#5 Portfolio

Course Number(s): BIO 1040 **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***	3
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	3
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)	3
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***	3
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	2
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	3
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 17

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.]

Learning Outcomes:

- Understand & critically examine ecological issues from a local, regional & global perspective.
- Fundamental concepts of ecology & applications to life on our planet.
- Encouraged to scrutinize personal & societal issues.

Grading Rationale Notes:

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:

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.

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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.***

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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.