writing is shaped by audience, purpose, and context, both through discussion and through the ability to meet the expectations of the assignment/portfolio. (CV3)					
Shows an understanding of the role of information literacy in the practice of writing, both through discussion and through incorporation of meaningful examples from student's work. (CV4)					
Shows students understanding of the ethical dimensions of writing and the complexity of issues. (CV5)					

¹ This evaluation form has been updated for AY 2021-22.

ANNOTATED BIBLIOGRAPHY

O = outstanding G = good S = satisfactory W = weak D = deficient

OUTCOMES	O	G	S	W	D
Demonstrates the ability to interpret and understand writers' messages and how they are constructed, and to contextualize different perspectives within ongoing conversations. (CV2)					
Demonstrates rhetorical awareness by formatting the document to meet the expectations of the assignment and by using the formal academic citation method of APA bibliographic entries. (CV3)					
Demonstrates the ability to find sources with credibility and expertise in a variety of venues, while also acknowledging the benefits and limitations of dominant/mainstream media and scholarly research. (CV4)					
Demonstrates the ability to evaluate a source's credibility, usefulness, expertise, and perspective/angle of vision, and to assess a source for fairness and accuracy. (CV4)					
Demonstrates awareness of and respect for multiple points of view on an issue by collecting sources that represent a variety of perspectives (e.g. local, political, disciplinary, social, activist, etc.) and kinds of information, including sources that center underrepresented and marginalized voices. (CV5)					

PORTFOLIO ESSAYS/MAJOR PROJECTS

O = outstanding G = good S = satisfactory W = weak D = deficient

OUTCOMES	O	G	S	W	D
Demonstrate a process-based approach to writing that uses global and local revision strategies. (CV1)					
Show that the student understood, analyzed, and synthesized ideas from a diverse body of research/sources/texts, so as to develop their own informed arguments and to join and possibly expand existing conversations. (CV2)					
Demonstrate ability to craft a coherent, well-structured argument. (CV3)					
Demonstrate rhetorical awareness and thoughtful response to the audience, purpose, genre, and context of a rhetorical situation. (CV3)					
Choices for language, tone, vocabulary, and style reflect the student's self-determined rhetorical purpose. (CV3)					
Demonstrate the ability to select and use research/sources/texts effectively to contextualize, develop, and interpret ideas, and to support their own arguments with details and evidence. (CV4)					
Demonstrate the ability to appropriately introduce and synthesize source material into writing; this includes contextualizing sources and their expertise/perspective, using signal phrases, and accurately citing sources following a formal or other rhetorically-appropriate citation style. (CV4)					
Present qualified claims, recognizing that no argument is beyond dispute, and make ethical language choices that consider the impact of those choices. (CV5)					
Present the stakeholders with complexity and fairness. (CV5)					
Clearly delineate student's voice/ideas from those of others', and clearly identify all sources used in the essay/project with a citation method appropriate for the genre. (CV5)					

Guide to the CCI Portfolio and Evaluation Form

The First-Year Writing Program uses portfolios of student writing as the primary form of assessment in the course because this practice aligns with our Core Values: We want to honor writing as a process and not just a product, and we want to reward individual student growth, recognizing that “A” work isn’t the only measure of real progress and achievement, and that *understanding* writing concepts is as important as *executing/applying* them.

The portfolio contents and evaluation form allow us to grade student work **holistically**: that is, the whole (the portfolio) is greater than the sum of its parts (the individual items within it). The reflective statement creates a window into your understanding of writing and into aspects of your process and progress this semester that might not be visible in looking at the other major course assignments alone. Likewise, the “Growth Throughout the Portfolio” section of the form captures aspects of learning and your development as a writer that cannot be seen in the individual assignments alone.

With this in mind, please recognize that **ALL** parts of this portfolio are important, including the care in putting it together. In particular, **drafts** for major assignments are critical: they are artifacts of your composing process and allow you to demonstrate the ability to revise. **Instructor-commented drafts are required, and missing other items will significantly impact your grade (see checklist below).** Just as important, there is an expectation that the revised drafts are actually revised: revision is heavily considered when we evaluate portfolios.

Portfolio Contents Checklist:

- Reflective Statement
- Annotated Bibliography
- Final, revised version of major writing project 1
- Instructor-commented draft major writing project 1
- Final, revised version of major writing project 2
- Instructor-commented draft of major writing project 1

“Key” to the Core Values and Color-coding

Core Value 1	Core Value 2	Core Value 3	Core Value 4	Core Value 5
Writing is a practice that involves a multi-stage, recursive and social process.	Close and critical reading/analysis is necessary for listening to and questioning texts, arriving at a thoughtful understanding of those texts, and joining the academic and/or public conversations represented by those texts.	Writing is shaped by audience, purpose, genre, and context.	Information literacy is essential to the practice of writing.	Writing has power and comes with ethical responsibilities.