

# Assessing Archived Artefacts in ePortfolio

Natalie McKnight, Interim Dean, College of General Studies

# Are you allergic

to ePortfolios?

# ePortfolios are just useful tools

- For students to archive, organize and reflect on their work
- For students to showcase their best work when applying for jobs, internships, etc.
- For faculty to get a window into student's reflections, self-assessments, overall progress, and individual contributions to group work
- For faculty and administrators to assess the impact of their programs

# All 1,100 students at CGS have ePortfolios—with sections for:

- for each CGS course
- For advising
- For interdisciplinary reflections
- For Capstone
- And hopefully for abroad experiences, co-curricular activities and, and courses they take in other colleges

Team W: Nahomi Velasquez

[site map](#)

[Home](#) | [Capstone 2013](#) | [Humanities 202](#) | [Natural Science 202](#) | [Social Science 202](#) | [Comparative Politics 357](#) | [Humanities 201](#)  
| [Natural Sciences 201](#) | [Social Sciences 201](#) | [American Politics 211](#) | [Humanities 101](#) | [Humanities 102: Interdisciplinary Connections](#)  
| [Rhetoric 102](#) | [Rhetoric 101](#) | [Social Science 102](#) | [Social Science 101](#) | [U.S. History 151](#) | [Interdisciplinary Reflections](#) | [Advising](#)

## Home

[Welcome to my E-Portfolio!](#)

Hello everyone!

My name is Nahomi Velasquez, I am originally from Fresh Meadows, New York and am currently a sophomore at CGS. I am an aspiring political science major and with a minor in history. I chose to major in political science because I am especially interested in how our government operates and how those daily operations affect our fellow nations. However, my interests are not limited to that field of study; I also love physics because I love to know how the world works; everything from transmitting signals to landing a man on the moon! Last but not least, I also love sports and love to play sports, particularly volleyball. I play volleyball for BU, Go Terriers!



[Show Comments and Tags](#)

Reading Entries past the midterm are located towards the bottom.

## Reading Entries from 9/14/11 to 10/21/11 (Midterm)

9-14-11

### *The Iliad*

#### Hector and Achilles as foils

Homer's *Iliad* may well be one of the best composed epic poems ever written in the sense that it is comprised of opposing characters who somehow hold similar attributes. For instance, both Achilles and Hector are great warriors, however they differ in their reasons for fighting this war. Achilles's main intention in fighting this war is based on the achievement of a solid reputation and the protection of manhood. In other words, Achilles fights to maintain his reputation of a great warrior and make a legacy for himself but he also fights for his woman prize, which Agamemnon has stolen from him, and so by association his manhood.

By contrast, Hector fights this war in actuality to protect Troy and its citizens. In Hector's case, an entire city depends solely on his ability to defeat the Greeks. Hector's integrity is further highlighted in his conversation with his brother Paris, in which he urges him to fight the war he caused as well as when he stands alone outside



the gates of Troy, ready to fight Achilles, and in part also ready to accept his fate.

It is difficult to consider both Achilles and Hector as foils, but one can make a case that they are because of the different values they uphold. Although they are both great warriors, Achilles is very selfish as his primary concern is his legacy while Hector

on the other hand prioritizes the citizens of Troy.

9-14-11

### *The Kid As a Reflection of Chaplin's Life*

Chaplin's *The Kid* is one of the best blends of comedy and sentimentality of all time; although it is very humorous and its main intention is to entertain, it also deals with serious underlying issues that occurred within early 19th century society. Chaplin's skill as a director, actor and producer is really showcased in the



Home | Capstone 2013 | Humanities 202 | Natural Science 202 | Social Science 202 | Comparative Politics 357 | Humanities 201 | [Natural Sciences 201](#) | Social Sciences 201 | American Politics 211 | Humanities 101 | Humanities 102: Interdisciplinary Connections | Rhetoric 102 | Rhetoric 101 | Social Science 102 | Social Science 101 | U.S. History 151 | Interdisciplinary Reflections | Advising

## Natural Sciences 201

Lab 2: Observations of Gorillas at the Franklin Park Zoo

Betta Fish Poster

[Lab 4: Vertebrate Anatomy](#)

