**CCII FINAL PORTFOLIO EVALUATION SHEET**

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Portfolio Grade: \_\_\_\_\_\_\_\_\_

Comments:

Portfolio Contents Checklist:

☐ Reflective Statement

☐ Multimodal Rhetoric Assignment

☐ Annotated Bibliography

☐ Final, revised essay

☐ Instructor-commented draft of essay

☐ Final, revised essay

☐ Instructor-commented draft of essay

**FINAL PORTFOLIO**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **EVALUATION** | **Core Value 1** | **Core Value 2** | **Core Value 3** | **Core Value 4** | **Core Value 5** |
| Student ***has met*** the indicated CCII learning goals ***with distinction***. |  |  |  |  |  |
| Student ***has******met*** the indicated CCII learning goals. |  |  |  |  |  |
| Student ***has NOT met*** the indicated CCII learning goals. |  |  |  |  |  |

**REFLECTIVE STATEMENT**

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

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| --- | --- | --- | --- | --- | --- |
| **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 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 an understanding of the ethical dimensions of writing. (CV5) |  |  |  |  |  |

**MULTIMODAL RHETORIC ASSIGNMENT**

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

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| **OUTCOMES** | **O** | **G** | **S** | **W** | **D** |
| Demonstrates thoughtful consideration of how audio, visual, and/or design components can be used intentionally to generate meanings/messages. (CV2) |  |  |  |  |  |
| Demonstrates the ability to connect creative choices in composition/design of the multimodal text to audience, purpose, and context. (CV3) |  |  |  |  |  |
| Demonstrates responsiveness to the assignment context by meeting portfolio requirements and guidelines. (CV3) |  |  |  |  |  |
| Demonstrates the ability to attribute information, material, and/or text to sources as appropriate for the genre and assignment. (CV5) |  |  |  |  |  |

**ANNOTATED BIBLIOGRAPHY**

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **OUTCOMES** | **O** | **G** | **S** | **W** | **D** |
| Demonstrates the ability to recognize genres of sources and curate a varied collection of sources appropriate for the student’s research topic/agenda. (CV2) |  |  |  |  |  |
| Demonstrates rhetorical awareness by selecting sources and formatting the document to meet the expectations of college-level research. (CV3) |  |  |  |  |  |
| Demonstrates the ability to understand and evaluate the quality and usefulness of information. (CV4) |  |  |  |  |  |
| Treats the research topic as complex through sources that represent a variety of perspectives (e.g. political, disciplinary, social, etc.) and information. (CV5) |  |  |  |  |  |

**ARGUMENTATIVE ESSAYS**

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

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| --- | --- | --- | --- | --- | --- |
| **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 explored a complex issue, then developed and communicated a claim that incorporates or builds on ongoing textual discussions from informal and formal research. (CV2) |  |  |  |  |  |
| Demonstrate skillful use of argumentative strategies and claim types. (CV3) |  |  |  |  |  |
| Demonstrate rhetorical awareness and response to the audience, purpose, and context of a rhetorical situation. (CV3) |  |  |  |  |  |
| Maintain grammar and mechanical conventions, tone, vocabulary, and style appropriate to academic and public discourse. (CV3) |  |  |  |  |  |
| Demonstrate the ability to use research/sources/texts appropriately to develop and support an argument with details and evidence. (CV4) |  |  |  |  |  |
| Demonstrate the ability to appropriately and correctly introduce and blend source material into writing, using signal phrases and formal citation (CV4) |  |  |  |  |  |
| Rely on logical reasoning and evidence, but also recognize the complexity of issues and the inability to draw indisputable conclusions. (CV5) |  |  |  |  |  |
| Clearly delineate student’s voice/ideas from others’, and identify sources clearly in the essay and with a references page. (CV5) |  |  |  |  |  |