Assignment Introduction
Description of Portfolio Assessment

A portfolio includes a students' revised work of their major assignments, early drafts of those assignments, and their reflection on the revision process in the form of an end-of-semester essay. As a common assignment for ICaP, a portfolio also includes a student's reflection on their literacy experience as they enter their introductory composition course, and what students reflect in both reflections are closely linked to ICaP outcomes.

Portfolio assessment aims at examining students' writing development over time. It helps to raise students' awareness of the importance of feedback, revision and reflection during their writing process. Additionally, it encourages students to view the set of writing skills they have built across assignments as interconnected instead of separated and disjointed. As for the instructor, portfolio assignment allows them to observe the development of students' writing proficiency and take that into account when giving students their final evaluation.

Why use portfolio assessment as an ICaP common assignment?

There are a number of reasons for us to propose portfolio assessment as a common assignment for ICaP:

1- Portfolio assessment aligns well with ICaP outcomes. In particular, portfolio assessment accentuates three objectives of ICaP: the incorporation of feedback into writing, revision skills, and reflection skills. In order to achieve effective revision, students are expected to utilize and translate their instructor's feedback into their writing. As students are required to revise all major writing assignments and reflect on their revision process to create a final portfolio, their revision and reflection skills for different writing genres and contexts will be enhanced repeatedly.

2. Portfolio assessment has instrumental validity. Since students will be asked to reflect on their achievement of ICaP outcomes over time, portfolio assessment allows ICaP administrators to see students' growth and instructors' teaching quality in a direct fashion.

3. Portfolio assessment has practicality. Indeed, many ICaP instructors of different syllabus approaches have already required students to revise and reflect as part of their coursework. Thus, implementing portfolio as an assignment will not add up a huge amount of extra work to the current workload of many courses and will apply to a variety of syllabus approaches.

4. Portfolio assessment has student-reliability. Since students are given a semester long period to revise their assignments, they can avoid producing assessed work under unfavorable conditions and pick the most convenient time for their writing performance. Portfolio assessment especially works well for international students who, as indicated by research, need a longer period of time than their domestic counterparts to arrive at good writing.

Common Assignment Pilot Requirements
Sequence
Portfolio assessment as a common assignment requires three types of input from students: (a) a reflection on a student's literacy experience at the beginning of the semester, (b) a reflection on the student's learning experience at the end of the semester, and (c) all major writing projects of the course that the student has completed and revised, including their rough drafts. Below are the steps an instructor is required to take to implement portfolio assessment into their course:

1. **Beginning of semester:**

a. Please ask your students to reflect on the literacy experience they bring into your course. You will have students reflect on where they are at in mastering the writing skills listed in ICaP outcomes for the course. These outcomes are as below:
   ✓ Demonstrate rhetorical awareness of diverse audiences, situations, and contexts.
   ✓ Compose a variety of texts in a range of forms, equaling at least 7,500-11,500 words of polished writing (or 15,000-22,000 words, including drafts).
   ✓ Critically think about writing and rhetoric through reading, analysis, and reflection.
   ✓ Provide constructive feedback to others and incorporate feedback into their writing.
   ✓ Perform research and evaluate sources to support claims.
   ✓ Engage multiple digital technologies to compose for different purposes.

   b. Please introduce portfolio as a common assignment to your students and explain the assignment requirements to them, i.e., they are required to revise and turn in all their major assignments at the end of the semester together with a reflection on the revision process.

2. **During semester:** Please remind your students about the portfolio assignment and encourage them to start revising individual assignments on the basis of your feedback, but also to keep copies of their rough drafts. Students will have an easier time with the final reflection if you also advise them to reflect on their learning and revising experience with each assignment in writing.

3. **End of semester:** Please ask students to write a reflection on their learning experience with your course in light of ICaP outcomes. For each student, please collect their two reflections and all revised major assignments as well as their rough drafts to assess for the common assignment.

Notes: We are aware that many instructors give their students a revision and reevaluation opportunity for each assignment during the semester. Instructors can decide if they want to continue so doing when piloting portfolio assessment. We want to emphasize that revision and reevaluation during the semester are not a requirement in portfolio assessment as the common assignment.

Assignment Sheet and Shared Rubric
We provide an assignment sheet and a shared rubric for portfolios. However, instructors have the freedom to customize these documents for their unique course. To ensure consistency of the common assignment, we only ask that instructors remember to incorporate ICaP outcomes in students' reflections at the beginning and end of the semester.

Portfolio Outcomes Rubric

Criteria	Fails to Meet (1)	Meets (2)	Exceeds (3)
Demonstrate rhetorical awareness of diverse audiences, situations, and contexts.			
Compose a variety of texts in a range of forms, equaling at least 7,500-11,500 (25-39 pages) words of polished writing.			
Critically think about writing and rhetoric through reading, analysis, and reflection.			
Provide constructive feedback to others and incorporate feedback into their writing, as demonstrated in assignment drafts and reflection essays.			
Perform research and evaluate sources to support claims.			
Engage multiple digital technologies to compose for different purposes.			