Portfolio-Based Assessment Rubric Training
Learning Activity 1:
Welcome & Introductions
Welcome & Introductions
Assessor Training: Learning Outcomes

- Describe a rubric and its use.
- Define and label the components of a rubric.
- 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.
Facilitator Training: Learning Outcomes

• 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.
• Use the Facilitator’s Manual and requisite materials and resources to lead workshops at their own institutions.
• Apply and demonstrate the principles learned during their Facilitator’s workshop.
Online Component

Completed Prior to this Workshop
Pre-Test
Participant’s Manual
OHIO’S PLA RUBRIC

1. Ensures student-centered faculty-driven practices
2. Ensures consistency
3. Maintains academic integrity within, across and among institutions
4. Improves the portability of credit earned

- High Standards
- Consistency
Learning Activity 2:
Rubric Concepts Review
THE RUBRIC

CRITERIA AND SCORING
DOCUMENTATION

• Align with specific course objectives & learning outcomes
• Documents show specific & relevant:
  • Skills
  • Knowledge
  • Values
  • Attitudes
  • Understanding
  • Achievements
  • Experiences
  • Competencies
  • Training & Certifications
CRITERIA
CRITERIA

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

Sources of Learning

• Document learning experiences
• Relate the learning experiences to the stated course learning outcomes
• Examine and show how prior learning meets/fulfills the stated course outcomes
• Document and describe learning experiences
• Align past learning with the course learning outcomes
CRITERIA

Demonstration of Learning

Elements support course learning outcomes & field of study

- Training certificate
- Training record
- Transcript
- Work samples
- Business plan
- Publications
- Performance Reviews
- Photographs/videos/multimedia
- PowerPoint presentations
- Official documents of learning experiences
Kolb’s Learning Cycle

Concrete Experience
(doing/having an experience)

Reflective Observation
(reviewing/reflecting on the experience)

Abstract Conceptualisation
(concluding/learning from the experience)
Criteria

Mastering Knowledge & Skills

- Optimal length experiences that are concrete & specific
- Sustained application of knowledge & skills
- Knowledge application to varied learning & problem solution
CRITERIA

Reflection on Learning

• Self-evaluation and critical reflection application & articulation
• Ability to implement strategies
• Introspection & cognizance of concrete experience knowledge
CRITERIA

Presentation

• Required documents included
• Clear & well organized
• Quality of documentation (including grammar and spelling)
RATINGS & SCORING

Ratings are between 0-3
• 0 - Does not meet
• 1 – Partially meets
• 2 – Meets
• 3 - Exceeds
RATINGS & SCORING

Scoring runs between 0-18

- 12 – Recommended successful score
- 1 – the least # score required in each of the six criteria
Learning Activity 3:
The Rubric in Application

Entire Group
OUR GOAL

Determine how well they align with each criteria
What is here?
What is missing?
Discussion about all.
DETERMINING COMPLETENESS

• Are all required documents included?
  • Organize the portfolio elements in a way that makes sense to you.
  • If applicable, what is missing?
FULFILLMENT OF CRITERIA

- Does the documentation fulfill the criteria?
- How should it be scored?
- What is your rationale for scoring the components?
COMPARING INDIVIDUAL AND GROUP RATINGS

• Find consensus as a group on portfolio ratings
• Compare them to your individual scores
• Have you changed your mind on any ratings?
COMPARING OUR RATINGS AGAINST THE ORIGINAL ASSESSOR’S

• How do the original assessor’s ratings compare to your individual and the group ratings?
• What do you agree and disagree on?
• Did this exercise cause you to change any of your ratings?
What should you do if a portfolio is incomplete?
Your institution may have policies and procedures to follow. Do you know what they are?
ADDRESSING CHANGES/RESUBMISSION

• Some omissions/changes may be rectified by requesting minor improvements/documents
• What are your institution’s policies and procedures?
Learning Activity 4:

The Rubric in Application II

Small Groups
OUR GOAL

1. Review one portfolio in small groups
2. Determine how well it aligns with each criteria
IDENTIFY COMPONENTS

• What components does this portfolio have?
IDENTIFY RELEVANT COMPONENTS

• Identify which portfolio components will be examined
• Sort out unneeded documents
• Organize the components you will use
PORTFOLIO COMPLETENESS

- Does it look complete?
- Is anything missing?
- Identify what is needed, if anything
ALIGNMENT TO CRITERIA

• Where each component fits
• How well it aligns with learning outcomes
REVIEW AND SCORE

• Components:
  • Show clear evidence of mastery of course learning outcomes & competencies
  • Align with Rubric expectations
BORDERLINE/INCOMPLETE PORTFOLIOS

- Responding to portfolios that need more work
  - Within your institution’s policies/procedures, adequately communicate to student what is needed.
  - Writing clear rationales assists with the request/resubmission process.
ORIGINAl ASSESSOR’S SCORes

- Review original ratings
- Do their rationales provide more insight?
- Would they provide impetus to change your scores?
Learning Activity 5:

