PLA Portfolio-Based Assessment Rubric Training
Participant’s Manual
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Acknowledgements

The Ohio Department of Higher Education would like to thank the many people who worked to develop the content of the Common Baseline Portfolio Rubric and the training materials. The Common Baseline Portfolio Rubric was developed by a committee facilitated by Jon Tafel and Don Van Meter and representatives from fourteen public colleges and universities. The Common Baseline Portfolio Rubric was distributed for review to the PLA representatives at each institution. Special thanks go to Carrie Delaney, Lorain County Community College; Barbara Henry, Bowling Green State University; Karin Hooks, Lorain County Community College; and Maureen Schomaker, University of Cincinnati for their invaluable assistance in developing the train-the-trainer materials. Additionally, many of Ohio Department of Higher Education staff contributed to these efforts.

The train-the-trainer manual would not have been developed without the support of the OhioTechNet Consortium’s Trade Adjustment Assistance Community College Career Training grant from the US Department of Labor. It was a truly collaborative effort with OhioTechNet and the support of Linda Freddrix, Bernie Gosky, and Terri Sandu; their financial and thoughtful support led to the creation of this document. Additionally, great thanks go to Debra Beach, Vizul Multimedia, who pulled all the disparate pieces together into a cogent document that will help faculty better understand how to assess portfolios.
## Workshop Timeline

<table>
<thead>
<tr>
<th>TIME</th>
<th>LEARNING ACTIVITY</th>
<th>Page</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Activity 1: Welcome &amp; Introductions</strong></td>
<td>1</td>
<td>Entire Group</td>
<td></td>
</tr>
<tr>
<td>9:00 a.m. - 9:15 a.m.</td>
<td>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</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:15 a.m. – 9:20 a.m.</td>
<td>Preview Learning Activity #6 (Facilitating a Workshop—page 43)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30 a.m. – 9:45 a.m.</td>
<td>Getting to know you – Icebreaker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:45 a.m. 10:00 a.m.</td>
<td>Pre-test: How much do you know? (Computer-based)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Activity 2: Rubric Concepts Review</strong></td>
<td>19</td>
<td>Entire Group</td>
<td></td>
</tr>
<tr>
<td>10:00 a.m. - 10:30 a.m.</td>
<td>Explanation of the Rubric</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Learning Activity</td>
<td>Duration</td>
<td>Group</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------------------------------------</td>
<td>----------</td>
<td>----------------------</td>
</tr>
<tr>
<td>10:30 a.m. – 11:10 a.m.</td>
<td>Comparison of two portfolios, one satisfactory and one unsatisfactory</td>
<td>26</td>
<td>Entire Group</td>
</tr>
<tr>
<td>11:10 a.m. - 11:25 a.m.</td>
<td><strong>BREAK (15 minutes)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:25 a.m. - 12:05 p.m.</td>
<td>Review one sample portfolio &amp; whether it meets rubric criteria</td>
<td>32</td>
<td>Entire Group</td>
</tr>
<tr>
<td>12:05 p.m. - 12:40 p.m.</td>
<td><strong>Learning Activity 5: The Rubric in Application III</strong></td>
<td>38</td>
<td>Entire Group</td>
</tr>
<tr>
<td></td>
<td>Using Rubric Tool evaluate a portfolio</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Learning Activity 6: Facilitating a Workshop</strong></td>
<td>(43)</td>
<td>Pairs</td>
</tr>
<tr>
<td></td>
<td>(Previewed in Learning Activity 1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:40 p.m. - 12:50 p.m.</td>
<td><strong>Learning Activity 7: Workshop Wrap Up/Conclusion</strong></td>
<td>52</td>
<td>Entire Group</td>
</tr>
<tr>
<td></td>
<td>Review and Questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:50 p.m. - 1:00 p.m.</td>
<td><strong>Learning Activity 8: Workshop Evaluation &amp; Post Test</strong></td>
<td>55</td>
<td>Individual</td>
</tr>
<tr>
<td></td>
<td>Post Test: Computer-based Evaluation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
These symbols will be used to indicate the learning mode.

