

Appendix

Revised Rubric from 2012

REVISED C&C RUBRIC

	UNDERSTANDING OF CULTURAL DISTINCTIVENESS	ANALYSIS OF ePORTFOLIO ARTIFACTS	REFLECTION ON LEARNING
"5" RATING	Advances a complex, insightful thesis/ focus for the essay that identifies distinctive components/ practices of the target culture(s)	Presents a complex, insightful analysis of a selection of substantive, varied, and revealing artifacts which fully support and develop the essay's thesis/focus.	Meaningfully reflects on the relationship between <i>what the writer learned</i> about the target culture(s) and <i>how the writer came to learn it</i> through the ePortfolio process
"4" RATING	Advances an effective thesis/ focus for the essay that identifies distinctive components/ practices of the target culture(s)	Presents an effective analysis of a selection of relevant and varied artifacts which effectively support and develop the essay's thesis/focus.	Thoughtfully reflects on the relationship between <i>what the writer learned</i> about the target culture(s) and <i>how the writer came to learn it</i> through the ePortfolio process
"3" RATING	Advances a clear thesis/ focus for the essay that identifies distinctive components/ practices of the target culture(s)	Presents a clear analysis of a selection of appropriate and varied artifacts, which loosely support and develop the essay's thesis/focus.	Adequately reflects on relationship between <i>what the writer learned</i> about the target culture(s) and <i>how the writer came to learn it</i> through the ePortfolio process
"2" RATING	The thesis/ focus for the essay identifies distinctive components/practices of the target culture(s) but may be simplistic or stereotyped in thought.	A weak analysis, which may be attributed to a poor selection of artifacts either in terms of relevance, diversity, or quality.	Describes learning experiences
"1" RATING	Thesis/ focus for the essay does not identify distinctive components/practices of the target culture(s) and is unclear or fails to address the prompt.	Fails to include or discuss artifacts.	Does not discuss relevant learning experiences

Revised Rubric from 2014-2014

	UNDERSTANDING OF CULTURAL COMPONENTS	ANALYSIS OF ePORTFOLIO ARTIFACTS	REFLECTION ON LEARNING
"5" RATING	Advances a complex, insightful thesis/ focus for the essay that demonstrates knowledge of the products/ practices of the target community(ies), civilization(s), or culture(s)	Presents a complex, insightful analysis of a selection of substantive, varied, and revealing artifacts which fully support and develop the essay's thesis/focus.	Meaningfully reflects on the relationship between <i>what the writer learned</i> about the target culture(s) and <i>how the writer came to learn it</i> through the ePortfolio process
"4" RATING	Advances an effective thesis/ focus for the essay that demonstrates knowledge of the products/ practices of the target community(ies), civilization(s), or culture(s)	Presents an effective analysis of a selection of relevant and varied artifacts which effectively support and develop the essay's thesis/focus.	Thoughtfully reflects on the relationship between <i>what the writer learned</i> about the target culture(s) and <i>how the writer came to learn it</i> through the ePortfolio process
"3" RATING	Advances a clear thesis/ focus for the essay demonstrates knowledge of the products/ practices of the target community(ies), civilization(s), or culture(s)	Presents a clear analysis of a selection of appropriate and varied artifacts, which loosely support and develop the essay's thesis/focus.	Adequately reflects on relationship between <i>what the writer learned</i> about the target culture(s) and <i>how the writer came to learn it</i> through the ePortfolio process
"2" RATING	The thesis/ focus for the demonstrates knowledge of the products/ practices of the target community(ies), civilization(s), or culture(s), but may be simplistic or stereotyped in thought.	A weak analysis, which may be attributed to a poor selection of artifacts either in terms of relevance, diversity, or quality.	Describes learning experiences
"1" RATING	Thesis/ focus for the essay does not demonstrates knowledge of the products/ practices of the target community(ies), civilization(s), or culture(s) and is unclear or fails to address the prompt.	Fails to include or discuss artifacts.	Does not discuss relevant learning experiences

Table: Difference in Scores across Politics Essays, 2013-2015

	Culture	Artifact Analysis	Reflection	Total
2013 Politics in East Asia	5.0	3.0	4.1	12.1
2014 Politics in East Asia	6.4	7.1	7.0	20.5
p-value of difference	0.022	0.000	0.000	0.000
2013 Politics in China	5.3	4.8	5.1	15.2
2015 Politics in China	5.8	6.0	6.7	18.7
p-value of difference	0.164	0.050	0.011	0.028

Note: p-value of difference from difference of means test reported for whether the scores for two iterations of the same class are statistically distinct; p-value of .05 or less indicates statistical significance (*)

VMI Civilizations and Cultures Reflective Essay Prompt

- Write a three- to five-page reflective essay in which you identify some of the significant products and practices of the culture(s) you have studied. To develop and illustrate your focus for the essay, you should discuss the ways in which the activities and assignments you've selected as artifacts have informed and shaped your learning by making specific reference to them. Use the style of documentation (e.g., MLA, APA, or The Chicago Manual of Style) suggested by your instructor to clearly document references.
- Requirements: The reflective essay should develop from a clear, compelling focus that is organized, thoroughly developed with relevant examples drawn from ePortfolio artifacts, cohesively structured, and expressed in clear, carefully edited sentences. For the reflective essay, you will draw on artifacts from a rich assemblage of work that you have created over the course of the semester. Though no minimum number of artifacts is required to be placed in the "showcase" ePortfolio and discussed in the reflective essay, you should have a sufficiently large number of completed assignments and activities in the "workspace" ePortfolio so that you may choose from among them to select those that help you advance and develop your thesis most effectively.
- The reflective essay will contribute to your final course grade. (The weight of the assignment will be determined by your instructor but must count a minimum of ten percent in all Civilizations and Cultures courses.) The assignment must be submitted by the last day of classes, which is the Institute's deadline for submission of written work.