

College of Professional, Graduate, and Extended Studies:

I. Department: Psychology and Human Services

Student Name _____

A successful portfolio has

(circle one)

- No significant patterns of sentence-level errors: Yes/No

- Effective, coherent, and unified paragraphs: Yes/No

- Appropriate use of rhetorical strategies and techniques to effectively complete the purpose of the piece of writing: Yes/No

- Content that reflects college level analysis: Yes/No

(A “No” on any count constitutes a “Does NOT Meet Expectations” judgment on the Portfolio)

Faculty Member Name _____

II. Department: Business and Entrepreneurial Studies

Center of Excellence in Business and Entrepreneurial Studies Writing Portfolio Assessment Rubric

Student Name _____

Class of _____

Faculty Member Name _____

Procedure: All portfolios are evaluated with the expectation that students perform at or above proficient. Portfolios will be evaluated by two full-time members of the Business Department. In the event of a disagreement, a third reader will evaluate the portfolio.

Portfolio Contents:

A portfolio is assessable if it contains:

- Conference Presentations
- Personal Statements
- Essays
- Resumes
- In-class writing assignments from a 200 level (or higher) Business Department core course
- At least one other writing assignment from a 200 level (or higher) Business Department Writing Intensive course, filed by the course instructor.
- Any writing assignment submitted by the student. Students are encouraged to submit to the Department Administrative Assistant copies of any paper from any 200 level (or higher) course that they feel reflect their true writing proficiency. The Administrative Assistant will file the papers in the portfolio, and they will be included in the review.
- A minimum of three items is necessary to meet the requirements for a complete portfolio

Holistic Score		Advanced	Proficient	Basic	Below Basic
Writing Application	Ideas/Content	Skillfully demonstrates understanding of text(s) or bibliographic references by describing a central idea	Demonstrates understanding of text(s) or bibliographic references by describing a central idea	Demonstrates a limited understanding by retelling events that loosely link to a central idea	Relies on known or anecdotal information
	Analysis	Analyzes ideas critically and seeks documented support	Identifies and describes ideas critically and seeks documented support	Identifies literary elements using vague descriptions or vaguely documents support	No evidence or understanding of literary or critical project elements
	Interpretation	Skillfully reacts to texts/ideas/literary elements within texts	Reacts to texts/ideas/literary elements within texts	Interpretation is limited to a retell of selected events	Interpretation is erroneous or absent
	Support	Supports interpretations convincingly by	Supports interpretation by relating prior knowledge to textual	Prior knowledge is marginally related to	Erroneous or no evidence is offered to support

		relating relevant prior knowledge to textual information	information	textual information	interpretations
Writing Strategies	Organization	Writer selects a compelling focus	Writer selects a clear focus	Ideas are loosely related to the focus	Ideas are incoherent
	Voice	Writer's voice adds interest to the message	Writer's voice is appropriate to the audience and purpose	Writer's voice is mechanical and/or repetitive (e.g., series of facts/ideas)	No sense of voice, purpose and/or audience
	Word and Language Choice	Words/phrases convey meaning appropriate to the genre. Skillfully uses descriptive words and sensory details	Words/phrases convey meaning appropriate to the genre. Uses descriptive words and sensory details appropriately	Words/phrases are vague/general. Includes some descriptive words and sensory details	Limited or inappropriate use of vocabulary
	Sentence Fluency	Skillfully uses complete and coherent sentences	Sentences are complete and coherent	Sentences are usually complete and coherent	Sentences are incomplete/incoherent
	Conventions	Shows creativity and flexibility when using conventions to enhance meaning	Uses college level appropriate conventions; errors are minor and do not obscure meaning	Uses college level appropriate conventions; errors occasionally obscure meaning	Limited understanding of college level appropriate conventions

Center of Excellence in Business and Entrepreneurial Studies

Writing Portfolio Assessment Rubric

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	Support	Supports interpretations convincingly by relating relevant prior knowledge to textual	Supports interpretation by relating prior knowledge to textual information	Prior knowledge is marginally related to textual information	Erroneous or no evidence is offered to support interpretations

		information			
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