

Rubric for Portfolio-Based Assessment of Prior Learning: 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.

Each portfolio should be assessed on five criteria:

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.

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, 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.

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.

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.)

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 no errors in spelling, grammar and punctuation.

The student should be scored on each criterion, based on the following ratings scale:

- 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 score for a successful (i.e., passing) portfolio is 10, with a score of at least 2 in each of the initial three assessment criteria (i.e., Sources of Learning, Demonstration of Learning, & Mastering Knowledge & Skills).

Course Number:

Date Submitted:

Criteria	Does not meet expectations (0)	Partially meets expectations (1)	Meets expectations (2)	Exceeds expectations (3)	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	
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 no 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 10, with a score of at least 2 in each of the initial three assessment criteria (i.e., Sources of Learning, Demonstration of Learning, & Mastering Knowledge & Skills).				TOTAL:

Explanation of Rubric Scoring