

Portfolio Rubric

<p>Exemplary A: 4 points</p> <p>Frequency Portfolios are consistently updated multiple times throughout each week.</p> <p><u>Depth of Knowledge</u> Students consistently demonstrate strategic and extended thinking in their portfolio evidence. (Bloom's Taxonomy: Applying - Creating)</p> <p>Standards Students consistently connect their portfolio work to the CA State Standards and/or Common Standards.</p> <p>Scope Portfolios consistently represent all aspects of student learning: evidence from study groups, evidence from diy learning, and reflections.</p>	<p>Excellent B: 3 points</p> <p>Frequency Portfolios are usually updated multiple times throughout each week.</p> <p><u>Depth of Knowledge</u> Students usually demonstrate strategic and extended thinking in their portfolio evidence. (Bloom's Taxonomy: Applying - Creating)</p> <p>Standards Students occasionally connect their portfolio work to the CA State Standards and/or Common Standards.</p> <p>Scope Portfolios occasionally represent all aspects of student learning: evidence from study groups, evidence from diy learning, and reflections.</p>	<p>Good C: 2 points</p> <p>Frequency Portfolios are updated once a week on average.</p> <p>Depth of Knowledge Students rarely demonstrate extending thinking and instead demonstrate simple recall & reproduction in their thinking and basic application of skills in their portfolio evidence. (Bloom's Taxonomy: Remembering - Understanding)</p> <p>Standards Students rarely connect their portfolio work to the CA State Standards and/or Common Standards.</p> <p>Scope Portfolios rarely represent all aspects of student learning: evidence from study groups, evidence from diy learning, and reflections.</p>	<p>Emerging D: 1 point</p> <p>Frequency Portfolios are updated less than once a week on average.</p> <p>Depth of Knowledge Students only demonstrate simple recall & reproduction in their thinking and basic application of skills in their portfolio evidence. (Bloom's Taxonomy: Remembering - Understanding)</p> <p>Standards Students never connect their portfolio work to the CA State Standards and/or Common Standards.</p> <p>Scope Portfolios never represent all aspects of student learning: evidence from study groups, evidence from diy learning, and reflections.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Multimedia Students consistently use a variety of digital media (graphical, audio, visual, and interactive elements) to enhance understanding of findings, reasoning, evidence, and to add interest.</p> <p>Organization / Design Students consistently organize their portfolios with appropriate tags in each of their posts. The design of the portfolio consistently reflects its academic content and is easy to read and navigate.</p>	<p>Multimedia Students occasionally use a variety of digital media (graphical, audio, visual, and interactive elements) to enhance understanding of findings, reasoning, evidence, and to add interest.</p> <p>Organization Students occasionally organize their portfolios with appropriate tags in each of their posts. The design of the portfolio usually reflects its academic content and is generally easy to read and navigate.</p>	<p>Multimedia Students rarely use a variety of digital media (graphical, audio, visual, and interactive elements) to enhance understanding of findings, reasoning, evidence, and to add interest.</p> <p>Organization Students rarely organize their portfolios with appropriate tags in each of their posts. The design of the portfolio somewhat reflects its academic content and is sometimes easy to read and navigate.</p>	<p>Multimedia Students never use a variety of digital media (graphical, audio, visual, and interactive elements) to enhance understanding of findings, reasoning, evidence, and to add interest.</p> <p>Organization Students never organize their portfolios with appropriate tags in each of their posts. The design of the portfolio clashes with its academic content and is difficult to read and navigate.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------