

General Assessment of the Portfolio (Organization and General Professionalism):

- **Does the portfolio...**
 - Include all required components (Intro, CV, teaching statement, sample works, culminating project)? YES NO
 - Is Well-organized? YES NO
 - Show thoughtfulness? YES NO
- In terms of general professionalism:
 - Does it offer materials that could be readily used when applying to PhD programs or other academic/professional opportunities? YES NO

General Assessment by Section:

- Introduction and Personal Statement (language of choice) YES NO
- Did the student complete this requirement? YES NO
- Does the essay meet the general expectations set out in the description for this assignment?
 YES NO

Comments/Observations:

- Does the essay offer an introduction to the portfolio and explain how its contents are representative of the student's accomplishments and intellectual growth throughout their Master's degree?
 YES NO

Comments/Observations:

- Does the essay show attention to specificity rather than making broad generalizations with scarce attention to detail? YES NO

Comments/Observations:

- Does the essay address how the Master's experience has prepared them for future academic, professional and/or personal endeavors? YES NO

Comments/Observations:

CV (one copy in English)

- Is the assignment complete? YES NO
- Does the CV address all the elements encouraged in the description for this assignment? YES NO
 - Education
 - Work Experience
 - Publications
 - Awards, Grants, and Fellowships
 - Community Outreach
 - Language Abilities
 - Skills
 - Other (list):
- Does the CV show evidence of professional preparation? In other words, is this CV presentable in applying to a PhD or to other forms of employment/career opportunities? YES NO

Comments/Observations:

- Teaching Statement (must be in English)
 - Did the student complete this requirement? YES NO
 - Does the essay meet the general expectations set out in the description for this assignment?
 YES NO

Comments/Observations:

- Does the student offer specific examples that show attention to both theory and praxis? YES NO

Comments/Observations:

- Does the student offer evidence of reflecting on pedagogical approaches/methods? YES NO

Comments/Observations:

- Did the student include supplementary teaching materials in this section? The inclusion of supplementary teaching materials is optional. But if the student included them, please note:
 YES NO

Sample Works in Spanish:

- Did the student complete this requirement? YES NO

- Does the essay meet the general expectations set out in the description for this assignment? Each reflects a focus on a different area of concentration. YES NO

Comments/Observations:

- Original graded paper included? YES NO

Comments/Observations:

- Is one of the three sample works a long seminar paper? YES NO
- Is the other a research paper of similar length and scope developed in a 700-level course? YES NO

Comments/Observations:

The Culminating Project

Important: The culminating project must have its origin in the final assignment of a course carried out during the Master's program. This means that the options will vary depending on the course load for each student, and that the options will sometimes be limited. For example, students may not have assignments that require them to develop digital humanities projects or teaching materials.

Advising Note:

Graduate students should meet with their faculty advisor a minimum of twice a year to discuss their course performance and timely progress toward degree completion. The advisor and advisee should review coursework and the credits needed to graduate (30 graduate-credit hours, at least 50% at level 700 or higher). The faculty advisor and advisee should discuss plans for the portfolio, the selection of members for the committee, and potential dates for the defense. The department encourages all graduate students to complete a mentoring agreement with their advisor, which will be revisited at least once a year to assure an appropriate degree timeline. Once you have completed the mentoring agreement, forward a copy to the Graduate Studies Committee.

It is the student's responsibility to complete all University graduation requirements prior to the published Graduation Deadline in a given semester. Students should consult the current Academic Calendar for the published Graduation Deadline, which varies by semester.

RUBRIC FOR THE MA CULMINATING PROJECT

The MA Portfolio rubric is intended to be a practical and easy-to-use assessment tool.

	Setup of central thesis and approach of project. How to write an academic paper beyond introductory level	Originality as well as depth and breath of knowledge in area of expertise	Conceptual or theoretical framework. Ability to evaluate primary sources, potential for publication	Arguments and analysis of pertinent texts; familiarity with norms of academic publications, i.e., how to write a professional paper	Conclusions: implications and significance	Growth in terms of how the student progressed in our program.	Overall
1 - Unacceptable	Thesis or central ideas unclear. Unconvincing need for the MA Portfolio project	Weak grasp of existing scholarship or project's context and their relationship to the scope of the project.	Basic concepts unclear. Weak or inconsistent use of theoretical sources.	Poorly develop or confused argument, with unclear connections to textual analysis	Weak summary or unconvincing statement of project's importance.	No demonstration of growth, no demonstration of improvement in our program.	Disorganized, incomplete, or unclear completion of project.
2 - Acceptable	Straightforward routine presentation of the problem content, and main ideas	Demonstrate knowledge of existing scholarship and basic relevance to the scope of the project.	Basic conceptual framework with some use of critical theory, although connections may not be clear	Relationship of textual analyses to project's main ideas is clear but would benefit from additional development.	Solid recap of the main part and project ideas and finding.	Some evidence of growth, but still limited to advance toward a PhD program. Or arrived with a good preparation, but little change.	Covers the necessary components of an MA Portfolio in a competent fashion.
3 - Very good	Clear, careful exposition of culminating project focus and central ideas that demonstrate usefulness of project for filling gaps in field.	Thoughtful use of existing sources to set up and develop ideas within the scope of the project.	Clearly articulated conceptual framework sustained or developed throughout.	Strong textual analysis well connected to a sustained argument and the project's thesis.	Strong summation of project's achievements and importance for the field.	Clear progress evidenced in the mastery of argumentation and ability to evaluate primary sources.	Solid, clear presentation with good potential for future refinement and impact.
4 - Excellent	Sharp articulation of thesis/main ideas that highlights originality of context and approach significance and persuasive need for project.	Agile dialogue with existing scholarship that showcases originality and is interwoven with project's scope.	Incisive conceptual framework that draws judiciously on critical theory to forge an original, sustained approach.	Penetrating and original textual analyses that develop and illuminate an elegant, inventive line of argument.	Persuasive summation of project's significance and implications that point to exciting options for future work.	Excellent progress, with solid growth throughout our program that can be clearly compared.	Innovative and significant with indisputable impact on field.
Sample Score	4	3	2	3	3	2	3
Average	For example, suppose a student receives the grades listed in the row above. From these scores, we obtain: $4 + 3 + 2 + 3 + 3 + 2 + 3 = 20$. Then, $20/7 = 2.86$, which falls between "acceptable" (2) and "very good" (3) in the ordinal category.						
Performance	Then, we need to convert the ordinal categories (1, 2, 3, 4) to interval categories as follows: <ul style="list-style-type: none"> • 3.5 and above = Excellent → PASS WITH HONORS • 2.5 to 3.499 = Very Good → PASS • 1.5 to 2.499 = Acceptable → PASS • Less than 1.5 = Unacceptable → FAIL In this way, the final score (2.86) still aligns with the rubrics, and 2.86 falls into the "Very Good" category, which means a PASS!						