**CCI/ICCI FINAL PORTFOLIO EVALUATION SHEET**

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

Comments:

Portfolio Contents Checklist:

☐ Reflective Statement

☐ Critical Engagement Assignment

 ☐ Summaries

 ☐ Dialogic Piece

☐ 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 CCI/ICCI learning goals ***with distinction***. |  |  |  |  |  |
| Student ***has******met*** the indicated CCI/ICCI learning goals. |  |  |  |  |  |
| Student ***has NOT met*** the indicated CCI/ICCI 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)  |  |  |  |  |  |

**CRITICAL ENGAGEMENT ASSIGNMENT (SUMMARIES + DIALOGIC PIECE)**

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

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| **OUTCOMES** | **O** | **G** | **S** | **W** | **D** |
| Demonstrates writing as a way to think, to discover, and to explore ideas. (CV1) |  |  |  |  |  |
| Demonstrates the ability to effectively read, understand, and summarize complex texts. (CV2) |  |  |  |  |  |
| Demonstrates the ability to read texts critically to evaluate, critique, and question those messages and how they are constructed. (CV2) |  |  |  |  |  |
| Demonstrates the ability to synthesize complementary and divergent ideas. (CV2) |  |  |  |  |  |
| Demonstrates the ability to identify types of sources and understand their rhetorical context. (CV3) |  |  |  |  |  |
| Demonstrates responsiveness to audience and context by meeting assignment and portfolio requirements and guidelines. (CV3) |  |  |  |  |  |
| Correctly, clearly, and effectively incorporates sources/texts through the use of signal phrases, paraphrases, summaries, and quotes. The student's voice is clearly delineated from other authors. (CV4) |  |  |  |  |  |
| Acknowledges and respects divergent points of view. (CV5) |  |  |  |  |  |
| Demonstrates 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*

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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) |  |  |  |  |  |
| Engage with and synthesize the ideas of others so as to develop and trace the student’s own thinking. (CV2)  |  |  |  |  |  |
| Demonstrate quality writing in relation to clarity, development, organization, and structure. (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 the assignment. (CV3) |  |  |  |  |  |
| Demonstrate the ability to select appropriate sources and information from sources to effectively develop an essay. (CV4) |  |  |  |  |  |
| Demonstrate the ability to use sources/texts correctly, clearly, and effectively through the use of signal phrases, summaries, paraphrases, and quotes. (CV4) |  |  |  |  |  |
| Acknowledge and communicate complex concepts and ideas logically. (CV5) |  |  |  |  |  |
| Clearly delineate student’s voice/ideas from other’, and identify sources clearly in the essay and with a works referenced page. (CV5) |  |  |  |  |  |