

**General Studies/General Education ePortfolio Holistic Assessment Rubric**  
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Student S#:

URL:

	Indicators	Performance Levels			
		Not Done	Poor	Satisfactory	Exemplary
<b>Organization of the ePortfolio</b>	1. Welcome Section				
	2. Goals and Outcomes Section				
	3. Learning Outside the Classroom Section				
	4. Resume Section <input type="checkbox"/> Not Done <input type="checkbox"/> Done But No Resume <input type="checkbox"/> Done And Resume Included				
	5. Platform Used: <input type="checkbox"/> Yola <input type="checkbox"/> Wordpress <input type="checkbox"/> Weebly <input type="checkbox"/> GoogleSites <input type="checkbox"/> Other:				
	Indicators	No Evidence	Little	Some	Considerable
<b>Evidentiary Assessment</b>  <i>(Counts of signature assignments or reflection)</i>	6. The student writes in multiple genres.				
	7. The student uses, interprets, or manipulates information represented as data, graphs, tables, or schematics. Where:				
	8. The student organizes and presents ideas and information orally according to standard usage.				
	9. The student engages in reflection.				
	10. The student makes connections across disciplines, courses, or assignments in his/her reflections.				
	11. The student makes connections from schoolwork to personal life in his/her reflections.				
	12. The student works with others to complete a project or assignment.				

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	<b>Indicators</b>	<b>No Evidence</b>	<b>Little</b>	<b>Some</b>	<b>Considerable</b>
<b>Evidentiary Assessment</b>  <i>(Counts of signature assignments or reflection)</i>	13. The student gathers information using technology, library resources and other modalities. Where:				
	14. The student uses credible sources in his/her work.				
	15. The student appropriately cites his/her sources.				
	16. The student demonstrates knowledge of the politics, economics, and/or historical development of the United States.				
	17. The student demonstrates knowledge of global politics, economics, historical development, and/or geography.				
	18. The student uses the scientific method or demonstrates that they understand it.				
	19. The student demonstrates problem-solving skills.				

<b>Campus and Community Engagement</b>			
<i>Evidence of the student's engagement in extra and co-curricular activities at SLCC.</i>	<input type="checkbox"/> <b>Service Learning</b> <input type="checkbox"/> <b>Athletics</b> <input type="checkbox"/> <b>Clubs</b> <input type="checkbox"/> <b>Volunteering (not S-L)</b>	<input type="checkbox"/> <b>Student Government</b> <input type="checkbox"/> <b>Internship/COOP</b> <input type="checkbox"/> <b>Globe Media</b> <input type="checkbox"/> <b>Intramural Sports</b>	<input type="checkbox"/> <b>Other:</b>

<b>Computer Hardware and Software Usage</b>			
The student uses contemporary hardware and software to effectively complete college-level assignments.	<b>Hardware</b> <input type="checkbox"/> <b>Digital Camera</b> <input type="checkbox"/> <b>Video Camera</b> <input type="checkbox"/> <b>Audio Recording Eq.</b> <input type="checkbox"/> <b>Scanner</b>	<b>Software</b> <input type="checkbox"/> <b>Word Processing</b> <input type="checkbox"/> <b>Presentation</b> <input type="checkbox"/> <b>Spreadsheet</b> <input type="checkbox"/> <b>Database</b>	<b>Software</b> <input type="checkbox"/> <b>Video Editing</b> <input type="checkbox"/> <b>Audio Editing</b> <input type="checkbox"/> <b>Image Manipulation</b> <input type="checkbox"/> <b>...</b>

<b>Lifetime Wellness Qualitative Assessment</b>	Well Below Expectations	Below Expectations	Meets Expectations	Exceeds Expectations
<p><i>The student understands the importance of physical activity and its connection to lifelong wellness—which may include how participation in a fitness, sport or leisure activity results in daily benefits including stress reduction, endorphin release, and a sense of well-being.</i></p>	<p>One artifact or instance of reflection, but it is completely unsatisfactory.</p> <p>Or</p> <p>_____No artifact or reflection.</p>	<p>At least one artifact or instance of reflection in which the student minimally expresses an understanding of the importance of physical activity and its connection to lifelong wellness.</p>	<p>At least one artifact or instance of reflection in which the student adequately expresses an understanding of the importance of physical activity and its connection to lifelong wellness.</p>	<p>At least one artifact or instance of reflection in which the student effectively expresses an understanding of the importance of physical activity and its connection to lifelong wellness.</p>

