

Senior Exit

Portfolio Assessment Rubrics

Communication

An introduction to each of the sections will provide justification of the items chosen to demonstrate academic and personal growth or change. Reference to the portfolio theme is important to show individuality and creativity. The introduction will also refer to academic and/or personal learning that will continue beyond high school.

Category	2 Points	1.5 Points	1 Points	0 Point	Total
<u>Variety of Items</u>	Minimum number of items, with variety		Minimum number of items, but little or no variety	Unacceptable	
<u>Theme</u>	Well integrated	Adequately integrated	Poorly integrated	Not evident	
<u>Writing</u>	Logical, neat, and error free	Logical, neat, 2 errors or less	Difficult to follow (somewhat sloppy, 3 to 4 errors)	Unacceptable (not logical, sloppy, full of errors)	
<u>Justification of Items</u>	Demonstrates learning and shows change or growth	Above average demonstration of learning and shows some change or growth	Limited demonstration of learning, and shows little change or growth	Unacceptable, no demonstration of learning, change or growth	
<u>Evidence of a connection to life-long learning, academically and/or personally</u>	Demonstrates a clear connection from learning and growth at high school to life after high school, academically and/or on a personal level		Makes some connections	No connections are made from what was learned in high school to life after high school	
<u>Comments</u>					Total: -----/10

Critical Thinking and Problem Solving

An introduction to each of the sections will provide justification of the items chosen to demonstrate academic and personal growth or change. Reference to the portfolio theme is important to show individuality and creativity. The introduction will also refer to academic and/or personal learning that will continue beyond high school.

Category	2 Points	1.5 Points	1 Points	0 Point	Total
<u>Variety of Items</u>	Minimum number of items, with variety		Minimum number of items, but little or no variety	Unacceptable	
<u>Theme</u>	Well integrated	Adequately integrated	Poorly integrated	Not evident	
<u>Writing</u>	Logical, neat, and error free	Logical, neat, 2 errors or less	Difficult to follow (somewhat sloppy, 3 to 4 errors)	Unacceptable (not logical, sloppy, full of errors)	
<u>Justification of Items</u>	Demonstrates learning and shows change or growth	Above average demonstration of learning and shows some change or growth	Limited demonstration of learning, and shows little change or growth	Unacceptable, no demonstration of learning, change or growth	
<u>Evidence of a connection to life-long learning, academically and/or personally</u>	Demonstrates a clear connection from learning and growth at high school to life after high school, academically and/or on a personal level		Makes some connections	No connections are made from what was learned in high school to life after high school	
<u>Comments</u>					Total: -----/10

Technology

An introduction to each of the sections will provide justification of the items chosen to demonstrate academic and personal growth or change. Reference to the portfolio theme is important to show individuality and creativity. The introduction will also refer to academic and/or personal learning that will continue beyond high school.

Category	2 Points	1.5 Points	1 Points	0 Point	Total
<u>Variety of Items</u>	Minimum number of items, with variety		Minimum number of items, but little or no variety	Unacceptable	
<u>Theme</u>	Well integrated	Adequately integrated	Poorly integrated	Not evident	
<u>Writing</u>	Logical, neat, and error free	Logical, neat, 2 errors or less	Difficult to follow (somewhat sloppy, 3 to 4 errors)	Unacceptable (not logical, sloppy, full of errors)	
<u>Justification of Items</u>	Demonstrates learning and shows change or growth	Above average demonstration of learning and shows some change or growth	Limited demonstration of learning, and shows little change or growth	Unacceptable, no demonstration of learning, change or growth	
<u>Evidence of a connection to life-long learning, academically and/or personally</u>	Demonstrates a clear connection from learning and growth at high school to life after high school, academically and/or on a personal level		Makes some connections	No connections are made from what was learned in high school to life after high school	
<u>Comments</u>					Total: -----/10

Personal Qualities

An introduction to each of the sections will provide justification of the items chosen to demonstrate academic and personal growth or change. Reference to the portfolio theme is important to show individuality and creativity. The introduction will also refer to academic and/or personal learning that will continue beyond high school.

Category	2 Points	1.5 Points	1 Points	0 Point	Total
<u>Variety of Items</u>	Minimum number of items, with variety		Minimum number of items, but little or no variety	Unacceptable	
<u>Theme</u>	Well integrated	Adequately integrated	Poorly integrated	Not evident	
<u>Writing</u>	Logical, neat, and error free	Logical, neat, 2 errors or less	Difficult to follow (somewhat sloppy, 3 to 4 errors)	Unacceptable (not logical, sloppy, full of errors)	
<u>Justification of Items</u>	Demonstrates learning and shows change or growth	Above average demonstration of learning and shows some change or growth	Limited demonstration of learning, and shows little change or growth	Unacceptable, no demonstration of learning, change or growth	
<u>Evidence of a connection to life-long learning, academically and/or personally</u>	Demonstrates a clear connection from learning and growth at high school to life after high school, academically and/or on a personal level		Makes some connections	No connections are made from what was learned in high school to life after high school	
<u>Comments</u>					Total: -----/10

Community Service

An introduction to each of the sections will provide justification of the items chosen to demonstrate academic and personal growth or change. Reference to the portfolio theme is important to show individuality and creativity. The introduction will also refer to academic and/or personal learning that will continue beyond high school.

