Grading Rubric:

1. Read the essay and make comments directly in the draft.
2. Provide at least 2–3 sentences of constructive feedforward at the end (what worked well + what could be improved).
3. For each category below, decide how many points (0–10) the draft earns and write that number in the far-right column.

Criteria	Exemplary (Full Points)	Developing	Needs Improvement	Points (0–10)
Voice and Purpose	Clear, authentic voice; strong purpose and audience connection.	Voice present but uneven; purpose could be clearer.	Voice missing or unclear; article feels generic.	Rebecca: 10 Raul: 10 Tytiauna: 10 Jasmine:8
Focus on Learning and Thought Leaders	Grounded in "learning first"; strong connection to thought leaders or cognitive processes.	Mentions learning or thought leaders but connections are weak.	Technology presented without connection to learning or theory.	Rebecca: 10 Raul: 9 Tytiauna: 9 Jasmine:8
Cohesion and Organization	Flows logically; smooth transitions; clear structure.	Some organization issues; sections may feel disconnected.	Lacks clear structure; difficult to follow.	Rebecca: 10 Raul: 9 Tytiauna: 9 Jasmine:7
Use of Evidence and Sources	Integrates 3–5 credible sources effectively; supports claims with evidence.	Uses sources but with limited integration or APA issues.	Few/no sources or unsupported claims.	Rebecca: 10 Raul: 9 Tytiauna: 10 Jasmine:8
Clarity, Mechanics, and APA Style	Polished writing; minimal errors; APA citations correct.	Mostly clear; some grammar or APA issues.	Frequent errors; APA not followed.	Rebecca: 7 Raul:9 Tytiauna: 9 Jasmine:7

Feedforward:

Rebecca: Very well written! You made very strong connections between your evidence and your statements. It was also very engaging to see how you tied in your personal story. If I were an educator looking to try out e-portfolios in my class, I would have a starting point with the website platforms. I am curious to know if a teacher might wonder what the best practices are for managing student e-portfolios, or even how to integrate digital citizenship for students as they practice using e-portfolios. Other than that, I recommend double-checking your format for APA. I left some suggested edits on your draft that you can choose to accept or decline.

Raul: I like how personal your writing is. It makes it more meaningful. As I read it, I could feel the passion and purpose you have for eportfolios. You give strong arguments for how effective they can be in the classroom. Your draft is focused on the learning. It is organized well and flows smoothly. You incorporated 4 citations in your paper to support your writing. The writing is solid and you seem to use

your citations correctly. Great job

Tytianna: Karimi, your article is engaging and personal, with a strong argument for e-portfolios. I love that you include both your personal experiences and research. The organization and use of sources are excellent, and your voice makes the piece engaging. To strengthen it even further, I suggest adding some student/classroom examples to make audience buy in greater.

Jasmine:Your paragraph does a great job of pulling readers in right away by showing how transcripts miss the bigger picture of a student's learning. It flows nicely from the problem to the solution, and the way you describe e-portfolios as "living records" and "unique journeys" feels inspiring and easy to picture. To make it even stronger, you might tighten a few phrases so it reads more smoothly. For example, you could shorten "leaving out the creativity, growth, and personal achievements that define who they are" to something like "leaving out the creativity and growth that define them." You might also drop in a quick example of a student artifact, like a video of a science project or an art piece, to help readers visualize what goes into a portfolio. And ending with a gentle call to action, maybe a line about how schools can boost college and career readiness by making e-portfolios part of everyday learning would wrap it up with a clear takeaway.Overall, Good job!