**FOUNDATIONS FOR COLLEGE WRITING**

**FINAL PORTFOLIO EVALUATION SHEET**

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

Comments:

Portfolio Contents Checklist:

☐ Reflective Statement

☐ Source Analysis/Response

☐ Source Analysis/Response

☐ 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 FCW learning goals ***with distinction***. |  |  |  |  |  |
| Student ***has******met*** the indicated FCW learning goals. |  |  |  |  |  |
| Student ***has NOT met*** the indicated FCW 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 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) |  |  |  |  |  |

**SOURCE ANALYSES/RESPONSES**

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **OUTCOMES** | **O** | **G** | **S** | **W** | **D** |
| Demonstrate writing as a way to think, to discover, and to explore ideas. (CV1) |  |  |  |  |  |
| Demonstrate the ability to effectively read, understand, and summarize complex texts. (CV2) |  |  |  |  |  |
| Demonstrate the ability to read texts critically to evaluate, critique, and question those messages and how they are constructed. (CV2) |  |  |  |  |  |
| Demonstrate an attempt to provide some rhetorical context—the type of source, the author, publication info, etc. (CV3) |  |  |  |  |  |
| Demonstrate responsiveness to audience and context by meeting assignment and portfolio requirements and guidelines. (CV3) |  |  |  |  |  |
| Demonstrate an attempt to correctly, clearly, and effectively incorporate sources/texts through the use of signal phrases, paraphrases, summaries, and/or quotes. The student's voice is clearly delineated from other authors. (CV4) |  |  |  |  |  |
| Demonstrate an attempt to summarize others accurately and treat other authors with respect, including those with different points of view. (CV5) |  |  |  |  |  |
| Demonstrate that the student recognizes their own point of view and can create boundaries between their ideas and others’ through voice markers. (CV5) |  |  |  |  |  |

**PORTFOLIO ESSAYS**

*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 and that makes use of feedback. (CV1) |  |  |  |  |  |
| Demonstrate the ability to read and work with complex, college-level texts. (CV2) |  |  |  |  |  |
| Demonstrate effort to produce quality writing in relation to clarity, development, organization, and structure. (CV3) |  |  |  |  |  |
| Demonstrate rhetorical awareness and an attempt to respond to the audience, purpose, and context of a rhetorical situation. (CV3) |  |  |  |  |  |
| Respond to expectations of grammar and mechanical conventions, tone, vocabulary, and style for the assignment. (CV3) |  |  |  |  |  |
| Demonstrate an attempt to select appropriate sources and information from sources to effectively develop an essay. (CV4) |  |  |  |  |  |
| Demonstrate an attempt to use sources/texts correctly, clearly, and effectively through the use of signal phrases, summaries, paraphrases, and quotes. (CV4) |  |  |  |  |  |
| Demonstrate an attempt to accurately and respectfully represent the ideas of others. (CV5) |  |  |  |  |  |
| Delineate student’s voice/ideas from others’, and identify sources clearly in the essay and with a references page. (CV5) |  |  |  |  |  |