**#2** **ePortfolio RUBRIC**

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| **Criteria** | **Novice** | **Developing** | **Proficient** | **Exemplary** |
| **Reflection:** *Is there evidence that the student has learned something? That growth has occurred?* | Reflection is limited or non-existent | Reflection is apparent, but it remains on a surface level. | Reflection is thoughtful, authentic, and covers several levels and/or perspectives | Reflection is deep, consistent, and demonstrates thoughtful consideration of multiple levels/perspectives and reflects self-monitoring, and forward and backward reflection. |
| **Academic Artifacts:**  *Is there evidence that the student is engaged in his/her learning process? Have all the necessary artifacts been included?* | Course-related content is limited and/or not a thorough demonstration of applied learning | Course-related content shows little variety and demonstrates adequate applied learning | Course-related content contains some variety and demonstrates solid applied learning | Course-related content contains a variety of superior demonstrations of applied learning |
| **Personalization & Connections:**  *Does the student demonstrate s/he is making connections between course learning and other areas (other courses, personal/professional life)? Is the ePortfolio expressive and engaging?* | No connections are made between the coursework and anything else; expressiveness of personality is limited or not existent | A few connections are made between the coursework and other parts of the student’s life; expressiveness of personality is noticeable | Some connections are made between the coursework and other parts of the student’s life; expressiveness of personality is clearly evident in the content. | A variety of connections are made between the coursework and other parts of the student’s life; expressiveness of personality and is clearly apparent in the content, and creativity in this expression is evident: writing, pictures, media, etc. |
| **Audience:**  *Is the content appropriate and well done?* | The overall presentation is inconsistent and has elements that are not suitable for one audience or another. | The overall presentation is mostly consistent and mostly suitable for at least one audience. | The overall presentation is well- considered, well-done, and suitable for at least one audience | The overall presentation is well-thought out, excellently executed, and suitable for an academic as well as a wider audience |
| **Mechanics:**  *Are sentence level errors at a minimum? Is syntax and word choice correct and effective?* | Sentence level errors, including grammar, spelling, & punctuation, are so egregious that they distract from the content. Syntax and/or word choice are confusing and/or inappropriate. | There are many sentence level errors (grammar, spelling, & punctuation). Syntax is inconsistent and/or word choice is not very effective. | There are some sentence level errors (grammar, spelling, & punctuation). Syntax errors are minor and/or word choice is average. | Sentence level errors, including grammar, spelling, & punctuation, are very few to none. Syntax and word choice are exemplary. |

(adapted from Norwalk Community College, http://www.ncc.commnet.edu/dept/distancelearning/pdf/RUBRIC\_v2\_ePortfolio.pdf)