e-Portfolio Assessment Rubric

	Exceeds Expectations Portfolio reflects evidence of learning integration and cohesiveness.	Meets Expectations	Needs Improvement	Unsatisfactory Portfolio is incomplete in required components or components do not demonstrate learning integration and cohesiveness.
Items/Artifacts Demonstrating Learning Integration and Cohesiveness (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 point earning experiences and how they integrate with each other. Demonstrates integrative conclusions, syntheses, and a deep understanding of the theory and practice associated with a point earning experience	Artifacts demonstrate learning outcomes for each of the critical thinking learning outcomes. 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 and practice of particular point earning experience.	Artifacts are of poor quality and/or some critical thinking learning outcomes are not addressed. No inclusion rationale provided. Artifacts illustrate weak integration and cohesiveness of the point earning experiences.	Unclear or contradictory evidence of learning integration and cohesiveness. Student treats each point earning experience as a separate area or some areas of integration are omitted.
Writing/Communication of Achieved Integrated Outcomes (Vocabulary, sentence structure, organization, correct grammar, etc.)	Writing is clear and presents logical and theoretical connections between multiple point earning experiences in a cohesive way.	Writing is clear and organized. Complex issue/questions are framed and addressed.	Writing is unclear and somewhat disorganized. Complex issues/questions are framed or addressed but may be unclear.	Writing is unclear and disorganized. Few, if any, complex issues/questions are framed or addressed.
Reflection/Critique (Describe professional growth over time in knowledge and skill, linking accomplishments and portfolio artifacts to course, program and/or 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.	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 point earning experiences.	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 critical thinking outcomes.
Organization/Navigation (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.
Integration of Theory and Practical Application (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 point earning experiences and reflects a deeper understanding of both theory and application. Creates a whole out of the parts of the point earning experiences selected through conclusions and examples.	The portfolio focuses on theory and practice with several components that illustrate deep integration. Individual experinces from point earning experiences 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.