Grading Rubric for the FILA 450 Portfolio
Academic Year 2020-2021

Depth and Breadth of Reflection (500 points) The ability to: **explain** ideas and experiences with clarity; **explore** perspectives/preconceptions regarding ideas and experiences; **analyze** ideas and experiences, contrasting them with preconceptions and drawing conclusions; and **synthesize** ideas and experiences by discussing the implications for future thought and action in each of five areas or themes:

> **Integration, Experiential Learning, and Personalized Educational Program**
> **Engage Diverse Perspectives**
> **Public Discourse: Citizenship & Community Responsibility**
> **Global Citizenship & Intercultural Competencies**
> **Ethical Reasoning**

100 points x 5 dimensions = 500 points

90-100	80-90	70-80	60-70	Below 60
In each dimension, the student - explains ideas and experiences clearly; - identifies perspectives/ preconceptions specifically; - analyzes the ideas and experiences by contrasting them with perspectives and drawing conclusions; - and synthesizes by discussing the meaning of the ideas and experiences for the student's development, goals or actions.	In each dimension, the student - explains ideas and experiences clearly; - identifies perspectives/precon- ceptions to some extent; - analyzes the ideas and experiences to some extent by identifying at least one important aspect of an idea or experience under discussion, and identifying a change in his or her understanding; - but may lack discussion of the meaning of the ideas and experiences for the student's development, goals or actions.	In each dimension, the student - explains ideas and experiences with some degree of clarity; - and may or may not identify perspectives/ preconceptions; - but does not analyze ideas and experiences by identifying what was meaningful about the ideas and experiences, though some indication of a change in perception may be noted in passing; - and almost never places the ideas and experiences into the larger context of the student's development.	In each dimension, the student - may explain or may merely catalog ideas and experiences; - but does not identify perspectives/precon- ceptions; - does not analyze ideas by identifying what was meaningful about the ideas and experiences; - and never places the ideas and experiences into the larger context of the student's development.	In each dimension, the student - may catalog ideas and experiences but gives few explanatory details; - does not identify perspectives/precon- ceptions; - does not analyze ideas by identifying what was meaningful about the ideas and experiences or identify any change in perception as a result of the ideas and experiences; - and never places the ideas and experiences into the larger context of the student's development.

Essay-Supporting Items (200 points) Includes at least six assignments, papers, and/or projects from major, general education, or elective courses that illustrate growth or achievement in any of the areas itemized above and that constitute evidence for ideas and experiences discussed in the reflective essay.

180-200	179-160	159-140	139-120	Below 119
- The portfolio includes at least six assignments, papers, or projects. - In the reflective essay or on a web-portfolio page for each artifact, the student --fully discusses each artifact, --and makes a compelling argument for each artifact's significance as evidence of the student's growth and development. - The artifacts are clearly labeled in the essay and on the webpage. - The artifacts are hyperlinked in the essay.	- The portfolio includes four or five assignments, papers, or projects. - In the reflective essay or on a web-portfolio page for each artifact, the student --fully discusses each artifact, --and makes a compelling argument for each artifact's significance as evidence of the student's growth and development. **OR** - The portfolio includes six (or more) artifacts --which are referred to or briefly discussed in the reflective essay or on a web-portfolio page for each artifact, --but not fully discussed in a fashion that makes the case for each artifact's significance in the student's growth and development. - Artifacts are clearly labeled on the webpage, but perhaps not hyperlinked within the essay.	- The portfolio includes two or three assignments, papers, or projects. - In the reflective essay or on a web-portfolio page for each artifact , the student --fully discusses each artifact, --and makes a compelling argument for each artifact's significance as evidence of the student's growth and development. **OR** - The portfolio includes four or five artifacts --which are referred to or briefly discussed in the reflective essay or on a web-portfolio page for each artifact, --but not fully discussed in a fashion that makes the case for each artifact's significance in the student's growth and development **OR** - The portfolio includes six (or more) items, which are neither referred to nor discussed in the essay or on a web-portfolio page. - Artifacts are neither clearly labeled on the webpage nor hyperlinked within the essay.	- The portfolio includes one or two assignments, papers, or projects. - In the reflective essay or on a web-portfolio page for each artifact , the student --fully discusses each artifact, --and makes a compelling argument for each artifact's significance as evidence of the student's growth and development. **OR** - The portfolio includes three or four artifacts --which are referred to in the reflective essay or briefly discussed on a web-portfolio page for each artifact, --but not discussed in a fashion that makes the case for each artifact's significance in the student's growth and development. - Artifacts are present, but neither clearly labeled nor easy to locate.	The portfolio contains no assignments, papers, or projects.

