DIGITAL PERFORMANCE
PORTFOLIO ASSESSMENT HANDBOOK®

Discipline-Based Dual Language Immersion Model®

Revision August 6, 2013
DIGITAL PERFORMANCE
PORTFOLIO ASSESSMENT HANDBOOK©

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PERFORMANCE PORTFOLIO TEMPLATE

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Revision July 2013
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>PORTFOLIO PERFORMANCE ASSESSMENT</td>
<td>5</td>
</tr>
<tr>
<td>PERFORMANCE PORTFOLIO AS AN ASSESSMENT TECHNIQUE</td>
<td>6</td>
</tr>
<tr>
<td>PERFORMANCE PORTFOLIO ALIGNMENT</td>
<td>6</td>
</tr>
<tr>
<td>DIGITAL PERFORMANCE PORTFOLIO IMPLEMENTATION</td>
<td>7</td>
</tr>
<tr>
<td>GUIDELINES TO PREPARE THE DIGITAL PERFORMANCE PORTFOLIO</td>
<td>7</td>
</tr>
<tr>
<td>DIGITAL FORMAT</td>
<td>10</td>
</tr>
<tr>
<td>DELIVERY OF DIGITAL PERFORMANCE PORTFOLIO</td>
<td>10</td>
</tr>
<tr>
<td>DIGITAL PORTFOLIO DOCUMENTS, FILES, AND ARTIFACTS:</td>
<td>11</td>
</tr>
<tr>
<td>FINAL STUDENT PORTFOLIO SELF-ASSESSMENT (GUIDED ESSAY)</td>
<td>13</td>
</tr>
<tr>
<td>DIGITAL PERFORMANCE PORTFOLIO HANDBOOK APPENDIX SECTION</td>
<td>14</td>
</tr>
<tr>
<td>IMPLEMENTATION OF PERFORMANCE PORTFOLIO ASSESSMENT</td>
<td>14</td>
</tr>
<tr>
<td>REVIEW OF THE DIGITAL; PERFORMANCE PORTFOLIO ASSESSMENT HANDBOOK WITH STUDENTS</td>
<td>14</td>
</tr>
<tr>
<td>PERFORMANCE PORTFOLIO CONTENT</td>
<td>15</td>
</tr>
<tr>
<td>STUDENT SELF- AND PEER-EVALUATIONS</td>
<td>16</td>
</tr>
<tr>
<td>FACILITATOR’S EVALUATION</td>
<td>17</td>
</tr>
<tr>
<td>STUDENT-FACILITATOR FEEDBACK FORM</td>
<td>18</td>
</tr>
<tr>
<td>PERFORMANCE PORTFOLIO STORAGE</td>
<td>19</td>
</tr>
<tr>
<td>RESOURCES FOR STUDENTS</td>
<td>20</td>
</tr>
</tbody>
</table>

Revision July 2013
Portfolio Performance Assessment

Portfolios are a form of performance assessment which involves the systematic collection of student work products over a specified period of time according to a specific set of guidelines (AERA et al., 1999). Research has substantiated that artists, photographers, writers, and others have long used portfolios to represent their exemplary work. In education, portfolios have become increasingly popular in the classroom as an alternative assessment tool to show individual academic progress. As specifically applied in schools and higher education institutions today, portfolios may best be conceptualized as a systematic way of collecting, organizing, and evaluating attainment of core curriculum. As such, portfolios can conceivably serve as the basis for evaluating students’ achievements and providing feedback to the students (Reynolds, et al., 2006).

A portfolio has several essential characteristics. First, a portfolio is purposeful. There is a clear reason why certain works would be included and how the portfolio is to be used. Second, rather than reflecting a haphazard collection of samples, the portfolio represents a systematic and well-organized collection of materials that make a sample, not a comprehensive or exhaustive collection, of student work. Third, pre-established guidelines are set up so that it is clear which materials should be included. Fourth, students are engaged in the process by selecting some of the materials and by continually evaluating and reflecting on their work. Fifth, based on clear and well-specified scoring criteria, progress is documented with the evaluations. Finally, feedback is held between teacher and student to review progress, identify areas that need further improvement, and to facilitate student reflection.
Performance Portfolio as an Assessment Technique

The portfolio is defined as an instrument of growth and evaluation that effectively reveals students’ content and language performance change and/or progress in a systematic way over time. It allows the assessment of student learning across all disciplines, and especially in the Discipline-Based Dual Language Immersion Model® for adult learners. The expectation for the performance portfolio is for the learner to provide a showcase of academic and linguistic growth as they become proficient dual language professionals. The samples that placed in the performance portfolio are selected by the student and the Faculty/Facilitator. This expectation is for both knowledge in the professional field and proficiency in English and in Spanish in all language domains (listening, speaking, reading, and writing) in all courses.

“The motivational power of a growth performance portfolio can be immense when students get to see their own improvement” (Stiggins, 2005).

Performance Portfolio Alignment

The performance portfolio must be aligned with the following:

1. **General Content and Language Objectives** (listening, speaking, reading, and writing) for the course provided in the instructional modules.

2. **Specific Content and Language Objectives** (listening, speaking, reading, and writing) of the course provided at the beginning of each workshop – Learning Targets. Thus, the performance portfolio will become ideal for assessing content products, language proficiency skills, and reasoning targets.
Digital Performance Portfolio Implementation

Implementation of the Performance Portfolio is mandatory in all courses – general component courses and concentration courses. The performance portfolio is an integral component of the final grade for the course. **Students must use the Digital Portfolio Zip File provided by the facilitator. This Zip file contains the Digital Portfolio Template, the Digital Performance Portfolio Workshop Files, and the Instructions to create or modify existing folders.**

Guidelines to Prepare the Digital Performance Portfolio (Content & Language):

All the content and language documentation provided in the performance portfolio will be organized by workshop, assigned language, and by the type of assignment within each workshop for content and language skills. Language activities must be aligned to the core discipline course curriculum. Since the portfolio is a performance assessment instrument, it must provide evidence of beginning, mid, and final samples of content and language work to show both content and language improvement, as required in our dual language institution. Therefore a first draft, as well as, a final graded version of all assignments must be included. The Faculty/Facilitator must guide the student in the selection of the samples to be provided in the portfolio.

The documentation must be done in English or Spanish in compliance with the language of instruction required in every workshop. The Performance Portfolio Template must have the following Titles/Sections:

- **Title: Cover Page**
  The Cover Page must follow the format of the latest edition of the APA Publishing Manual. The Cover Page must provide the following required information:
University Institution: __________
Programa Ahora
School of Professional Studies
Discipline-Based Dual Language Immersion Model®

Course Title:
Student Name:
☐ Undergraduate ☐ Graduate Level:
Course Number:
PT:

Beginning Date:
Ending Date:
Facilitator Name:
Date Completed:

- Title: Table of Contents
  
  The Table of Contents must follow APA style format. It must list all documents in the order they appear in the performance portfolio as follows:

  A. Introduction: Students need to state why they are enrolled in this course, their content and language learning goals, their background before enrolling in this course, their strengths and weaknesses, and their expectations of the course.

  B. Self-Portrait: Students will include a brief autobiography, their general dual language professional goals and expectations, and any other background information they wish to include to enhance their professional content and language performance portfolio. Author's name and picture must appear on the self-portrait.

  C. Digital Performance Portfolio Documentation: All the content and language documentation provided in the performance portfolio will be organized by workshop, assigned language, and by the type of assignment within each workshop. Students must use the Digital
Portfolio Zip file that is available for download in Blackboard’s Portfolio Content Area.