<b>Information Literacy Qualitative Assessment</b>	Well Below Expectations	Below Expectations	Meets Expectations	Exceeds Expectations
<p><i>The student uses information effectively to accomplish a specific purpose.</i></p> <p><i>Total # Assignments:</i> _____</p> <p><i>Mean Score:</i> _____</p>	<p>Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.</p> <p># of Assignments_____</p>	<p>Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.</p> <p># of Assignments_____</p>	<p>Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.</p> <p># of Assignments_____</p>	<p>Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.</p> <p># of Assignments_____</p>

<b>Quantitative Literacy Qualitative Assessment</b>	Well Below Expectations	Below Expectations	Meets Expectations	Exceeds Expectations
<p><b>Interpretation</b> <i>Ability to explain information presented to the student in the form of equations, graphs, diagrams, tables, words, etc.</i></p> <p>Total # Assignments _____ Mean Score _____</p>	<p>Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.</p> <p># of Assignments _____</p>	<p>Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.</p> <p># of Assignments _____</p>	<p>Provides accurate explanations of information presented in mathematical forms.</p> <p># of Assignments _____</p>	<p>Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.</p> <p># of Assignments _____</p>
<p><b>Manipulation</b> <i>Ability of the student to convert relevant information from one form—such as equations, graphs, diagrams, tables, words—to another.</i></p> <p>Total # Assignments _____ Mean Score _____</p>	<p>Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.</p> <p># of Assignments _____</p>	<p>Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.</p> <p># of Assignments _____</p>	<p>Competently converts relevant information into an appropriate and desired mathematical portrayal.</p> <p># of Assignments _____</p>	<p>Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.</p> <p># of Assignments _____</p>
<p><b>Communication</b> <i>Ability of the student to express quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)</i></p> <p>Total # Assignments _____ Mean Score _____</p>	<p>Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)</p> <p># of Assignments _____</p>	<p>Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.</p> <p># of Assignments _____</p>	<p>Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.</p> <p># of Assignments _____</p>	<p>Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.</p> <p># of Assignments _____</p>

<b>CT: Reflection Qualitative Assessment (Pre)</b>	Well Below Expectations	Below Expectations	Meets Expectations	Exceeds Expectations
<i>Reviewing student reflections from the first semester, or the first three courses in the ePortfolio.</i>  Total # Assignments _____  Mean Score _____	The writer fails to address the reflection prompt(s) given by the instructor. The reflection piece contains no elaboration and is too short.  # of Assignments _____	The writer partially addresses the reflection prompt(s) given by the instructor, and fails to sufficiently elaborate his/her points. S/he makes few connections, offers few insights and perspectives, etc.  # of Assignments _____	The writer addresses the reflection prompt(s) given by the instructor, and does a fairly good job with elaboration, making connections, offering new insights and perspectives, and/or uses techniques such as questioning, comparing, interpreting, and analyzing.  # of Assignments _____	The writer directly addresses the reflection prompt(s) given by the instructor, elaborates his/her points, makes real connections between the assignment and his/her learning, highlights new insights and perspectives, and/or uses techniques such as questioning, comparing, interpreting, and analyzing.  # of Assignments _____

<b>CT: Reflection Qualitative Assessment (Post)</b>	Well Below Expectations	Below Expectations	Meets Expectations	Exceeds Expectations
<i>Reviewing student reflections from the final semester, or the last three courses in the ePortfolio.</i>  Total # Assignments _____  Mean Score _____	The writer fails to address the reflection prompt(s) given by the instructor. The reflection piece contains no elaboration and is too short.  # of Assignments _____	The writer partially addresses the reflection prompt(s) given by the instructor, and fails to sufficiently elaborate his/her points. S/he makes few connections, offers few insights and perspectives, etc.  # of Assignments _____	The writer addresses the reflection prompt(s) given by the instructor, and does a fairly good job with elaboration, making connections, offering new insights and perspectives, and/or uses techniques such as questioning, comparing, interpreting, and analyzing.  # of Assignments _____	The writer directly addresses the reflection prompt(s) given by the instructor, elaborates his/her points, makes real connections between the assignment and his/her learning, highlights new insights and perspectives, and/or uses techniques such as questioning, comparing, interpreting, and analyzing.  # of Assignments _____

