

ePortfolio Articulated Learning Outcomes for Fall

	0 <i>No Evidence Provided (Resubmit assignment)</i>	1 <i>(Identifies- lists or surface level)</i>	2 <i>(Describes- detail)</i>	3 <i>(Explains- relate to larger context)</i>
Skills Growth (Sept)	None	Lists existing strengths and areas for growth.	Describes strengths with examples of previous experiences that led to these strengths. Describes what they will do to grow in areas for growth.	Describes strengths with examples of previous experiences that led to these strengths. Describes what they will do to grow in areas for growth. Explains why these are important to future career plans.
Goal Setting- Internship Goals (Oct)	None	Lists 3 internship goals.	Lists 3 internship goals and describes tasks to achieve each.	Lists 3 internship goals, explains connection to future plans, and describes tasks to achieve each.
Goal Setting- Career Goals (Oct)	None	Lists career goal or potential options to explore.	Describes career goal or potential options to explore and why they have this goal.	Describes career goal or potential options to explore and why they have this goal. Explains what they will do or did this year to find out if these goals fit their strengths and preferences.
Learning Self-Assessment (Oct)	None	Lists skills they are using and where they like to grow.	Lists skills and describes how they are using the skills or how they know they are growing.	Lists skills and describes how they're using or growing them. Explains a plan to grow the skills and how they're building on existing strengths and experiences.
Exploration- Connections to Coursework or Major (Oct)	None	Basic or surface-level connections to coursework or major.	Describes the connections between internship learning and coursework or vice versa.	Explains how internship is deepening understanding of overall purpose of major and career plan.
Successes (Nov)	None	Lists successes.	Describes specific stories of successes and what support or resources contributed to this.	Describes specific stories of successes and what support or resources contributed to this. Explains what they learned from these successes that they can apply to succeeding in future academic and career goals.
Challenges (Nov)	None	Lists challenges.	Describes specific stories of challenges and what support or resources contributed to this.	Describes specific stories of challenges and what support or resources contributed to this. Explains how the internship team helped them learn or overcome obstacles.

ePortfolio Construct, Reflection, & Delivery (this section adapted from the AAC&U VALUE Rubrics) for end of fall semester

	0 <i>No Evidence Provided</i>	1 <i>(Identifies)</i>	2 <i>(Describes)</i>	3 <i>(Explains)</i>	4 <i>(Integrates)</i>
Context of Writing <i>Awareness of audience and purpose of the ePortfolio.</i>	None	Language in discussion of the internship project work is not appropriate to broad audiences.	Language in discussion of the internship project work may contain some jargon but is mostly appropriate to broad audiences.	Language in discussion of the internship project work is appropriate to broad audiences.	Language in discussion of the internship project work is appropriate to broad audiences and has a compelling hook to draw attention quickly.
Coherence, Purpose, and Alignment <i>Coherent story that carries throughout.</i>	None	Each section of the ePortfolio is presented as independent with no coherent "story". Minimal attention to context, audience, purpose of the ePortfolio.	Some evidence of alignment and coherence between sections. A coherent "story" of the student is beginning to emerge. Basic awareness of context, audience, purpose of the ePortfolio.	Linkages between narrative in one or more sections are presented in a clear and coherent matter. A coherent "story" carries across most of the content. Adequate consideration of attention to context, audience, purpose of the ePortfolio.	Presents a coherent and integrated narrative of who the student is, why they are in college, and their educational and career goals. Thorough understanding of attention to context, audience, purpose of the ePortfolio.
Integrated Reflection <i>Connections to other learning beyond the internship.</i>	None	No attempt to demonstrate connections to previous learning or experience.	Little to no attempt to demonstrate connections between the internship and previous engaged learning and/or classroom experiences.	Demonstrates some connections between the internship and material from courses, previous engaged learning, and/or career goals.	Demonstrates clear connections between the internship and material from coursework, previous engaged learning, and/or career goals.
Writing Mechanics <i>Spelling, grammar, and structure.</i>	None	Writing includes many typographical, spelling, grammatical, and/or structural errors	Writing includes several typographical, spelling, grammatical, and/or structural errors	Writing includes a few typographical, spelling, grammatical, and/or structural errors	Writing includes very few or no typographical, spelling, grammatical, or structural errors

Rubric based on Holistic Rubric designed for IUPUI University College First Year Seminar ePortfolio and AAC&U VALUE Rubrics

Some portions adapted from the Internship Portfolio Grading Rubric Created by D. Kennell and S. Polak Chadron State College 03-19-2009

Last updated Spring 2024