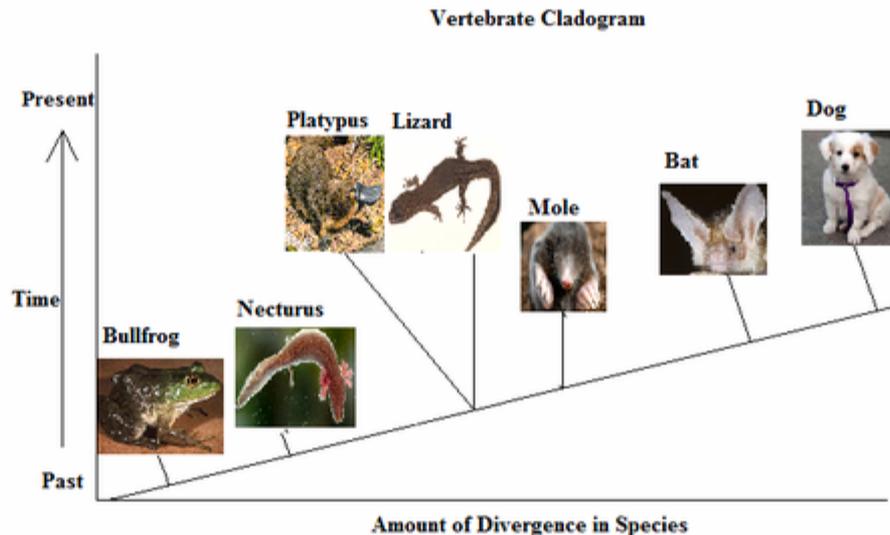
Lab 6: Sexual Selection in Fruit Flies

Sexual Selection and Mating Preferences of Female Fruit Flies  
*Drosophila melanogaster*

Extra Credit: Writing Assignment for Poster Peer Review

Lab 8: Human Evolution

NS 201 First Semester Reflection



This cladogram takes into account seven species and compares eleven bone structures in order to determine which species are most similar and most complex. The bone structures that were used as criteria are as follows, phalanges (both front and back), scapula, fibula, radius, humerus, mandible, coccyx vertebrae, lumbar vertebrae, cervical vertebrae and thoracic vertebrae.

The Bullfrog is the first animal because it is the animal that has the least in common with

CGS Assessment Rubric—Draft version

	level 4 excellent	level 3 competent	level 2 developing	level 1 no mastery
Written and oral communication	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (including organization, content, presentation, formatting, and stylistic choices); uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task; uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Follows expectations appropriate to a specific discipline and/or writing task for basic organization, content, and presentation; uses language that generally conveys meaning, although there may be problems with clarity and the writing may include some errors.	Attempts to use a consistent system for basic organization and presentation; uses language that sometimes impedes meaning or clarity. Contains errors in usage.
Gathering, analyzing, and documenting information	Synthesizes in-depth information from a range of high-quality, credible, relevant sources that are appropriate for the discipline and genre to develop ideas and documents these sources fully using MLA or Chicago style.	Consistently presents in-depth information from credible, relevant sources appropriate to the discipline and genre to support ideas. Documents sources with few errors or exceptions using MLA or Chicago style.	Demonstrates an attempt to use credible and/or relevant sources to support ideas and to document these sources properly using MLA or Chicago style.	Minimally attempts to use sources to support ideas in the writing; these sources may not be correctly documented using an acceptable style manual and/or may not be fully relevant to the task at hand.
Awareness of specific historical, literary, and cultural contexts	Uses appropriate, relevant, and compelling content and sufficient detail to illustrate mastery of the subject, including historical, literary, and cultural contexts.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline(s), but many not yet provide sufficient detail or illustrate mastery of historical, literary, and cultural contexts.	Uses appropriate and relevant content to develop and explore ideas through most of the work; does not display a consistently clear or adequately detailed understanding of historical, literary, and cultural contexts.	May use appropriate and relevant content to develop simple ideas in some parts of the work.
Rhetorical and aesthetic conventions	Demonstrates a thorough understanding of context, audience, purpose. Makes skillful rhetorical choices and shows deep appreciation for literary and aesthetic conventions and their effects.	Demonstrates adequate consideration of context, audience, and purpose. Understands rhetorical effects and shows appreciation for literary and aesthetic conventions and their effects.	Demonstrates some awareness of context, audience, and purpose. Can identify rhetorical strategies and shows some appreciation for literary and aesthetic techniques and conventions.	Demonstrates minimal attention to context, purpose, and audience. May not be aware of rhetorical effects of one's own work or of rhetorical strategies and literary techniques in works analyzed.
Critical Thinking and perspective-taking	Questions are examined from a range of viewpoints, taking into account the complexities of an issue. Conclusions and related outcomes are logical and reflect the student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Specific position takes into account the complexities of an issue and acknowledges other viewpoints. Conclusion is logically tied to a range of information.	Information is presented with some interpretation or evaluation, but not enough to develop a coherent analysis or synthesis. Acknowledges different sides of an issue, but may be more aware of others' assumptions than one's own (or vice versa).	Specific position is stated, but is simplistic and obvious. Conclusion is inconsistently tied to some of the information discussed. Information from sources is presented without interpretation or evaluation.
Integrative and applied learning	Makes insightful connections across disciplines and perspectives. Draws conclusions by combining examples, facts, theories or methodologies from more than one field of study to arrive at a sophisticated interdisciplinary understanding.	Makes connections across disciplines and perspectives by independently combining examples, facts, theories, or methodologies from more than one field of study.	When prompted, connects examples, facts, or theories across disciplines and perspectives. May not show a strong understanding of how methodologies differ across fields of study or could be applied in a new situation.	When prompted, presents examples, facts, or theories representing different disciplines and perspectives. Shows a limited interdisciplinary understanding.
Quantitative methods	Uses quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful and carefully-qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data for basic judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data for tentative judgments; hesitates to draw conclusions from this work.

