PLA Portfolio-Based Assessment Rubric Training

Participant's Manual

Ohio Department of Higher Education

OhioTechNet

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Workshop Timeline

TIME	LEARNING ACTIVITY	Page	Format
	Learning Activity 1: Welcome & Introductions	1	Entire Group
9:00 a.m. - 9:15 a.m.	Welcome, introduction of facilitator, handing out manuals, quick overview of the manual and materials, learning outcomes for the workshop, discuss timeline, including breaks and location of facilities		
9:15 a.m. –9:20 a.m.	Preview Learning Activity #6 (Facilitating a Workshop—page 43)		
9:30 a.m. – 9:45 a.m.	Getting to know you – Icebreaker		
9:45 a.m. 10:00 a.m.	Pre-test: How much do you know? (Computer-based)		
	Learning Activity 2: Rubric Concepts Review	19	Entire Group
10:00 a.m. - 10:30 a.m.	Explanation of the Rubric		

	Learning Activity 3: The Rubric in Application I	26	Entire Group
10:30 a.m. – 11:10 a.m.	Comparison of two portfolios, one satisfactory and one unsatisfactory		
11:10 a.m. - 11:25 a.m.	**BREAK (15 minutes)**		
	Learning Activity 4: The Rubric in Application II	32	Entire Group
11:25 a.m. - 12:05 p.m.	Review one sample portfolio & whether it meets rubric criteria		
12:05 p.m. - 12:40 p.m.	**Learning Activity 5: The Rubric in Application III** Using Rubric Tool evaluate a portfolio	38	Entire Group
	Learning Activity 6: Facilitating a Workshop **(Previewed in Learning Activity 1)**	(43)	Pairs
12:40 p.m. - 12:50 p.m.	**Learning Activity 7: Workshop Wrap Up/Conclusion**	52	Entire Group
	Review and Questions		
12:50 p.m. - 1:00 p.m.	**Learning Activity 8: Workshop Evaluation & Post Test**	55	Individual
	Post Test: Computer-based Evaluation		

Contents

Overview of the Training Workshop

The objective for this training is to teach current and future assessors to become familiar with the Rubric document, give them guidance in using it, and help them implement it in their assessment process. The training session will also educate participants about the process of portfolio assessment utilizing Ohio's PLA Portfolio Rubric. This training will demonstrate that participants already possess many of the skills to review portfolios, through their current instructional activities and will serve as a framework to better utilize the Rubric.

Intended Audiences for Facilitator and Participant Training

Assessor Training: The face-to-face workshops held at individual institutions will be attended by postsecondary faculty and administrators who are or will be portfolio assessors.

Workshop Agenda

- Part 1: Approximately twenty-five to thirty minute online/web-based introduction to the rubric (Accomplished before the face-to-face workshop).
- Part 2: Approximately four hours face-to-face training workshop on the use of the rubric.

Learning Outcomes

Assessor training

- In general:
    - Describe a rubric and its use
    - Define and label the components of a rubric
- In particular: Describe the structure of the Portfolio-based rubric
- Identify the characteristics of effective portfolio review included in the Portfolio-based rubric
- Discuss the rubric rating and scoring system
- Interpret the individual rating components and associated rating scale
- Practice applying the rubric grid on a sample portfolio
- Examine and appraise a sample portfolio using the rubric
- Evaluate and justify your review and scoring of a sample portfolio

Keys

Layout and Design of Your Manual

Icons indicate modes of presentation / learning

Learning activity 1: Welcome & Introduction

Format: *Entire participant group*

Time: *15-30 minutes*

Materials needed: *Participant Guide*

Portfolio Components used: *None*

Overview of the material to be covered.

Overview:

- *Welcome and Introductions*
- *Distribution of participant manuals*
- *Explanation of participant manual and initial questions*

List of Learning objectives for each learning activity

Learning Objectives

Upon completion the you will:

- *Be able to locate the introduction/welcome content within their manual*
- *Be familiar with the manual and it's its components*
- *Recall what they learned in the online pre-workshop module*
- *Discuss thoughts and questions they have about the module content*

Explanatory Headings

Training Benefits

How do you hope to benefit from this training?

Questions have areas for you to write in

Online Tutorial

Thoughts or questions on the Online Tutorial you completed before this workshop?

The Rubric

What initial questions do you have about the Rubric that you hope to have answered?

Gold cells indicate a quiz or test

Computer-based pre-test to evaluate your current knowledge on the Rubric.

Manuals passed out: Familiarize yourself with how it is organized.

Review of the Online content

Content covered / shown on PowerPoints is on the left side

The Ohio Portfolio Rubric:

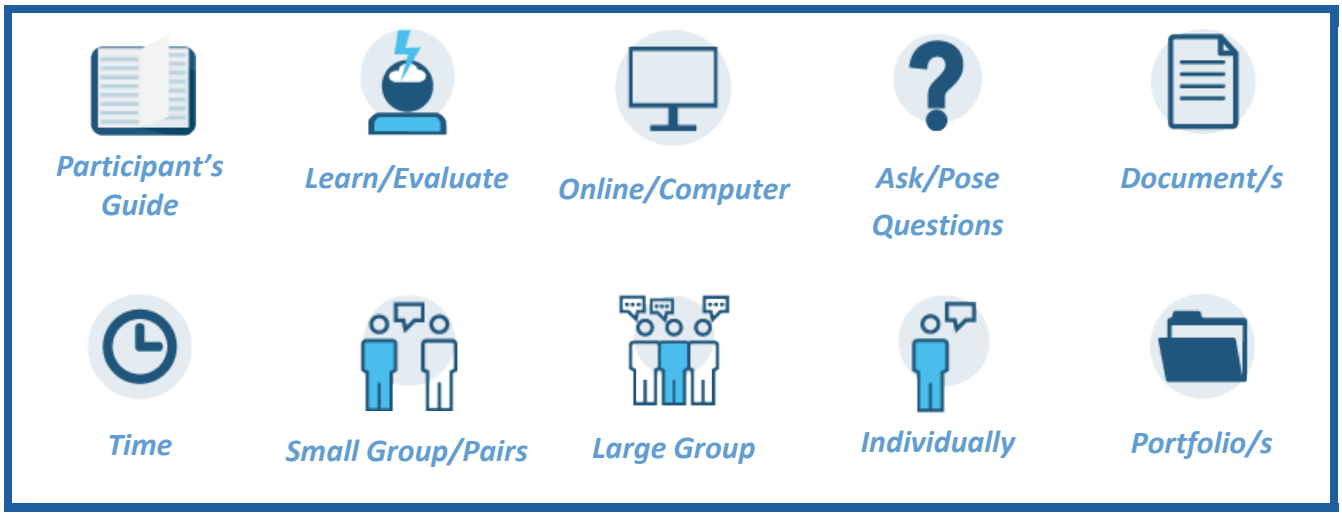
- *Preserves high standards*
- *Maintains consistency*

