2019 Portfolio Rubric – SP

	Advanced	Satisfactory	Marginal	Unsatisfactory
Final Reflection	Well-structured and reflects **strong writing** skills. Few to no errors in conventions of writing. Reflects student's **self-assessment** of success and mistakes as well as what was learned. Synthesizes all components of project. Length is sufficient for a year's reflection (1200-1600 words).	Writing is adequate to convey ideas but may have superficial mistakes. Student conveys reflection on the process as well as what was learned from it. Length is sufficient (1000-1199 words).	Writing has several significant mechanical errors, may be choppy or disconnected. Student discusses the learning process but may lapse into a timeline summary of what was done. Not truly reflective. Final Reflection fewer than 999 words.	Paper is missing, lacking in length (fewer than 600 words), or entirely superficial. Errors may interfere with understanding.
Journals	**Thoughtful and reflective**—evidence of problem solving, anticipatory thinking AND careful planning with **thorough documentation** of a learning process and no extraneous information. 12 entries present.	Journals are thorough with little extraneous information, but may lack evidence of problem solving, anticipatory thinking OR careful planning as they relate to project with **thorough documentation** of a learning process OR missing 1 entry.	There is little evidence in the journals of reflection or planning. Student rarely or never documents details of their learning or thought processes OR missing 2 entries.	Journals reflect unacceptable lack of focus, planning, or process OR missing three or more entries.
Research	All ten Note Taking Guides reflect a **variety** (minimum of four types) of sources. **Thorough and complete**—interacted with the sources. **Analysis** is thoughtful, evaluative and details how the source was used. **Clarifying Questions** were answered and directly related to **Driving Question**.	Student learned from a variety (minimum of three types) of sources and interacted with the sources. NTGs evaluate the sources but may not answer CQ/DQ OR missing one NTG.	Student learned from only 1 or 2 kinds of sources; did not interact with the text in a meaningful way; NTGs lack substance OR missing two NTGs.	Research is cursory or lacking in variety of type of source. OR missing three or more NTGs.
Product Development	Artifacts and purposeful annotations clearly demonstrate how the project unfolded. Evidence of appropriate time management throughout the year (no gaps in time or process).	Artifacts demonstrate a learning process, but may not be purposefully annotated. Minor gaps in time or process appear.	Artifacts are present, but it is unclear how they advanced the project. Significant gaps in time and process appear.	Process is difficult to interpret based on artifacts.
Other Elements	The following components are included and are professionally done: 1. letter of introduction 2. table of contents 3. project proposals & long range plans 4. five mentor (or professional) contacts and signatures 5. misc. items: portfolio checks, SLC progress checks, faculty progress checks	All components present, but not all display professionalism.	1-2 required components missing OR many do not display professionalism.	3 or more components are missing.
Distinguishing Characteristics	1. Strong correlation between all components of the portfolio. 2. The portfolio displays professionalism and attention to detail throughout sections. 3. Journals demonstrate continuous personal growth as a result of the learning process. 4. The entire portfolio clearly demonstrates a convincing *yearlong* learning stretch. 5. The portfolio documents the project so well that a novice can learn from it.			