# Assessment Score Sheet

(4-point scale, with 4 indicating highest level of achievement)

Student Name: \_\_\_\_\_ BU ID# \_\_\_\_\_

Term 1      Term 2      Term 3      Term 4      +/- Change

Written & oral  
communication

---

Analyzing &  
documenting data

---

Awareness of  
historic & cultural  
contexts

---

Awareness of  
rhetorical &  
aesthetic conventions

---

Critical thinking &  
perspective taking

---

Integrative and applied  
learning

---

Quantitative methods

---

TOTAL OF CHANGES:

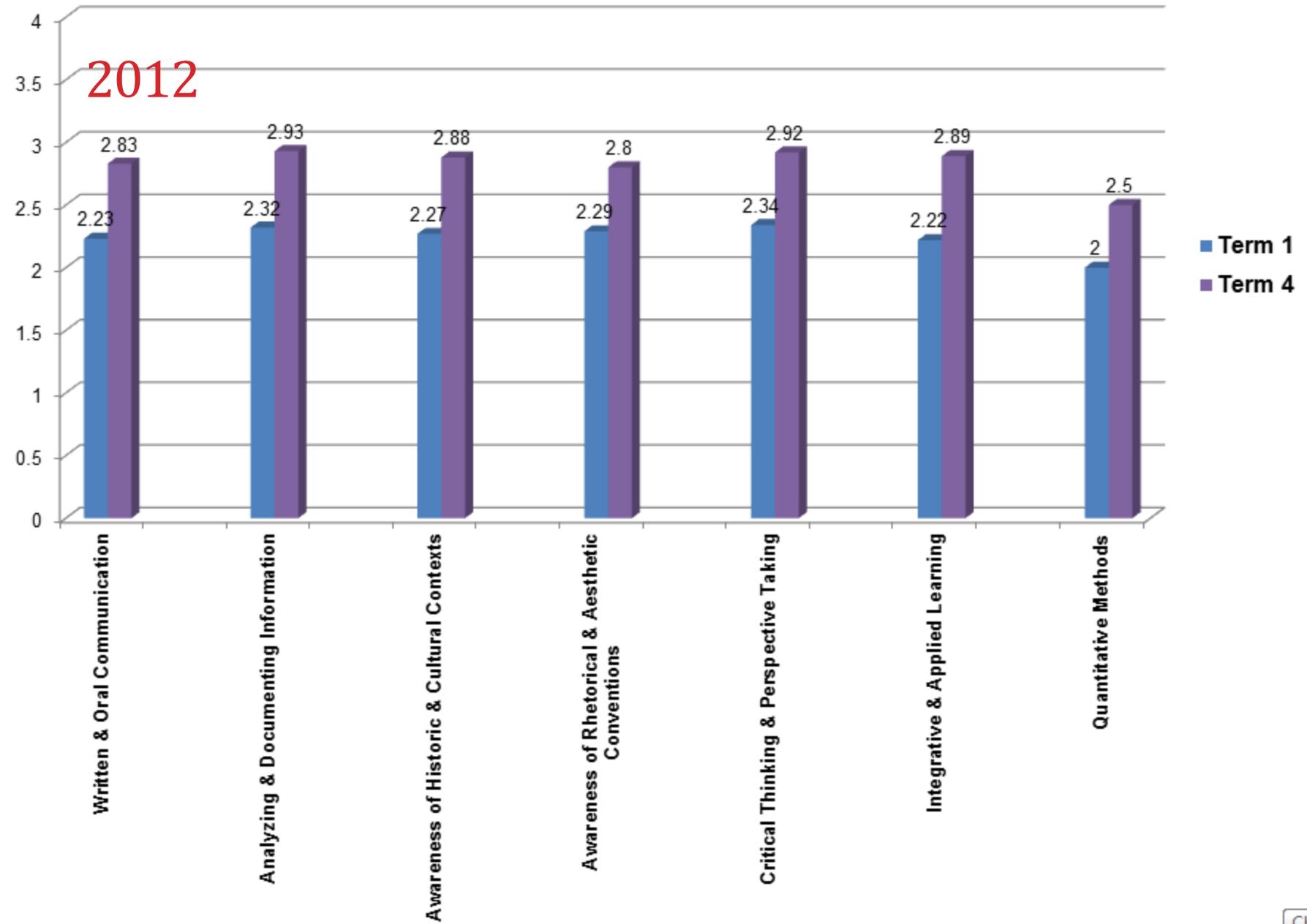
## Assessment Score Sheet: Averages 2012

