The purpose of this review is to determine whether the student demonstrates the appropriate abilities for her/his level in the Honors Program. The six Honors Program goals are listed below, along with a description of the expected work at each of the four levels/years. In general, we would hope to see students working at a level 2 in their Sophomore Honors Portfolios and a level 4 in their theses. Please highlight or underline language in the descriptions that reflects the student’s work, assign a score based on where the student’s work predominantly falls within each category; add constructive comments that will help the student progress in his/her education; and if the student is a sophomore, make a recommendation on full membership in the Program at the end of the sheet.

I. Thinking. Student demonstrates an ability to think critically and creatively.


3. Analyzes and contextualizes several complex issues/texts. Develops a complex and convincing line of reasoning. Compares and critiques a range of ideas and texts. Responds to ideas in complex, original ways. Challenges assumptions in the research of others. Applies several theoretical concepts appropriately. Independently identifies a significant issue/question in a field, develops a hypothesis, and designs a means of generating an answer. Proposes and evaluates solutions to a problem.

4. Uses discipline-appropriate theoretical models/concepts in a new context or to develop new findings. Integrates knowledge and concepts from several disciplines/theories. Thoroughly analyzes and critiques research findings or new critical ideas. Evaluates and revises own hypotheses in response to new findings. Develops new and unexpected ideas while thinking critically and creatively in multiple contexts.

☐ No opportunity to observe.

Score: 
Comments:

II. Scholarly Inquiry. Student shows a growing understanding of how scholarship is conducted and knowledge created.

1. Some ability to draw upon the ideas of others and use them appropriately.

2. Identifies and draws upon several appropriate sources to reach conclusions. Supports ideas with reliable evidence. Demonstrates a beginning understanding of the approach and tools used in at least one discipline. Applies at least one critical approach/technique/methodology.

3. Understands how research is conducted in a discipline. Uses appropriate critical approaches/techniques/methodologies to define a research question in an independent scholarly or artistic project. Demonstrates growing familiarity with relevant literature relating to one question in a chosen field of study.

4. Evaluates the process by which research/learning/artistic endeavor is conducted. Is discriminating in assessing the veracity and value of sources. Demonstrates solid knowledge of relevant literature—both primary and secondary—in a field. Draws conclusions about future avenues of research/learning/artistic creation.

☐ No opportunity to observe.

Score: 
Comments:

III. Writing. Student writes effectively in a variety of contexts.

1. Aware of the conventions of academic writing. Presents key information and ideas accurately. Focuses papers effectively around one central idea. Makes some mechanical errors.


3. Writes competently in varied styles and voices for different audiences and purposes. Employs skillful writing strategies. Organizes papers in sophisticated ways. Compares and contrasts information/ideas from a number of sources. Writes with clarity and some grace.

4. Chooses a style and voice for each specific audience and purpose. Employs sophisticated writing strategies. Offers well-developed writing that is well-researched and documented and composed in an appropriate form of reasonable scope. Integrates and analyzes information and ideas from several reliable sources. Writes lively, graceful, and clear prose.

☐ No opportunity to observe.

Score: 
Comments:
IV. Perspective. Student demonstrates a growing understanding of a range of individual, cultural, international, and artistic perspectives.

1. Identifies personal values, influences, and biases. Understands that perspectives are shaped by a variety of personal, social, national, and cultural experiences. Demonstrates a willingness to consider alternative ideas/experiences.

2. Examines personal values, influences, and biases. Develops appreciation for a perspective outside of his/her own life experience. Explores a variety of artistic media/experiences. Demonstrates strong motivation to learn in a variety of contexts/subject areas.

3. Examines issues from a range of cultural/individual/academic/artistic perspectives. Educational activities shaped by new views, means of artistic expression, learning experiences, or alternative perspectives.

4. Develops broad cultural literacy. Continually engages in the process of examining and reformulating personal values and beliefs in the context of new experiences/learning. Continues to seek out, explore, and respond to new perspectives. Is capable of thinking critically about various cultures, including assessing one’s own assumptions or traditions.

☐ No opportunity to observe.

Score: Comments:

V. Civic Engagement. Student demonstrates a sense of efficacy as a citizen.

1. Demonstrates a sense of self as a member of one or more communities. Some awareness of contemporary issues. Demonstrates ability to learn from service experience. Begins to seek out involvement beyond required activities.

2. Participates in activities that reflect a developing sense of social responsibility to one or more communities, and begins to serve in a leadership capacity in those activities. Connects service to traditional education. Contemplates larger social issues related to the activities.

3. Participates in activities that reflect a strong sense of personal and social responsibility, and serves competently in a leadership capacity. Uses some specialized skills to make a more significant contributions. Identifies needs of a community and considers possible solutions.

4. Engages in self-reflexive questioning of values and actions over time. Serves reliably in a leadership capacity to set priorities and solve problems. Draws upon specialized skills when developing/executing projects. Critiques projects’ shortcomings and considers better ways to serve community in future.

☐ No opportunity to observe.

Score: Comments:

VI. Speaking. Student communicates effectively with individuals and groups.

Note: Due to the difficulty in documenting speaking skills, it is not mandatory that an SHP demonstrates this Honors Program Goal.

1. Listens actively to the contributions of others and participates when asked to respond.

2. Contributes actively to discussion but does not monopolize. Uses a logical thought process and supplies evidence when explaining opinions or providing ideas. Identifies significant new questions/issues for further discussion.

3. Evaluates and challenges the thinking of others in a respectful manner. Demonstrates a willingness to change opinions in light of new information. In group presentations, organizes information well and communicates clearly and effectively without distracting sounds and mannerisms. Uses visual materials appropriately.

4. Provides leadership in discussions. Presents ideas effectively and maturely in public forums. Demonstrates knowledge of subject and structures presentation effectively for audience and purpose. Identifies key issues/findings and explains their importance clearly. Interacts well with audience. Responds knowledgeably and respectfully to questions.

☐ No opportunity to observe.

Score: Comments:

Recommendation: (For Sophomore Honors Portfolio students only)

☐ Starcher Nominee  ☐ Accept  ☐ Revise and resubmit

Overall Comments/Suggestions: