

USC Connect Graduation with Leadership Distinction E-Portfolio Grading Rubric

CATEGORY	ELEMENT	BELOW EXPECTATIONS 1	APPROACHING EXPECTATIONS 2	MEETS EXPECTATIONS 3	EXCEEDS EXPECTATIONS 4
Professionalism (Please consider the e-portfolio in its entirety when scoring this category.)	1. <i>Comprehensiveness, organization, and formatting</i>	Does not include required sections of e-portfolio.	Includes all sections but sections are not clearly labeled or organized.	Includes all sections (including 3 key insights) which are clearly labeled and organized.	Includes all required sections, clearly labeled and organized with exceptional/creative design.
	2. <i>Language, style, grammar</i>	Frequent grammar and spelling errors or use of overly casual language (“cool”, “get stuff done”).	Some grammar/spelling errors or overly casual language.	Professional language throughout with minimal grammar/spelling errors.	Exceptionally clear and professional language.
About Me	3. <i>Introduction</i>	There is no introductory statement.	Introduction is vague.	Provides a clear introduction (e.g., pathway, major, goals and/or summary of what e-portfolio will demonstrate).	Provides a creative introduction (e.g., pathway, major, goals and/or summary) conveying the overall “message” of the portfolio.
Key Insights	4. <i>Clearly articulates key insights related to the pathway</i>	No key insights were provided.	Key insights lack detail. Little connection to the pathway.	Key insights clearly convey learning related to the pathway.	Key insights articulate learning in a way that is complex and insightful.
	5. <i>Describes <u>how</u> BTC experiences impacted key insights</i>	There are no connections between experiences and learning.	Connections between experiences and learning are unclear or minimal.	At least one clear and specific connection between BTC experience(s) and learning is provided for each key insight.	Multiple and specific connections between BTC experience(s) and key insights are clearly articulated and insightful.

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	6. <i>Describes concepts, theories, frameworks related to each pathway</i>	No concepts/theories/frameworks identified.	Concepts/theories/framework identified are vague or unrelated to academic experience or pathway.	Concepts/theories/frameworks appropriate to academic experience or pathway are related to each key insight. At least one clear and specific connection between WTC experiences and learning is provided for each insight.	Relationship between concepts/theories/frameworks and each key insight is well articulated. All Insights are related to academic experience or pathway.
	7. <i>Explains complex connections (more than one experience, field of study, perspective)</i>	Key insights make no connections.	Key insights make connections that are drawn from only one experience, field of study, or perspective; provide little detail; or conclusions about connections are not logically supported.	Key insights make connections that are drawn from more than one experience, field of study, or perspective and clearly explain how the elements relate to one another (e.g., similarities, differences, contexts) in ways that are logical and well thought out.	Key insights make connections across multiple experiences are complex and insightful (e.g., similarities and differences are explored in-depth including potential contributing factors to various perspectives or findings).
	8. <i>Inclusion of within and beyond the classroom artifacts</i>	There are no artifacts.	Artifacts largely WTC or BTC with no/few examples of the other category.	Two artifacts for each key insight (one from BTC and one from WTC) include evidence of student engagement and accomplishments within and beyond the classroom.	Multiple artifacts from WTC and BTC experiences complement one another in conveying each key insight.
	9. <i>Significant artifacts with relevance clearly described</i>	No artifacts or those presented do not clearly relate to category. Artifacts more consistent with a “scrapbook” than academic exercise.	Artifacts relate to the category, but significance is not described for many items.	Artifacts are appropriate to the categories with significance described. Artifacts help tell the story of student’s experiences and provide supportive documentation of learning & skills.	Artifacts clearly provide exceptionally strong examples of the knowledge and skills highlighted in key insights.

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<i>Leadership</i>	<i>10. Identifies issue or problem</i>	Issue or problem does not relate to at least one key insight or the pathway.	Issue or problem is related to key insight and is vaguely described or simplistic.	Realistic issue or problem relates to at least one key insight and the pathway and is clearly described.	Realistic issue or problem relates to at least one key insight and the pathway is clearly described including multiple perspectives.
	<i>11. Recommendations/solutions are supported with learning from within and beyond the classroom</i>	No solutions clearly linked to WTC and BTC learning are provided.	A solution/plan/recommendation is provided, but the rationale is limited and/or based on either WTC <u>or</u> BTC	Clear and logical recommendations/solutions and rationale are provided including insights based on key insights from <u>both</u> WTC and BTC experiences.	Exceptionally well thought out recommendations/solutions and rationale are described and based on key insights from multiple WTC and BTC experiences.
	<i>12. Presents detailed plan for implementation of solution or recommendations</i>	No discussion of implementation or plan for future implementation.	Limited implementation (or plan for implementation); lacks detail, does not clearly address identified issue, or is inconsistent with other elements.	Reasonable, clear plan for implementation. Addresses issue, consistent with other elements.	Carefully thought out implementation (or plan) including analysis from multiple perspectives with an evaluation of implementation (or plan).

Total Points: 48 Passing Score: 34