Notes area is on the right-hand side

Notes:

Feedback

These symbols will be used to indicate the learning mode.



Face to Face: Workshop

Learning Activity 1: Welcome & Introductions

Format: Entire participant group

Time: 50 minutes

Materials needed: Participant Manual

Portfolio Components used: None

Overview:

- Welcome and Introductions
- Distribution of participant manuals
- Explanation of participant manual and initial questions

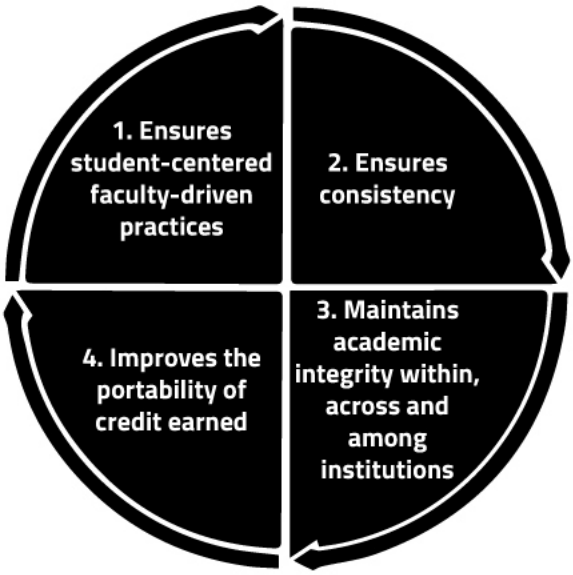
Learning Objectives

Upon completion you will:

- Be able to locate the introduction/welcome content within the manual
- Be familiar with the manual and its components
- Recall what you learned in the online pre-workshop module
- Discuss thoughts and questions you have about the module content

Training Benefits
How do you hope to benefit from this training?

Online Tutorial	
Thoughts or questions on the Online Tutorial you completed before this workshop?	
The Rubric	
What initial questions do you have about the Rubric that you hope to have answered?	
Computer-based pre-test to evaluate your current knowledge on the Rubric.	
Manuals passed out: Familiarize yourself with how it is organized.	
Review of the Online content	
The Ohio Portfolio Rubric: • Preserves high standards • Maintains consistency	**Notes:**



Feedback

Do you have any feedback on the Online module?

End of Learning Activity 1

Learning Activity 2: Rubric Concepts Review

Format: Entire participant group

Time: 30 minutes

Materials needed: Participant Manual, Rubric, Rubric Key

Portfolio Components used: General portfolio categories, no specific portfolio

Overview:

- **Concepts**: Prior knowledge/Remembering (including online introductory module).
- **Big picture:** Why use consistency, concepts, verbiage/terms.

Learning Objectives

Upon completion you will be able to:

- Name and understand the six criteria of the rubric
- Recall/restate how the criteria is applied
- Identify the types of portfolio materials and artifacts that need to be included in a portfolio
- Recognize what materials and artifacts meet requirements
- Explain how the rubric is used

Locate Activity Materials	
• Have the Portfolio Rubric available for your use on this exercise.	
Portfolio Documentation	
Documents align with specific course objectives **A collection of documents that establish and support the claim that the applicant has specific relevant:** • skills • knowledge • values	**Notes:**

• attitudes • understanding • achievements • experiences • competencies • training • certifications **Portfolio documents will:** • Describe the relevant experience • identify the particular learning outcomes that they satisfy **Course outcomes:** Should be attached to the rubric **Important**: Criteria may not correlate to any particular document.	
Rubric Criteria Categories	

▶ **Sources of Learning**
1. Documented learning experiences
  ○ Must be related to the stated course learning outcomes
2. Documents that
  ○ Demonstrate prior learning
  ○ Fulfill stated course learning outcomes
3. Document and describe their learning experiences
4. Past education aligns with the course learning outcomes
	Notes:

▶ **Demonstration of Learning**
● Documents/artifacts
  ○ Support course learning outcomes
  ○ Appropriate to the field of study
● Examples:
  ○ Training Certificate
  ○ Training Record
  ○ Transcript
  ○ Official signed letter on company letterhead
  ○ Training events and dates of completion
	Notes:

▶ **Evidence of Learning** ● Example portfolio artifacts that demonstrate learning: ○ Work samples ○ Business plan ○ Publications ○ Job Performance Reports ○ Photographs/video/multimedia ○ PowerPoint presentations ○ Documents with official validation of learning experiences Kolb's Learning Cycle: (https://www.simplypsychology.org/learning-kolb.html)	**Notes:**
▶ **Mastering Knowledge and Skills** ● Concrete, specific experiences of good/optimal length ● Has/can apply knowledge and skills ○ In practice ○ For sustained period (perhaps years) ● Apply their knowledge to a different learning/problem solution	**Notes:**
▶ **Reflection on Learning** ● Self-evaluation, critical reflection: ○ Origin of personal growth and expertise ○ Recognizes knowledge gained by concrete experience ○ Implement strategies ○ Self-reflection of an annual review	**Notes:**
▶ **Presentation** ● All required elements included ● Clear and well organized ● All documentation is of high quality	**Notes:**

Ratings and Scoring	
Ratings are between 0-3 ● 0 - Does not meet ● 1 - Partially meets ● 2 – Meets ● 3 – Exceeds **Scoring can run between 0-18** ● Twelve (12) is a recommended successful score ● Minimum score of one (1) for each six criteria	**Notes:**
End of Learning Activity 2	

Learning Activity 3: The Rubric in Application I

Format: Entire participant group

Time: 40 minutes

Materials needed: Participant Manual, Rubric, Rubric Key

Portfolio Components used: Two Portfolios, #1 and #2.