The Rubric in Application III

Pairs
1. Review one portfolio in pairs
2. Determine how well it aligns with each criteria
Identify which portfolio components will be examined
• Are there documents that are not relevant?
• Organize the components to be assessed
PORTFOLIO COMPLETENESS

• Does it look complete?
• Is anything missing?
• If so, what?
ALIGNMENT TO CRITERIA

- Where does each component fit within the six criteria?
- How well does it align with learning outcomes?
REVIEW AND SCORE

• Do the Components:
  • Show clear evidence of mastery of course learning outcomes & competencies?
  • Align with Rubric expectations?
BORDERLINE/INCOMPLETE PORTFOLIOS

- Were there any borderline scores?
- How will you deal with this?
Review original assessor’s ratings
Do you agree with their rationales for scoring?
Based on these, will you change your scores?
Learning Activity 6: Facilitating a Workshop

Pairs: Role-playing
OUR GOAL

• To prepare you to facilitate a training session on your campus.
THE FACILITATOR’S MANUAL

- Follows same format as Participant manual
- More information to assist in leading a workshop
Manual “Key”: Provides overview and visual cues

Icons indicate the modes of presentation and learning.

Each learning activity has an Overview.

The Learning Objectives for the learning activity are stated.

Instructions and notes to the facilitator are in **boldface**.

Facilitator script is in normal type.

**Facilitator script and instructions are in the left-hand column of each page.**

**Thumbnails of the corresponding slides are in the right-hand column.**

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**Learning Activity 2: Rubric Concepts Review**

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

**Learning Objectives:**

Upon completion the Participant will:

- Name and understand the 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.

**Step 1: Rubric Introduction**

Direct participants to locate the first learning activity in their manuals.

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 PEA Portfolio Rubric was introduced. It can be difficult to score portfolios
KEY

Icons: Indicate modes and materials

- Participant's Guide
- Rubric
- Online/Computer
- Portfolio/s
- Time
- Learn/Evaluate
- Questions/Reflection

- PowerPoint
- General Materials
- Documents
- Prepare/Setup
- Individual
- Small Group
- Large Group
Learning Activities:
Descriptive headings are numbered

Learning Activity 2: Rubric Concepts Review
KEY

**Format:** Indicates large to small group activity

<table>
<thead>
<tr>
<th>Format:</th>
<th>Entire participant group</th>
</tr>
</thead>
</table>
**Time:**
Estimates time needed to complete an activity

- **Time:** 30-45 minutes
KEY

Materials:
List of what you will need for the activity
**Portfolio Components:**
Lists the name of the portfolio or components to be used

**Portfolio Components used:** General portfolio categories, no specific portfolio
**KEY**

**PowerPoint:**
Lists the name of the PowerPoint to be used

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![PowerPoint Icon]</td>
<td><strong>PowerPoint:</strong> #2</td>
</tr>
</tbody>
</table>
Overview: List of what will be covered

Overview:

- **Present concepts**: Prior knowledge/Remembering (including online introductory module).
- **Big picture**: Why use consistency, concepts, verbiage/terms.
Learning Objectives:
LO’s for that activity

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
Narration/Instructions: Separated into two columns

<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>

Learning Activity 2:
Rubric Concepts Review
Entire Group
Script:
Text that facilitator will say. Boldface indicates instructions and normal type is to be read out loud.

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.
Slide:
Column on right contains thumbnails of associated slides
Consistent Organization:
For each Learning Activity
QUESTIONS?
ROLE PLAYING ACTIVITY A

- Work in pairs
- Take turns as Facilitator using Activity #5
- Portfolio Evaluation List can be used as reference
- Main facilitator will circulate to assist you and answer questions
WRAPPING UP ACTIVITY A

• Discuss and review
• Questions and comments
• How may we improve on this activity?
ROLE PLAYING ACTIVITY B

- Work in pairs
- Switch roles and use Activity #5
- Portfolio Evaluation List can be used as reference
- Main facilitator will circulate to assist you and answer questions
WRAPPING UP ACTIVITY B

- Discuss and review
- Questions and comments
- How may we improve on this activity?
Learning Activity 7:

Workshop Wrap Up

Entire Group
LET’S REVIEW THE MAIN POINTS

You have accomplished the following:

• **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 on 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
FINAL QUESTIONS?

This is the time to ask remaining questions you may have
Final Activity 8:

Workshop Evaluation & Post test

Individually
POST TEST

Three-part assessment
1. Workshop evaluation
2. Rubric knowledge
3. Portfolio evaluation
WHAT YOU’LL NEED

Link to assessment: (Link here)

- Computer
- Link to assessment
- Rubric,
- Portfolio (name/number here)
- Portfolio evaluation list
THANKS!

Any questions?

Remember to take both manuals with you once you’ve completed the assessments.
This workforce solution was funded by a grant awarded by the U.S Department of Labor’s Employment and Training Administration. The solution was created by the grantee and does not necessarily reflect the official position of the U.S Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership.

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