- Participant’s Guide
- Learn/Evaluate
- Online/Computer
- Ask/Pose Questions
- Document/s
- Time
- Small Group/Pairs
- Large Group
- Individually
- Portfolio/s
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

#### 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](https://www.simplypsychology.org/learning-kolb.html)

### 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

### 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

### Presentation
- All required elements included
- Clear and well organized
- All documentation is of high quality
### Ratings and Scoring

<table>
<thead>
<tr>
<th>Ratings are between 0-3</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● 0 - Does not meet</td>
<td></td>
</tr>
<tr>
<td>● 1 - Partially meets</td>
<td></td>
</tr>
<tr>
<td>● 2 – Meets</td>
<td></td>
</tr>
<tr>
<td>● 3 – Exceeds</td>
<td></td>
</tr>
</tbody>
</table>

**Scoring can run between 0-18**

- Twelve (12) is a recommended successful score
- Minimum score of one (1)
  for each six criteria

**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?

<table>
<thead>
<tr>
<th>Fulfillment of Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does portfolio #1 documentation fulfill the required criteria? How should it be scored?</td>
</tr>
<tr>
<td>Does portfolio #2 documentation fulfill the required criteria? How should it be scored?</td>
</tr>
</tbody>
</table>

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?

<table>
<thead>
<tr>
<th>Comparing Individual &amp; Group Scores to the Original Assessor’s Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did the group’s ratings compare to the original assessor’s scores?</td>
</tr>
<tr>
<td>How did your ratings compare to the assessor’s scores?</td>
</tr>
</tbody>
</table>

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?

<table>
<thead>
<tr>
<th>Borderline and Incomplete Portfolios</th>
</tr>
</thead>
<tbody>
<tr>
<td>If a portfolio is incomplete or borderline, how should you proceed?</td>
</tr>
<tr>
<td>Changes/Resubmission Process</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>What are your institution's policies and procedures for requesting the applicant add documents or re-submit a portfolio?</td>
</tr>
</tbody>
</table>

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:
## 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:
<table>
<thead>
<tr>
<th><strong>Group Discussion</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you think you should change any of your scores? If so, why?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Borderline Ratings/Incomplete Portfolios</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the portfolio have borderline scoring? If so, why?</td>
</tr>
<tr>
<td>Do you know your institution’s procedure for requesting more artifacts/documents or asking for a resubmission?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Reviewing the Original Assessors Scores</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Review original assessor’s rationale for scoring.</td>
</tr>
<tr>
<td>Do you agree with their ratings and rationale? Why?</td>
</tr>
<tr>
<td>Will you change your ratings and rationales? Why?</td>
</tr>
</tbody>
</table>

**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.

Learning Activity
The learning activity is written in the heading.

Learning Activity 2: Rubric Concepts Review

Icons
Indicate the learning activity mode.

Format
Time
Materials
Components
Powerpoint
<table>
<thead>
<tr>
<th><strong>Format</strong></th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicates whether the entire group or smaller groups will participate.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Time</strong></th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The estimated time you will need to complete the learning activity is noted.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Materials needed</strong></th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Portfolio components used</strong></th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Following that, the name of the sample portfolio components are listed.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Overview</strong></th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short list of what will be covered.</td>
<td></td>
</tr>
</tbody>
</table>

- Present concepts: Prior knowledge/Remembering (including online introductory module).
- Big picture: Why use consistency, concepts, verbiage/terms.
## Learning Objectives

Lastly the learning outcomes for that activity are listed.

<table>
<thead>
<tr>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion the Participant will:</td>
</tr>
<tr>
<td>Name and understand the six criteria of the rubric</td>
</tr>
<tr>
<td>- Recall/restate how the criteria is applied</td>
</tr>
<tr>
<td>- Identify the types of portfolio materials and artifacts that need to be included in a portfolio</td>
</tr>
<tr>
<td>- Recognize what materials and artifacts meet requirements.</td>
</tr>
<tr>
<td>- Explain how the rubric is used</td>
</tr>
</tbody>
</table>

## Narration, Instructions and Slides

In the table you will see two columns, Script and Slide.

<table>
<thead>
<tr>
<th>SCRIPT</th>
<th>SLIDE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Rubric Introduction</strong></td>
<td></td>
</tr>
<tr>
<td>Please turn your manual to the number 2 tab. Find the Rubric and remove it from the binder so you can refer to it.</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
</tbody>
</table>

## Script

The Script cells contain the text that you will speak in normal type and any instructions will be in boldface.

