

## e-Portfolio Assessment Rubric

	<b>Exceeds Expectations</b> Portfolio reflects evidence of learning integration and cohesiveness.	<b>Meets Expectations</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b> Portfolio is incomplete in required components or components do not demonstrate learning integration and cohesiveness.
<b>Items/Artifacts Demonstrating Learning Integration and Cohesiveness</b> (Items/Artifacts can include papers (writing), images, audio clips, videos, other documents, etc.)	Clear evidence of a practical and theoretical understanding of a body of knowledge related to two or more disciplines and how they integrate with each other, includes assignments that address both theoretical and applied aspects of the disciplines. Demonstrates integrative conclusions, syntheses, and a deep understanding of the fields of study/disciplines.	Sufficient artifacts to demonstrate learning outcomes for each of the program competencies. Artifacts are of a high quality. Some general rationale for inclusion of artifacts is presented. Artifacts are drawn from a variety of contexts and illustrate the concepts from the fields of study/disciplines.	Artifacts are of poor quality and/or some program competencies are not addressed. No inclusion rationale provided. Artifacts illustrate weak integration and cohesiveness of the fields of study.	Unclear or contradictory evidence of learning integration and cohesiveness. Student treats each disciplinary area as a separate area/field or some areas of integration are omitted.
<b>Writing/Communication of Achieved Integrated Outcomes</b> (Vocabulary, sentence structure, organization, correct grammar, etc.)	Writing is clear and presents logical and theoretical connections between multiple disciplines in a cohesive way. Complex issue/question is framed and addressed using perspectives, scholarship and language from two or more disciplines.	Writing is clear and organized. Complex issue/questions are framed and addressed. Perspectives, scholarship and language from two or more disciplines are included.	Writing is unclear and somewhat disorganized. Complex issues/questions are framed or addressed but may be unclear. Perspectives, scholarship and language from two or more disciplines are included in a superficial manner.	Writing is unclear and disorganized. Few, if any, complex issues/questions are framed or addressed. Perspectives, scholarship and language from two or more disciplines are not included.
<b>Reflection/Critique</b> (Describe professional growth over time in knowledge and skill, linking accomplishments and portfolio artifacts to course, program and personal goals. Reflections include a critique of own work and offers constructive, practical alternatives for continued growth.)	Student reflections/critiques identify and describe professional growth from experiences both inside and outside of the classroom and encompass and display significantly changed perspectives about his/her understanding of complex questions or challenges related to the integration of the discipline areas.	Most of the student reflections/critiques identify and describe professional growth from experiences and learning both inside and outside of the classroom and encompass and display broader perspectives related to the integration of the discipline areas.	Student reflections/critiques reveal some depth, with slightly broader perspectives but are not indicative of critical thought and reflection.	Student reflections/critiques are unclear on professional growth from inside and outside of the classroom, are generally at the surface level without relating to a broader perspective to the items or outcomes for the program.
<b>Organization/Navigation</b> (How intuitive it is to locate materials in the portfolio, table of contents included to aid in navigation, links to artifacts work, use of relevant items that are grouped coherently.)	The portfolio is very organized and is easy to navigate. The items included are focused on addressing the overall goal of the portfolio to showcase the student work.	The portfolio is organized and is somewhat easy to navigate. Most of the items included address the overall goal of the portfolio to showcase the student work.	The portfolio is unorganized. Some of the items included relate to the overall goal of the portfolio to showcase the student work.	The portfolio is unorganized and difficult to navigate. Items included do not relate to the overall goal of the portfolio to showcase the student work.
<b>Integration of Theory and Practical Application</b> (Knowledge and application of relevant theoretical foundation)	Clear evidence that shows integration of theory and practice and includes meaningful syntheses of the connections among the courses, experiences, and disciplines and reflects a deeper understanding of both theory and application. Creates a whole out of the parts of the degree plan and disciplines selected through conclusions and examples.	The portfolio focuses on theory and practice with several components that illustrate deep integration. Individual fields from the fields of study are evident, though some areas more enhanced and demonstrated than others.	The portfolio focuses on theory and practice as separate components with little integration.	Theories are listed, but no integration is shown. OR Practical applications are given with little/no link to theory.