**2020 General Studies/General Education ePortfolio Holistic Assessment Rubric**

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| ***Organization of the ePortfolio*** | **Indicators** | **Performance Levels** | | | |
| **Not Done** | **Poor** | **Satisfactory** | **Exemplary** |
| 1. Welcome Section |  |  |  |  |
| 2. Goals and Outcomes Section |  |  |  |  |
| 3. Learning Outside the Classroom Section |  |  |  |  |
| 4. Coursework Section |  |  |  |  |
| 5. Platform Used: 🞎 Yola 🞎 Wordpress 🞎 Weebly 🞎 GoogleSites 🞎 Jimdo 🞎 Wix 🞎 Digication 🞎 Other: | | | | |
|  | **Indicators** | **No Evidence** | **Little** | **Some** | **Considerable** |
| ***Evidentiary Assessment***  *(Counts of signature assignments or reflection)* |  |  |  |  |  |
| 6. The student uses, interprets, or manipulates information represented as data, graphs, tables, or schematics. Where: |  |  |  |  |
| 7. The student engages in reflection. |  |  |  |  |
| 8. The student makes connections across disciplines, courses, or assignments in his/her reflections. |  |  |  |  |
| 9. The student makes connections from schoolwork to personal life in his/her reflections. |  |  |  |  |
| 10. The student works with others to complete a project or assignment. |  |  |  |  |
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|  | **Indicators** | | | | | **No Evidence** | | **Little** | **Some** | | **Considerable** |
| ***Evidentiary Assessment***  *(Counts of signature assignments or reflection)* | 11. The student gathers information using technology, library resources and other modalities. Where: | | | | |  | |  |  | |  |
| 12. The student demonstrates knowledge of the politics, economics, and/or historical development of the United States. | | | | |  | |  |  | |  |
| 13. The student demonstrates knowledge of global politics, economics, historical development, and/or geography. | | | | |  | |  |  | |  |
| 14. The student demonstrates problem-solving skills. | | | | |  | |  |  | |  |
| **Campus and Community Engagement** | | | | | | | | | | | |
| *Evidence of the student’s engagement in extra and*  *co-curricular activities*  *at SLCC.* | | **🞎 Service Learning**  **🞎 Athletics**  **🞎 Clubs**  **🞎 Volunteering**  **(not S-L)** | | **🞎 Student Government**  **🞎 Internship/COOP**  **🞎 Globe Media**  **🞎 Intramural Sports** | | | **🞎 Other:** | | | | |
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| **Lifetime Wellness Qualitative Assessment** | Well Below Expectations | Below Expectations | Meets Expectations | Exceeds Expectations |
| *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.* | One artifact or instance of reflection, but it is completely unsatisfactory.  Or  \_\_\_\_\_\_\_No artifact or reflection. | 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. | 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. | 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. |

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| **Information Literacy Indicators** | Well Below Expectations | Below Expectations | Meets Expectations | Exceeds Expectations |
| *Student will articulate a topic/ research question* | Topic/research question not articulated. | Topic/research question is articulated late in the project. | Topic/research question is articulated early in the project. | Topic/research question is articulated in an academic or professional manner. |
| *Student will indicate the intended audience/purpose of their project* | No audience/purpose. | Audience/purpose is minimally indicated. | Audience/purpose is indicated. | Audience/purpose is indicated in an academic or professional manner. |
| *Student will draw syntheses based upon sources* | Synthesis is not provided. | Synthesis is provided, but is not logical or related to sources. | Synthesis is reasonable in relation to sources. | Synthesis is excellent and point toward new areas of research. |
| *Student will distinguish their original thoughts/ideas from sources* | Original thoughts/ideas are not distinguished. | Original thoughts/ideas are minimally distinguished. | Original thoughts/ideas are distinguished. | Original thoughts/ideas are distinguished in an academic/professional manner. |
| *Student will use appropriate/credible/authoritative sources to the scope of the project* | Work does not include sources. | Work includes minimally appropriate/credible/ authoritative sources. | Work includes mostly appropriate/credible/ authoritative sources. | Work includes a variety of sources identifiable as appropriate/credible/ authoritative. |
| *Student will cite sources and use a consistent format (for each project)* | No citations provided. | Citations are incorrectly done or format has major errors. | Citations are mostly done correctly or format has few minor mistakes. | Citations are perfect and format is professionally done. |