Overview:

- Compare 2 different sample portfolios and determine whether they meet criteria of rubric
- Provide rationale for choices

Learning Objectives

Upon completion you will:

- Apply the rubric to two portfolios
- Compare two portfolios
- Examine and analyze components of each portfolio
- Score the portfolios
- Discuss each portfolio's quality and completeness
- Justify your ratings

Locate Activity Materials	
• As a group, locate portfolios #1 and #2 and keep them in front of you so that you may review and compare their contents. • Keep the assessment rubric out.	
Portfolio Documentation	
• Must align with specific course objectives • Review each of the two portfolios using the rubric. • Refer to each category and criteria	**Notes:**

Portfolio Completeness
(**Note:** Portfolios can be organized differently. Take time to organize them in a way that makes sense to you.) Do each of the portfolios have all required documentation? If not, what is missing?
Fulfillment of Criteria
Does portfolio #1 documentation fulfill the required criteria? How should it be scored? Does portfolio #2 documentation fulfill the required criteria? How should it be scored? How well does each meet the criteria? What scores would you choose? Write them here.
Individual Rationales for Scoring
What is your personal rationale for the scores you gave?
Group Score Compared to Your Individual Ratings
As a group, agree on scoring for the portfolio.

In reviewing the group's final ratings, do you agree with them? Why or why not?

After your group discussion, would you change how you rated the portfolio? Why or why not?

Comparing Individual & Group Scores to the Original Assessor's Scores

How did the group's ratings compare to the original assessor's scores?

How did your ratings compare to the assessor's scores?

After reviewing the original scoring:

Do you agree or disagree with their scores? Why or why not?

Would you change how you initially scored the portfolio? Why or why not?

Borderline and Incomplete Portfolios

If a portfolio is incomplete or borderline, how should you proceed?

Changes/Resubmission Process
What are your institutions policies and procedures for requesting the applicant add documents or re-submit a portfolio?
End of Learning Activity 3

Learning Activity 4: The Rubric in Application II

Format: Entire Group (May want split into smaller groups if you have a larger group)

Time*:* 40 minutes

Materials needed: Participant Manual, Rubric, Rubric Key

Portfolio Components Used*:* #3

Overview:

- Review 1 sample portfolio & evaluate whether it meets rubric criteria

Learning Objectives

Upon completion the Participant will:

- Apply the rubric to a portfolio
- Distinguish between the documents and artifacts
- Examine and analyze components of each portfolio
- Score the portfolio
- Discuss the portfolio's quality and completeness
- Justify the ratings you assigned to each component

Locate Activity Materials	
Locate portfolio #3 and keep it in front of you so that you may review and compare its contents.	
Identify the Portfolio's Components/Artifacts	
Find and check that the portfolio has the following contents: ☐ Cover page	**Notes:**

☐ Preface ☐ Honesty Statement ☐ Applicant Chronological Record ☐ Goals ☐ Assessment request ☐ Narrative ☐ COMS 4510 supporting document ☐ Job Description ☐ Training Manual sample ☐ Certificate of completion ☐ Letter from Employers/Peers ☐ Training Evaluation/Performance Reviews ☐ Certificates of Attendance/Completion ☐ Photos of Awards ☐ News Article ☐ Award nomination form and letters	

Identify Relevant Components
Review the portfolio and identify the components that will need to be examined and assessed. What components will need to be used?

Portfolio Completeness
Does the portfolio look complete? Is there anything missing?

Components Alignment to Criteria	
Determine where each component fits within criteria and how well it aligns with the learning outcomes.	Notes:
Review and Score Portfolio	
Review and score the portfolio. Take notes. You will be asked to justify your ratings.	Notes:
Differences and Final Scoring	
Each group will share their findings. What were the differences in final scoring in your group? Why did you come to different conclusions?	

Sharing Your Findings
Would your group change any scores? If so, why?
Borderline Ratings/Incomplete Portfolios
What is your institution's re-submission criteria?
Original Assessors Scores
Do you agree or disagree with their ratings and rationale? Do the original scores and rationales change how you would score the portfolio?
End of Learning Activity 4

Learning Activities 5: The Rubric in Application III

Format*:* In Pairs, as reviewers

Time: 35 minutes

Materials needed: Participant Manual, Rubric, Rubric Key

Portfolio Components Used: #4

Overview:

- Review 1 sample portfolio & evaluate whether it meets rubric criteria

Learning Objectives

Upon completion you will:

- Demonstrate your proficiency
- Practice interpreting sample portfolios
- Examine and inspect the portfolio
- Appraise the portfolio
- Distinguish between the documents and artifacts
- Examine and analyze components of each portfolio
- Score the portfolio
- Discuss the portfolio's quality and completeness
- Justify the ratings you assigned to each component

Locate Activity Materials
Find Portfolio #4 and keep it in front of you so that you may review and compare its contents.

Identify Components
Identify the portfolio's components and list them here. (Organize them in a way that makes sense as you review them.)
Portfolio Completeness
Does the portfolio look complete? Is there anything missing? Make note of the missing components:
Components Alignment to Criteria
Where do components fit within six rubric criteria? How well do they align with the learning outcomes?

