

CCII PORTFOLIO EVALUATION FORM

Student: _____

Portfolio Grade: ____

Final Portfolio

	GOAL 1	GOAL 2	GOAL 3	GOAL 4	GOAL 5
Student has met the indicated CCII learning goals with distinction .					
Student has met the indicated CCII learning goals.					
Student has NOT met the indicated CCII learning goals.					

Instructor Comments:

REFLECTIVE STATEMENT

P = Proficient S = Sufficient D = Deficient

	GOAL 1	GOAL 2	GOAL 3	GOAL 4	GOAL 5
Meets assignment requirements and guidelines.					
Shows an understanding of concepts associated with the core values discussed.					
Demonstrates achievement of the goals by providing specific examples of work in the portfolio or coursework.					

VISUAL ARGUMENT

P = Proficient S = Sufficient D = Deficient

	GOAL 1	GOAL 2	GOAL 3	GOAL 4	GOAL 5
Meets guidelines and requirements of specific assignment.					
Demonstrates the ability to analyze, evaluate, or create a visual argument, showing awareness of rhetorical elements and strategies.					

ANNOTATED BIBLIOGRAPHY

P = Proficient S = Sufficient D = Deficient

GOAL 1 GOAL 2 GOAL 3 GOAL 4 GOAL 5

Meets guidelines and requirements of specific assignment.					
Demonstrates the ability to find a variety of types of information from a variety of sources and to appropriately select sources so as to understand the complexity of a topic.					
Demonstrates the ability to understand and evaluate the quality of usefulness of information.					

ARGUMENTATIVE ESSAYS

P = Proficient S = Sufficient D = Deficient

GOAL1 GOAL2 GOAL3 GOAL4 GOALS

Meet guidelines and requirements of the assignments and the portfolio.					
Demonstrate writing as a practice that includes a multi-stage, recursive, and social process.					
Show that the student explored and learned about a complex issue, then developed and communicated a claim that incorporates or builds on ongoing textual discussions from informal and formal research.					
Demonstrate ability to create an effective argument by: 1) Showing skillful use of argumentative strategies and claim types.					
2) Showing consideration of the rhetorical elements of audience, purpose, and context.					
Demonstrate the recognition of the quasi-logical nature of persuasion and the inability to draw indisputable conclusions.					
Demonstrate the ability to use research/sources/texts appropriately to develop and support an argument with details and evidence.					
Demonstrate the ability to appropriately and correctly introduce and blend source material into writing, using formal and informal citation.					
Demonstrate the ability to maintain grammar and mechanical conventions, tone, vocabulary, and style appropriate to academic and public discourse.					