

## CCI/ICCI FINAL PORTFOLIO EVALUATION SHEET

Student: \_\_\_\_\_ Portfolio Grade: \_\_\_\_\_

Comments:

### GROWTH THROUGHOUT PORTFOLIO

*O = outstanding G = good S = satisfactory W = weak D = deficient*

OUTCOMES	O	G	S	W	D
Portfolio demonstrates that writing is a practice that involves a multi-stage, recursive and social process <b>as evidenced by significant/appropriate global revisions prompted by instructor and peer comments, in addition to student's own self-initiated global revisions.</b> (CV1)					
Portfolio--taken in the context of the student's coursework--demonstrates perseverance and openness to developing ideas and writing across time, <b>as evidenced by evolution from draft to draft and growth across assignments.</b> (CV1)					
Portfolio demonstrates that writing is shaped by audience, purpose, genre, and context <b>as evidenced by student's ability to meet the expectations of the portfolio.</b> (CV3)					

### REFLECTIVE STATEMENT

*O = outstanding G = good S = satisfactory W = weak D = deficient*

OUTCOMES	O	G	S	W	D
Shows an understanding that writing is a practice that involves a multi-stage, recursive and social process. (CV1)					
Shows an understanding that close and critical reading/analysis is necessary for listening to and questioning texts, arriving at a thoughtful understanding of those texts, and joining the academic and/or public conversations represented by those texts. (CV2)					
Shows an understanding that writing is shaped by audience, purpose, and context both through discussion and through the ability to meet the expectations of the assignment/portfolio. (CV3)					
Shows an understanding of the role of information literacy in the practice of writing both through discussion and through incorporation of meaningful examples from student's work. (CV4)					
Shows an understanding of the ethical dimensions of writing. (CV5)					

## CRITICAL ENGAGEMENT ASSIGNMENT (SUMMARIES + DIALOGIC PIECE)

*O = outstanding G = good S = satisfactory W = weak D = deficient*

OUTCOMES	O	G	S	W	D
Demonstrates writing as a way to think, to discover, and to explore ideas. (CV1)					
Demonstrates the ability to effectively read, understand, and summarize complex texts. (CV2)					
Demonstrates the ability to read texts critically to evaluate, critique, and question those messages and how they are constructed. (CV2)					
Demonstrates the ability to synthesize complementary and divergent ideas. (CV2)					
Demonstrates the ability to identify types/genres of sources and understand their rhetorical context. (CV3)					
Uses others' texts to corroborate, expand, and develop your own ideas. (CV4)					
Acknowledges and respects divergent points of view. (CV5)					
Demonstrates that the student recognizes their own point of view and can create boundaries between their ideas and others' through voice markers. (CV5)					

## PORTFOLIO ESSAYS

*O = outstanding G = good S = satisfactory W = weak D = deficient*

OUTCOMES	O	G	S	W	D
Demonstrate a process-based approach to writing that uses global and local revision strategies. (CV1)					
Engage with and synthesize the ideas of others so as to develop and trace the student's own thinking. (CV2)					
Demonstrate quality writing in relation to clarity, development, organization, and structure. (CV3)					
Demonstrate rhetorical awareness and response to the audience, purpose, genre, and context of a rhetorical situation. (CV3)					
Choices for grammar and mechanics, tone, vocabulary, and style reflect student's rhetorical purpose. (CV3)					
Demonstrate the ability to select appropriate sources and information from sources to effectively develop an essay. (CV4)					
Demonstrate the ability to use sources/texts correctly, clearly, and effectively through the use of signal phrases, summaries, paraphrases, and quotes. (CV4)					
Present concepts and ideas with complexity, and make respectful language choices. (CV5)					
Clearly delineate student's voice/ideas from other', and identify sources clearly in the essay and with a works reference page. (CV5)					

## Guide to the CCI Portfolio and Evaluation Form

The First-Year Writing Program uses portfolios of student writing as the primary form of assessment in the course because this practice aligns with our Core Values: We want to honor writing as a process and not just a product, and we want to reward individual student growth, recognizing that “A” work isn’t the only measure of real progress and achievement, and that *understanding* writing concepts is as important as *executing/applying them*.

The portfolio contents and evaluation form allow us to grade student work **holistically**: that is, the whole (the portfolio) is greater than the sum of its parts (the individual items within it). The reflective statement creates a window into your understanding of writing and into aspects of your process and progress this semester that might not be visible in looking at the other major course assignments alone. Likewise, the “Growth Throughout the Portfolio” section of the form captures aspects of learning and your development as a writer that cannot be seen in the individual assignments alone.

With this in mind, please recognize that **ALL** parts of this portfolio are important, including the care in putting it together. In particular, **drafts** for major assignments are critical: they are artifacts of your composing process and allow you to demonstrate the ability to revise. **Instructor-commented drafts are required to have a portfolio that is eligible to pass, and missing other items will significantly impact your grade (see checklist below)**. Just as important, there is an expectation that the revised drafts are actually revised: revision is heavily considered when we evaluate portfolios.

### Portfolio Contents Checklist:

- Reflective Statement
- Critical Engagement Assignment
  - Summaries
  - Dialogic Piece
- Final, revised essay
- Instructor-commented draft of essay
- Final, revised essay
- Instructor-commented draft of essay

### “Key” to the Core Values and Color-coding

Core Value 1	Core Value 2	Core Value 3	Core Value 4	Core Value 5
Writing is a practice that involves a multi-stage, recursive and social process.	Close and critical reading/analysis is necessary for listening to and questioning texts, arriving at a thoughtful understanding of those texts, and joining the academic and/or public conversations represented by those texts.	Writing is shaped by audience, purpose, and context.	Information literacy is essential to the practice of writing.	Writing has power and comes with ethical responsibilities.