Review and Score Portfolio
Do the documents and artifacts show that the applicant has “mastered” course learning outcomes and competencies? How well do they align with the Rubric expectations? Finish final scoring.
Scoring Rationales
Document your rationales here: Present your scores and rationales to the group:

Group Discussion
Do you think you should change any of your scores? If so, why?
Borderline Ratings/Incomplete Portfolios
Did the portfolio have borderline scoring? If so, why? Do you know your institution's procedure for requesting more artifacts/documents or asking for a resubmission?
Reviewing the Original Assessors Scores
Review original assessor's rationale for scoring. Do you agree with their ratings and rationale? Why? Will you change your ratings and rationales? Why?
End of Learning Activity 5

Optional Learning Activity 6: Facilitating a Workshop

Format*:* In pairs, one as facilitator the other as a participant

Time: 60 minutes

Materials needed: Participant Manual, Rubric, PPT presentation part 6, (printed for reference)

Portfolio Components Used: #4

Overview:

- Use role playing to assist in gaining experience facilitating a workshop.

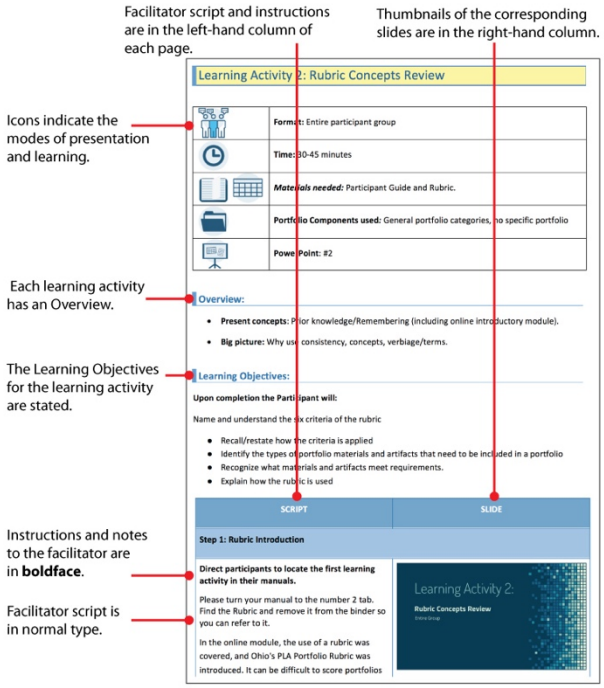
Learning Objectives

Upon completion you, in the role of Facilitator, will:

- Show understanding and demonstrate your proficiency in presenting, application of the facilitator's manual, and finding related materials
- Lead the participant in applying the rubric to a portfolio
- Provide guidance to participant in distinguishing between the documents and artifacts
- Show how to score components of each portfolio
- Discuss how to gauge a portfolio's quality and completeness
- Demonstrate how to score the portfolio and let the participant practice
- Explain how the participant should justify the ratings they assigned to each component

Facilitator's Manuals

Included is a Key that describes how the facilitator's manual is organized.



Notes:

▶ Learning Activity

The learning activity is written in the heading.

Learning Activity 2: Rubric Concepts Review

Notes:

▶ Icons

Indicate the learning activity mode.

Format

Time

Materials

Components

Powerpoint

Notes:

▶ **Format** Indicates whether the entire group or smaller groups will participate. **Format:** Entire participant group	**Notes:**
▶ **Time** The estimated time you will need to complete the learning activity is noted. **Time:** 30-45 minutes	**Notes:**
▶ **Materials needed** Any materials that will be needed are also noted. This will allow you to locate and retrieve any additional content and know which associated PowerPoint presentation will be used. ***Materials needed:*** Participant Guide and Rubric.	**Notes:**
▶ **Portfolio components used** Following that, the name of the sample portfolio components are listed. **Portfolio Components used:** General portfolio categories, no specific portfolio	**Notes:**
▶ **Overview** Short list of what will be covered. **Overview:** • **Present concepts**: Prior knowledge/Remembering (including online introductory module). • **Big picture:** Why use consistency, concepts, verbiage/terms.	**Notes:**

▶ **Learning Objectives** Lastly the learning outcomes for that activity are listed. **Learning Objectives** **Upon completion the Participant will:** Name and understand the six criteria of the rubric • Recall/restate how the criteria is applied • Identify the types of portfolio materials and artifacts that need to be included in a portfolio • Recognize what materials and artifacts meet requirements. • Explain how the rubric is used	**Notes:**
▶ **Narration, Instructions and Slides** In the table you will see two columns, Script and Slide. **SCRIPT** / **SLIDE** **Step 1: Rubric Introduction** Please turn your manual to the number 2 tab. Find the Rubric and remove it from the binder so you can refer to it. In the online module, the use of a rubric was covered, and Ohio's PLA Portfolio Rubric was introduced. It can be difficult to score portfolios reliably, since they are an individual expression of a person's own work and learning Learning Activity 2: Rubric Concepts Review Entire Group	**Notes:**
▶ **Script** The Script cells contain the text that you will speak in normal type and any instructions will be in boldface. **Step 1** Welcome to the Portfolio-Based Assessment Rubric Training Workshop **Introduce yourself and Explain that you will be asking each of the participants to introduce themselves in a few minutes** My name is _____ and I am pleased you are attending this workshop. Through this session, you will learn about the process of portfolio assessment utilizing Ohio's PLA	**Notes:**
▶ **Slide** The column to the right will contain the slide number, a short description and a thumbnail	**Notes:**

image of the slide that should be simultaneously displayed as you read the script for that portion of the activity. 	
▶ **Pattern of organization** Each learning activity is organized in the same consistent manner. Take a quick look through the facilitator's manual to become familiar with it.	**Notes:**
Initial questions on the manual?	
Role-Playing Activity	
Each person will have an opportunity to practice leading • Use Portfolio #4 for this activity • There are two activities so each person in your pair can act as facilitator • Facilitator role: Have the participant follow along • Facilitator role: Guide the participant (your partner) through the steps of evaluating Portfolio #4 using the rubric Use the Portfolio Evaluation List as a reference if needed.	

