

## CCII FINAL PORTFOLIO EVALUATION SHEET

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 <b>as evidenced by significant/appropriate global revisions prompted by instructor and peer comments, in addition to student's own self-initiated global revisions.</b> (CV1)					
Portfolio--taken in the context of the student's research agenda--demonstrates perseverance and openness to developing ideas and writing across time, <b>as evidenced by evolution from draft to draft and growth across assignments.</b> (CV1)					
Portfolio demonstrates that writing is shaped by audience, purpose, genre, and context <b>as evidenced by student's ability to meet the expectations of the portfolio.</b> (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 deepened 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)					

## MULTIMODAL RHETORIC ASSIGNMENT

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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

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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 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 understand and evaluate a source's quality, usefulness, authority/expertise, and degree of bias. (CV4)					
Treats the research topic as complex through sources that represent a variety of perspectives (e.g. political, disciplinary, social, etc.) and information, including sources that represent often marginalized voices, when these sources are available. (CV5)					

## ARGUMENTATIVE ESSAYS

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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 an argument/main claim that incorporates or builds on ongoing textual discussions from informal and formal research. (CV2)					
Demonstrate ability to craft a coherent, well-structured argument. (CV3)					
Demonstrate rhetorical awareness and response to the audience, purpose, genre, and context of a rhetorical situation. (CV3)					
Choices for grammar and mechanics, tone, vocabulary, and style reflect student's rhetorical purpose. (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)					
Present qualified claims, recognizing that no argument is beyond dispute. (CV5)					
Present the stakeholders with complexity and respect. (CV5)					
Clearly delineate student's voice/ideas from others', and identify sources clearly in the essay and with a references page. (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 to have a portfolio that is eligible to pass, 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
- Multimodal Rhetoric Assignment
- Annotated Bibliography
- Final, revised essay
- Instructor-commented draft of essay
- Final, revised essay
- Instructor-commented draft of essay

### “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, and context.	Information literacy is essential to the practice of writing.	Writing has power and comes with ethical responsibilities.