**Skill Levels: 1--no mastery; 2--developing; 3--competent; 4--excellent**

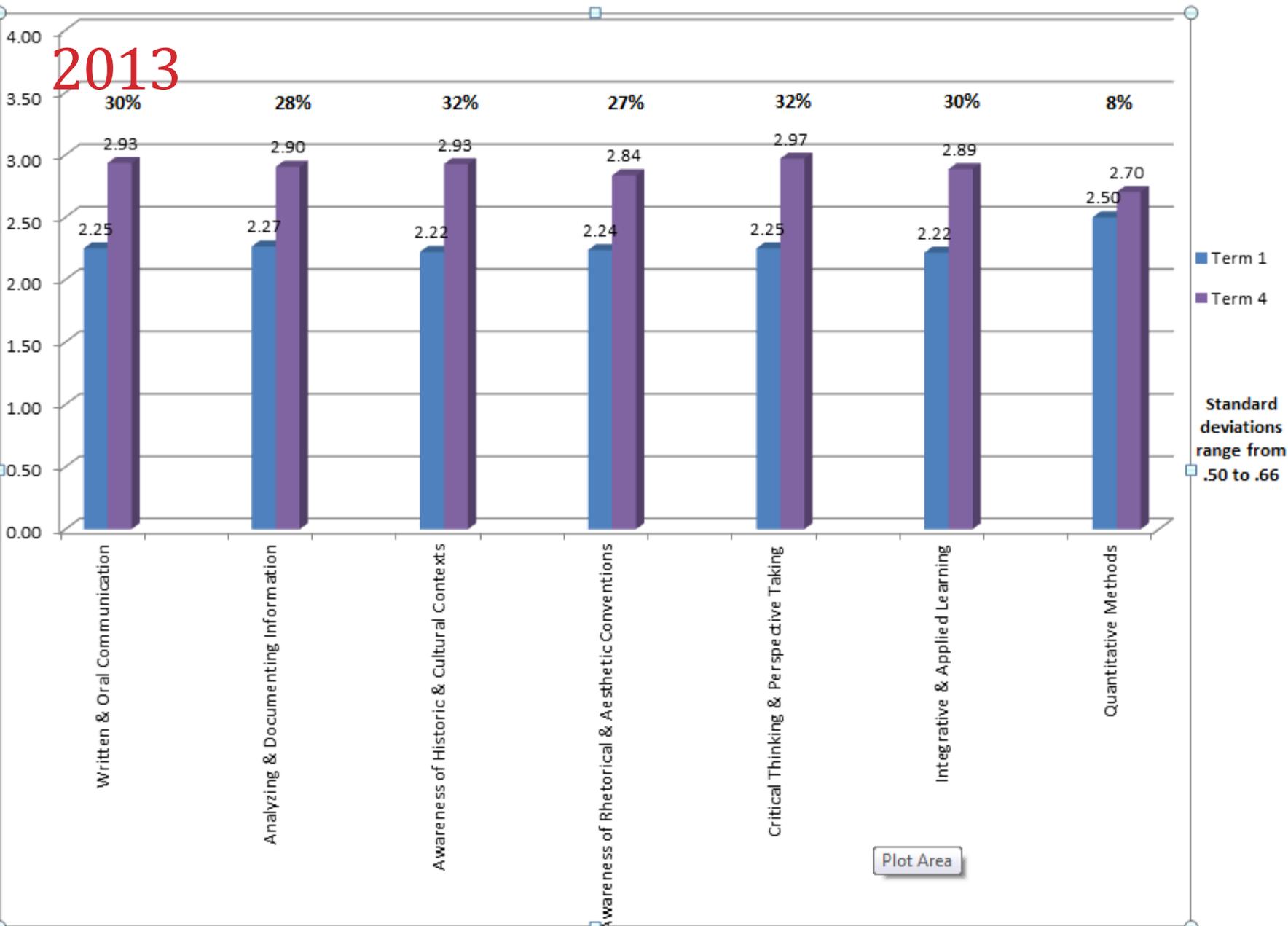
	Term 1	Term 2	Term 3	Term 4	+/- Change
<u>Written &amp; oral communication</u>	2.23	2.50	2.62	2.83	.60: <b>+27%</b>
Analyzing & documenting information	2.32	2.56	2.74	2.93	.67: <b>+29.5%</b>
<u>Awareness of historic &amp; cultural contexts</u>	2.27	2.46	2.75	2.88	.62: <b>+27%</b>
<u>Awareness of rhetorical &amp; aesthetic conventions</u>	2.29	2.49	2.60	2.80	.51: <b>+22%</b>
Critical thinking & perspective taking	2.34	2.48	2.66	2.92	.58: <b>+25%</b>
<u>Integrative and applied learning</u>	2.22	2.41	2.66	2.89	.67: <b>+30%</b>
Quantitative methods	2	1.53	2.4	2.5	.54: <b>+27.5%</b>