Role-Playing Activity, Part A
Complete the role-playing activity. One person will act as the facilitator and the other as the participant.
Wrapping up Activity A: Q & A
<u>Facilitator roles:</u> Did the notes and script in the manual assist you in presenting the portfolio assessment activity? Do you have any questions or comments? Did this exercise help you feel more confident in facilitating a workshop at your own institution? How might we improve this experience? **<u>Participant roles:</u>** How did your activity facilitator do? Did they present the activity well?

Did you think that your partner was able to utilize the manual resources confidently?

What might help improve the experience?

Role-Playing Activity, Part B

Switch roles and begin this activity.

Step 4: Wrapping up Activity B: Q & A

Facilitator roles:

Did the notes and script in the manual assist you in presenting the portfolio assessment activity?

Do you have any questions or comments?

Did this exercise help you feel more confident in facilitating in a workshop at your own institution?

How might we improve this experience?

Participant roles:

How did your activity facilitator do? Did they present the activity well?

Did you think that your partner was able to utilize the manual resources confidently? What might help improve the experience?
End of Learning Activity 6

Learning Activity 7: Workshop Wrap Up

Format*:* As a Group

Time: 10 minutes

Materials needed: Participant Manual, Rubric

Portfolio Components Used: None

Overview:

- Quick review of what was covered.
- Time to answer questions and provide additional information on how to use the manual to train assessors at their institution.

Main Points Review	
In this workshop we have accomplished the following. You: • Explained a rubric and its use • Recalled and understood the components and structure of the rubric. • Identified the characteristics of an effective portfolio • Discussed and employed the rubric rating and scoring system • Interpreted the individual rating components and associated rating scale • Practiced applying the rubric grid to a sample portfolio • Examined and appraised both good and bad sample portfolios using the rubric • Evaluated and justified your review and scoring of sample portfolios	

Step 3: Final Questions
Do you have final questions about the process of evaluation/scoring or facilitating a workshop?
End of Learning Activity 7

Learning Activity 8: Test of Comprehension

Format: Individually

Time: Post Test and Evaluation will take 10 minutes. (*If your instructor decides to go forward with an individual assessment, an additional 35 minutes will be allotted for this section.)*

Materials needed: Computer, Rubric, Portfolio Evaluation list

Portfolio Components Used: #5

Overview:

- To assess the knowledge and skills of participants
- Answer questions on the Rubric and a Sample Portfolio

Learning Objectives

Upon completion you will:

- Demonstrate your knowledge of the Rubric.
- Provide an evaluation and scoring of a sample portfolio.
- Recognize a portfolio that is incomplete or that has elements which need improvement.

Final Assessment/Post-Test
There are three (3) parts to the final assessment. • Part 1 is a workshop evaluation. • Part 2 tests your knowledge of the rubric. • Part 3 will appraise your ability to evaluate a sample portfolio.
Completing the Online Assessment

The Facilitator will give you a link to the assessment and provide assistance if needed.
Assessment Directions
• Put all materials away. • Complete part one (1) the workshop evaluation • Complete part two (2) the Rubric quiz • Complete part three (3) Portfolio evaluation. Use portfolio #5 along with the rubric.
End of Activity 8 & Workshop

- Finish -

Appendix

Portfolio Evaluation List

Portfolio Elements

- Identify the components.
- Is the portfolio complete?
    - Are important parts missing?
        - What parts need to be included?
- Are the portfolio components robust/of high enough quality to continue assessment?
    - If the quality is lacking, what specific changes need to occur?
- If incomplete or lacking important elements, how do you adequately communicate to a student/applicant what is needed (additional elements, more depth, application in practice, evidence, better writing skills)?

What are your institution's policies and procedures:

- For responding to the applicant?
- Which entities/departments need to be notified?
- Do you need to discuss your decision with other entities/departments?

Scoring

- Do the documents and artifacts provide clear evidence that the applicant has mastered course learning outcomes and competencies?
- How well does each component align with the Rubric expectations? (0-3, Does Not Meet Expectations, to Exceeds Expectations)
- What is your justification/rationale for selecting the scores you chose?
    - This provides feedback to the student and other institutional entities.

Post Scoring – Next Steps

- Does your institution have any additional policies/procedures concerning the final assessment (pass/fail) of a portfolio?
    - Do other post-secondary faculty and administrators need to review and give final approval?
- Returning assessed portfolios (passed/failed)
    - What are your institution's policies and procedures?

        - Which entities/departments need to receive a copy of the scored portfolio?
        - Do you or another entity send the scored portfolio to the applicant?
    - Other policies/procedures unique to your institution

Glossary

Analysis	The separating of documents and artifacts into elements and detailed examination of those elements such as certificates, new clippings, PowerPoints, videos, etc. that may be included in any portfolio.
Application	Applying supporting documentations to the learning outcomes to show significant and essential learning that a participant has achieved.
Artifacts	Any feature that is not naturally present but is a product of an extrinsic agent, method or the like. Example for PLS: videos, PPTs, artwork, blueprints, scripts, certificates, etc.
Competencies	A measurable pattern of skills or knowledge, abilities, behaviors and other characteristics that lead to the accomplishment of an outcome.
Comprehension	The action of capability of understanding something.
Criteria	The principle or standard by which something may be judged.
Evaluation	The making of a judgement or assessment about the portfolio.
Expectations	The supposition that something will occur.
Facilitator Manual	The guide that person/s leading workshops will use to assist them in efficiently and effectively reaching the learning objectives.
Knowledge	Acquaintance with facts, truths or principles, as from study or investigation.
Learning outcomes	Statements that describe significant and essential learning that participants will achieve, and which they can reliably demonstrate at the end of the workshop.
Participant Manual	The guide that person/s participating in the workshops will use to assist them in efficiently and effectively reaching the learning objectives.

