

SCORING PORTFOLIOS USING RUBRICS: GENERAL COMMENTS

Scoring portfolios is a challenge to our powers of decision. It sometimes seems like a gargantuan task to decide between a score of "2" and "3" for a given portfolio. It helps to keep the following points in mind:

1. **We are judging portfolios, not students.** A portfolio is a communication, a collection of pieces of evidence, about a student's learning. We can only judge a student's work on the evidence that he or she presents. The portfolio can misrepresent the student for a number of reasons. Chief among these are:

- a. The student has not compiled good evidence of his or her learning.
- b. The course did not engage student learning in an area that we are assessing.
- c. Course assignments did not cause the student to produce written work that speak to the goals we are assessing.
- d. The portfolio assignment was unclear, or did not ask the student to provide evidence in an area that we are assessing.

2. **Rubrics are a guide.** In the final analysis, the rubrics can be elegant, and we can all be calibrated beautifully; but that final choice between one number and the next is still a judgment call. You may find that your scoring judgment is mixed—that a portfolio has elements of two different scores. But choose you must. So do not become obsessive about deciding on a score. Remember that there will be two readers, and a third if necessary. Your word is not the final word, so pick a number and move on.

3. **Set aside your own reactions to the material.** This seems obvious, but can be subtle. Most of us can set aside our own opinions, but it is harder to set aside our own knowledge. Also, for all the rubrics except writing and global communications, set aside the issue of mechanical problems in the student's writing. That will be scored with a separate rubric.

4. **Set aside your own reactions to the student.** Sometimes students share personal stories in their reflections. You may sympathize with a students' situation, but that should not influence the score you assign to the portfolio. For example, you should not give a student extra points for being a second language learner. Please score what the student has presented.

5. **You are not grading these portfolios.** These portfolios have already been read, commented on and evaluated by the students' instructor. Our task is to help with program assessment by evaluating these work samples using these rubrics.

6. **Use the comment space liberally.** Comment if you found the score you gave to be a difficult choice; if you really wanted to give the portfolio a 2 1/2 (not permitted—you have to choose a whole number, but you can comment on what you would have liked to have given); and if you feel that the evidence presented was not sufficient. Comment on anything else that will help program staff to judge the portfolio review process.

7. **We cannot unravel or reassess these rubrics half-way through the day.** We have no time to go back over even a small group of portfolios. Please take notes as you go, and we will fine tune our rubrics for next year.

General Instructions:

1. Log in to the computer. If you do not have a PSU log in, please see Rowanna for assistance.
2. Start with Firefox as your browser. If you have trouble opening something with Firefox, try Internet Explorer.
3. If Google sites is asking for a username and password, those will be posted on the whiteboard in your room.
4. First scoring: Pick a portfolio, read it and make your judgement, and record your score on your scorer's sheet. Fill out the checklist for the portfolio. Write your initials in the appropriate space on the on the portfolio page. Put the portfolio page on the center table in your room.
5. Second scoring: When the portfolios in your room are scored once, pick a portfolio off the table to score for the second time. Check the initial on the page to make sure you don't score the same portfolio twice. When you're done, bring the portfolio out to the desk area to be filed.
6. As your score sheet fills up, put it in the box in the center of the room and someone will collect them.
7. If the first and second scores are identical, or differ by only one number, the two scores are added to make the final score for that portfolio for that goal. If the two scores diverge by more than one number, a third reader is necessary. In some cases, the three readers might have to discuss the score.
8. Our schedule is predicated on each reading taking no more than 10 minutes. Please remember: do not become obsessive or stuck on a decision. Just make the best judgement you can, trust in the process, and move ahead.
9. What material do you score? If the student self-identifies, use what the student self-identifies. If you feel that this is insufficient material, browse the portfolio. Read the introductory essay and any other pieces that seem relevant.

**Portland State University
University Studies
Writing Rubric**

SCORE OF 6:

- The student portfolio demonstrates the ability to communicate clearly for a variety of purposes and diverse audiences.
- The portfolio shows the mark of the writer's own labor, critical judgment, and rhetorical shaping.
- It is marked by lucid and orderly thinking, substantial depth, fullness and complexity of thought.
- It articulates metacognition on the writer's part: analysis of learning strategies, revision techniques and improvement in writing skills.
- It evidences control of diction, syntactic variety, and usage.

SCORE OF 5:

- The student portfolio reveals the ability to communicate for a variety of purposes and diverse audiences.
- The portfolio satisfactorily shows the mark of the writer's own labor, critical judgment, and rhetorical shaping.
- The main ideas are well supported with a fair degree of specificity.
- Organization reveals clarity of thought and paragraphs are coherent units.
- The writing is largely free of errors in mechanics, usage and sentence structure.