Weekly Workshops: The Digital Portfolio Zip file contains one file folder per week. The folder has Sub-folders with the Titles of all activities for which documents must be provided. Students must store their documentation files according to the workshop week. For example, in Semana Uno, students must store all documents, artifacts or assignments related to that specific week. The same will be done for Week Two, Semana Tres, and so on. The documentation files placed in the folder for the specific week must be in the required language for the week. For Five-Week courses, the folder is divided in Spanish and in English. The first two hours are for activities completed in Spanish and the last two hours for activities in English.

The following are examples of documents, artifacts, and files you must include in the weekly sub-folders. The main folders have been created for five week courses. However, if your course is more than five weeks you must refer to the document named Instruction to Create or Modify Existing Folders available in the Zip Folder located in Blackboard under the Portfolio Content Area.

WEEKLY WORKSHOP DOCUMENTATION:
- Group Work Activities
- Independent Work Activities
- Language Lab Activities
- Listening Activities
- Speaking Activities
- Reading Activities
- Writing Activities
- Assessment Activities
- Weekly Reflective Journal (Appendix A)
- Weekly Student Portfolio Self-Assessment (Appendix B)
- Weekly Digital Performance Portfolio Progress Self-Assessment (Appendix C)
D. Final Student Performance Portfolio Self-Assessment (Guided Essay)
E. Appendix Section
F. References

Digital Format Requirement

All performance portfolios will be in digital format and must comply with the following requirements:

a. Digital Format: Content and language documentation must be digitized. Students must use the Digital Portfolio Zip File with the Portfolio Template and the Digital Performance Portfolio Workshop Files to store all documents, files, artifacts, links to videos, or digitized assignments. Enhancement tools that may be used to develop exemplary performance portfolios in digital format include:

   i. Presentation software
   ii. Word processors
   iii. Spreadsheet software
   iv. Multimedia software
   v. Weblog (blogging) or wiki links
   vi. Content management systems
   vii. Open source tools

   NOTE: The facilitator will discuss the different alternatives that may be used to achieve the requirements for the performance portfolio during the first class for each course. The facilitator is expected to provide the student feedback to all “Word” format documents by using the “Track Changes” formatting tool.

b. Delivery of Digital Performance Portfolio: The Performance Portfolio and all of its content and language documentation must be placed in a CD, DVD or a flash drive memory to be provided to the facilitator.
Digital Portfolio Documents, Files, and Artifacts:

Students must provide different samples of their work to show content and language improvement through the course. These must be included under the Assignments section and may include different types of documents or artifacts within each workshop:

- **Oral Presentations:** (no more than two audio or video files with scoring rubric attached). Video files can be uploaded to a social network site (SNS) such as “YouTube or Vimeo” properly linked to the Portfolio; this action can be done to reduce excessive virtual weight of the digital portfolio. The student may also use the “**WIMBA VOICE**” resource provided in E-Lab to provide documentation of growth in oral skills. Another acceptable method is to include proper documentation of growth in oral presentations done in the classroom scored by the facilitator to demonstrate increase of professional proficiency in oral skills in both languages.

- **Essays:** Expository, persuasive, and narrative essays written to comply with assignments based on the academic **degree** topics and concepts discussed in the workshop.

- **Written Pieces:** All written pieces must illustrate critical thinking about readings and core concepts for the course such as expository assignments on a topic or reaction paper. **Written pieces must be scored by the Faculty/Facilitator with the Paragraph Construction Rubric (Appendix G) and the Six Trait Analytic Writing Scoring Rubrics (Appendix H).**

- **E-Lab and /or Language Lab Activities:** The student must provide evidence of the use of the different resources in E-Lab (Net-Tutor, Wimba Voice, E-libros, E-books, Virtual Library, and Tell Me More) by providing documentation of completed assignments. The
Faculty/Facilitator is required to align the course curriculum with all E-Lab resources.

- **Research Papers**: Research assignments substantiating the core curriculum concepts for the degree program. The students must comply with requirements for the Institutional Review Board (IRB). The Faculty/Facilitator is expected to discuss these requirements with students during the first day of class.

- **Special, Individual, or Group Content and Language Assignments**: Projects, surveys, and reports in both languages, as applicable to each workshop in the course.

- **Content and Language Exams or quizzes**: Provide samples of graded exams and/or quizzes for both content knowledge and language growth.

- **One blog or discussion board session per workshop**: The facilitator shall provide the students the degree program specific topic to be discussed based on the workshop for the week.

- **Assessment Documents**: (The Faculty/Facilitator must explain each of the assessment samples provided below to the students.)
  - One-Minute Quick Writes
  - Reflective Journals
  - The Muddiest Point Form
  - Conceptual Maps
  - Performance Content Activities
  - Performance Language Activities (listening, speaking, reading, and writing)
  - Exams
  - Quizzes

Revision July 2013
• Other activities as stated in instructional modules or by the facilitator.

Note: Any document related to the course used in the research process, such as newspaper articles, research-based articles, links related to any written assignment, videos, notes from the facilitator, observations, conferences, interviews, etc. must be included in the performance portfolio and properly cited. All of the above documents must be digitized and for activities that require IRB approval, the proper documentation must be provided.

Final Student Portfolio Self-Assessment (Guided Essay)

Learners must complete a final reflection activity on their overall language and degree knowledge improvement based on the documents and artifacts provided in the performance portfolio. The learner must answer the guiding questions below in APA essay writing style. The facilitator will use the Paragraph Construction Rubric (Appendix G) and the Six Trait Analytic Writing Scoring Rubrics (Appendix H) to assess writing skills.

1. What have you learned in this course that will help you continue to grow as a professional learner in your concentration in terms of the knowledge gained and application to the market place?
2. How have the course resources, language lab, and activities assisted you to increase your language proficiency in English and in Spanish?
3. Which specific assignment for this course was your best work? Name one. What makes it your best work? What did you learn by creating it? What does it say about you as a student in regards to your degree concentration? How do you plan to use it in your field?
4. Which strategies did you use to learn the material in this course? Which were the most effective? Why?
5. What suggestions would you give other students on using performance portfolios as a showcase of their professional knowledge and linguistic growth as they become a dual language professional in your university?

6. In which area(s) would you like to continue to strengthen your knowledge or language proficiency skills?

7. Write one goal for program content and one goal for language development for the next part of term (PT) and express how you plan to achieve it.

Digital Performance Portfolio Handbook Appendix Section

Students are to use all documents provided in the Appendix Section of the Performance Portfolio Assessment Handbook to support the display of their professional discipline and language growth work for the course. The documents provided in the Appendix Section must be used by students and facilitators. These documents are:

1. Weekly Workshop Student Reflective Journal - Appendix A
2. Weekly Student Portfolio Self-Assessment - Appendix B
3. Weekly Digital Performance Portfolio Progress Self-Assessment – Appendix C
4. Student-Facilitator Feedback Form - Appendix D
5. Use and Discard of Performance Portfolio - Appendix E
6. Digital Performance Portfolio Evaluation Rubric - Appendix F
7. Paragraph Construction Rubric – Appendix G
8. Six Trait Analytic Writing Scoring Rubrics – Appendix H

Implementation of Performance Portfolio Assessment

1. Review of the Digital Performance Portfolio Assessment Handbook with Students

Because many adult learners will not be familiar with content and language performance portfolios, facilitators will need to explain carefully what the expectation is as to the format of the portfolio as delineated in this handbook, the tasks that are
required of them to complete their portfolios, and the impact on the final course grade. Begin with your content and language learning targets (general and specific course objectives in both content and language), show examples, and give students opportunities to ask questions.

