

Portfolio Rubrics

School of Arts, Humanities, and Social Sciences

I. Department: Languages and Literatures

English:

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 _____

Foreign Languages:

Vocabulary: 25%	Grammar/Stylistic Techniques: 25%	Organization: 25%	Content: 25%
A = 23 – 25 Precise and effective word use/choice; broad; impressive, extensive use of words	A = 23 – 25 Skilled/varied syntax; very few errors; work well edited for language	A = 23 – 25 Well organized; logical and effective order to the content is intended; main points and details are connected; fluent	A = 23 – 25 Substantial information; good development of ideas with supporting detail or evidence; significant, interesting
B = 20 – 22 Some erroneous word usage or choice, but meaning is not confused or obscured; effective but generic	B = 20 – 22 Clear/appropriate syntax; generally accurate; errors do not impede comprehensibility; language editing is evident but not complete	B = 20 – 22 Good evidence of structure. Ideas are often well sequenced and connected by transitions; main points are often followed by supporting detail	B = 20 – 22 Adequate information; some development of ideas; some ideas lack supporting detail
C = 17 – 19	C = 17 – 19	C = 17 – 19	C = 17 – 19

<p>Inadequate, repetitive word choice sometimes leads to obscured meaning; some literal translations; some use of words studied</p>	<p>Frequent grammatical errors at time impede comprehensibility; work loosely edited for language</p>	<p>An apparent order to the content is intended; somewhat choppy and loosely organized; sequencing of ideas is not complete but main points stand out</p>	<p>Incomplete information, some ideas present but not well developed; repetitive; lacks supporting detail or evidence</p>
<p>D = 15 – 17 Abundance of literal translation and invented words often impedes comprehensibility; blocks communication</p>	<p>D = 15 – 17 Abundance of errors in syntax, often impeding comprehensibility</p>	<p>D = 15 – 17 Limited order to the content; lacks logical sequencing of ideas; ineffective ordering; very choppy, disjointed; hard to follow</p>	<p>D = 15 – 17 Limited information; lacks substance; superficial</p>
<p>F = 0 – 14 Not enough to evaluate. Abundance of words in English; mostly unintelligible</p>	<p>F = 0 – 14 Not enough to evaluate. Garbled syntax; abundance of errors; incomprehensible</p>	<p>F = 0 – 14 Not enough to evaluate. No planning, no order; separate sentences with no transitions; disconnected ideas</p>	<p>F = 0 – 14 Minimal information; wildly inappropriate or irrelevant</p>

II. Department: Visual & Performing Arts

Performing Arts:

Rubric for Music 304.01 Research Paper

Criteria	Exemplary	Good	Acceptable	Unacceptable
Purpose	The writer's central purpose or argument is readily apparent to the reader.	The writing has a clear purpose or argument, but may sometimes digress from it.	The central purpose or argument is not clear throughout the paper.	The purpose or argument is generally unclear.
Content	Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights.	Information provides reasonable support for a central purpose or argument and displays evidence of a basic analysis of a significant topic. Reader gains some insights.	Information supports a central purpose or argument at times. Analysis is basic or general. Reader gains a few insights.	
Organization	The ideas are arranged logically to support the purpose or argument. They flow from one another and are clearly linked to each other. The reader can follow the line of reasoning.	The ideas are arranged logically to support the central purpose or argument. They are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning.	In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The reader is fairly clear about what the writer intends.	The writing is not logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning and loses interest.
Feel	The writing is compelling. It hooks the reader and sustains interest throughout.	The writing is generally engaging, but has some dry spots. In general, it is focused and keeps the reader's attention.	The writing is dull and unengaging. Though the paper has some interesting parts, the reader finds it difficult to maintain interest.	The writing has little personality. The reader quickly loses interest and stops reading.
Tone	The tone is consistently professional and appropriate for an academic research	The tone is generally professional. For the most part, it is appropriate for an	The tone is not consistently professional or appropriate for an academic research	The tone is unprofessional. It is not appropriate for an academic