<b>Written Comm Qualitative Assessment</b>	Well Below Expectations	Below Expectations	Meets Expectations	Exceeds Expectations
<p><b>Genre Conventions</b>  <i>Formal and informal rules for particular kinds of texts and/ or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays.</i></p> <p>Total # Assignments _____</p> <p>Mean Score _____</p>	<p>Attempts to use a consistent system for basic organization and presentation for a specific writing task.</p> <p># of Assignments _____</p>	<p>Follows expectations appropriate to a specific writing task for basic organization, content, and presentation</p> <p># of Assignments _____</p>	<p>Demonstrates consistent use of important conventions particular to a specific writing task, including organization, content, presentation, and stylistic choices</p> <p># of Assignments _____</p>	<p>Demonstrates detailed attention to and successful execution conventions particular to a specific writing task, including organization, content, presentation, formatting, and stylistic choices</p> <p># of Assignments _____</p>
<p><b>Syntax and Mechanics</b></p> <p>Total # Assignments _____</p> <p>Mean Score _____</p>	<p>Uses language that sometimes impedes meaning because of errors in usage.</p> <p># of Assignments _____</p>	<p>Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.</p> <p># of Assignments _____</p>	<p>Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.</p> <p># of Assignments _____</p>	<p>Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error- free.</p> <p># of Assignments _____</p>

### Decision Rules for ePortfolio Holistic Assessment Rubric

Indicators	Decision Rules
#1-3	<p>First check to see if the ePortfolio has the appropriate section. Then check the quality of the page and its written and graphical contents:</p> <p><i>Poor</i>—The page is confusing (or clear but very basic), with little or no content or elaboration.</p> <p><i>Satisfactory</i>—The page is representative of good work from a typical college sophomore: It is clearly organized and contains elaboration or significant content.</p> <p><i>Exemplary</i>—The page meets the Satisfactory designation AND the rater would pick out this page to show to an external audience or as an example for other students to emulate.</p>
#4-5	<p>Self explanatory—check one box.</p>
#6	<p>The rater counts the number of written artifacts in the portfolio that represent distinct genres. No double counting within a given genre (i.e., two lab reports represents ability to write in one genre). Genres to look for include: arguments; analyses, lab reports, critiques, business correspondence, reviews, memoirs, proposals. Note that the artifact might take the form of a paper, Powerpoint presentation, poster presentation, etc., but that raters are looking for distinct genres, not modes of presentation.</p> <p><i>No Evidence</i>—One or zero artifacts representing different genres.</p> <p><i>Little</i>—Two artifacts representing different genres.</p> <p><i>Some</i>—Three or four artifacts representing different genres.</p> <p><i>Considerable</i>—Five or more artifacts representing different genres.</p>

#7	<p>The rater examines artifacts in which the student used and interpreted information represented as data, graphs, tables, or schematics.</p> <p><i>No Evidence</i>—The portfolio contains no artifacts in which the student used and/or interpreted information represented as data, graphs, tables, or schematics.</p> <p><i>Little</i>—The portfolio contains one artifact in which the student used and/or interpreted information represented as data, graphs, tables, or schematics.</p> <p><i>Some</i>—The portfolio contains two artifacts in which the student used and/or interpreted information represented as data, graphs, tables, or schematics.</p> <p><i>Considerable</i>—The portfolio contains three or more artifacts in which the student used and/or interpreted information represented as data, graphs, tables, or schematics.</p>
#8	<p>The rater examines only audio or video files in which the student is making an oral presentation.</p> <p><i>No Evidence</i>—The portfolio contains no oral presentations.</p> <p><i>Little</i>—The portfolio contains one oral presentation.</p> <p><i>Some</i>—The portfolio contains two oral presentations.</p> <p><i>Considerable</i>—The portfolio contains three or more oral presentations.</p>
#9	<p>The rater the counts the number of reflections in the ePortfolio.</p> <p><i>No Evidence</i>—There are no reflections in the ePortfolio.</p> <p><i>Little</i>—The ePortfolio contains up to five reflections.</p> <p><i>Some</i>—The ePortfolio contains six to twelve reflections.</p> <p><i>Considerable</i>—The ePortfolio contains thirteen or more reflections.</p>
#10	<p>The rater counts the reflections in which the student makes connections across disciplines, courses, or assignments.</p> <p><i>No Evidence</i>—There are no academic connection reflections in the ePortfolio.</p> <p><i>Little</i>—The ePortfolio contains one or two academic connection reflections in the ePortfolio.</p> <p><i>Some</i>—The ePortfolio contains three or four academic connection reflections in the ePortfolio.</p> <p><i>Considerable</i>—The ePortfolio contains five or more academic connection reflections in the ePortfolio.</p>
#11	<p>The rater counts the reflections in which the student makes connections from schoolwork to personal life.</p> <p><i>No Evidence</i>—There are no personal connection reflections in the ePortfolio.</p> <p><i>Little</i>—The ePortfolio contains one or two personal connection reflections.</p> <p><i>Some</i>—The ePortfolio contains three or four personal connection reflections.</p> <p><i>Considerable</i>—The ePortfolio contains five or more personal connection reflections.</p>



