

Sophomore Honors Portfolio Assessment Sheet

Student: _____ Reviewer: _____ Date: _____

The purpose of this review is to determine whether the portfolio demonstrates the appropriate abilities for the student to continue on as a full member of the Honors Program. The six Honors Program goals are listed below, along with a description of work at each of the four levels/years. In general, we would hope to see students working at a level 2 in their Sophomore Honors Portfolio.

Please select the description under each category that best fits the student's work; add constructive comments that will help the student progress in his/her education; and make a recommendation on full membership in the Program at the end of the sheet.

I. Thinking. Student demonstrates an ability to think critically and creatively.

1. Understands core concepts. Responds to ideas in conventional ways. Identifies some key assumptions/biases in an argument. Defines the parameters of a problem. Challenges own preconceptions.
2. Offers a convincing interpretation or analysis of a text/issue. Develops a convincing line of reasoning. Recognizes relationships among several ideas and texts. Responds to ideas in interesting ways. Challenges conventional assumptions in a source argument. Evaluates the relative merits of an argument/text/proposed solution to a problem. Applies concepts appropriately.
3. Analyzes and contextualizes several complex issues/texts. Develops a complex and convincing line of reasoning. Compares and critiques a range of ideas and texts. Responds to ideas in complex, original ways. Challenges assumptions in the research of others. Applies several theoretical concepts appropriately. Independently identifies a significant issue/question in a field, develops a hypothesis, and designs a means of generating an answer. Proposes and evaluates solutions to a problem.
4. Uses appropriate theoretical approaches/models/concepts in a new context or to develop new findings. Integrates knowledge and concepts from several disciplines/theories. Analyzes research findings or new critical ideas. Evaluates and revises hypothesis in response to new findings. Develops new and unexpected ideas.

No opportunity to observe.

Comments:

II. Scholarly Inquiry. Student shows a growing understanding of how scholarship is conducted and knowledge created.

1. Some ability to draw upon the ideas of others and use them appropriately.
2. Identifies and draws upon several appropriate sources to reach conclusions. Supports ideas with reliable evidence. Demonstrates a beginning understanding of the approach and tools used in at least one discipline. Applies at least one critical approach/technique/methodology.
3. Understands how research is conducted in a discipline. Uses appropriate critical approaches/techniques/methodologies to define a research question in an independent scholarly or artistic project. Demonstrates growing familiarity with relevant literature relating to one question in a chosen field of study.
4. Evaluates the process by which research/learning/artistic endeavor is conducted. Draws conclusions about future avenues of research/learning/artistic creation. Demonstrates solid knowledge of relevant literature.

No opportunity to observe.

Comments:

III. Writing. Student writes effectively in a variety of contexts.

1. Aware of the conventions of academic writing. Presents key information and ideas accurately. Focuses papers effectively around one central idea. Makes some mechanical errors.
2. Aware of multiple styles and conventions in academic writing. Uses effective voice. Employs effective writing strategies. Organizes papers and develops ideas in appropriate ways. Makes few mechanical errors. Uses varied sentence structures. Writes with clarity.
3. Writes competently in varied styles and voices for different audiences and purposes. Employs skillful writing strategies. Organizes papers in sophisticated ways. Compares and contrasts information/ideas from a number of sources. Writes with clarity and some grace.
4. Chooses a style and voice for each specific audience and purpose. Employs sophisticated writing strategies. Determines the form and scope of a lengthy, sustained independent project that is well-documented, well-developed, and well-researched. Integrates and analyzes information and ideas from a number of sources. Writes lively, interesting, graceful, and clear prose.

No opportunity to observe.

Comments:

IV. Perspective. Student demonstrates a growing understanding of a range of individual, cultural, international, and artistic perspectives.

1. Identifies personal values, influences, and biases. Understands that perspectives are shaped by a variety of personal, social, national, and cultural experiences. Demonstrates a willingness to consider alternative ideas/experiences.
2. Examines personal values, influences, and biases. Develops appreciation for a perspective outside of his/her own life experience. Explores a variety of artistic media/experiences. Demonstrates strong motivation to learn in a variety of contexts/subject areas.
3. Examines issues from a range of cultural/individual/academic/artistic perspectives. Educational activities shaped by new views, means of artistic expression, learning experiences, or alternative perspectives.
4. Develops broad cultural literacy. Continually engages in the process of examining and reformulating personal values and beliefs. Continues to seek out, explore, and respond to new perspectives.

No opportunity to observe.

Comments:

V. Civic Engagement. Student demonstrates a sense of efficacy as a citizen.

1. Demonstrates a sense of self as a member of at least one community.
2. Participates in activities that demonstrate a growing sense of social responsibility to at least one community, and begins to serve in a leadership capacity in those activities. Identifies values in terms of personal and social responsibility.
3. Participates in a number of civic activities that reflect a growing sense of personal and social responsibility. Identifies needs of at least one community and considers possible solutions.
4. Engages in self-reflexive questioning of values and actions over time. Provides leadership to set priorities and solve problems.

No opportunity to observe.

Comments:

VI. Speaking. Student communicates effectively with individuals and groups.

Note: Due to the difficulty in documenting speaking skills, it is not mandatory that the portfolio demonstrates this Honors Program Goal.

1. Listens actively to the contributions of others and participates when asked to respond.
2. Contributes actively to discussion but does not monopolize. Uses a logical thought process and supplies evidence when explaining opinions or providing ideas. Identifies significant new questions/issues for further discussion.
3. Evaluates and challenges the thinking of others in a respectful manner. Demonstrates a willingness to change opinions in light of new information. In group presentations, organizes information well and communicates clearly and effectively without distracting sounds and mannerisms. Uses visual materials appropriately.
4. Provides leadership in discussions. Presents ideas effectively in public forums. Demonstrates knowledge of subject and structures presentation effectively for audience and purpose. Identifies key issues/findings and explains their importance clearly. Interacts well with audience. Responds knowledgeably and respectfully to audience questions.

No opportunity to observe.

Comments:

Recommendation: ___ **Starcher Finalist** ___ **Accept** ___ **Revise and resubmit**

Overall Comments/Suggestions: