

<b>Content</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Explanation of issue/experience</b> What was your experience? What was your role (e.g., research assistant, volunteer)? What were you expecting to get out of the experience? What was expected of you?	Experience is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Experience is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Experience is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Experience is stated without clarification or description.
<b>Connection of experience to biology degree</b> How did you apply the knowledge you gained during your undergraduate education to your experience? How did your education help during your experience? What gaps in your knowledge did you detect?	Thoroughly explains how prior coursework/experience informed practice in the activity, including where it came up short.	Explains how prior coursework/experience informed practice in the activity, generally excluding how it came up short	Superficially explains how prior coursework/experience informed practice in the activity. Does not explain how it came up short.	Does not explain how prior coursework/ experience informed practice in the activity
<b>Student's perspective on experience</b> What was good/bad about the experience? Where did you succeed/fail during the experience? Was the experience what you expected? Why or why not? Do you feel you met the expectations placed on you?	Organizes and synthesizes discussion to reveal insightful patterns. Shows re-evaluation of personal beliefs, assumptions and/or ideas in the light of the experience.	Organizes information to reveal important patterns. May have superficial re-evaluation of personal beliefs, assumptions and/or ideas in the light of the experience.	Organizes information ineffectively and does not reveal important patterns. No re-evaluation of personal beliefs, assumptions and/or ideas in the light of the experience.	Lists experiences, thoughts, feelings, etc. but is not organized. No re-evaluation.
<b>Future directions</b> How will you address any gaps in your knowledge that you detected during your experience? How will you apply what you have learned during the experience to future endeavors?	Thoroughly discusses practical knowledge gained from the experience. Discusses one's potential improvements based on the experience.	Superficially discusses practical knowledge gained from the experience and discusses general potential improvements, not tied to experience.	Either discusses practical knowledge gained or potential improvements in general (not tied to experience).	Superficially discusses practical knowledge gained or practical improvements.
<b>Conclusions/Evidence</b> How did your experience alter your perception of your undergraduate education? How did your experience enhance your knowledge?	Conclusions are logical and reflect student's informed evaluation of the experience in context of the degree. Includes some altered perspective, insight, or awareness.	Conclusions are logical, tied to either the experience or put in context of the degree. Any altered awareness is superficial.	Conclusions are logical but only superficially tied to the experience or degree. No discussion of altered awareness, etc.	Conclusion is inconsistently tied to some of the information discussed. No discussion of altered awareness, etc.

<b>Written Comm.</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Context/purpose</b>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
<b>Content development</b>	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
<b>Conventions</b>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
<b>Sources and Evidence</b>	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
<b>Syntax and Mechanics</b>	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.