

| <p>Categories</p> | <p>Awesome! Overall, it demonstrates the student’s skills, abilities, and knowledge of the subject. 4 points</p> | <p>Mission Accomplished! Overall, the portfolio helps to demonstrate the student’s skills, abilities, and knowledge. 3 points</p> | <p>Work, Work, Work... Overall, the portfolio does little to demonstrate the student’s skills, abilities, and knowledge. 2 points</p> | <p>What Happened? ...Let’s Talk Overall, the portfolio does not demonstrate the student’s skills, abilities, and knowledge. 1 point</p> |
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| <p>The Technical Side: Completeness, Organization, Mechanics and Citations</p> | <ul style="list-style-type: none"> ● Entries contain ALL required project elements, textual support, correct MLA citations and journal entries. ● Entries are completely and neatly organized so that the reader can easily find things. ● There are no errors in spelling, punctuation, or grammar. ● MLA in-text parenthetical citations are correct. | <ul style="list-style-type: none"> ● Entries contain MOST of the required project elements, textual support, MLA documentation and journal entries. ● Entries are well-organized so that the reader has little difficulty finding things. ● There are few errors in spelling, punctuation, grammar, or citations. | <ul style="list-style-type: none"> ● Entries contain SOME of the required project elements textual support, MLA documentation and journal entries. ● Entries are fairly well organized, but the reader may have a little difficulty finding things. ● There are evident errors in spelling, punctuation, grammar or citations. | <ul style="list-style-type: none"> ● Entries contain LITTLE of the required project elements textual support, MLA documentation and journal entries. ● Entries show some attempt at organization, but the reader has difficulty finding things. ● There are numerous errors in spelling, punctuation, grammar, or citations. |
| <p>The Creative Side: Design & Creativity</p> <p>*See Tips file for student samples and suggested free websites for help</p> | <ul style="list-style-type: none"> ● Meaningful and visually interesting choices have been made in response to the assignment and reading. ● Design creates a unique point-of-view or approach to the project. Willingness to experiment adds to success of project. ● All creative entries clearly and directly relate to the purpose of the projects. | <ul style="list-style-type: none"> ● Effective artistic choices have been made in response to the assignment. ● Attempts a unique point-of-view or approach to the project. Student uses materials appropriately and shows some willingness to experiment with media. ● Successfully completes project requirements. ● Most creative entries relate to the purpose of the projects. | <ul style="list-style-type: none"> ● Struggles to develop a deliberate and coherent response to the assignment. ● Lacks unique point-of-view or approach to the project. Lacks attention to detail and the work may be incomplete or messy. ● May not complete all project requirements. ● Few creative entries relate to the purpose of the projects. | <ul style="list-style-type: none"> ● No clear response to the assignment. ● No clear attempt at creative point-of-view. Use of media may be messy or inappropriate. ● Most creative entries are unrelated to the purpose of the projects. |

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| <p>The Critical Thinking Side: Analysis, Interpretation, and Justification of projects</p> <p>Explanations and evidence provide a deeper look at characterization, issues, and conflicts with varied insights and explanations that are <u>NOT</u> summary or do <u>NOT</u> rely on the same quotes and insights in multiple entries. Explanations and evidence display what <u>YOU</u> have figured out about the text. Explanations and evidence are aptly chosen by the student for the purpose of the projects and do <u>NOT</u> rely on online resources in place of student analysis.</p> | <ul style="list-style-type: none"> ● Rich description, with relevant textual support, ideas, or concepts are presented and interpreted precisely and thoroughly within new and appropriate contexts. Interpretation supported by textual evidence, makes associations to express meaning. ● Conclusions are expressed clearly with well-thought out details and explanations supported by evidence gathered in a comprehensive and original manner. | <ul style="list-style-type: none"> ● Complete description, with relevant textual support, ideas or concepts presented in correct and appropriate format referring to appropriate contexts. ● Analysis and interpretation are developing and may need stronger textual evidence. ● Conclusions are logical and consistent with evidence gathered and are presented in a manner that creates a credible whole. ● Conclusions and ideas are connected and consistent with evidence gathered and presented in a logical order. | <ul style="list-style-type: none"> ● Incomplete description with relevant data, ideas or concepts presented with minimal inaccuracies and omissions. ● Struggles interpreting and analyzing meaning or providing textual support. ● Conclusions explained with simple connections to supporting information or evidence with a few inaccuracies. | <ul style="list-style-type: none"> ● Little or no description with relevant data, ideas, or concepts presented with inaccuracies, omissions, and in part. ● Omitted conclusions or interpretations <u>or</u> interpretations are random with no connection to textual evidence. ● Conclusions and ideas are presented in a confused manner <u>or</u> do not correlate with supporting information or evidence. |
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| 12/12=100 | 11/12= 96 | 10/12= 91 | 9/12= 87 | 8/12= 82 | 7/12= 78 |
| 6/12= 73 | 5/12= 69 | 4/12= 64 | 3/12= 60 | 2/12= 56 | 1/12=50 |

* If a student does not include one of the required areas on the rubric, then the score for the category will be a 0. The teacher reserves the right to give a grade lower than 50, if the student submits an incomplete portfolio.