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| **Quantitative Literacy Qualitative Assessment** | Well Below Expectations | Below Expectations | Meets Expectations | Exceeds Expectations |
| ***Interpretation***  *Ability to explain information presented to the student in the form of equations, graphs, diagrams, tables, words, etc.*  Total # Assignments\_\_\_\_\_\_\_\_\_\_\_\_  Mean Score\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.  # of Assignments\_\_\_\_\_\_\_\_\_ | Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.  # of Assignments\_\_\_\_\_\_\_\_\_ | Provides accurate explanations of information presented in mathematical forms.  # of Assignments\_\_\_\_\_\_\_\_\_\_ | Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.  # of Assignments\_\_\_\_\_\_\_\_\_ |
| ***Manipulation***  *Ability of the student to convert relevant information from one form—such as equations, graphs, diagrams, tables, words—to another.*  Total # Assignments\_\_\_\_\_\_\_\_\_\_\_\_  Mean Score\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.  # of Assignments\_\_\_\_\_\_\_\_\_ | Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.  # of Assignments\_\_\_\_\_\_\_\_\_ | Competently converts relevant information into an appropriate and desired mathematical portrayal.  # of Assignments\_\_\_\_\_\_\_\_ | Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.  # of Assignments\_\_\_\_\_\_\_\_\_ |
| ***Communication***  *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)*  Total # Assignments\_\_\_\_\_\_\_\_\_\_\_\_  Mean Score\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 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.)  # of Assignments\_ \_\_\_\_\_\_\_\_ | Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.  # of Assignments\_\_\_\_\_\_\_\_\_ | 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.  # of Assignments\_\_\_\_\_\_\_\_\_\_ | 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.  # of Assignments\_\_\_\_\_\_\_\_\_ |

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| **CT: Reflection**  **Qualitative Assessment** | Well Below Expectations | Below Expectations | Meets Expectations | Exceeds Expectations |
| *Reviewing the student’s three strongest reflections in the ePortfolio.*  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 strong intellectual or personal connections, highlights new insights and perspectives, and/or uses techniques such as questioning, comparing, interpreting, and analyzing.  # of Assignments\_\_\_\_\_\_\_\_\_ |

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| **CT: Scientific Method** | Well Below Expectations | Below Expectations | Meets Expectations | Exceeds Expectations |
| *Reviewing signature assignments and reflections from science courses.*  Total # Assignments\_\_\_\_\_\_\_\_\_\_\_\_  Mean Score\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Student clearly does not understand hypotheses, observation, collecting data, interpreting findings or formulating conclusions consistent with data.  # of Assignments\_\_\_\_\_\_\_\_ | Student understands a few of the following: the appropriate use of hypotheses, observation, collecting data, interpreting findings, and formulating conclusions consistent with data.  # of Assignments\_\_\_\_\_\_\_\_\_ | Student understands most of the following: the appropriate use of hypotheses, observation, collecting data, interpreting findings, and formulating conclusions consistent with data.  # of Assignments\_\_\_\_\_\_\_\_\_ | Student understands all of the following: the appropriate use of a hypotheses, observation, collecting data, interpreting findings, and formulating conclusions consistent with data.  # of Assignments\_\_\_\_\_\_\_\_\_ |

**Indicator:** Oral communication meets college-level expectations and rigor, the student demonstrates effective use of organization, content, and delivery.

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| **Oral Communication** | Well Below Expectations | Below Expectations | Meets Expectations | Exceeds Expectations |
| **Organization**  -Follows the established Introduction: hook, personal ethos (experience), thesis/proposition.  -Each main point flows into the next with clear transitions between ideas.  - Follows established Conclusion: signal, ties back to thesis, summarizes main points & ends w/memorable message - Easy to follow, logical connection of ideas | Student meets little to no (30% or below) college-level expectations outlined in this category. | Student only meets a few (less than 50%) of the college-level expectations outlined in this category. | Student meets the large majority (more than 70%) of the college-level expectations outlined in this category. | Student meets all the college-level expectations in this category, and performs above and beyond these expectations in some areas outline in the category. |
| **Content & References**  -Creates a connection with audience by adapting to this audience’s interest, attitudes, and knowledge.  -Researched facts, statistics, examples, charts are used which include references that are orally cited, and it is clear how these references are authoritative for the topic.  - Brief stories, comparisons, personalized comments, and vivid word pictures are used. | Student meets little to no (30% or below) college-level expectations outlined in this category. | Student only meets a few (less than 50%) of the college-level expectations outlined in this category. | Student meets the large majority (more than 70%) of the college-level expectations outlined in this category. | Student meets all the college-level expectations in this category, and performs above and beyond these expectations in some areas outline in the category. |
| **Delivery**  -Used constant eye contact  -Oral speaking style: non-complex, conversational tone used, pace of speech isn’t too fast or too slow  -Body movements and gestures used effectively: used purposefully, no pacing, appears confident  - Use of vocal & facial variety: voice and gestures show energy, enthusiasm, pitch & tone vary  - Fluency: no hesitant speech, proper pronunciation, proper articulation, proper grammar, free from disfluencies such as: “um, uh, so, like…” | Student meets little to no (30% or below) college-level expectations outlined in this category. | Student only meets a few (less than half) of the college-level expectations outlined in this category. | Student meets the large majority (more than 70%) of the college-level expectations outlined in this category. | Student meets all the college-level expectations in this category, and performs above and beyond these expectations in some areas outline in the category. |

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