2. **Performance Portfolio Content**

Instructional Modules will determine the core portfolio content and language skills that will be aligned to the general and specific content and language objectives of course. On the other hand, students may include other content and language work that evidences their performance progress and their achievement of general and specific content and language course objectives.

Thus, although learners must submit the mandatory documentation specified by the instructional modules, they will have a reasonable level of freedom to include those content and language work examples that reveal their growth in language acquisition, core curriculum concept learning, and their reflections on their own progress in their degree courses to become a dual language professional.

Consequently, according to (Gronlund, 2003), a portfolio may demonstrate:

- Learning process over time
- Language proficiency
- Student’s current best work
- Comparison of best work to past work
- Development of self-assessment skills
- Development of reflective learning
- Individual’s level and pace of content and language work
- The amount of teacher–student collaboration involved
3. **Student Self- and Peer-Evaluations**

One of the most challenging aspects of using *performance portfolios* is getting adult learners to the point where they are comfortable, confident, and accurate in analyzing and criticizing their own content and language work to achieve success and excellence by using meta-cognitive learning strategies. Therefore, the implementation of learning journals, language reflective journals, content reflective journals, CALLA Learning Strategies, and peer assessment techniques are encouraged across all disciplines in order to achieve the expectation of becoming a dual language professional.

The Faculty/Facilitator must clearly discuss in the classroom the language and content knowledge expectations for courses in order to be successful at this institution. *Performance Portfolios* must include a *self-reflection* for each weekly workshop by using the document in **Appendix A** (Weekly Workshop Student Reflective Journal), *progress self-assessment* by using the document in **Appendix B** (Weekly Student Portfolio Self-Assessment), and *peer assessment activities* assigned by the Faculty/Facilitator that allow learners to know and understand what others think about their content and language performance, as well as, their progress towards becoming a dual language professional. **Faculty/Facilitators and students are required to use the language and content evaluation rubrics provided in the instructional models and in this handbook.**

Peer-assessments may be conducted by classmates during individual or cooperative learning activities. Adult learners may be involved in a variety of peer-assessment activities using their individual efforts, their participatory efforts in a group, their own end products of written assignments and presentations, or their performance of skills and processes. Learners may also be involved in assessing their efforts on quizzes and tests in both English and Spanish. To support students in monitoring their weekly portfolio progress, the document in **Appendix C** (*Weekly Digital Performance Portfolio Progress Self-Assessment*) is also provided in this handbook.
4. Facilitator’s Evaluation

Facilitators may evaluate content and language growth in the performance portfolio by using formal and informal assessment tools. Some of these tools include the use of core content checklists, core language skills checklists, self-assessment rubrics, evaluations of the overall quality and organization of the portfolio, evaluations of individual entries, and evaluations of language and learning targets as demonstrated by all the work in the portfolio (McMillan, 2011). Below is a list of assessment and evaluation requirements for the performance portfolio:

- **Self-Assessment Tools:**
  Portfolios must be evaluated according to how well students have demonstrated skills in completing the structural requirements, such as the selection of samples in collaboration of the Faculty/Facilitator for the course, thoroughness, portfolio appearance, self-reflection, self-assessments, and organization of documents that must be included under each Performance Portfolio Title.

  Students must use the Rubric in [Appendix B](#) (Weekly Student Portfolio Self-Assessment) for the weekly self-assessment and the document in [Appendix C](#) (Weekly Digital Performance Portfolio Progress Self-Assessment) which also serves a self-assessment.

- **Evaluation of the Performance Portfolio Documents:**
  The content for the course learning targets and the language targets in the performance portfolio will be evaluated using the Digital Performance Portfolio Evaluation Rubric in [Appendix F](#).

  **NOTE:** All portfolio writing activities, other than course assignments and projects that have already been graded by the Faculty/Facilitator, must be graded by using the Paragraph Construction Rubric ([Appendix G](#)) and the
Six Trait Analytic Writing Scoring Rubrics (Appendix H). The final writing grade is provided by using the Writing Grading Report (Appendix I).

5. Student-Facilitator Feedback Form

Before returning the performance portfolio to the student, the facilitator must provide specific feedback as to what is needed from the students in documents, student reflections, evaluations of individual items, and all of the work together as related to learning targets (Banks, 2005). The Student-Facilitator Feedback Form (Appendix D) will be used for specific feedback. The facilitator must complete the form by the third class for courses that are five weeks and by the fourth class for all courses that are longer than five weeks. The Student-Facilitator Feedback Form will contain information pertaining to strengths and weaknesses found in the portfolios provided to the facilitator for feedback in Workshop Three for five week courses and by Workshop Four for eight week courses, Workshop Five for ten week courses and Workshop Seven for fifteen week courses. The facilitator shall provide recommendations for improvement, as applicable.

The facilitator will send the completed Student-Facilitator Feedback Form to the students via e-mail. Facilitators will focus their attention on assisting students in improving their content and language skills with constructive and very specific feedback; however, this does not mean that facilitators will not cover weaknesses and areas that need improvement on this template. A final assessment of the portfolio will take place at the end of the course.

Students will also have the opportunity to respond to the facilitator’s feedback and write their own comments and/or ideas of how to improve the quality of their portfolios, and how to become better adult independent learners on the Student-Facilitator Feedback Form. Students must e-mail the form with their response back to the facilitator seven day after the facilitator’s comments.
6. Performance Portfolio Storage

- Portfolio samples will be safely stored for a twelve month term at the campus.
- The Chief Planning, Research, and Assessment Officer shall conduct random evaluations of the portfolios by formal request to the campus.
- Students will sign an official document providing permission to the campus to use and discard the portfolios for educational or accreditation purposes during the storage period. (Appendix E – Use and Discard of Performance Portfolio).
RESOURCES FOR STUDENTS


REFERENCES


Appendix A: Weekly Workshop Student Reflective Journal

Name:                        Course:                  Facilitator:

Directions: Choose specific objectives, contents, and/or activities from the workshop and self-reflect using the prompts below:

This entry is an example of my strengths:

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

This entry is an example of a content area I really need to improve:

______________________________________________________________________
______________________________________________________________________

This entry is an example of a language area I really need to improve:

______________________________________________________________________

This entry is an example of a content area I have improved:

______________________________________________________________________
______________________________________________________________________

This entry is an example of a language area I have improved:

______________________________________________________________________
______________________________________________________________________

I think this exercise has been very helpful for my learning and language proficiency because:

______________________________________________________________________
______________________________________________________________________

Revision July 2013
Diario Reflexivo Semanal del Estudiante por Taller

Nombre:  
Curso: 
PT: 
Facilitador: 

Instrucciones: Escoja objetivos específicos de contenido y lenguaje, contenidos y/o actividades del taller y auto reflexione usando los ítems que a continuación se detallan:

Esto es un ejemplo de mis fortalezas:
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Esto es un ejemplo de un área de contenido que realmente necesito mejorar:
______________________________________________________________________
______________________________________________________________________

Esto es un ejemplo de un área de lenguaje que realmente necesito mejorar:
______________________________________________________________________
______________________________________________________________________

Esto es un ejemplo de un área de contenido que he mejorado:
______________________________________________________________________
______________________________________________________________________

Esto es un ejemplo de un área de lenguaje que he mejorado:
______________________________________________________________________
______________________________________________________________________

Considero que este ejercicio ha sido muy útil para mi aprendizaje porque:
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
Appendix B: Weekly Student Portfolio Self-Assessment

Name:  
Course:  
PT:  
Facilitator:  

Dear Student: This form will assist you in monitoring your portfolio’s content and determining the strengths and weaknesses of your writing in English and in Spanish on weekly bases.

