

GLD ePortfolio Grading Rubric

Total Score: 48 Passing Score: 34

		1 Below Expectations	2 Approaching Expectations	3 Meets Expectations	4 Exceeds Expectations
Professionalism	1. Comprehensiveness, organization, and formatting of the entire ePortfolio	Does not include required sections of ePortfolio.	Includes all sections but sections are not clearly labeled or organized.	Includes all sections (including 2 key insights for Assoc, 3 for Bacc/PharmD) which are clearly labeled and organized.	Includes all required sections, clearly labeled, and organized with exceptional / creative design.
	2. Language, style, and grammar of the entire ePortfolio	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. Introduction	There is no introductory statement.	Introduction is vague.	Provides a clear introduction (including pathway, major, goals and summary of what ePortfolio will demonstrate).	Provides a creative introduction (pathway, major, goals and summary) conveying the overall “message” of the portfolio.
Key Insights	4. Clearly articulates key insights related to the pathway	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. Describes how BTC experiences impacted key insights	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 learning are clearly articulated and insightful.
	6. Describes concepts, theories, frameworks related to learning	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. Explains complex connections (more than one experience, field of study, perspective)	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).

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Key Insights	8. Inclusion of within and beyond the classroom artifacts	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 a variety of evidence of student engagement and accomplishments within and beyond the classroom	Multiple artifacts from WTC and BTC experiences that complement one another in conveying each key insight.
	9. Significant artifacts with relevance clearly described	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.
Leadership	10. Identifies issue / problem	Issue or problem does not relate to at least one key insight.	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
	11. Recommendations / solutions are supported with learning from within and beyond the classroom	No solutions clearly linked to WTC and BTC learning are provided.	A solution / recommendation is provided, but the rationale is limited and/or based on either WTC or BTC	Clear and logical recommendations / solutions and rationale are provided including insights based on learning from both 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.
	12. Presents detailed plan for implementation of solution or recommendations	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 future 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.