	paper.	academic research paper.	paper.	research paper.
Sentence Structure	Sentences are well-phrased and varied in length and structure. They flow smoothly from one to another.	Sentences are well-phrased and there is some variety in length and structure. The flow from sentence to sentence is generally smooth.	Some sentences are awkwardly constructed so that the reader is occasionally distracted.	Errors in sentence structure are frequent enough to be a major distraction to the reader.
Word Choice	Word choice is consistently precise and accurate.	Word choice is generally good. The writer often goes beyond the generic word to find one more precise and effective.	Word choice is merely adequate, and the range of words is limited. Some words are used inappropriately.	Many words are used inappropriately, confusing the reader.
Grammar, Spelling, Writing Mechanics (punctuation, italics, capitalization, etc.)	The writing is free or almost free of errors.	There are occasional errors, but they don't represent a major distraction or obscure meaning.	The writing has many errors, and the reader is distracted by them.	There are so many errors that meaning is obscured. The reader is confused and stops reading.
Length	Paper is the number of pages specified in the assignment.			Paper has more or fewer pages than specified in the assignment.
Use of References	Compelling evidence from professionally legitimate sources is given to support claims. Attribution is clear and fairly represented.	Professionally legitimate sources that support claims are generally present and attribution is, for the most part clear and fairly represented.	Although attributions are occasionally given, many statements seem unsubstantiated. The reader is confused about the source of information and ideas.	References are seldom cited to support statements.
Quality of References	References are primarily peer-reviewed professional journals or other approved sources (e.g., government documents, etc.) The reader is confident that the information and	Although most of the references are professionally legitimate, a few are questionable (e.g., trade books, internet sources, popular magazines, ...). The reader is uncertain of the reliability of some	Most of the references are from sources that are not peer-reviewed and have uncertain reliability. The reader doubts the accuracy of much of the material presented.	There are virtually no sources that are professionally reliable. The reader seriously doubts the value of the material and stops reading.

	ideas can be trusted.	of the sources.		
Use of Most Recent Edition of the MLA Style Manual	MLA format is used accurately and consistently in the paper and on the "Works Cited" page.	MLA format is used with minor errors.	There are frequent errors in MLA format.	Format of the document is not recognizable as MLA.

Visual Arts:

WRITING PORTFOLIO PROGRAM REQUIREMENTS FOR B.A./B.S. STUDIO ART

Effective for all Visual Arts students who complete all requirements for the baccalaureate degree December 15, 2012, you are required to create and maintain materials that lend towards the successful completion of the Writing Portfolio Program as outlined in the categories listed below.

I. PERSONAL/PROFESSIONAL DOCUMENTS: 1-2pp (Select one from both categories)

- a. ARTIST'S RESUME PER INDUSTRY STANDARDS (CAA)
- b. PROFESSIONAL STATEMENT
 - i. Artist's Statement (General or specific to Senior Capstone Project)
 - ii. Personal Statement (used for Graduate School)
 - iii. Teaching Philosophy (used for K-12 teaching)

II. VISUAL ANALYSES: 3-5pp (Choose One)

- a. STUDENT'S SELECTED ARTWORK
- b. ARTWORK NOT BY STUDENT

III. BRIEFS: 1-2pp

- a. Graphic Arts Business Brief
- b. Museum Studies Exhibition Brief

IV. MAJOR RESEARCH PAPER: 15-20pp

- a. Art Historical Paper prepared in an upper-division course
- b. A paper prepared in an interdisciplinary field that uses an artwork as the foundation for their investigation.

Only students graduating in May 2012 are expected to provide the following:

1. A 1-2pp Resume based on College Art Association Standards
2. A 1-2pp Artist's Statement that is specific to their Senior Capstone Project
3. A 2-3pp Visual Analysis of one of an artwork in their own oeuvre
4. A 2-3pp Visual Analysis of an artwork by an artist/culture who/that inspired their work
5. A 5-7pp Research Paper

According to the College Art Association guidelines for the Artist's Resume:

The artist résumé conventions presented here are designed primarily for use with commercial galleries. While its length, one to four pages, is similar to the "short curriculum vitae," or "short cv," it is not intended for academic situations.

Avoid making the artist résumé complicated. It is meant to be short and simple to review. Galleries may receive dozens of applications per week, so you will want to make it easy on the eye. Select fonts and font sizes that facilitate reading. Use the white spaces well. Do not submit your artist résumé on a computer disk or CD-ROM unless it is specified.

Students are advised to develop a clean user-friendly document that is not busy or cluttered with narrative. They should use discretion and only include those categories applicable to their own experience. For specific details, visit <http://www.collegeart.org/guidelines/resume>

GRADE

PASS

[with/without editorial correction]

ARTIST'S RESUME RUBRIC (CENTER OF EXCELLENCE IN VISUAL ARTS)

The resume follows the industry standards as outlined in the College Art Association website. The document is well organized and polished with virtually no spelling or grammatical errors. Author shows excellent judgment in their selection of subheadings and neither embellishes their credentials, nor their experience in the field. If student is granted a Pass with editorial corrections, they are given a specific deadline to deliver the final revisions. Failure to submit document by or before deadline will delay review.

