

## RUBRIC FOR PORTFOLIO BASED CREDIT

Student:	Student ID:	Course ID & Title for Assessment:
Assessed by:	Date:	Assessor's Signature:

Assessment Ratings	0 Does not meet expectations	1 Partially Meets Expectations	2 Meets expectations	3 Exceeds expectations	Score
<b>Sources of Learning</b> <i>Experiences relevant to learning outcomes</i>	Documentation and description of learning experiences related to course learning outcomes are <b><i>lacking or substantially inadequate</i></b>	Documentation and description of learning experiences related to course learning outcomes are <b><i>not effectively or completely presented</i></b>	Documentation and description of learning experiences related to course learning outcomes are <b><i>appropriate and effectively presented</i></b>	Documentation and description of learning experiences related to course learning outcomes <b><i>exceed expectations</i></b>	
<b>Demonstration of Learning</b> <i>Artifacts</i>	The portfolio's materials and artifacts are <b><i>not appropriate and/or adequate</i></b> , and are not supported by the presentation	The portfolio materials and artifacts are <b><i>not fully supported</i></b> by or connected to the course's learning outcomes	The portfolio includes <b><i>appropriate</i></b> artifacts that support the demonstration of learning outcomes	The presentation of artifacts is <b><i>convincing</i></b> , with <b><i>strong support</i></b> for the course's learning outcomes	
<b>Evidence of Learning</b> <i>Competencies</i>	The portfolio shows <b><i>little or no evidence</i></b> of learning tied to sound educational theory	The portfolio documents some, but <b><i>not sufficient</i></b> , learning tied to sound educational theory (or grounded in appropriate academic frameworks)	The portfolio <b><i>adequately</i></b> documents learning tied to sound educational theory (or grounded in appropriate academic frameworks)	The portfolio provides <b><i>clear evidence</i></b> of learning tied to sound educational theory (or grounded in appropriate academic frameworks)	
<b>Mastering Knowledge &amp; Skills</b> <i>Application of Learning</i>	The portfolio provides <b><i>little evidence</i></b> of the student's ability to use knowledge and skills for the course's learning outcomes in practice	The portfolio demonstrates the student's ability to use the knowledge and skills for the course learning outcomes in practice is <b><i>limited</i></b>	The portfolio documents the <b><i>acquisition</i></b> of knowledge and skills for the course learning outcomes, with <b><i>some ability</i></b> to apply them in practice	The portfolio demonstrates the student has <b><i>mastered</i></b> the knowledge and skills for the course learning outcomes and can <b><i>apply them in practice</i></b>	
<b>Reflection on Learning</b> <i>Aligned with course learning outcomes</i>	The portfolio provides <b><i>little or no evidence of reflection</i></b> to increase learning aligned with the course learning outcomes for which credit is being sought	The portfolio provides <b><i>inadequate evidence of reflection</i></b> to increase learning aligned with the course learning outcomes for which credit is being sought	The portfolio provides <b><i>evidence of reflection</i></b> to increase learning aligned with the course learning outcomes for which credit is being sought	The portfolio shows that the student has reflected with <b><i>substantial depth</i></b> upon how the prior learning experience is aligned to the course learning outcomes for which credit is being sought	
<b>Presentation</b> <i>Completeness and quality of the portfolio presentation</i>	Assembly instructions have <b><i>not been followed</i></b> with critical portfolio elements <b><i>not</i></b> included; the quality of written, visual and/or digital presentation <b><i>does not meet postsecondary standards</i></b>	<b><i>Most of the expected elements</i></b> are included; the quality of written, visual and/or digital presentation does not meet postsecondary standards with <b><i>too many errors</i></b> in spelling, grammar and punctuation	The portfolio is <b><i>well organized</i></b> with all critical elements included; the quality of written, visual and/or digital the presentation is <b><i>competent</i></b> with minor errors in spelling, grammar and punctuation	The portfolio is <b><i>well organized</i></b> with all critical elements included; learning is <b><i>well-documented</i></b> with writing and production skills that <b><i>exceed</i></b> those of most college students	
<b>Overall Assessment</b>	<b><i>The recommended cut score for a successful (i.e., passing) portfolio is 12, with a score of at least 1 in each of the six assessment criteria.</i></b>			<b>TOTAL:</b>	

**\*\* ATTACH LEARNING OUTCOMES FROM COURSE SYLLABUS \*\***

## Portfolio Assessment Guide for Students and Faculty

The Assessment Criteria in the rubric are designed to evaluate ***whether a portfolio provides clear evidence that a student who is requesting credit has mastered course learning outcomes and competencies.***

**NOTE:** Before a portfolio can be accepted for assessment, the specific course learning outcomes from the course syllabus must be attached to the rubric. The completed rubric must be signed by the faculty assessor. Each portfolio is to be assessed based on the following six criteria:

ASSESSMENT CRITERIA	DESCRIPTION OF EXPECTATIONS	EXPLANATIONS/EXAMPLES FOR THE STUDENT
<b>Sources of Learning</b>	The prior learning experience should be connected to the course learning outcomes and the portfolio should demonstrate that those learning outcomes have been met.	Clearly describe and document the prior learning experience and show that you have met all course learning outcomes, which must be attached to the rubric.
<b>Demonstration of Learning</b>	The portfolio must include appropriate documentation (i.e.: materials and artifacts) that support the knowledge and skills you have acquired. The artifacts should be dependent upon and appropriate to the field of study and should readily support the chosen learning and skills.	Include concrete documentation (artifacts) that support the skills and knowledge you have acquired that meet the course learning outcomes. Artifacts can include samples of projects, technical and professional materials produced by the student, evidence of successfully completed workshops and/or trainings, performance evaluations from employers (ask your present/past employer to address your job duties, skill level, and length of employment), your resume (develop complete job descriptions and include roles and responsibilities as well as time in each role), etc.
<b>Evidence of Learning</b>	The portfolio should tie prior learning experience to educational theory (or grounded in appropriate academic frameworks).	Demonstrate and meet expectations that the experience has resulted in learned competencies - that learning is aligned with course learning outcomes.
<b>Mastering Knowledge &amp; Skills</b>	The portfolio must demonstrate that the knowledge and skills reflected in the course learning outcomes have been mastered and that they have been or can apply to real world experience. It is not enough for the student to address all of the learning outcomes; it must also be shown that they can be applied in practice and to different learning and problem solutions.	Provide examples of how you have applied the course learning outcomes in real world experience(s) for a sustained length of time.
<b>Reflection on Learning</b>	The portfolio must include documentation of reflection. The student should show an ability to build upon knowledge and improve performance by implementing strategies and recognizing knowledge gained by concrete experience through reflection and application.	Describe how you utilized reflection (i.e., that you thought deeply about what produced your learning and what actions generated that personal growth) to acknowledge your learning and leverage your learning in your concrete experience.
<b>Presentation</b>	The portfolio should include all required elements, including all six assessment criteria, and the presentation must be clear, well-organized, and meet post-secondary level expectation, written in full sentences and using proper grammar, spelling, and punctuation.	Present the portfolio professionally in a folder or binder with materials <b>typed</b> and with dividers separating each section. Include a title page, table of contents, abstract (a summary of your portfolio's content, one page maximum), narrative, conclusion, and appendix of supporting material ( <b>don't forget to attach the Learning Outcomes from the course syllabus to the rubric</b> ). Your name and student ID should be printed on the front cover. Be sure to include your contact phone and email. Portfolio review can take up to 45 business days.