PLA (Prior Learning Assessment)	Process of earning credits for college level learning acquired through work, community service and service in the military.
Portfolio	A compilation of documents and artifacts assembled for the purpose of evaluating their quality as applied to the Ohio PLA Rubric.
Presentation	The manner in which portfolio contents are displayed and organized.
Ratings	The 0-3 rankings of the Ohio Rubric, based on the standards of the criteria.
Synthesis	The end result of the process of combining separate ideas, knowledge, and skills to form meaningful learning and the application of it to new and different problems.

Course Number(s): _____ Date Submitted: _____

RUBRIC FOR PORTFOLIO-BASED ASSESSMENT

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

Name of Assessor (print) _____ Title _____ Signature _____ Date _____

Specific course learning outcomes for which credit is being sought

[Before a portfolio can be accepted for assessment, the specific course learning outcomes must be printed on the back of the rubric.]

Assessment Guidance for Students and Faculty

The "assessment criteria" in this 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 must be printed on the back of the rubric. Furthermore, it is the responsibility of the faculty assessor to ensure that any student seeking PLA credit is familiar with and understands the course learning outcomes before work on the portfolio begins.

The completed rubric must be signed by the faculty assessor.

# # #

Each portfolio should be assessed based on six criteria:

1. **Sources of Learning**

   The initial expectation is that a portfolio should portray the experiences that are related to the course learning outcomes, and should illustrate how the prior learning addresses the outcomes expected for the course. A successful candidate must document and describe the learning experiences and how the past education Is appropriate for the stated learning outcomes and competencies.

2. **Demonstration of Learning**

   The portfolio should contain appropriate materials and artifacts that support the demonstration of learning outcomes. The artifacts chosen (e.g. certificates of completed training courses, military records, technical and professional materials produced by the student, work projects and programs from performances) should readily support the chosen learning and skills. The artifacts should be dependent upon and appropriate to the field of study.

3. **Evidence of Learning**

   The portfolio should demonstrate that the prior learning experience has resulted in learning tied to sound educational theory (or grounded in appropriate academic frameworks). It should demonstrate the experience has resulted in learned competencies – that learning is aligned with course learning outcomes. (The importance of theoretical and academic frameworks will vary from course to course.)

4. **Mastering Knowledge and Skills**

   The portfolio should demonstrate that the student has mastered the knowledge and skills for the course learning outcomes and can apply them in practice for a sustained period. (NOTE: Concrete experience should be long enough to allow the student to meet expectations (e.g., if a student worked in a position for two weeks, it is doubtful that she/he would have sufficient experience to meet the expectations of the course learning outcomes.) It is not enough for the student to address all of the learning outcomes. It must also be shown that she/he can apply them in practice and to a different learning and problem solution.

5. **Reflection on Learning**

   The portfolio should demonstrate that the student has employed self-evaluation and critical reflection to examine what produced her/his positive personal growth and expertise, and what learning actions were effective. Through the portfolio, the student should show an ability to build upon her/his knowledge and improve her/his performance by implementing strategies and recognizing knowledge gained by her/his concrete experience through reflection – and by applying that learning in her/his concrete experience. (Many adult learners employ self-reflection by completing an annual review when they self-identify their strengths and discuss how they will leverage their strengths to achieve goals for the coming year.)

6. **Presentation**

   The portfolio should include all of the required elements (as defined by each institution), and these elements should be presented in a clear and well-organized manner. In addition, the quality of the written, visual and/or digital presentation should meet postsecondary standards with only minor errors in spelling, grammar and punctuation.

# # #

The student should be scored on each of these sets of expectations, based on the following assessment ratings:

Does not meet expectations	0 points
Partially meets expectations	1 point
Meets expectations	2 points
Exceeds expectations	3 points

Guidance for all of these ratings is provided in the assessment rubric.