SCORE OF 4:

- The portfolio does come to terms with the basic tasks of the assignments, but overall it executes the assignments less completely or less systematically than a 6 or 5 portfolio.
- There is no serious weakness in organization. Though there may be some disjointedness and lack of focus, the reader can move with relative ease through the discourse.
- Generalizations are usually supported though some detail may be lacking or irrelevant.
- The portfolio contains some errors in sentence structure and mechanics but, not to the point of distracting the reader from the content.

SCORE OF 3:

- The student portfolio shows difficulty in managing the tasks of the assignment.
- There is likely to be either a weakness in analytical thinking or lack of development of key ideas.
- The portfolio marginally demonstrates the ability to communicate for a variety of purposes.
- Errors in sentence structure, usage, and mechanics do interfere with readability.
- Overall the portfolio shows some metacognition of the student's part, but there is lack of clarity and depth about revising and the writing process.

SCORE OF 2:

- The portfolio does not come to terms with the assignment.
- There is little development of ideas, and the reader finds it difficult to follow from one point to the next.
- Writing tasks may be ignored or badly mishandled.
- There may be serious errors in reasoning.
- There may be serious and frequent errors in sentence structure, usage, and mechanics.
- Overall, the portfolio reveals an inability to communicate successfully.

SCORE OF 1:

- The portfolio reveals a combination of rhetorical problems from conceptual confusion, disorganization, and a basic inability to handle language.

X = No Basis for Scoring (use only for missing or malfunctioning portfolios)

THE DIVERSITY OF HUMAN EXPERIENCE

Note: In this scoring guide, “diversity” refers to differences in ethnic, religious, and cultural perspectives, class, race, gender, age, sexual orientation and ability.

<p>6 (highest)</p>	<p>Portfolio creatively and comprehensively demonstrates an understanding of personal, institutional and ideological issues surrounding diversity in a scholarly fashion, using concrete examples. The work reflects an ability to view issues from multiple perspectives, to question what is being taught, and to construct independent meaning and interpretations.</p> <p>OR</p> <p>Demonstrates broad awareness of how the self appears from the greater perspective of human experience, questions own views in light of this awareness, and contemplates its implications for life choices in the personal and public spheres.</p>
<p>5</p>	<p>Portfolio presents persuasive arguments about, and insights into, prominent issues surrounding diversity, and discusses ways in which personal and cultural experiences influence lives, ideas, and events.</p> <p>OR</p> <p>Reflects on personal experiences within the broader context of human experience, demonstrating a sophisticated awareness of the limitations of subjective experience and an informed view of the role difference plays in societies and institutions.</p>
<p>4</p>	<p>Discusses personal experience within the broader context of human experience, demonstrating a working knowledge of features of diverse peoples, societies and institutions, and analyzes these features in some way.</p>
<p>3</p>	<p>In addition to demonstrating a basic comprehension of some issues surrounding diversity, demonstrates some attempt to meaningfully locate oneself within the broader context of diverse culture.</p>
<p>2</p>	<p>Portfolio demonstrates a basic comprehension of some issues surrounding diversity.</p> <p>OR</p> <p>Relates personal experiences within the context of broader human experiences, but does not locate self within that context in a thoughtful manner.</p>
<p>1 (lowest)</p>	<p>Portfolio uses some terminology surrounding diversity, but fails to demonstrate meaningful comprehension of those concepts.</p> <p>OR</p> <p>Tells of personal experiences but does not connect, compare or contrast those with the experiences of others.</p>

4 = 3 + analysis

3 = with part of 2

X = No Basis for Scoring (use only for missing or malfunctioning portfolios)

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QUANTITATIVE LITERACY RUBRIC