<table>
<thead>
<tr>
<th>Step 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome to the Portfolio-Based Assessment Rubric Training Workshop</td>
</tr>
<tr>
<td>Introduce yourself and Explain that you will be asking each of the participants to introduce themselves in a few minutes</td>
</tr>
<tr>
<td>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</td>
</tr>
</tbody>
</table>

## 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.

<table>
<thead>
<tr>
<th>Pattern of organization</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each learning activity is organized in the same consistent manner. Take a quick look through the facilitator’s manual to become familiar with it.</td>
<td></td>
</tr>
</tbody>
</table>

Initial questions on the manual?

<table>
<thead>
<tr>
<th>Role-Playing Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each person will have an opportunity to practice leading</td>
</tr>
<tr>
<td>- Use Portfolio #4 for this activity</td>
</tr>
<tr>
<td>- There are two activities so each person in your pair can act as facilitator</td>
</tr>
<tr>
<td>- Facilitator role: Have the participant follow along</td>
</tr>
<tr>
<td>- Facilitator role: Guide the participant (your partner) through the steps of evaluating Portfolio #4 using the rubric</td>
</tr>
</tbody>
</table>

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

**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 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?

**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 -
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

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td><strong>Analysis</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>Applying supporting documentations to the learning outcomes to show significant and essential learning that a participant has achieved.</td>
</tr>
<tr>
<td><strong>Artifacts</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Competencies</strong></td>
<td>A measurable pattern of skills or knowledge, abilities, behaviors and other characteristics that lead to the accomplishment of an outcome.</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>The action of capability of understanding something.</td>
</tr>
<tr>
<td><strong>Criteria</strong></td>
<td>The principle or standard by which something may be judged.</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>The making of a judgement or assessment about the portfolio.</td>
</tr>
<tr>
<td><strong>Expectations</strong></td>
<td>The supposition that something will occur.</td>
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<tr>
<td><strong>Facilitator Manual</strong></td>
<td>The guide that person/s leading workshops will use to assist them in efficiently and effectively reaching the learning objectives.</td>
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<tr>
<td><strong>Knowledge</strong></td>
<td>Acquaintance with facts, truths or principles, as from study or investigation.</td>
</tr>
<tr>
<td><strong>Learning outcomes</strong></td>
<td>Statements that describe significant and essential learning that participants will achieve, and which they can reliably demonstrate at the end of the workshop.</td>
</tr>
<tr>
<td><strong>Participant Manual</strong></td>
<td>The guide that person/s participating in the workshops will use to assist them in efficiently and effectively reaching the learning objectives.</td>
</tr>
<tr>
<td>PLA (Prior Learning Assessment)</td>
<td>Process of earning credits for college level learning acquired through work, community service and service in the military.</td>
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<tr>
<td>-------------------------------</td>
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</tr>
<tr>
<td>Portfolio</td>
<td>A compilation of documents and artifacts assembled for the purpose of evaluating their quality as applied to the Ohio PLA Rubric.</td>
</tr>
<tr>
<td>Presentation</td>
<td>The manner in which portfolio contents are displayed and organized.</td>
</tr>
<tr>
<td>Ratings</td>
<td>The 0-3 rankings of the Ohio Rubric, based on the standards of the criteria.</td>
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<tr>
<td>Synthesis</td>
<td>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.</td>
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<tr>
<td>Score</td>
<td>Assessments</td>
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<td>-------</td>
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<tr>
<td>3</td>
<td>Exceeds expectations</td>
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<tr>
<td>2</td>
<td>Meets expectations</td>
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<tr>
<td>1</td>
<td>Partially meets expectations</td>
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<tr>
<td>0</td>
<td>Does not meet expectations</td>
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</tbody>
</table>

**Rubric for Portfolio-Based Assessment**

**Date:**

**Signature:**

**Comments:**

**Overall Assessment:**

- **Standards:**
  - The portfolio clearly demonstrates evidence of the Standards.
  - The portfolio shows evidence of the Standards.
  - The portfolio shows evidence of the Standards.
  - The portfolio shows evidence of the Standards.