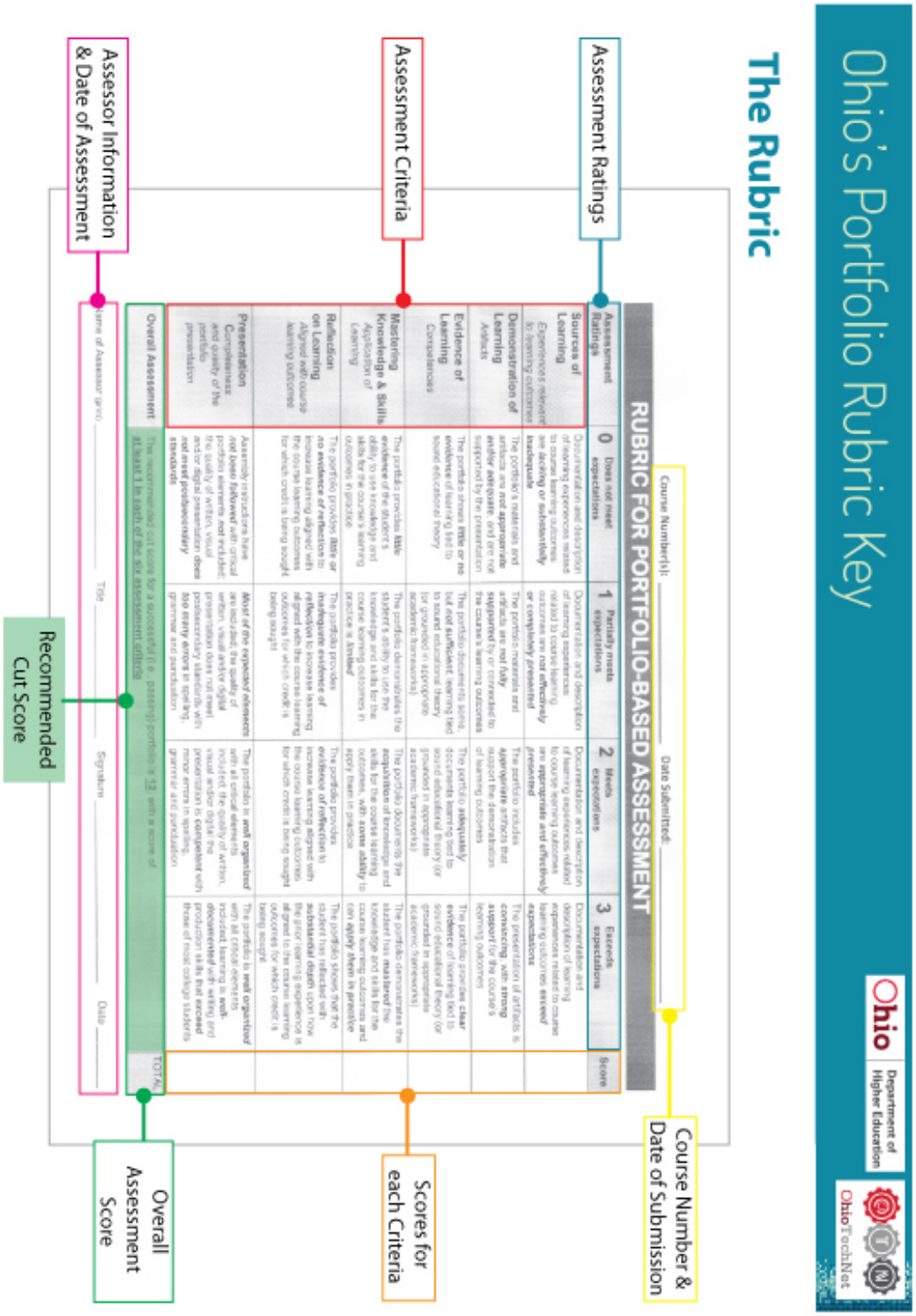
The recommended cut score for a successful (i.e., passing) portfolio ***is 12, with a score of at least 1 in each of the six assessment criteria.***

# # #

Clarifying Expectations: Student-Friendly Instructions

ASSESSMENT CRITERIA	DESCRIPTION OF EXPECTATIONS	EXPLANATIONS/EXAMPLES
Sources of Learning	Your prior learning experience should be connected to the course learning outcomes, and your portfolio should demonstrate that you have met those learning outcomes.	Clearly describe and document your prior learning experience and show that you have met all course learning outcomes, which must be printed on the back of the rubric.
Demonstration of Learning	Your portfolio must include documentation (i.e., artifacts) that supports the knowledge and skills you have acquired.	Include concrete documentation (artifacts) that support your claim that you have met course learning outcomes (see sources of learning above). Artifacts may include written communications, videos, digital communications, annual reviews, samples of projects, pictures, letters of recommendation, successful workshop training, online trainings, projects and more.
Evidence of Learning	Your portfolio should tie your prior learning experience to educational theory.	Meet expectations for describing how your learning is associated with sound educational theory (or is grounded in appropriate academic frameworks).
Mastering Knowledge and Skills	You need to demonstrate that you have mastered the knowledge and skills reflected in the course learning outcomes, and that you have and/or can apply that learning in a real world experience.	Provide examples of how you have applied the course learning outcomes in real world experience(s) for a sustained length of time.
Reflection on Learning	Your portfolio must include documentation of reflection (i.e., that you thought deeply about what produced your learning and what actions generated that personal growth).	Describe how you utilized reflection to acknowledge your learning and leverage your learning in your concrete experience.
Presentation	Your portfolio should include all required elements (as defined by your institution), including all six assessment criteria; and the presentation must be clear and meet postsecondary-level expectations with relatively few spelling, punctuation or grammatical errors.	Make sure your portfolio includes all required elements, as defined by your institution. Address all assessment criteria. Organize your presentation and strive to be error free, although minor spelling, punctuation or grammatical errors will be tolerated.

Rubric Key


Ohio's Portfolio Rubric Key
Ohio
Department of Higher Education
OhioTechNet
The Rubric
Course Number(s): _____ Date Submitted: _____
RUBRIC FOR PORTFOLIO-BASED ASSESSMENT
Assessment Ratings
Assessment Criteria
Assessor Information & Date of Assessment
Course Number & Date of Submission
Scores for each Criteria
Overall Assessment Score
Recommended Cut Score
Assessment Ratings
0 Does not meet expectations
1 Partially meets expectations
2 Meets expectations
3 Exceeds expectations
Score
Sources of Learning
Experiences relevant to learning outcomes
Demonstration of Learning
Artifacts
Evidence of Learning
Competencies
Mastering Knowledge & Skills
Application of Learning
Reflection on Learning
Aligned with course learning outcomes
Presentation
Completeness and quality of the portfolio presentation
Overall Assessment
TOTAL
Name of Assessor (print) _____ Title _____ Signature _____ Date _____

Ohio's Portfolio Rubric Key

Ohio Department of Higher Education

OhioTechNet

Course learning outcomes

Course learning outcomes are written here. Located on page 2, the back of the rubric.

Specific course learning outcomes for which credit is being sought

[Before a portfolio can be accepted for assessment, the specific course learning outcomes must be printed on the back of the rubric.]

Ohio's Portfolio Rubric Key

Ohio Department of Higher Education

OhioTechNet

Assessment Guidance

Assessment Criteria Information

Assessment Criteria descriptions

Assessment ratings

Assessment Guidance for Students and Faculty

The "assessment criteria" in this 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 must be printed on the back of the rubric. Furthermore, it is the responsibility of the faculty assessor to ensure that any student seeking PLA credit is familiar with and understands the course learning outcomes before work on the portfolio begins.

The completed rubric must be signed by the faculty assessor.

