# Portfolio Rubric

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

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| **Multimedia**<br>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.<br><br>**Organization / Design**<br>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. | **Multimedia**<br>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.<br><br>**Organization**<br>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. | **Multimedia**<br>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.<br><br>**Organization**<br>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. | **Multimedia**<br>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.<br><br>**Organization**<br>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. |