- **Presentation:**
  - The portfolio is well organized and presented.
  - The portfolio shows evidence of the Standards.
  - The portfolio shows evidence of the Standards.
  - The portfolio shows evidence of the Standards.

- **Presentation of the Portfolio:**
  - The portfolio is well organized and presented.
  - The portfolio shows evidence of the Standards.
  - The portfolio shows evidence of the Standards.
  - The portfolio shows evidence of the Standards.

- **Reflection:**
  - The portfolio includes reflection.
  - The portfolio shows evidence of the Standards.
  - The portfolio shows evidence of the Standards.
  - The portfolio shows evidence of the Standards.

- **Application of Knowledge & Skills:**
  - The portfolio demonstrates evidence of the Standards.
  - The portfolio shows evidence of the Standards.
  - The portfolio shows evidence of the Standards.
  - The portfolio shows evidence of the Standards.

- **Meeting:**
  - The portfolio meets the Standards.
  - The portfolio shows evidence of the Standards.
  - The portfolio shows evidence of the Standards.
  - The portfolio shows evidence of the Standards.

- **Evidence of Learning:**
  - The portfolio shows evidence of the Standards.
  - The portfolio shows evidence of the Standards.
  - The portfolio shows evidence of the Standards.
  - The portfolio shows evidence of the Standards.

- **Demonstration of Competencies:**
  - The portfolio demonstrates evidence of the Standards.
  - The portfolio shows evidence of the Standards.
  - The portfolio shows evidence of the Standards.
  - The portfolio shows evidence of the Standards.

**Course Number(s):**

**Data Submitted:**
Assessment Guidance for Students and Faculty

1. Sources of Learning

Each portfolio should be assessed based on the criteria:

- 1. Undergraduate student is expected to:
  - Review and analyze the course learning outcomes and core competencies.
  - Identify any discrepancies or gaps in understanding.
  - Develop strategies to address these deficiencies.

- 2. Evidence of Learning

Performance is demonstrated by the student's ability to:

- Demonstrate mastery of the course learning outcomes and core competencies.
- Apply knowledge and skills to solve problems and address real-world scenarios.

- 3. Production of Learning

The student should be able to:

- Demonstrate proficiency in applying knowledge and skills to real-world situations.
- Communicate effectively and articulate their understanding of the course content.

- 4. Measuring Knowledge and Skills

The student should be able to:

- Demonstrate understanding of the course learning outcomes and core competencies.
- Apply knowledge and skills to solve problems and address real-world scenarios.

- 5. Reflection on Learning

The student should be able to:

- Reflect on their learning experiences and identify areas for improvement.
- Summarize key learning points and articulate their understanding of the course content.

- 6. Preparation

The student should:

- Prepare for the assessment by:
  - Reviewing course materials and resources.
  - Developing a study plan to address any knowledge gaps.

- 7. Conclusion

The portfolio should:

- Reflect the student's understanding of the course learning outcomes and core competencies.
- Demonstrate the student's ability to apply knowledge and skills to real-world situations.

- 8. Portfolio Organization

The portfolio should be organized in a manner that:

- Clearly delineates the course learning outcomes.
- Provides evidence of the student's application of knowledge and skills.

- 9. Review and Analysis

Each portfolio should be reviewed and analyzed by:

- The course instructor.
- A peer reviewer.

- 10. Feedback

Feedback should be:

- Constructive and specific.
- Encourage students to reflect on their learning process.

Note: Before a portfolio can be assessed, it must meet the following criteria:

- The portfolio contains evidence of the student's ability to:
  - Apply knowledge and skills to solve problems and address real-world scenarios.
  - Communicate effectively and articulate their understanding of the course content.

- The portfolio should be submitted by the due date indicated on the portfolio submission guidelines.
<table>
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<tr>
<th>eme</th>
<th>Assessment Criteria</th>
<th>Description of Expectations/Examples</th>
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<tbody>
<tr>
<td><strong>Preliminary</strong></td>
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<td><strong>Content</strong></td>
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<tr>
<td><strong>Assessment of learning</strong></td>
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<td><strong>Performance-based</strong></td>
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<td><strong>Evidence of the required knowledge</strong></td>
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<td><strong>Examples</strong></td>
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<td><strong>Learning outcomes</strong></td>
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*Clarity of criteria: Student-friendly instructions*
**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

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
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