TOTAL OF CHANGES:

2012



2013



- In *Academically Adrift*, Richard Arum and Josipa Roksa report on data they collected from thousands of students in 24 4-year colleges who took the CLA (Collegiate Learning Assessment) test in their first term and at the end of their fourth term (the same points we are focusing on in our project).
- In their study, in the important areas of written communication and critical thinking, students showed only a “seven percentile point gain, meaning that an average-scoring student in the fall of 2005 would score seven percentile points higher in the spring of 2007” (35). (Ours: 27-32%)
- In *Making Progress? What We Know about the Achievement of Liberal Education Outcomes*, Ashley Finley reveals that the Educational Testing Service Proficiency Profile and the Collegiate Assessment of Academic Proficiency (CAAP) also reveal similarly low rates of student progress.

# Why are our assessment results so much better?

- The College of General Studies is simply a phenomenally successful program?
- Or, an ePortfolio assessment system provides a much more authentic, relevant, nuanced, and comprehensive picture of student progress.
- Both?

**Team W: Nahomi Velasquez**

[site map](#)

[Home](#) | [Capstone 2013](#) | [Humanities 202](#) | [Natural Science 202](#) | [Social Science 202](#) | [Comparative Politics 357](#) | [Humanities 201](#)  
| [Natural Sciences 201](#) | [Social Sciences 201](#) | [American Politics 211](#) | [Humanities 101](#) | [Humanities 102: Interdisciplinary Connections](#)  
| [Rhetoric 102](#) | [Rhetoric 101](#) | [Social Science 102](#) | [Social Science 101](#) | [U.S. History 151](#) | [Interdisciplinary Reflections](#) | [Advising](#)

## Capstone 2013

Week I: Preliminary Bibliography and Statement of Our Chosen Topic

Week II: Working Bibliography and General Outline

Week II: Detailed Outline of the Project, Full Bibliography and Statement Detailing the Division of Labor

Week III: My Written Section and Policy Recommendation Piece

Catalog of Our Team Meetings

Weekly Team Assessment

Capstone Final Project

Clarifications Requested By Group Members on My Section

Capstone Self Assessment

## Capstone Topic: Containing Cholera In Haiti: Why It is Vital to U.S. Interests



**Capstone Team 2013 (Team W): Adena Feitelson, Elizabeth Agneta, Nahomi Velasquez, Elizabeth Dean, Christine Francois, Caroline Wong and Filiz Yuzbasioglu**

Rubric and ePortfolio showcase  
available at:

[http://www.bu.edu/cgs/citl/  
eportfolios-and-assessment/](http://www.bu.edu/cgs/citl/eportfolios-and-assessment/)