<p>6 (Highest)</p>	<p>In addition to demonstrating the quantitative reasoning skills from level 5, evidence of the ability to analyze the results of independent research and to integrate these results with pre-existing studies and data. The meaning of statistical significance and a comprehensive understanding of causality and correlation is displayed.</p>
<p>5</p>	<p>Portfolio evidence of demonstrates one or both of: <u>Mathematical reasoning</u> - ability to critically evaluate quantitative information <i>and</i> use detailed calculation to solve problems and draw conclusions involving quantitative information. <u>Statistical reasoning</u> - ability to make appropriate use of inferential statistics (e.g., correlation, t-test, chi-square, regression) and draw appropriate conclusions regarding statistical significance.</p>
<p>4</p>	<p>Portfolio demonstrates evidence of one or both of: <u>Mathematical reasoning</u> - ability to critically evaluate quantitative information; good use of estimation skills. <u>Statistical reasoning</u> - ability to apply descriptive statistics (mean, median, mode, frequency, standard deviation) to the analysis of quantitative information; assignments in the portfolio may contain well-designed graphs and charts that are integrated with data analysis.</p>
<p>3</p>	<p>Portfolio demonstrates evidence of one or both of: <u>Mathematical reasoning</u> - ability to describe and interpret quantitative information. <u>Statistical reasoning</u> - ability to interpret descriptive statistics (mean, median, mode, frequency, standard deviation); assignments <i>in</i> the portfolio may contain well-labeled and appropriate graphs and charts that are largely used for data display.</p>
<p>2</p>	<p>Portfolio demonstrates evidence of one or both of: <u>Mathematical reasoning</u> - ability to refer to or reproduce basic quantitative information, perhaps by simply citing some numerical "facts". <u>Statistical reasoning</u> - ability to refer to or reproduce descriptive statistics (mean, median, mode, frequency, standard deviation); assignments in the portfolio may display data using incomplete or poorly-designed graphs and charts.</p>
<p>1 (Lowest)</p>	<p>Portfolio demonstrates no evidence of an ability to refer to or evaluate mathematical or statistical information, including no knowledge of basic descriptive statistics.</p>

X = No Basis for Scoring (use only for missing or malfunctioning portfolios)

PORTFOLIO CODE: **TEST**

URL: TEST

Some URLs are case sensitive. Please type the URL as it appears above, including capital letters. After reading the portfolio please initial below to show it has been reviewed.

<u>Rubric</u>	<u>Reviewer 1 Initials</u>	<u>Reviewer 2 Initials</u>
Writing	_____	_____
Diversity	_____	_____
Quantitative Literacy	_____	_____

Exemplary Portfolio: _____ (Please check if you believe this is a portfolio that could be shared as an example for others)

Checklist Instructions

Based on the selections in the portfolio, please give a holistic appraisal of the following categories with a Y or N mark. One assignment may represent more than one of the following categories. Please mark all that you find in the entirety of the student's portfolio.

Writing Material Checklist

Includes a personal narrative	Y	N
Includes analytical writing	Y	N
Includes creative writing	Y	N
Includes reflection on the writing process	Y	N
Includes the instructions for the assignment	Y	N
Blends reference material into their writing	Y	N
Includes first drafts and/or evidence of the revision process	Y	N
Shows mastery of MLA or APA style	Y	N
Generally uses correct grammar throughout the portfolio	Y	N

Diversity Material Checklist

Includes a personal definition of diversity	Y	N
Identifies multiple facets of diversity	Y	N
Includes a personal narrative related to diversity	Y	N
Includes a reflection on their learning about diversity	Y	N
Includes scholarship (outside references) related to diversity	Y	N

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Scorer's Comment Sheet: Annual Portfolio Review
Portfolio Code: TEST
URL: TEST

Instructions:

Use the space below for the rubric that is being scored to write down anything particular about the portfolios, such as url problems that you had and how you solved them, or directions of where the actual student work is located if it is not immediately apparent. *Do not write anything that indicates or infers what score you gave to this work sample.*

Writing

Diversity

Quantitative Literacy

Quantitative Literacy Material Checklist

Number of quantitative assignments included	0	1	2	3+
Represents data using charts and/or graphs			Y	N
Includes descriptive writing about quantitative data			Y	N
Includes an evaluation/critique of quantitative reasoning used by others			Y	N
Uses terms related to descriptive statistics:				
Mean			Y	N
Median			Y	N
Mode			Y	N
Standard deviation			Y	Y
Uses terms related to inferential statistics:				
Statistical significance			Y	N
Correlation			Y	N
Other			Y	N

(Over)

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University Studies Portfolio Review

TEST PORTFOLIOS

Please review the following portfolio, assign it a score, and return to the meeting room.

<http://sites.google.com/a/pdx.edu/ryans/Portfolio>

If we are conducting a second test review, please review the following portfolio.

<http://sites.google.com/a/pdx.edu/kailab/Home>

For a third test review the following

<http://sites.google.com/a/pdx.edu/iansfolio/Home>

Score Documentation 2009

Scorer's Name: _____

Date	Scoring Rubric	Portfolio Code	Score	Comment	Recorded
6/17/08	Writing				
6/17/08	Writing				
6/17/08	Writing				
6/17/08	Writing				