**Part I:** Read the statements below. Write the numbers that most honestly reflect your weekly self-assessment (Scale 1-5: 5=strong, 4=moderately strong, 3=average, 2=moderately weak, 1=weak)

- 1. My portfolio contains all of the content and language items required by the facilitator for the week. 
- 2. My portfolio provides strong evidence of my content and language improvement in the Course during the week. 
- 3. My portfolio provides strong evidence of my ability to report factual and research Information during weekly classes. 
- 4. My portfolio provides strong evidence of my ability to write professionally in English and in Spanish during weekly activities and assignments. 
- 5. My portfolio provides strong evidence of my ability to think and write creatively in English and in Spanish in weekly assignments and activities.

**Part II:** On the lines below, write the weekly topic of each assignment. Rate your effort for each piece (5=strong effort, 1=weak effort). In the space below write one suggestion for improving that piece. You must include content knowledge and language skills items.

- 1. ____________________________
- 2. ____________________________
- 3. ____________________________
- 4. ____________________________
- 5. ____________________________

Revision July 2013
**Part III:** In assessing my overall weekly performance portfolio experience, I find it to be:

Very satisfactory ________ Satisfactory ________
Somewhat satisfactory ________ Unsatisfactory ________

Explain your answer:
____________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________

**Part IV:** In the spaces below list your weekly general content and language goals (English and Spanish) for the next PT and two areas you plan to concentrate on for each goal.

**Content Knowledge**

**Spanish**

Goal: _________________________________________________________________

Areas:
1. _________________________________________________________________

2. _________________________________________________________________

**English**

Goal: _________________________________________________________________

Areas:
1. _________________________________________________________________

2. _________________________________________________________________

Revision July 2013
Language Proficiency

**Spanish**
Goal: _________________________________________________________________
Areas:
1. _______________________________________________________________________
2. _______________________________________________________________________

**English**
Goal: _________________________________________________________________
Areas:
1. _______________________________________________________________________
2. _______________________________________________________________________

## Appendix C

### Weekly Digital Performance Portfolio Progress Self-Assessment

**Student Name:**

**Course:**

**PT:**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Exemplary (4)</th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Unsatisfactory (1)</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection of Artifacts</td>
<td>All artifacts and work samples are clearly and directly related to the purpose of the digital portfolio.</td>
<td>Most artifacts and work samples are related to the purpose of the digital portfolio.</td>
<td>Some of the artifacts and work samples are related to the purpose of the digital portfolio.</td>
<td>None of the artifacts and work samples is related to the purpose of the digital portfolio.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A wide variety of artifacts is included.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflections</td>
<td>All reflections clearly describe growth, achievement and accomplishments, and include goals for continued learning (long and short term).</td>
<td>Most of the reflections describe growth and include goals for continued learning.</td>
<td>A few of the reflections describe growth and include goals for continued learning.</td>
<td>None of the reflections describes growth and does not include goals for continued learning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.</td>
<td>Most of the reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.</td>
<td>A few reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.</td>
<td>None of the reflections illustrates the ability to effectively critique work or provide suggestions for constructive practical alternatives.</td>
<td></td>
</tr>
<tr>
<td>Use of Multimedia</td>
<td>All of the photographs, concept maps, spreadsheets, graphics, audio and/or video files enhance understanding of concepts, ideas and relationships, create interest, and are appropriate for the chosen purpose. Accessibility requirements using alternate text for graphics are included in web-based portfolios.</td>
<td>Most of the graphic elements and multimedia contribute to understanding concepts, ideas and relationships, enhance the written material and create interest.</td>
<td>Some of the graphic elements and multimedia do not contribute to understanding concepts, ideas and relationships.</td>
<td>None of the graphic elements or multimedia contribute to understanding concepts, ideas and relationships. The inappropriate use of multimedia detracts from the content.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All audio and/or video files are edited with proper voice projection, appropriate language, and clear delivery.</td>
<td>Most of the audio and/or video files are edited with proper voice projection, appropriate language, and clear delivery.</td>
<td>A few of the audio and/or video files are edited with inconsistent clarity or sound (too loud/too soft/garbled).</td>
<td>Audio and/or video files are not edited or exhibit inconsistent clarity or sound (too loud/too soft/garbled).</td>
<td></td>
</tr>
<tr>
<td>Documentation &amp; Copyright</td>
<td>All images, media and text follow copyright</td>
<td>Most images media or text</td>
<td>Some of the images, media</td>
<td>No images, media or text</td>
<td></td>
</tr>
</tbody>
</table>

Revision July 2013
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Exemplary (4)</th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Unsatisfactory (1)</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ease of Navigation</td>
<td>The navigation links are intuitive. The various parts of the portfolio are labeled, clearly organized and allow the reader to easily locate an artifact and move to related pages or a different section. All pages connect to the Table of Contents, and all external links connect to the appropriate website or file.</td>
<td>The navigation links generally function well, but it is not always clear how to locate an artifact or move to related pages or different section. Most of the pages connect to the Table of Contents. Most of the external links connect to the appropriate website or file.</td>
<td>The navigation links are somewhat confusing, and it is often unclear how to locate an artifact or move to related pages or a different section. Some of the pages connect to the Table of Contents, but in other places the links do not connect to preceding pages or to the Table of Contents. Some of the external links do not connect to the appropriate website or file.</td>
<td>The navigation links are confusing, and it is difficult to locate artifacts and move to related pages or a different section. There are significant problems with pages connecting to preceding pages or the Table of Contents. Many of the external links do not connect to the appropriate website or file.</td>
<td></td>
</tr>
<tr>
<td>Layout and Text Elements</td>
<td>The digital portfolio is easy to read. Fonts and type size vary appropriately for headings, sub-headings and text. Use of font styles (italic, bold, underline) is consistent and improves readability.</td>
<td>The digital portfolio is generally easy to read. Fonts and type size vary appropriately for headings, sub-headings and text. Use of font styles (italic, bold, underline) is generally consistent.</td>
<td>The digital portfolio is often difficult to read due to inappropriate use of fonts and type size for headings, sub-headings and text or inconsistent use of font styles (italic, bold, underline). Some formatting tools are under or over-utilized and decrease the readers' accessibility to the content.</td>
<td>The digital portfolio is difficult to read due to inappropriate use of fonts, type size for headings, sub-headings and text and font styles (italic, bold, underline). Many formatting tools are under or over-utilized and decrease the readers' accessibility to the content.</td>
<td></td>
</tr>
<tr>
<td>Color of background, fonts, and links enhance the readability and aesthetic quality, and are used consistently throughout the digital portfolio.</td>
<td>Color of background, fonts, and links generally enhance the readability of the text, and are generally used consistently</td>
<td>Color of background, fonts, and links decrease the readability of the text, are distracting and used</td>
<td>Color of background, fonts, and links decrease the readability of the text, are distracting and used</td>
<td>Color of background, fonts, and links decrease the readability of the text, are distracting and used</td>
<td></td>
</tr>
</tbody>
</table>

Revision July 2013
throughout the digital portfolio. | inconsistently in some places throughout the digital portfolio. | throughout the digital portfolio.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Exemplary (4)</th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Unsatisfactory (1)</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Captions</td>
<td>All artifacts are accompanied by a caption that clearly explains the importance of the item including title, author, and date.</td>
<td>Most of the artifacts are accompanied by a caption that clearly explains the importance of the item work including title, author, and date.</td>
<td>Some of the artifacts are accompanied by a caption that clearly explains the importance of the item including title, author, and date.</td>
<td>None of the artifacts is accompanied by a caption that clearly explains the importance of the item including title, author, and date.</td>
<td></td>
</tr>
<tr>
<td>Writing Mechanics</td>
<td>There are no errors in grammar, capitalization, punctuation, and spelling.</td>
<td>There are a few errors in grammar, capitalization, punctuation, and spelling. These require minor editing and revision.</td>
<td>There are four or more errors in grammar, capitalization, punctuation, and spelling requiring editing and revision.</td>
<td>There are more than six errors in grammar, capitalization, punctuation, and spelling requiring major editing and revision.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix D: Student-Facilitator Feedback Form

Name: Course: PT: Facilitator:

Refer to Portfolio Handbook for instructions.

<table>
<thead>
<tr>
<th>Comments provided by the Facilitator</th>
<th>Strengths</th>
<th>Weaknesses</th>
<th>Improvement Ideas</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Responses and Commends provided by the Adult Student</th>
<th>Strengths</th>
<th>Weaknesses</th>
<th>Improvement Ideas</th>
</tr>
</thead>
</table>
Appendix E: Use and Discard of Performance Portfolio

I, ________________________________, grant permission to the Campus Administration to keep in their records an electronic copy of my performance portfolio. I understand that the portfolio is going to be used for accreditation or educational purposes only, and that it is not going to be disclosed without my consent to other entities. I recognize that I will not be able to recover the electronic copy submitted and therefore I am keeping a copy of my performance portfolio.

By signing this document I authorize the Campus Administration to keep an electronic copy of my performance portfolio for up to 12 months and discard it at the end of this period of time.

_____________________________
Student’s Name (print)

_____________________________  ___________
Student’s Signature  Date

Revision July 2013
### Digital Performance Portfolio Evaluation Rubric

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Outstanding</th>
<th>Very Good</th>
<th>Good</th>
<th>Needs Improvement</th>
<th>Does Not Meet Expectations</th>
<th>Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio Format</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio contains all structural elements required in guidance. The performance portfolio includes the Introduction, the self-portrait, and the student portfolio self-assessment. Cover Page, Table of Contents, and the Student Portfolio Self-Assessment essay comply with APA style. Workshop artifacts and documents are organized in an easy to follow sequence that show beginning, mid and final samplings of work. Besides the class artifacts and documents, each workshop section includes: Introductory Reflection and the Weekly Reflective Journal. Portfolio is an excellent showcase of student growth in content and language performance.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Portfolio contains all structural elements required. At least one of the documents does not comply with APA style. Workshop artifacts and documents are well organized but lack either a beginning, mid or final sampling of work that show content or language development. Either the Introductory Reflection or the Weekly Reflective Journal is missing in any of the workshop sections. Portfolio is a good demonstration of student growth in content and language performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At most one of the structural elements is missing. At least two of the documents do not comply with APA style. Some key class work is missing in the workshops section. Artifacts and documents may be missing and lack either a beginning, mid or final sampling of work. Either the Introductory Reflection or the Weekly Reflective Journal is missing in any of the workshop sections. Portfolio demonstrates student work but not necessarily the growth in content and language progression.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio does not contain the required elements. Workshop artifacts and documents are missing or lack either beginning, mid or final sampling of work. Portfolio is not well organized. Portfolio does not demonstrate student growth in content and language performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio does not contain required elements. Portfolio does not demonstrate student growth in content and language performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>Outstanding 5</td>
<td>Very Good 4</td>
<td>Good 3</td>
<td>Needs Improvement 2</td>
<td>Does not Meet Expectations 1</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>---------------</td>
<td>-------------</td>
<td>--------</td>
<td>---------------------</td>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td>Artifacts / Documents Selection</td>
<td>All artifacts and documents have been systematically selected to clearly show content and language progression and performance. Workshop artifacts and documents are organized in an easy to follow sequence that show beginning, mid and final samplings of work. There are reading, listening, writing and speaking activities included. Additional documents and reference material utilized in the assignments have been included.</td>
<td>All artifacts and documents have been systematically selected and show content and language progression and performance. Not all workshop artifacts and documents include a beginning, mid or final samplings of work. There are missing at least one reading, listening, writing and speaking activities, although all were conducted in class. Additional documents and reference materials utilized in the assignments have been included.</td>
<td>Portfolio artifacts and documents selected still demonstrate student performance but there is missing evidences although provided in class. Not all workshop artifacts and documents include beginning, mid or final samplings of work. Students are missing more than one reading, listening, writing, and speaking activities, although all were conducted in class. Additional documents and reference materials utilized in the assignments have been included.</td>
<td>Portfolio artifacts and documents are limited and may not demonstrate student performance. There is missing evidences of content and language work although provided in class. There are missing more than three reading, listening, writing and speaking activities, although all were conducted in class. Additional documents and reference materials are not well organized and cannot be linked to included artifacts and documents.</td>
<td>Portfolio artifacts and documents are very limited and do not demonstrate student performance.</td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>Outstanding 5</td>
<td>Very Good 4</td>
<td>Good 3</td>
<td>Needs Improvement 2</td>
<td>Does Not Meet Expectations 1</td>
<td>SCORE</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------------</td>
<td>-------------</td>
<td>--------</td>
<td>---------------------</td>
<td>-----------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Reflection and Personal Growth (Introduction, Reflective Journals, Student Portfolio Self-Assessment)</td>
<td>Reflective documents show an understanding of student progress in content and language performance and are in line with the evidence of work presented. Student explains their strengths and weaknesses and expectations of the class and follows them up during all of their reflective works; students may indicate overcoming weaknesses, or recognizing new ones and applying their strengths. Student explains their own thinking, position or opinion referencing/connecting content and language topics presented in class and from past learning experiences.</td>
<td>Reflective documents show an understanding of student progress in content and language performance but are not necessarily in line with the evidence of work presented. Student list their strengths, weaknesses or expectations of the class but these are not followed up during their reflective work. Student states its own thinking, position or opinion of their learning throughout the assignments but lack connections to past learning experiences.</td>
<td>Reflective documents attempt to describe students understanding of their progress in content and language but most of them are vague. Reflections are not supported by the evidence of work presented. Student simply list strengths, weaknesses or expectations of the class but fail to follow them up during their reflective work. Student attempts to include its own thinking, position or opinion of their learning in class but they are not clear.</td>
<td>Reflective documents attempt to describe student's understanding of their progress in either content or language but not both. Reflections are vague. Reflections are not supported by the evidence of work presented. Student may list strengths, weaknesses or expectations of the class. Student describes the class and attempts to include its own thinking, position or opinion about it but not of its learning process.</td>
<td>All reflective documents are vague. Student describes the class but does not make any inclusion of its own thinking, opinion or position.</td>
<td></td>
</tr>
</tbody>
</table>

**Portfolio Score:** Add the total score for each criterion on the rubric and divide it by 3:

- **Outstanding:** 5
- **Very Good:** 4
- **Good:** 3
- **Needs Improvement:** 2
- **Does Not Meet Expectations:** 1

**Obtaining the Portfolio Final Grade:**

The Portfolio Final Grade is the average between the Paragraph Construction Rubric grade, Writing Grading Report grade, and the Digital Performance Portfolio Rubric grade.

**Portfolio Final Grade:**

**Facilitator’s Signature:**

**Date:**

Revision July 2013
# Appendix G

## PARAGRAPH CONSTRUCTION RUBRIC

<table>
<thead>
<tr>
<th>Evaluation Areas</th>
<th>SCORE:</th>
<th>GRADE**:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3 Points Each</td>
<td>2 Points Each</td>
</tr>
<tr>
<td><strong>Topic Sentence</strong></td>
<td>Topic sentence is clear as it relates to the assigned topic, and it is correctly placed as the first sentence.</td>
<td>Topic sentence is either unclear as to the assigned topic, or it is incorrectly placed.</td>
</tr>
<tr>
<td><strong>Explanation of Topic Sentence (Supporting Ideas)</strong></td>
<td>There are three sentences explaining topic sentence related to the assigned topic.</td>
<td>There are only two sentences explaining topic sentence, or the explanation is too general.</td>
</tr>
<tr>
<td><strong>Evidence for Topic Sentence (Elaborating Details)</strong></td>
<td>Evidence for all three explanation sentences related to the assigned topic is provided.</td>
<td>Evidence for two explanation sentences related to the assigned topic is provided, or evidence is too general.</td>
</tr>
<tr>
<td><strong>Conclusion Sentence</strong></td>
<td>Conclusion sentence rephrases the topic sentence related to the assigned topic, and it explains its importance.</td>
<td>Conclusion sentence rephrases the topic sentence, but it doesn’t explain its importance.</td>
</tr>
<tr>
<td><strong>Fragments and Run-on Sentences</strong></td>
<td>There are no fragments or run-on sentences.</td>
<td>There is one fragment or run-on sentence.</td>
</tr>
<tr>
<td><strong>Use of Transition Words</strong></td>
<td>Transition words are used effectively throughout the written work.</td>
<td>Transitions are used throughout, but one transition word is used incorrectly. It is missing one or two transition words.</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>Paragraph has no errors in punctuation, capitalization and spelling, use of verb tenses, word agreement, or in the use of personal pronouns.</td>
<td>Paragraph has two errors in punctuation, capitalization and spelling, use of verb tenses, word agreement, or in the use of personal pronouns.</td>
</tr>
</tbody>
</table>

*What are transitions words and how they are used in effective writing? Transition words: are phrases or words used to connect one idea to the next; are used by the writer to help the reader progress from one significant idea to the next; show the relationship within a paragraph (or within a sentence) between the main idea and the support the writer gives for those ideas. Different transition words have different functions. Refer to: [https://www.msu.edu/user/jdowell/135/transw.html](https://www.msu.edu/user/jdowell/135/transw.html).

**GRADE BASED ON SCORES:**

- **A:** All Green
- **B:** 20 Points (Green/Yellow)
- **C:** All Yellow Scores
- **D:** 13 Points (Yellow/Red)
- **F:** All Red Score

Revision July 2013
### Trait #1: Idea and Content

<table>
<thead>
<tr>
<th>Criteria per Level</th>
<th>The writing is exceptionally clear, focused and interesting. It holds the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details suitable to audience and purpose. The writing is characterized by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>- clarity, focus, and control.</td>
</tr>
<tr>
<td></td>
<td>- main idea(s) that stand out.</td>
</tr>
<tr>
<td></td>
<td>- supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support.</td>
</tr>
<tr>
<td></td>
<td>- a thorough, balanced, in-depth explanation/exploration of the topic; the writing makes connections and shares insights.</td>
</tr>
<tr>
<td></td>
<td>- content and selected details that are well suited to audience and purpose.</td>
</tr>
<tr>
<td>5</td>
<td>The writing is clear, focused and interesting. It holds the reader’s attention. Main ideas stand out and are developed by supporting details suitable to audience and purpose. The writing is characterized by:</td>
</tr>
<tr>
<td></td>
<td>- clarity, focus, and control.</td>
</tr>
<tr>
<td></td>
<td>- main idea(s) that stand out.</td>
</tr>
<tr>
<td></td>
<td>- supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support.</td>
</tr>
<tr>
<td></td>
<td>- a thorough, balanced explanation/exploration of the topic; the writing makes connections and shares insights.</td>
</tr>
<tr>
<td></td>
<td>- content and selected details that are well suited to audience and purpose.</td>
</tr>
<tr>
<td>4</td>
<td>The writing is clear and focused. The reader can easily understand the main ideas. Support is present, although it may be limited or rather general. The writing is characterized by:</td>
</tr>
<tr>
<td></td>
<td>- an easily identifiable purpose.</td>
</tr>
<tr>
<td></td>
<td>- clear main idea(s).</td>
</tr>
<tr>
<td></td>
<td>- supporting details that are relevant, but may be overly general or limited in places; when appropriate, resources are used to provide accurate support.</td>
</tr>
<tr>
<td></td>
<td>- a topic that is explored/explained, although developmental details may occasionally be out of balance with the main idea(s); some connections and insights may be present.</td>
</tr>
<tr>
<td></td>
<td>- content and selected details that are relevant, but perhaps not consistently well chosen for audience and purpose.</td>
</tr>
<tr>
<td>3</td>
<td>The reader can understand the main ideas, although they may be overly broad or simplistic, and the results may not be effective. Supporting detail is often limited, insubstantial, overly general, or occasionally slightly off-topic. The writing is characterized by:</td>
</tr>
<tr>
<td></td>
<td>- an easily identifiable purpose and main idea(s).</td>
</tr>
<tr>
<td></td>
<td>- predictable or overly-obvious main ideas or plot; conclusions or main points seem to echo observations heard elsewhere.</td>
</tr>
<tr>
<td></td>
<td>- support that is attempted; but developmental details that are often limited in scope, uneven, somewhat off-topic, predictable, or overly general.</td>
</tr>
<tr>
<td></td>
<td>- details that may not be well-grounded in credible resources; they may be based on clichés, stereotypes or questionable sources of information.</td>
</tr>
<tr>
<td></td>
<td>- difficulties when moving from general observations to specifics.</td>
</tr>
<tr>
<td>2</td>
<td>Main ideas and purpose are somewhat unclear or development is attempted but minimal. The writing is characterized by:</td>
</tr>
<tr>
<td></td>
<td>- a purpose and main idea(s) that may require extensive inferences by the reader.</td>
</tr>
<tr>
<td></td>
<td>- minimal development; insufficient details.</td>
</tr>
<tr>
<td></td>
<td>- irrelevant details that clutter the text.</td>
</tr>
<tr>
<td></td>
<td>- extensive repetition of detail.</td>
</tr>
<tr>
<td>1</td>
<td>The writing lacks a central idea or purpose. The writing is characterized by:</td>
</tr>
<tr>
<td></td>
<td>- ideas that are extremely limited or simply unclear.</td>
</tr>
<tr>
<td></td>
<td>- attempts at development that are minimal or non-existent; the paper is too short to demonstrate the development of an idea.</td>
</tr>
</tbody>
</table>

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from https://www.ade.state.az.us/standards/6traits/
## Trait #2: Organization

### Criteria per Level

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| 6     | The organization enhances the central idea(s) and its development. The order and structure are compelling and move the reader through the text easily. The writing is characterized by:  
- effective, perhaps creative, sequencing; the organizational structure fits the topic, and the writing is easy to follow.  
- a strong, inviting beginning that draws the reader in and a strong satisfying sense of resolution or closure.  
- smooth, effective transitions among all elements (sentences, paragraphs, and ideas).  
- details that fit where placed. |
| 5     | The organization enhances the central idea(s) and its development. The order and structure are strong and move the reader through the text. The writing is characterized by:  
- effective sequencing; the organizational structure fits the topic, and the writing is easy to follow.  
- an inviting beginning that draws the reader in and a satisfying sense of resolution or closure.  
- smooth, effective transitions among all elements (sentences, paragraphs, and ideas).  
- details that fit where placed. |
| 4     | Organization is clear and coherent. Order and structure are present, but may seem formulaic. The writing is characterized by:  
- clear sequencing.  
- an organization that may be predictable.  
- a recognizable, developed beginning that may not be particularly inviting; a developed conclusion that may lack subtlety.  
- a body that is easy to follow with details that fit where placed.  
- transitions that may be stilted or formulaic.  
- organization which helps the reader, despite some weaknesses. |
| 3     | An attempt has been made to organize the writing; however, the overall structure is inconsistent or skeletal. The writing is characterized by:  
- attempts at sequencing, but the order or the relationship among ideas may occasionally be unclear.  
- a beginning and an ending which, although present, are either undeveloped or too obvious (e.g. "My topic is...", "These are all the reasons that...")  
- transitions that sometimes work. The same few transitional devices (e.g., coordinating conjunctions, numbering, etc.) may be overused.  
- a structure that is skeletal or too rigid.  
- placement of details that may not always be effective.  
- organization which lapses in some places, but helps the reader in others. |
| 2     | The writing lacks a clear organizational structure. An occasional organizational device is discernible; however, the writing is either difficult to follow and the reader has to reread substantial portions, or the piece is simply too short to demonstrate organizational skills. The writing is characterized by:  
- some attempts at sequencing, but the order or the relationship among ideas is frequently unclear.  
- a missing or extremely undeveloped beginning, body, and/or ending.  
- a lack of transitions, or when present, ineffective or overused.  
- a lack of an effective organizational structure.  
- details that seem to be randomly placed, leaving the reader frequently confused. |
| 1     | The writing lacks coherence; organization seems haphazard and disjointed. Even after rereading, the reader remains confused. The writing is characterized by:  
- a lack of effective sequencing.  
- a failure to provide an identifiable beginning, body and/or ending.  
- a lack of transitions.  
- pacing that is consistently awkward; the reader feels either mired down in trivia or rushed along too rapidly.  
- a lack of organization which ultimately obscures or distorts the main point. |

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from https://www.ade.state.az.us/standards/traits/

Revision July 2013
## Trait #3: Voice

### Criteria per Level

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 6     | The writer has chosen a voice appropriate for the topic, purpose and audience. The writer seems deeply committed to the topic, and there is an exceptional sense of “writing to be read.” The writing is expressive, engaging, or sincere. The writing is characterized by  
  • an effective level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice, while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively, or interesting. Technical writing may require greater distance.).  
  • an exceptionally strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction.  
  • a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense. |
| 5     | The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer seems committed to the topic, and there is a sense of “writing to be read.” The writing is expressive, engaging or sincere. The writing is characterized by  
  • an appropriate level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively or interesting. Technical writing may require greater distance.).  
  • a strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction.  
  • a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense. |
| 4     | A voice is present. The writer demonstrates commitment to the topic, and there may be a sense of “writing to be read.” In places, the writing is expressive, engaging, or sincere. The writing is characterized by  
  • a questionable or inconsistent level of closeness to or distance from the audience.  
  • a sense of audience; the writer seems to be aware of the reader but has not consistently employed an appropriate voice. The reader may glimpse the writer behind the words and feel a sense of interaction in places.  
  • liveliness, sincerity, or humor when appropriate; however, at times the writing may be either inappropriately casual or personal, or inappropriately formal and stiff. |
| 3     | The writer’s commitment to the topic seems inconsistent. A sense of the writer may emerge at times; however, the voice is either inappropriately personal or inappropriately impersonal. The writing is characterized by  
  • a limited sense of audience; the writer’s awareness of the reader is unclear.  
  • an occasional sense of the writer behind the words; however, the voice may shift or disappear a line or two later and the writing become somewhat mechanical.  
  • a limited ability to shift to a more objective voice when necessary. |
| 2     | The writing provides little sense of involvement or commitment. There is no evidence that the writer has chosen a suitable voice. The writing is characterized by  
  • little engagement of the writer; the writing tends to be largely flat, lifeless, stiff, or mechanical.  
  • a voice that is likely to be overly informal and personal.  
  • a lack of audience awareness; there is little sense of “writing to be read.”  
  • little or no hint of the writer behind the words. There is rarely a sense of interaction between reader and writer. |
| 1     | The writing seems to lack a sense of involvement or commitment. The writing is characterized by  
  • no engagement of the writer; the writing is flat and lifeless.  
  • a lack of audience awareness; there is no sense of “writing to be read.”  
  • no hint of the writer behind the words. There is no sense of interaction between writer and reader; the writing does not involve or engage the reader. |

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from https://www.ade.state.az.us/standards/6traits/  
Revision July 2013
## Trait #4: Word Choice

### Criteria per Level

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| 6     | Words convey the intended message in an exceptionally interesting, precise, and natural way appropriate to audience and purpose. The writer employs a rich, broad range of words, which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by:  
  - accurate, strong, specific words; powerful words energize the writing.  
  - fresh, original expression; slang, if used, seems purposeful and is effective.  
  - vocabulary that is striking and varied, but that is natural and not overdone.  
  - ordinary words used in an unusual way.  
  - words that evoke strong images; figurative language may be used. |
| 5     | Words convey the intended message in an interesting, precise, and natural way appropriate to audience and purpose. The writer employs a broad range of words which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by:  
  - accurate, specific words; word choices energize the writing.  
  - fresh, vivid expression; slang, if used, seems purposeful and is effective.  
  - vocabulary that may be striking and varied, but that is natural and not overdone.  
  - ordinary words used in an unusual way.  
  - words that evoke clear images; figurative language may be used. |
| 4     | Words effectively convey the intended message. The writer employs a variety of words that are functional and appropriate to audience and purpose. The writing is characterized by:  
  - words that work but do not particularly energize the writing.  
  - expression that is functional; however, slang, if used, does not seem purposeful and is not particularly effective.  
  - attempts at colorful language that may occasionally seem overdone.  
  - occasional overuse of technical language or jargon.  
  - rare experiments with language; however, the writing may have some fine moments and generally avoids clichés. |
| 3     | Language is quite ordinary, lacking interest, precision and variety, or may be inappropriate to audience and purpose in places. The writer does not employ a variety of words, producing a sort of “generic” paper filled with familiar words and phrases. The writing is characterized by:  
  - words that work, but that rarely capture the reader’s interest.  
  - expression that seems mundane and general; slang, if used, does not seem purposeful and is not effective.  
  - attempts at colorful language that seem overdone or forced.  
  - words that are accurate for the most part, although misused words may occasionally appear, technical language or jargon may be overused or inappropriately used.  
  - reliance on clichés and overused expressions. |
| 2     | Language is monotonous and/or misused, detracting from the meaning and impact. The writing is characterized by:  
  - words that are colorless, flat or imprecise.  
  - monotonous repetition or overwhelming reliance on worn expressions that repeatedly distract from the message.  
  - images that are fuzzy or absent altogether. |
| 1     | The writing shows an extremely limited vocabulary or is so filled with misuses of words that the meaning is obscured. Only the most general kind of message is communicated because of vague or imprecise language. The writing is characterized by:  
  - general, vague words that fail to communicate.  
  - an extremely limited range of words.  
  - words that simply do not fit the text; they seem imprecise, inadequate, or just plain wrong. |

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from https://www.ade.state.az.us/standards/6traits/  
Revision July 2013
## Trait #5: Sentence Fluency