The resume does not follow the industry standards as outlined in the College Art Association website. The document is unorganized and may contain spelling or grammatical errors. Author shows poor judgment in their selection of subheadings, appears to embellish credentials and their experience in the field. Students who fail are advised to seek assistance from their Advisor and the Director.

FAIL

GRADE

A (+/-)

ARTIST'S/PERSONAL STATEMENT RUBRIC (CENTER OF EXCELLENCE IN VISUAL ARTS)

The artist/personal statement clearly explains the author's philosophy and/or intentions for their oeuvre, whether visual or literary. Where applicable the author has placed their work within the broader context of other artistic (or scholastic) work within the field. The statement provides relevant details about the artist's/scholar's methodological approach to their work as well as the appropriate theoretical framework that guides them. In specific instances, such as the Senior Exhibition or Senior Thesis, the author (i.e.: artist or scholar) has placed considerable emphasis on the themes and issues that inspired this particular body of work. The statement provides concrete information on how and why the artist's/scholar's work makes a significant contribution to the

field, what influenced their work and what issues their work addresses through image and/or narrative. The statement is a brief (ideally one page), well organized, polished document. It contains virtually no spelling or grammatical errors and includes a professional headshot in the upper left hand corner with a selected artwork on the upper right hand corner. These items flank their professional name, credentials, and either the name of the respective body of work, the title of their research or a favorite quote that evinces a personal philosophy.

B (+/-)

The artist/personal statement clearly explains the author's philosophy and/or intentions for their oeuvre, whether visual or literary but requires some revisions to make it lucid. Where applicable the author has placed their work within the broader context of other artistic (or scholastic) work within the field but this item may be unclear. The statement provides some details about the artist's/scholar's methodological approach to their work and the theoretical framework that guides them but the statement requires more honing in on the applicable method(s) and theories. In specific instances, such as the Senior Exhibition or Senior Thesis, the author (i.e.: artist or scholar) has placed considerable emphasis on the themes and issues that inspired this particular body of work but some information may be vague. The statement merely alludes to how and why the artist's/scholar's work makes a significant contribution to the field, what influenced their work and what issues their work attempts to address through image and/or narrative. The statement is not brief (more than one page), well organized, but does not constitute a polished document. It contains some spelling or grammatical errors. The selected professional headshot (upper left hand corner) and selected artwork (upper right hand corner) might require some reconsideration. The chosen font and size of the flanked professional name, credentials, and either the name of the respective body of work, the title of their research or a favorite quote that evinces a personal philosophy must be changed to establish a more professional and polished look.

C (+/-)

The artist/personal statement vaguely explains the author's philosophy and/or intentions for their oeuvre, whether visual or literary and requires intense revisions to make it lucid. Although applicable the author fails to place their work within the broader context of other artistic (or scholastic) work within the field. The statement provides little to no details about the artist's/scholar's methodological approach to their work and the theoretical framework that guides them. In specific instances, such as the Senior Exhibition or Senior Thesis, the author (i.e.: artist or scholar) has not placed considerable emphasis on the themes and issues that inspired this particular body of work and several relevant pieces of information are missing. The statement fails to show how and why the artist's/scholar's work makes a contribution to the field. The author is vague or unclear about what influenced their work and they need to revise statements that attempt to address the issues their work illuminates through image and/or narrative. The statement is not brief. In fact it far surpasses the ideal page limit (more than one page). It is unorganized and does not constitute a polished document. It contains enough spelling or grammatical errors to make it difficult to understand and/or follow the author's thoughts. The selected professional headshot (upper left hand corner) and selected artwork (upper right hand corner) must be

changed. The chosen font and size of the flanked professional name, credentials, and either the name of the respective body of work, the title of their research or a favorite quote that evinces a personal philosophy, also must be changed to establish a more professional and polished look.

D (+/-)

The artist/personal statement does not explain the author's philosophy and/or intentions for their oeuvre, whether visual or literary. Although applicable, the author does not place their work within the broader context of other artistic (or scholastic) work within the field. The statement provides no details about the artist's/scholar's methodological approach to their work and the theoretical framework that guides them. In specific instances, such as the Senior Exhibition or Senior Thesis, the author (i.e.: artist or scholar) has not placed any emphasis on the themes and issues that inspired this particular body of work and several relevant pieces of information are missing. The statement does not show how and why the artist's/scholar's work makes a contribution to the field. The author is uncertain about what influenced their work and they need to construct statements that address the issues their work illuminates through image and/or narrative. The statement is either incomplete or excessive in length. It is unorganized and does not constitute a polished document. It contains excessive spelling or grammatical errors making it illegible for the reader. The selected professional headshot (upper left hand corner) and selected artwork (upper right hand corner) are either missing or inappropriate and must be changed. The chosen font and size of the flanked professional name, credentials, and either the name of the respective body of work, the title of their research or a favorite quote that evinces a personal philosophy, also must be changed to establish a professional and polished look.