Other Artifacts (3 x 50 points each)

- analysis software (e.g., Excel) to analyze and represent data;
- video of a classroom presentation or presentation visual aid (e.g., PowerPoint, Prezi);
- Web page presentation of portfolio.

(The data analysis and presentation may be incorporated into Essay-Supporting Items, in which case separate artifacts are not required. However, if an artifact is to count as an Essay-Supporting Item and as a presentation/data analysis artifact, this should be clearly communicated to the reader by storing it in two places in the portfolio.

45-50	**44-40**	**39-35**	**34-30**	**Below 29**
In the web-portfolio page, the student • Includes a presentation artifact that demonstrates excellent communication skills,. or • Includes evidence of excellent data analysis skills, or • In the case of the web-based portfolio, site is professionally presented and impressively designed.	In the reflective essay or on a web-portfolio page, the student • Includes a presentation artifact that demonstrates good communication skills,. or • Includes evidence of good data analysis skills, or • In the case of the web-based portfolio, site is professionally presented and well designed.	• Includes a presentation artifact that demonstrates satisfactory communication skills. or • Includes evidence of satisfactory data analysis skills, or • In the case of the web-based portfolio, site is professionally presented but with design flaws	• Includes a presentation artifact that demonstrates poor communication skills, or • Includes evidence of poor data analysis skills, or • In the case of the web-based portfolio, site is unprofessional or poorly designed.	The artifact is absent or inappropriate.

Resume and Cover Letter (100 points or 50 pts each) Submit a resume and cover letter (or grad school application essay) that could be sent to employers or graduate schools as is.

45-50	**44-40**	**39-35**	**34-30**	**Below 29**
• The resume is an effective and concise summary of the student's academic, employment, and extracurricular qualifications, • and the student uses 'action words' to highlight specific skills, competencies and achievements. • The cover letter is a well-crafted summary of the student's background and is customized for a specific and appropriate audience (e.g. internships, summer jobs, volunteer work, graduate school, or post-graduate opportunities), • and demonstrates use of the skills and experiences discussed in the student's reflective essay. • Both documents show awareness of visual presentation and layout, and are thoroughly proofread.	• The resume and cover letter meet the above qualifications, • but the cover letter is not crafted for a specific and appropriate audience.. **OR** • The resume and cover letter meet the above qualifications, except that the cover letter contains limited errors in mechanics, style, and presentation. **OR** • The cover letter meets all of the above qualifications, • but the resume does not use action words • or does not highlight specific skills, competencies and achievements • or contains limited errors in mechanics, style, and presentation. **OR** • Both the resume and cover letter contain limited errors in mechanics, style, and presentation.	• The resume does not use action words • **or** does not highlight specific skills, competencies and achievements • **or** contains limited errors in mechanics, style, and presentation. • **T**he cover letter is not crafted for a specific and appropriate audience • **or** the cover letter contains limited errors in mechanics, style, and presentation. **OR** • Both the resume and the cover letter have excessive errors.	• Only one of the documents is present.	• Neither the resume nor the cover letter is present.

*Note: Under no circumstance other than as limited self-quotation should portions of the essay be copied and pasted from texts written for other classes. **This reflection should reflect the perspective of a senior**. Under **no** circumstance whatsoever should portions of the essay be copied from another student's text.

PLAGIARISM AND ACADEMIC INTEGRITY:

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research or self-expression, including in-class exams. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement, the students are guilty of plagiarism. Students are expected to abide by the Bridgewater Honor System and Code of Ethics and any violation of the Code of Honor will result in a 0 for the assignment and a referral to the Honor Council for disciplinary action.