

## University Honors Program ePortfolio Evaluation Rubric for Lifelong & Integrative Learning

### Curiosity, Initiative, Independence

This section is associated with the question "**What** you have done, have planned, and/or hope to attempt."

Students can show evidence of this in their ePortfolio by answering questions such as:

- What are my long-term plans, or what steps am I taking to figure these out?
- What am I learning that interests me most?
- What opportunities am I pursuing to expand my knowledge?
- What topics am I exploring, both in and out of the classroom?
- What topics am I pursuing on my own?

Use this guidance for *Learning Experiences*, *Expanding Knowledge*, *Exploration*, and *Independent Learning* rating scales.

	<b>1 - Not Acceptable</b>	<b>2 - Developing</b>	<b>3 - Sufficient</b>	<b>4 - Proficient</b>	<b>5 - Exemplary</b>
<p><b>Learning Experiences</b></p> <p>Look for descriptions of or reflections on learning experiences in and out of the classroom, especially those related to the long-term goal.</p>	Does not describe learning experiences.	Describes learning experiences at a surface level, indicating low interest.	Describes learning experiences with some depth, indicating *mild* interest.	Describes learning experiences in depth, indicating interest.	Explores in great depth, indicating *intense* interest.
<p><b>Expanding Knowledge</b></p> <p>Look for description of or reflection on ways in which novel experiences and opportunities are sought out.</p>	Does not identify primary topic of exploration	Does not identify new topics for exploration.	Identifies *opportunities* to expand knowledge.	Identifies *new topics* or learning experiences for exploration.	*Generates opportunities* to expand knowledge.
<p><b>Exploration</b></p> <p>Look for elaboration on learning experiences, including factual detail and what these details mean.</p>	Not even basic facts are provided.	No explanation or exploration beyond basic facts.	Exploration *occasionally* yields information and insights beyond basic facts.	Exploration yields *insights* and information beyond basic facts.	Exploration yields *rich awareness* and/or little-known information.
<p><b>Independent Learning</b></p> <p>Look for evidence of or reflection on going beyond degree requirements, especially as related to the long-term goal</p>	Basic educational requirements are not identified	No pursuit of knowledge beyond classroom requirements.	Pursues knowledge beyond classroom requirements and/or shows interest in independent learning experiences.	*Independently* pursues knowledge beyond classroom requirements and/or outside-of-classroom learning experiences.	*Sustains* independent pursuit of knowledge and purposeful independent learning experiences beyond classroom requirements.

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### Transfer

This section is associated with the question "**What** you have done, have planned, and/or hope to attempt."

Students can show evidence of this in their ePortfolio by answering questions such as:

- What are my most significant activities?
- What have I been recognized for?
- What leadership roles have I undertaken?
- What knowledge, skills, or abilities (KSA) have I learned previously that I've applied in a new situation?
- How have I used previous knowledge to solve problems or explore complex issues?

Use this guidance for *Previous Learning*, and *Application* rating scales.

	<b>1 - Not Acceptable</b>	<b>2 - Developing</b>	<b>3 - Sufficient</b>	<b>4 - Proficient</b>	<b>5 - Exemplary</b>
<p><b>Previous Learning</b></p> <p>Look for evidence of or reflection on previous learning and how it is being applied.</p>	No reference to previous learning.	Makes *vague references* to previous learning but does not apply KSA to new situations.	Makes *vague references* to previous learning and applies KSA to new situations.	Makes references to *relevant* previous learning.	Makes references to relevant previous learning and *appropriately adapts* previous learning to new situations.
<p><b>Application</b></p> <p>Look for description of or reflection on how knowledge, skills, and abilities (KSA) are being applied.</p>	Previously learned KSA not identified.	No attempt to use KSA in new situations.	*Attempts* to use previously gained KSA to contribute to understanding of problem or issues.	*Applies* previously gained KSA in new situations to solve problems or explore issues.	*Successfully applies* previously gained KSA in new situations *to solve difficult problems or explore complex issues.*

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### Reflection and Self-assessment

This section is associated with the question "**So what:** Why will your experiences have or will impact yourself, others, or the world. you have done, have planned, and/or hope to attempt."

Evidence of this in a student's ePortfolio can include (but is not limited to):

- A response to your "freshman self" updating your personal statement.
- Blog entries "looking back" at classes or specific college experiences.
- A revision to a personal and or professional development plan.

Use this guidance for *Past Experiences*, *Meaning-Making*, and *Evaluating Developing* rating scales.

	<b>1 - Not Acceptable</b>	<b>2 - Developing</b>	<b>3 - Sufficient</b>	<b>4 - Proficient</b>	<b>5 - Exemplary</b>
<p><b>Past Experiences (in and/or out of the classroom)</b></p> <p>Look for connections between past experiences and future plans.</p>	Does not describe past experiences.	Describes past experiences with generalities and few specific details.	Describes past experiences, with some specific details.	Describes past experiences, with <i>*significant*</i> specific details.	<i>*Envisions future self*</i> built on past experiences that have occurred across diverse contexts.
<p><b>Meaning-making</b></p> <p>Look for evidence of or reflection on the meaning of past experiences, especially as related to the long-term goal.</p>	Does not describe past experiences.	Does not attempt to assign meaning to past experiences.	Considers past experiences, articulating their significance and meaning.	Considers past experiences, <i>*seeking*</i> clarified meaning, broadened perspective, and/or future significance.	Considers past experiences in depth, <i>*revealing*</i> clarified meaning and broadened perspectives, and articulates future significance.
<p><b>Evaluating Development</b></p> <p>Look for evidence of or reflection on strengths and opportunities for growth.</p>	Does not describe performance.	Describes performance with general descriptors of success and failure.	Articulates strengths and areas for growth with regard to specific performances/events.	Evaluates development <i>*over time,*</i> particularly with regard to specific competencies.	Evaluates development over time, particularly with regard to <i>*complex competencies*</i> (e.g. working with ambiguity and risk, managing conflict, and ethical implications).

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### Connections

This section is associated with the question "**Now what:** How do your experiences connect to one another and life broadly?"

Evidence of this in a student's ePortfolio can include (but is not limited to):

- Adapting parts of your Bridge Essay to identify future (sub)projects that you hope to work on.
- A blog entry comparing how ideas from different classes impact a similar topic or current event.

Use this guidance for the *Synthesizing Experience* and *Connecting Across Disciplines* rating scales.

	<b>1 - Not Acceptable</b>	<b>2 - Developing</b>	<b>3 - Sufficient</b>	<b>4 - Proficient</b>	<b>5 - Exemplary</b>
<p><b>Synthesizing Experience</b></p> <p>Look for connections between in- and out-of-classroom learning experiences.</p>	Does not make connections between in- and out-of-classroom experiences.	Identifies connections among life experiences and/or academic concepts perceived as related to familiar ideas and personal interests.	Compares life experiences and/or academic knowledge to infer differences and similarities and acknowledges other perspectives.	Selects and develops examples drawn from a variety of contexts to illuminate concepts/theories/frameworks from life experience and/or academic knowledge.	Synthesizes experiences inside and/or outside the formal classroom to deepen understanding of field of study and to broaden point of view.
<p><b>Connecting Across Disciplines</b></p> <p>Look for evidence of or reflection on connections between ideas or theories from different contexts.</p>	Does not identify primary discipline.	Does not make connections across disciplines.	When prompted, connects examples, facts or theories from more than one field of study or perspective.	Independently connects examples, facts or theories from more than one field of study or perspective.	Independently connects examples, facts or theories from more than one field of study or perspective.