F

Either no work was handed in, or a statement with an unidentified author was submitted. The statement contains excessive grammatical errors and is comprised of bullet-points instead of full sentences that develop a narrative. Plagiarized statements that are properly documented by faculty also fall into this category (In these cases faculty should see Director immediately).

III. Department: Mass Communications

A- Grading Rubric—WPP Conceptual Portfolios

Name _____

	5	4	3	2	1
The paper addressed the assigned topic	Identified and described the topic in an appropriate thesis statement	The thesis statement was not significant or was not clearly explained.	There statement of the topic was not evident.	There was no clear thesis statement.	The situation was not related to the topic.
References were used appropriately	Published references in reliable sources are cited using correct APA style for footnotes or parenthetical references.	Some references may have been to unpublished or unreliable sources (gossip websites, etc.). Correct APA style was used for references.	Some references may have been to unpublished or unreliable sources and/or incorrect style was used for some references.	Most references were unpublished/unreliable and references were incorrectly cited.	No references were used.
The concepts were clearly presented	Knowledge of the topic was clearly presented	There was some misunderstanding of the topic and/or there was some weakness in apply it to the thesis statement.	Little knowledge of the topic demonstrated or applied to the thesis	There is limited discussion of the topic.	There is no discussion of the topic
Research.	Provided a personal response that demonstrates knowledge of the topic and draws a logical conclusion based on evidence	Personal responses shows some flaws in knowledge of the topic or has some logical weaknesses based on the evidence.	Personal response shows significant flaws in knowledge of the topic or in drawing a logical conclusion.	Personal response is mainly based on personal opinion that is not based research or ignores evidence.	There is no personal response that demonstrates knowledge of the topic and does not draw a logical conclusion based upon evidence.
The paper is well written from a structural standpoint.	Written in an organized manner demonstrating a college-level understanding of paragraphs, topic sentences, supporting sentences, and transitions.	Has some minor flaws in one or more of the following— organization, paragraphs, topic and supporting sentences, and transitions.	Has significant flaws in one or more of the following-- organization, paragraphs, topic and supporting sentences, and transitions.	Has significant flaws in most of the following-- organization, paragraphs, topic and supporting sentences, and transitions.	Has significant flaws in all of areas of writing structure.
The paper is well written from a technical standpoint.	Correct standard English grammar, usage, and spelling are used throughout the paper.	Has some minor flaws in grammar, usage, or spelling.	Has significant flaws in grammar, usage or spelling.	Has significant flaws in grammar, usage, and spelling, but is still somewhat readable.	Has multiple significant writing flaws to the point where the paper is not readable or understandable.
The paper met	The paper was	The paper was	The paper was	The paper was at least	The paper was

the assigned length	within 5% (+ or - 50 words) of the assigned length.	within 10% of the assigned length (+ or - 100 words)	within 20% of the assigned length (+ or - 200)	500 words long.	less than 500 words long.
Totals					

Total Points _____

B- Mass Communications Grading Rubric--Skill-based Writing Submissions

Skill-based Writing Competency	5 Superior	4 Good	3 Satisfactory	2 Unsatisfactory	1 Failed	0
Logic and Cohesion	Superbly and logically written; clear and precise; comprehensive coverage of topic	Commendably and logically written; clear; reasonable coverage of topic	Logical; basic coverage of topic	Some inconsistencies in logic; incomplete coverage of topic	Unclear; irrational; incomplete or inconsistent coverage of topic	No submission
Structure/ Organization	Focused; very well organized expression of ideas	Well organized expression of ideas	Mostly organized expression of ideas, few inconsistencies	Inconsistencies in organization or order	Unorganized; lacks order or focus	No submission
Support for main ideas and claims	Inclusion of multiple examples; evidence of extensive research	Inclusion of some examples; evidence of substantial research	Inclusion of a few examples; evidence of some research	Minimal examples provided; little evidence of research	No inclusion of examples; no evidence of research	No submission
Creativity	Very creative and/or thought provoking; masterful use of language to capture audience	Reasonably creative expression of ideas and vivid use of language to capture the audience	Somewhat creative expression of ideas and use of language to reach the audience	Little or no creative expression of ideas and use of language to reach the audience	Lack of creativity; struggles with using language to reach audience	No submission
Understanding of writing for the industry	Meets industry standards; fully meets the purpose and expectation for this type of document in the industry	Meets the purpose for this type of document in the industry	Mostly meets the purpose for this type of document in the industry	Barely meets the purpose for this type of document in the industry	Does not meet the purpose for this type of document in the industry	No submission
Vocabulary and Usage	Clear understanding and appropriate use of terms and phrases	Appropriate use of terms and phrases	Some inconsistent or questionable use of terms and phrases	Inappropriate use of several terms and phrases	Poor/sloppy use of terms and phrases	No submission