Category	2 Points	1.5 Points	1 Points	0 Point	Total
<u>Variety of Items</u>	Minimum number of items, with variety		Minimum number of items, but little or no variety	Unacceptable	
<u>Theme</u>	Well integrated	Adequately integrated	Poorly integrated	Not evident	
<u>Writing</u>	Logical, neat, and error free	Logical, neat, 2 errors or less	Difficult to follow (somewhat sloppy, 3 to 4 errors)	Unacceptable (not logical, sloppy, full of errors)	
<u>Justification of Items</u>	Demonstrates learning and shows change or growth	Above average demonstration of learning and shows some change or growth	Limited demonstration of learning, and shows little change or growth	Unacceptable, no demonstration of learning, change or growth	
<u>Evidence of a connection to life-long learning, academically and/or personally</u>	Demonstrates a clear connection from learning and growth at high school to life after high school, academically and/or on a personal level		Makes some connections	No connections are made from what was learned in high school to life after high school	
<u>Comments</u>					Total: -----/10

Introductory Essay, 20 points

The essay should introduce the portfolio by way of the theme and the purpose for the portfolio, for example: demonstrating learning; reflecting upon learning; and looking beyond high school. The essay should be organized, neat, and free of errors.

Category	4 Points	3 Points	2 Points	1 Point	Total
<u>Organization</u>	Information is in a logical, interesting sequence which reader can easily follow	Student presents information in logical sequence	Reader has some difficulty following work	Sequence of information is difficult to follow	
<u>Knowledge of Purpose</u> (to demonstrate learning, to reflect upon learning, and to look beyond high school)	Student demonstrates full understanding of the purpose of the portfolio	Student demonstrates some understanding of the purpose of the portfolio, but fails to elaborate	Student demonstrates only a basic understanding of the purpose of the portfolio	Student does not demonstrate a grasp of the purpose of the portfolio	
<u>Grammar and Spelling</u>	Work has no errors	Work has no more than two errors	Work has no more than three errors	Work has four or more errors	
<u>Neatness</u>	Work is neatly done	Work has one or two areas that are sloppy	Work has three or four areas that are sloppy	Work is illegible	
<u>Theme</u>	Theme is fully and appropriately introduced and clearly explained	Theme is introduced and explained	Theme is briefly introduced, but not clearly explained	Theme is not evident	
<u>Comments</u>					Total: _____/20

Continuity/Workmanship/Originality, 10 points

The overall portfolio is coherent, neat, and has quality materials that complement the presentation. The theme is well presented throughout, including a title page and/or cover page. The portfolio does an excellent job of showcasing the individuality of the student. It also includes a table of contents, or other navigational system.

Category	4 Points	3 Points	2 Points	1 Points	Total
<u>Workmanship</u> (quality materials, neatness)		Excellent quality overall	Good quality, neat	Poor quality, sloppy	
<u>Continuity</u> (theme, organization)		Excellent, theme is clearly evident throughout the portfolio, and it is well organized	Average, theme is evident, but not strong, portfolio is organized	Poor, theme is not presented clearly throughout, portfolio is poorly organized	
<u>Originality</u>	The overall portfolio is unique throughout and does an excellent job of showcasing the individuality of the student	The overall portfolio displays the individuality of the student	The overall portfolio displays some of the individuality of the student	The overall portfolio shows little of the individuality of the student	
<u>Comments</u>					Total: _____/10

Goals for the Future, 20 points

This section of the portfolio should provide evidence of what goals and/or plans have been made for post graduation. There should be evidence of plans to accomplish those goals. There should also be evidence of any goals that have been accomplished, like applications, resumes, test results, etc.

Category	4 Points	3 Points	2 Points	1 Point	Total
<u>Statement of Goals and Plans to Accomplish Goals</u>	Student clearly shows thought about future plans or goals and has substantial plans to accomplish them	Student has goals and a workable plan to accomplish them	Student has some goal(s), but lacks a complete plan to accomplish them	Student shows little thought about future plans or goals and indicates no plan	<p style="text-align: right;">----- x 3</p> <p style="text-align: right;">=-----</p>
<u>Evidence of any Goals or Plans Accomplished</u>		Substantial evidence presented	Some evidence presented, or incomplete evidence, or superficial evidence	No evidence presented	
<u>Theme</u>		Theme is well integrated	Theme is evident	Theme from the portfolio is not present	
<u>Mechanics of Writing</u>			Above average quality	Average quality	
<u>Comments</u>					<p style="text-align: right;">Total:</p> <p style="text-align: right;">-----/20</p>

Totals

Introductory Essay.....	_____ /20
Communication.....	_____ /10
Critical Thinking and Problem Solving.....	_____ /10
Technology.....	_____ /10
Personal Qualities	_____ /10
Community Service	_____ /10
Continuity/Workmanship/Originality	_____ /10
Goals for the Future	_____ /20
TOTAL	_____ /100



Name _____

Advisor _____

Date _____

Comments _____

Note: If the student has less than 85 of the 100 points in this Portfolio section, the advisor should discuss this issue with him/her, making it clear that this is going to affect the overall score on the presentation, which must be at least a 170. The student has a week to add or change the portfolio, and this score can be adjusted during that time.