

Portfolio Assessment Rubric	Foreign Language Department Assessment of Majors	
	Name	
	Date	
	Portfolio Grade	

	EXEMPLARY	DEVELOPMENT	EMERGING	UNDEVELOPED
Context of the portfolio	<ul style="list-style-type: none"> ▪ The writer is clearly aware of the audience. There is a clear and thorough description of the context within which the work and learning have taken place. ▪ There is a thorough and detailed description of: <ul style="list-style-type: none"> ○ the writer's position and responsibilities; ○ the classes undertaken the curriculum/program; ○ goals of the student; ○ the writer's educational background. 	<ul style="list-style-type: none"> ▪ The writer is aware of the audience. There is a clear description of the context within which the work and learning have taken place. ▪ There is detailed description of: <ul style="list-style-type: none"> ○ the writer's position and responsibilities; ○ the classes undertaken; ○ the writer's ideas. 	<ul style="list-style-type: none"> ▪ The writer writes more for herself or himself than the audience. The reader must read between the lines and guess at the context for the work and learning described. ▪ There is general description of: <ul style="list-style-type: none"> ○ the writer's position, ○ the program. 	<ul style="list-style-type: none"> • The writer has forgotten that there is an audience. The context for the work and learning needs to be described. • There is little mention of the reasons for the selections.

Comments:

	EXEMPLARY	DEVELOPMENT	EMERGING	UNDEVELOPED
Thoughtfulness and Reflectivity	<ul style="list-style-type: none"> ▪ The portfolio reveals substantial evidence of thoughtfulness and reflectivity. ▪ The writer's reflections: <ul style="list-style-type: none"> ○ reveal new insights on course content and application of new concepts; ○ reveal concerns with course content and application of new concepts; ○ include questions of further inquiry; ○ include an analysis of student performance and/or reactions to new practices; ○ include a thorough assessment of the professional strengths and areas of improvement; ○ include a description of the writer's learning process. ▪ The reflections are clearly supported by specific examples from the writer's work. ▪ The writer explicitly evaluates the degree to which goals have been met and has set specific and realistic goals to extend learning. 	<ul style="list-style-type: none"> • The portfolio reveals clear evidence of thoughtfulness and reflectivity. ▪ The writer's reflections: <ul style="list-style-type: none"> ○ reveal new insight on course content, application of new concepts, and/or student performance; ○ include a general assessment of the strengths and areas of improvement; ○ reveal struggles with course content and application of new concepts; ○ include general questions. ▪ The writer has set specific and realistic goals to extend learning. 	<ul style="list-style-type: none"> ▪ The portfolio reveals some evidence of thoughtfulness and reflectivity. ▪ The writer's reflections: <ul style="list-style-type: none"> ○ are more summaries of what the writer did than the writer's thinking about what was done; ○ include vague statements of learning and struggles. • The reflections are partially supported with specific examples from the writer's work. 	<ul style="list-style-type: none"> • The portfolio reveals very little evidence of thoughtfulness and reflectivity. ▪ The writer's reflections, if included, are summaries of what the writer did. • The reflections are unsupported by examples. • The writer has set vague and/or broad goals.

Comments: