

Senior Exit Portfolio - PreEducation in English

1.0 Knowledge

Rating on the knowledge of language (of grammar, of the history of the English language, of the intricacies of language.

5.0 Excellent

Includes at least one assignment specifically on language use, structure, and/or history that demonstrates **mastery** of the subject through **consistently deep or intricate analysis**. This assignment effectively applies theories of language, grammar, or literary technique to literature, professional writing, or the student's own writing. It consistently and effectively demonstrates the student's understanding of language's role in creating meaning.

4.0 Good

Includes at least one assignment specifically on language use, structure, and/or history that demonstrates an **understanding** of the subject through **surface-level analysis with instances of deep or intricate analysis**. This assignment applies theories of language or grammar to literary writing, professional writing, or the student's own writing somewhat effectively. It demonstrates the student's understanding of language's role in creating meaning.

3.0 Fair

Includes at least one assignment specifically on language use, structure, and/or history that demonstrates an **understanding** of the material through mostly **surface-level analysis**. This assignment applies theories of language or grammar to literary writing, professional writing, or the student's own writing adequately. It minimally demonstrates the student's understanding of language's role in creating meaning.

2.0 Poor

Includes at least one assignment somewhat related to language use, structure, and/or history that demonstrate an **understanding** of the material through mostly **surface-level analysis with instances of faulty logic**. This assignment attempts to apply theories of language, grammar, or literary technique to literary writing, professional writing, or the student's own writing adequately but applies those theories incorrectly or demonstrates a misunderstanding of the material. It does not effectively demonstrate the student's understanding of language's role in creating meaning.

1.0 Inadequate

The assignment(s) intended to represent this category is inappropriate or does not demonstrate an understanding of the material through adequate analysis.

0.0 Can't Determine

No Description

1.0



Written

Rating on the written communication skills (style, editing, voice, diction, audience awareness, argumentative)

5.0

Excellent

The assignments are **extremely well organized**; they are **highly polished** and, in places, **eloquent**. The student **consistently** uses **precise** diction, **smooth** transitions, and **standard** grammar. Many of the sentences are thoughtfully patterned, accurately reflecting the student's intended emphasis.

4.0

Good

The assignments are generally **well organized and carefully written**, and they are mostly free of grammatical errors. In places, though, the prose lacks clarity, and/or the student uses awkward or wordy expressions.

3.0

Fair

The assignments have some **obvious grammatical errors**, most of which are minor. The assignments' organization seems rigidly formulaic, and in many places transitions are missing. The assignments also contain many awkward expressions and/or poorly structured sentences.

2.0

Poor

The assignments contain **major grammatical errors**, and many ideas or paragraphs are **confusing or unclear**.

1.0

Inadequate

The assignments are consistently unclear, the **ideas are disorganized**, and the prose regularly suffers from **distracting grammatical errors**. Many of the sentences are needlessly choppy or long-winded, and/or the diction is frequently unidiomatic.

0.0

Can't Determine

No Description

1.0  Reflection

Rating on the ability to reflect upon teaching as evidence in the portfolio: Reflect

5.0 Excellent

At least one assignment, the introductory paragraphs, and the reflection essay **consistently and effectively** communicate how educational experiences might shape the student's teaching. The assignment and reflection contain **ideas about pedagogy** and discuss how those ideas can be used appropriately for the intended outcomes, showing knowledge of and reflection on pedagogy.

4.0 Good

At least one assignment, the introductory paragraphs, and the reflection essay effectively communicate how the student's educational experiences will translate to his teaching but with more **limited engagement** than that of the "excellent" category. The assignment and reflection contain **some ideas about pedagogy** and discuss how they can be used appropriately for the intended outcomes.

3.0 Fair

At least one assignment, the introductory paragraphs, and the reflection essay communicate how the student's educational experiences will translate to her teaching in **broad or vague terms**. The assignment and reflection contain **a few ideas about pedagogy**, but they are **not fully developed or do not discuss** how they can be used appropriately for the intended outcomes.

2.0 Poor

Neither an assignment nor the reflection essay adequately communicates how the student's educational experiences will translate to her teaching. The reflection (especially) **lacks a focused attention on teaching or pedagogy**.

1.0 Inadequate

No Description

0.0 Can't Determine

No Description

Outcomes Linked to Criteria

Criterion: Knowledge

No linked outcomes.

Criterion: Written

No linked outcomes.

Criterion: Reflection

No linked outcomes.