### Criteria per Level

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Sample Characteristics</th>
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<tbody>
<tr>
<td>6</td>
<td>The writing has an effective flow and rhythm. Sentences show a high degree of craftsmanship, with consistently strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by • a natural, fluent sound; it glides along with one sentence flowing effortlessly into the next. • extensive variation in sentence structure, length, and beginnings that add interest to the text. • sentence structure that enhances meaning by drawing attention to key ideas or reinforcing relationships among ideas. • varied sentence patterns that create an effective combination of power and grace. • strong control over sentence structure; fragments, if used at all, work well. • stylistic control; dialogue, if used, sounds natural.</td>
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<tr>
<td>5</td>
<td>The writing has an easy flow and rhythm. Sentences are carefully crafted, with strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by • a natural, fluent sound; it glides along with one sentence flowing into the next. • variation in sentence structure, length, and beginnings that add interest to the text. • sentence structure that enhances meaning. • control over sentence structure; fragments, if used at all, work well. • stylistic control; dialogue, if used sounds natural.</td>
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<tr>
<td>4</td>
<td>The writing flows; however, connections between phrases or sentences may be less than fluid. Sentence patterns are somewhat varied, contributing to ease in oral reading. The writing is characterized by • a natural sound; the reader can move easily through the piece, although it may lack a certain rhythm and grace. • some repeated patterns of sentence structure, length, and beginnings that may detract somewhat from overall impact. • strong control over simple sentence structures, but variable control over more complex sentences; fragments, if present, are usually effective. • occasional lapses in stylistic control; dialogue, if used, sounds natural for the most part, but may at times sound stilted or unnatural.</td>
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<td>3</td>
<td>The writing tends to be mechanical rather than fluid. Occasional awkward constructions may force the reader to slow down or reread. The writing is characterized by • some passages that invite fluid oral reading; however, others do not. • some variety in sentences structure, length, and beginnings, although the writer falls into repetitive sentence patterns. • good control over simple sentence structures, but little control over more complex sentences; fragments, if present, may not be effective. • sentences which, although functional, lack energy. • lapses in stylistic control; dialogue, if used, may sound stilted or unnatural.</td>
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<td>2</td>
<td>The writing tends to be either choppy or rambling. Awkward constructions often force the reader to slow down or reread. The writing is characterized by • significant portions of the text that are difficult to follow or read aloud. • sentence patterns that are monotonous (e.g., subject-verb or subject-verb-object). • a significant number of awkward, choppy, or rambling constructions.</td>
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<tr>
<td>1</td>
<td>The writing is difficult to follow or to read aloud. Sentences tend to be incomplete, rambling, or very awkward. The writing is characterized by • text that does not invite—and may not even permit—smooth oral reading. • confusing word order that is often jarring and irregular. • sentence structure that frequently obscures meaning. • sentences that are disjointed, confusing, or rambling.</td>
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</table>

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from https://www.ade.state.az.us/standards/6traits/

Revision July 2013
## Trait #6: Conventions

### Criteria per Level

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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</table>
| 6 | The writing demonstrates exceptionally strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that the reader can easily skim right over them unless specifically searching for them. The writing is characterized by:  
  • strong control of conventions; manipulation of conventions may occur for stylistic effect.  
  • strong, effective use of punctuation that guides the reader through the text.  
  • correct spelling, even of more difficult words.  
  • paragraph breaks that reinforce the organizational structure.  
  • correct grammar and usage that contribute to clarity and style.  
  • skill in using a wide range of conventions in a sufficiently long and complex piece.  
  • little or no need for editing. |
| 5 | The writing demonstrates strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that they do not impede readability. The writing is characterized by:  
  • strong control of conventions.  
  • effective use of punctuation that guides the reader through the text.  
  • correct spelling, even of more difficult words.  
  • paragraph breaks that reinforce the organizational structure.  
  • correct capitalization; errors, if any, are minor.  
  • correct grammar and usage that contribute to clarity and style.  
  • skill in using a wide range of conventions in a sufficiently long and complex piece.  
  • little need for editing. |
| 4 | The writing demonstrates control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Minor errors, while perhaps noticeable, do not impede readability. The writing is characterized by:  
  • control over conventions used, although a wide range is not demonstrated.  
  • correct end-of-sentence punctuation, internal punctuation may sometimes be incorrect.  
  • spelling that is usually correct, especially on common words.  
  • basically sound paragraph breaks that reinforce the organizational structure.  
  • correct capitalization; errors, if any, are minor.  
  • occasional lapses in correct grammar and usage; problems are not severe enough to distort meaning or confuse the reader.  
  • moderate need for editing. |
| 3 | The writing demonstrates limited control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Errors begin to impede readability. The writing is characterized by:  
  • some control over basic conventions; the text may be too simple to reveal mastery.  
  • end-of-sentence punctuation that is usually correct; however, internal punctuation contains frequent errors.  
  • spelling errors that distract the reader; misspelling of common words occurs.  
  • paragraphs that sometimes run together or begin at ineffective places.  
  • capitalization errors.  
  • errors in grammar and usage that do not block meaning but do distract the reader.  
  • significant need for editing. |
| 2 | The writing demonstrates little control of standard writing conventions. Frequent, significant errors impede readability. The writing is characterized by:  
  • little control over basic conventions.  
  • many end-of-sentence punctuation errors; internal punctuation contains frequent errors.  
  • spelling errors that frequently distract the reader; misspelling of common words often occurs.  
  • paragraphs that often run together or begin in ineffective places.  
  • capitalization that is inconsistent or often incorrect.  
  • errors in grammar and usage that interfere with readability and meaning.  
  • substantial need for editing. |
| 1 | Numerous errors in usage, spelling, capitalization, and punctuation repeatedly distract the reader and make the text difficult to read. In fact, the severity and frequency of errors are so overwhelming that the reader finds it difficult to focus on the message and must reread for meaning. The writing is characterized by:  
  • very limited skill in using conventions.  
  • basic punctuation (including end-of-sentence punctuation) that tends to be omitted, haphazard, or incorrect.  
  • frequent spelling errors that significantly impair readability.  
  • paragraph breaks that may be highly irregular or so frequent (every sentence) that they bear no relation to the organization of the text.  
  • capitalization that appears to be random.  
  • a need for extensive editing. |

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from https://www.ade.state.az.us/standards/6traits/

Revision July 2013
Appendix I  Writing Grading Report

Student’s Name:____________________________
Date:______________________
Facilitator:______________________ Course: ______
Assignment:_________________

Instructions: This rubric will be used to evaluate all written work done by the student in both English and Spanish. Please refer to the trait that you are evaluating (i.e., Ideas and Content) and write the score in the appropriate box. Select the criteria per level (6= highest, 1=lowest) that best reflects the student’s writing ability.
Refer to all the Appendix (H) sheets that describe, in detail, all the writing traits that you are evaluating in order to complete this rubric properly.

<table>
<thead>
<tr>
<th>Writing Traits</th>
<th>6</th>
<th>5</th>
<th>4</th>
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<th>2</th>
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<tr>
<td>Ideas and Content</td>
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<td>Organization</td>
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<td>Sentence Fluency</td>
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<tr>
<td>Conventions</td>
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**Totals (Add all the totals down, then across to obtain the Grand Total.)**

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<th>Grand Total:</th>
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</table>

**Final Score:**

**Scoring Scale:** (36-0)
Outstanding: 33-36 points = A
Very Good: 29-32 points = B
Satisfactory: 24-28 points = C
Fair: 19-23 points = D
Poor: 0-18 points = F
DIGITAL PERFORMANCE
PORTFOLIO ASSESSMENT HANDBOOK

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