

Sample Holistic Rubric for Portfolio Evaluation

Excellent	<ul style="list-style-type: none"> *At least one sample artifact from each required category, and additional appropriate artifacts. *Entries have captions and commentaries explaining them. *Artifacts demonstrate progress toward or mastery of required skills, concepts and/or processes. *Portfolio contains self-evaluation, self-reflection, and statements of personal learning. *Portfolio meets professional quality standards (organized layout) 	
Developing	<ul style="list-style-type: none"> *At least one sample of evidence from each required category. *Most documents have captions, and all have explanations though some may not be complete. *Artifacts demonstrate mastery or progress toward most required skills, concepts and/or processes. *Portfolio has a professional look with only a few minor errors. 	
Needs work	<ul style="list-style-type: none"> *No sample of evidence from each required category. *Documents do not have captions or explanations. *Artifacts do not demonstrate mastery or progress toward most required skills, concepts and/or processes. *Portfolio does not have a professional look. 	

Tips for assessing portfolios

- Stagger due dates if you are teaching more than one class that will be doing portfolios. This will save you from being overwhelmed by an enormous stack of portfolios all at once.
- Create an evaluation sheet of things that should be in the portfolio and copy for each student. Check off items as you read them in the portfolio. This helps with consistency and can be placed in the front of the portfolio to report your evaluation and comments to the student.
- Remember to look at the current forms available on the middle link website. <http://www.asdk12.org/MiddleLink/SLC/teachers/>
- Decide which errors you will insist that students correct before the portfolio can be rated acceptable. Write these down before you begin to evaluate portfolios so that you will remember them and be consistent with all students.
- Use removable sticky notes to make comments on student work. If the individual pieces are finished products, the teacher should not write on them, but students need to know what the teacher thought. Remark on errors and especially good work samples: this is a good way to do that without defacing the student work.
- Use pencil to mark lightly typos or errors in format that a student might be able to correct without rewriting or retyping the entire piece. Doing so shows your respect for the student's work and effort while indicating that errors need to be corrected.
- Write with a colored pen directly on pieces that are not acceptable so that students will have to do them again. In this way, you will know that revisions or corrections have taken place.
- Give students class time to do peer assessment. Give them instructions on what to look for and discuss the importance of quality products in the world beyond school. Have peer assessment at least a day before the portfolios are due so that students can correct errors peer assessors find without suffering a late penalty on their portfolio.
- If you use peer assessors, do not even look at a portfolio that does not have a complete peer assessment. Typically the quality will not be up to standard and you will have to look at it again anyway. Return it immediately to the student to complete the peer assessment.