#12	<p>The rater examines artifacts from signature assignments and reflection.</p> <p><i>No Evidence</i>—The portfolio contains no evidence that the student can work with others in a professional and constructive manner.</p> <p><i>Little</i>—The portfolio contains one piece of evidence that the student can work with others in a professional and constructive manner.</p> <p><i>Some</i>—The portfolio contains two pieces of evidence that the student can work with others in a professional and constructive manner.</p> <p><i>Considerable</i>—The portfolio contains three or more pieces of evidence that the student can work with others in a professional and constructive manner.</p>
#13	<p>The rater examines the sources the student has cited in the portfolio, looking for instances of outside-of-class resources that indicate the student relied on the library, online databases, or other modalities to do research.</p> <p><i>No Evidence</i>—No outside-of-class resources appear to have been used by this student.</p> <p><i>Little</i>—One artifact indicates the use of sources that required research outside of class.</p> <p><i>Some</i>—Two or Three artifacts indicate the use of sources that required research outside of class.</p> <p><i>Considerable</i>—Four or more artifacts indicate the use of sources that required research outside of class.</p>
#14	<p>The rater examines the sources the student has cited in the portfolio, looking for use of credible sources.</p> <p><i>No Evidence</i>—Credible sources appear not to have been used by this student.</p> <p><i>Little</i>—One artifact indicates the use of credible sources that required research outside of class.</p> <p><i>Some</i>—Two or Three artifacts indicate the use of credible sources that required research outside of class.</p> <p><i>Considerable</i>—Four or more artifacts indicate the use of credible sources that required research outside of class.</p>
#15	<p>The rater examines the sources the student has cited in the portfolio, looking at whether those sources were sufficiently documented.</p> <p><i>No Evidence</i>—Sources appear not to have been documented by this student.</p> <p><i>Little</i>—One artifact indicates the use of sufficiently documented sources.</p> <p><i>Some</i>—Two or Three artifacts indicate the use of sufficiently documented sources.</p> <p><i>Considerable</i>—Four or more artifacts indicate the use of sufficiently documented sources.</p>

#16	<p>The rater examines artifacts from signature assignments.</p> <p><i>No Evidence</i>—The portfolio contains no artifacts demonstrating knowledge of the politics, economics, social issues, and/or historical development of the United States.</p> <p><i>Little</i>—The portfolio contains one artifact demonstrating knowledge of the politics, economics, social issues, and/or historical development of the United States.</p> <p><i>Some</i>—The portfolio contains two artifacts demonstrating knowledge of the politics, economics, social issues, and/or historical development of the United States.</p> <p><i>Considerable</i>—The portfolio contains three or more artifacts demonstrating knowledge of the politics, economics, social issues, and/or historical development of the United States.</p>
#17	<p>The rater examines artifacts from signature assignments.</p> <p><i>No Evidence</i>—The portfolio contains no artifacts demonstrating knowledge of global politics, economics, historical development, and/or geography.</p> <p><i>Little</i>—The portfolio contains one artifact demonstrating knowledge of global politics, economics, historical development, and/or geography.</p> <p><i>Some</i>—The portfolio contains two artifacts demonstrating knowledge of global politics, economics, historical development, and/or geography.</p> <p><i>Considerable</i>—The portfolio contains three or more artifacts demonstrating knowledge of global politics, economics, historical development, and/or geography.</p>
#18	<p>The rater examines artifacts from signature assignments and reflection.</p> <p><i>No Evidence</i>—The portfolio contains no artifacts or reflection in which the student demonstrates understanding of the scientific method.</p> <p><i>Little</i>—The portfolio contains one strong example of the student’s understanding of the scientific method.</p> <p><i>Some</i>—The portfolio contains two strong examples of the student’s understanding of the scientific method.</p> <p><i>Considerable</i>—The portfolio contains three or more strong examples of the student’s understanding of the scientific method.</p>
#19	<p>The rater examines artifacts in which the student was asked to deal with an unstructured problem.</p> <p><i>No Evidence</i>—The portfolio contains no artifacts in which the student addressed an unstructured problem.</p> <p><i>Little</i>—The portfolio contains one artifact in which the student addressed an unstructured problem.</p> <p><i>Some</i>—The portfolio contains two artifacts in which the student addressed an unstructured problem.</p> <p><i>Considerable</i>—The portfolio contains three or more artifacts in which the student addressed an unstructured problem.</p>