E-Portfolio Evaluative Scale

This scale has been adapted from the Global Learning VALUE Rubric developed by the Association of American Colleges & Universities (2009), and is intended to serve as a guide for evaluators of UCIS students' e-portfolios. The scale is broken down into relevant program competencies arranged into three focus areas: 1.) Knowledge; 2.) Skills; and 3.) Awareness and Engagement. E-portfolios are also evaluated in two additional focus areas: 4.) Conventions & Originality; and 5.) Career Readiness.

Scoring guide: Students can earn up to 3 points for each of the four levels in a competency for a cumulative total of 12 points. Students must earn full credit for each level before moving to the next level. Point values for each level are described below:

      1 point = Far below competency (Demonstrates only basic relevant knowledge or skills; much room for growth.)
      2 points = Nearing competency (Demonstrates stronger relevant knowledge or skills; some room for growth.)
      3 points = Meets competency (Demonstrates complete and comprehensive relevant knowledge or skills.)

Points for each competency should be added and totaled at the bottom of each focus area, and again at the bottom of the evaluative scale.

Focus Area 1: Knowledge

Global and/or Regional Expertise	Level	1	2	3
E-portfolio components demonstrate the student's application of an integrated and systemic understanding of the interrelationships between contemporary and past challenges facing cultures, societies, and the natural world (i.e. contexts) on local, regional, and global levels. The student also demonstrates an ability to apply knowledge and skills gained through higher learning to real-life problem-solving.	1. Identifying basics			
	2. Formulating connections			
	3. Applying & analyzing			
	4. Synthesizing facts & contexts			
	Total points for this competency		_____/12	

Interdisciplinary Connections	Level	1	2	3
E-portfolio components demonstrate the student's ability to integrate basic facts, methods, or theories from at least two fields of study or perspectives when applying knowledge and skills gained through higher learning.	1. Describing disciplinary ideas			
	2. Comparing & contrasting			
	3. Contextualizing disciplinary knowledge			
	4. Synthesizing disciplinary perspectives			
	Total points for this competency		_____/12	
	Total points (both competencies)		_____/24	

Focus Area 2: Skills

World & Heritage Languages	Level	1	2	3
E-portfolio components demonstrate the student's application of foreign language listening, speaking, reading, and writing skills. The student appears capable to examine topics or engage with people of other language communities.	1. Acknowledging value			
	2. Basic foreign language skills			
	3. Intermediate foreign language skills			
	4. Advanced foreign language skills			
	Total points for this competency	_____/12		

Collaboration & Communication	Level	1	2	3
E-portfolio components demonstrate the student's application of skills related to listening, deliberation, negotiation, consensus building, and productive use of conflict. The student appears willing and able to work collaboratively with others.	1. Exhibiting willingness to participate			
	2. Exhibiting sustained participation			
	3. Contributing to groups			
	4. Demonstrating leadership			
	Total points for this competency	_____/12		
	Total points (both competencies)	**_____/24**		

Focus Area 3: Awareness & Engagement

Diverse Perspectives	Level	1	2	3
E-portfolio components demonstrate the student's ability to recognize the origins and influences of one's own cultural heritage along with its limitations in providing all that one needs to know in the world; including (but not limited to) understanding race, ethnicity, gender, nationhood, religion, and class; as well as promoting and fostering the curiosity to learn respectfully about the cultural diversity of other people. On an individual level, this includes traversing cultural boundaries to bridge differences and reach common goals. On a systems level, this includes comparatively analyzing how cultures can be marked and assigned a place within power structures that determine hierarchies, inequalities, and opportunities, and recognizing these can vary over time and place.	1. Exhibiting curiosity			
	2. Describing exposure & openness			
	3. Reflecting on differences & similarities			
	4. Demonstrating self-awareness			
	Total points for this competency	_____/12		

Civic & Global Engagement	Level	1	2	3
E-portfolio components demonstrate the student's engagement in local and/or international civic endeavors including (but not limited to) community-based learning through service-learning classes, community-based research, volunteerism, or service within the community. The student also demonstrates an ability to engage through coursework, regular involvement in local and/or international organizations or groups, management of service projects, taking a leadership role in a particular campaign or project, and/or integrating academic work with community engagement.	1. Exhibiting willingness to participate			
	2. Exhibiting sustained participation			
	3. Contributing to groups			
	4. Demonstrating leadership			
	Total points for this competency	_____/12		
	Total points (both competencies)	**_____/24**		

Scoring guide: Students can earn up to 3 points for each of the three components in the two additional sections identified, for a cumulative total of 18 points. Point values for each level are described below:

  1 point = Meets expectations
  2 points = Exceeds expectations
  3 points =Exemplary

Points for each element should be added and totaled at the bottom of each focus area, and again at the bottom of the evaluative scale.

Focus Area 4: Professional Identity				
Job Search Resources	**Level**	**1**	**2**	**3**
Job search resources include components the student has developed and included in the e-portfolio for the purpose of establishing a professional identity which highlights students' global competencies.	1. Acknowledging value			
	2. Describing exposure & openness			
	3. Reflecting on difference & similarities			
	4. Demonstrating leadership			
	Other			
	Total points			

Total Score The following scale is to be used in determining the overall quality if the student's e-portfolio.			
	Poor	**Developing**	**Proficient-Superior**
Total Points for the E-Portfolio	≤ 59 points	60-84 points	≥ 85 points

Focus Area 4—Levels

1. E-portfolio acknowledges the value of seeking career preparation opportunities that help students understand their global competencies as transferrable skills.
2. E-portfolio describes exposure & openness to career preparation opportunities that help students translate their global competencies as transferrable skills.

3. E-portfolio clearly reflects on how career preparation opportunities are similar/different from those of other cultures and communities

4. E-portfolio demonstrates leadership skills to actively seek out and secure career preparation opportunities--such as volunteer work, internship, on-campus or off-campus employment.