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Each portfolio should be assessed based on six criteria:

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6. **Presentation**

   The portfolio should include all of the required elements (as defined by each institution), and these elements should be presented in a clear and well-organized manner. In addition, the quality of the written, visual and/or digital presentation should meet postsecondary standards with only minor errors in spelling, grammar and punctuation.

# # #

The student should be scored on each of these sets of expectations, based on the following assessment ratings:

Does not meet expectations	0 points
Partially meets expectations	1 point
Meets expectations	2 points
Exceeds expectations	3 points

Guidance for all of these ratings is provided in the assessment rubric.

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.***

# # #

Ohio's Portfolio Rubric Key

Ohio Department of Higher Education

OhioTechNet

Criteria Expectations & Examples

Expectatons Descriptions

Expectatons Examples

Assessment Criteria

Clarifying Expectations: Student-Friendly Instructions

ASSESSMENT CRITERIA	DESCRIPTION OF EXPECTATIONS	EXPLANATIONS/EXAMPLES
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PLA Rubric FAQ's

What is the Rubric?

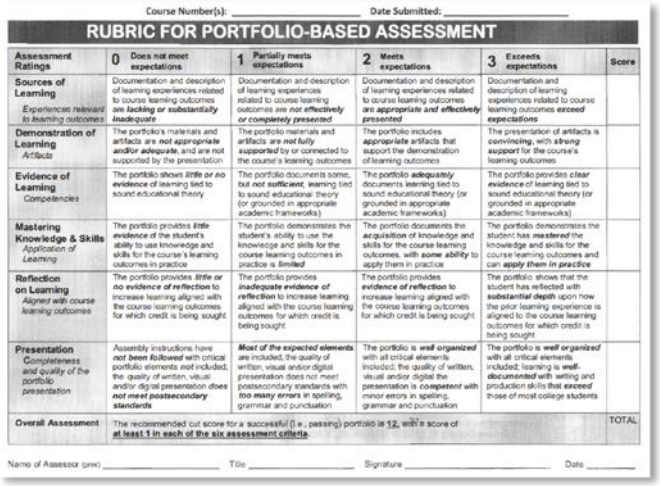
It is a scoring guide that Ohio assessors will use to evaluate portfolio learning assessments. The Rubric divides competencies and objectives into specific aspects. Portfolio components and artifacts will be compared against the rubric to see if they meet criteria.

What are the Rubric's components?

The Rubric is a table with rows and columns.

The first column on the left includes the six Assessment Criteria:

- Sources of Learning
- Demonstration of Learning
- Evidence of Learning
- Mastering Knowledge & Skills
- Reflection on Learning
- Presentation



Course Number(s): _____ Date Submitted: _____

RUBRIC FOR PORTFOLIO-BASED ASSESSMENT

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

Name of Assessor (print) _____ Title _____ Signature _____ Date _____

Assessment Criteria are requirements for documents and artifacts as they apply to the course learning outcomes.

The top row contains the Assessment Ratings. They indicate the levels of alignment to the course learning outcomes. The Ratings are arranged on a scale of values, from lowest (0) to highest (3) levels. These ratings are applied to a portfolio's contents. A portfolio must provide clear evidence that the requesting student has mastered course learning outcomes and competencies.

Why should we use the Rubric?

The new Ohio Portfolio Rubric plays an important role in preserving high standards and maintaining consistency. It is crafted to help ensure:

- Student-centered, faculty-driven practices
- Consistency in assessment of portfolios
- Maintenance of academic integrity within, across, and among institutions
- Improved portability of credit earned by students

Using the rubric will assist assessors in their job of reviewing and rating portfolios. It is, in essence, a template on which expectations for a passing portfolio are placed. It will make your job as assessor easier by providing a consistent and concrete framework from which to work. The Portfolio Learning Assessment (PLA) Rubric will also provide clarity for assessors and the students who apply for course credit.

Portfolios

What should be in a portfolio?

Each portfolio will be unique and should align with the specific course learning outcomes for which credit is being sought. It should contain a student's best evidence of mastery of course learning outcomes and competencies. Multiple types of documents can act as evidence. Examples include:

- Autobiographies
- Business plans
- Job performance reports
- Multimedia (e.g., photos, videos, PowerPoint presentations, etc., as appropriate)
- News articles
- Official documents of learning experiences
- Official signed awards/award nomination forms and letters
- Prior learning narrative/reflection
- Publications
- Resumes
- Signed reference letters and work experience statements
- Training certificates/records on official company/institution letterhead signed by appropriate HR/Training personnel
- Transcripts
- Training dates & completion records
- Work samples

Each of these documents or artifacts should be complete, well written, and free of spelling and grammatical errors.

In sum, each portfolio artifact must be of quality and reflect the stated course learning outcomes (printed on the back of the rubric) for which a student is applying.

The Workshop

Why do we need the workshop?

The overall goal of the pre-training and workshop is to prepare participants to:

1. Effectively evaluate portfolios by implementing the rubric
2. Be able to train/educate other potential portfolio evaluators.

Do I need to do anything before the workshop?

You will need to complete the Online Module located on the LMS.

Where is the workshop and where should I park?

You should receive instructions as to the location and parking from the hosting institution/facilitator.

What should I bring?

It is suggested that you bring a pen/pencil. The Participant's Manual has a notes area, but you may want to bring a notepad. Availability of beverages, snacks, and a catered lunch will vary. Please check with your workshop's facilitator before arriving.

What tools will be used?

The facilitator will present information using a PowerPoint. Manuals will be passed out and computers will be used for the pre and post-test segments.

How long will it take?

The workshop will take approximately four (4) hours including breaks

What is covered?

We will cover:

- The Rubric: Gain knowledge and understanding of the rubric and its application in assessing portfolios.
    - Structure and components of the rubric
    - How it is used theoretically and in practice
    - What components a complete portfolio should have
    - How to assess and score a portfolio
    - How to provide rationales for your scoring
- How to lead workshops at your institution

Licensing Statement and DOL Disclaimer

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