Grammar /Mechanics	No grammatical errors	Few grammatical errors	Many grammatical errors	Poor grammar	Extremely poor grammar	No submission
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IV. Department: History, Political Science & Philosophy

Philosophy and Religion:

I. Purpose and Process

- A. Evaluate student writing skills (evaluation by two professors in Department)
- B. Refer those who have difficulty writing correctly or coherently
- C. Review the portfolio with the student before and after the writing course
- D. Prepare the student to write proficiently in professional situations or places of higher education

II. Evaluation of the Contents: Rubric

A successful portfolio has:

- | | | |
|---|-----|----|
| 1. Evidence of proper patterns of sentence level errors (spelling/grammar). | Yes | No |
| 2. Effective, coherent, and unified paragraphs. | Yes | No |
| 3. Appropriate use of techniques to effectively complete the purpose of the assignment. | Yes | No |
| 4. Content that reflects college level analysis (critical thinking). | Yes | No |
| 5. Displays content that reflects command of language in the discipline. | Yes | No |
| 6. Demonstrates proper documentation: citation of sources and bibliography. | Yes | No |

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

History & Political Science

Writing Rubric for Portfolios

- 1.) Thesis
- 2.) Grammar
- 3.) Structure
- 4.) Correct usage of sources –also correct use of facts
- 5.) Citation usage

	A	B	C	D	F
Thesis-20%	Author directly addresses main question or issue, and adds new insight to the subject. He/She is able to synthesize this knowledge in new ways.	Author competently addresses main question or issue, but does not add much new insight into the subject. That said, it is clear that the author has learned a great deal and is able to communicate this knowledge to others.	Author attempts to address main question or issue, but fails. The author does not fully understand the meaning or context of what he/she has presented and cannot clearly convey it to others.	The final product does NOT address main question or issue, and it is obvious that author has not had little understanding of the subject.	The author completely fails to address the question or provide evidence.
Grammar-10%	No spelling or grammar errors are found. Uses proper tenses and avoids passive voice.	Minimal spelling and grammatical errors. Some passive voice found in paper. Some tense usage problems.	The paper is riddled with passive voice. Spelling and grammar errors distract from the argument. Tense usage is inconstant.	Written entirely in the passive voice. Spelling and grammatical errors indicate a lack of proofreading.	No attention paid to grammar- numerous spelling and other grammar errors show no effort at proofreading.
Structure-20%	Essay contains a clear argument— i.e., lets the reader know exactly what the author is trying to communicate.	An argument is present, but reader must reconstruct it from the text.	Author attempts, but fails, to make an argument (e.g., starts with a rhetorical question/statement or anecdote that is never put into context).		No attempt is made to articulate an argument.
Correct usage of sources-40%	Evidence is used from a wide range of	Evidence is used from many sources,	Uses only a few sources. Relies primarily on	An overreliance of secondary	Does not use primary sources at all.

	sources, Uses mainly primary sources to base thesis on.	but author relies heavily on secondary sources. Primary sources are used, but not extensively.	secondary sources for evidence and research in primary sources is minimal.	sources and minimal primary sources are used.	
Citation Usage 10%	All evidence is properly cited in footnotes or endnotes based on the <i>Chicago Manuel of Style</i>	All evidence is cited in footnotes or endnotes, but there are some minor problems with completeness or format of some citations.	Some pieces are unreferenced or inaccurately referenced, and there are problems with completeness and format of citations.	No attempt is made to cite evidence.	Does not appear to used sources.

***Portfolios will be judged on a pass-fail system.**

Department: Sociology and Criminal Justice

Writing Proficiency Portfolio Certification Procedure

As part of the Lincoln University Graduation requirements, students majoring in the Sociology and Anthropology Department shall complete four Writing Intensive courses designated by their Chair and/or advisor of the major department.

Anthropology	SOC 354.01 Anthropology of Religion
	SOC 321.01 Ethnography: The Science of Fieldwork
	SOC 410.01 Senior Seminar
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Sociology	SOC 318.01 Sociological Theory
	SOC 410.01 Senior Seminar
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Criminal Justice	SOC 301.01 Law and Society
	SOC 410.01 Senior Seminar

Students will complete a portfolio that will have to be certified by their major department.