

<b>Student:</b>	<b>Student ID:</b>	<b>Course Assessed:</b>	
<b>Faculty Assessor:</b>	<b>Faculty Assessor Signature:</b>	<b>Date:</b>	<b>Grade:</b>

**CREDIT FOR PRIOR LEARNING PORTFOLIO ASSESSMENT RUBRIC**

Course Student Learning Outcomes

1. List Outcomes Here
- 2.
- 3.

Course Objective	Evidence to be Provided	Information demonstrated in Project Portfolio and/or personal interviews
1. Add rows as needed		
2.		
3.		
4.		
5.		

## I. PORTFOLIO RUBRIC

Criteria:	Longer Description:	Maximum Points per Criterion
<p><b>Criterion #1:</b></p> <p>Examine and compose evidence of learning</p>	<p>The portfolio demonstrates critical thinking, high level communication skills, is well organized, coherent, and includes college level thinking, writing, and/or speaking.</p> <p>The student integrates each of the objectives in the course outline of record throughout the portfolio and emphasizes student-learning outcomes in the opening and closing statements of the portfolio.</p>	<p><b>40</b></p>
<p><b>Criterion #2:</b></p> <p>Identify, discuss, and apply learning</p>	<p>Artifacts, exhibits, and other relevant documentation provide evidence of learning.</p> <p>Applied learning could be demonstrated in various ways to include but not be limited to an interview, college level MLA, APA, or Chicago style report; a hands-on skills demonstration format, an exhibit or show.</p>	<p><b>30</b></p>
<p><b>Criterion #3:</b></p> <p>Describe and reflect learning</p>	<p>The student is able to integrate into the portfolio a reflective narrative that contextualizes their learning as it relates to the field of study.</p>	<p><b>30</b></p>

## II. RUBRIC and MASTERY LEVEL: Includes three essential criteria (down) for determining the level of mastery (across).

Category	A, Superior	B, Good	C, Satisfactory	D, Less than Satisfactory	F, Failing
<p>1. Examine and Compose evidence of learning</p>	<p>The portfolio is well organized with all learning outcomes and course objectives integrated throughout. Written and/or oral communication is composed at a high level demonstrating critical thinking, with minimal grammatical errors; proper citations (i.e., MLA, APA, Chicago) are used.</p>	<p>The portfolio is organized with all learning outcomes and the majority of course objectives integrated throughout. Written and/or oral communication is composed at a high level demonstrating good critical thinking skills, but missing analysis, synthesis, or evaluation with minor grammatical errors; proper citations (i.e., MLA, APA, Chicago) are used.</p>	<p>The portfolio is organized with all learning outcomes and at least half of the course objectives integrated throughout. Written and/or oral communication is composed at a high level demonstrating some critical thinking skills, but missing more than one area of analysis, synthesis, and evaluation with some grammatical errors; proper citations (i.e., MLA, APA, Chicago) are used.</p>	<p>The portfolio lacks organization, has insufficient learning outcomes integration and the majority of the course objectives are not integrated throughout. Written and/or oral communication is not composed at a high level and lacks skills in analysis, synthesis, and evaluation with some grammatical errors at an unsatisfactory level and improper use of citations (i.e., MLA, APA, Chicago).</p>	<p>The portfolio is not organized with no evidence of learning outcomes and objectives integrated throughout. Written and/or oral communication is not composed at a high level and critical thinking skills in analysis, synthesis, and evaluation are missing, with major grammatical errors and no use of citations (i.e., MLA, APA, Chicago).</p>

<p>2. Identify, discuss, and apply learning</p>	<p>The student provided documentation and detailed descriptions of the learning experiences related to each learning outcome demonstrating mastery of the knowledge and skills gained from the course outcomes and provided concrete examples of their application.</p>	<p>The student provided documentation and descriptions of the learning experiences related to each learning outcome demonstrating mastery of the knowledge and skills gained from the course outcomes and provided sound examples of their application.</p>	<p>The student provided satisfactory documentation and descriptions of the learning experiences related to the majority of the learning outcomes demonstrating acquisition of the knowledge and skills gained from the course outcomes with sufficient examples of their application.</p>	<p>The student provided inadequate documentation and descriptions of the learning experiences related to the learning outcomes demonstrating limited knowledge and skills gained from the course outcomes.</p>	<p>The student did not provide documentation and descriptions of the learning experiences related to the learning outcomes demonstrating no knowledge and skills gained from the course outcomes.</p>
<p>3. Describe and reflect learning</p>	<p>The student described in detail an understanding of the learning outcomes with an in depth reflection of how prior learning experience is related to each outcome and provided concrete examples.</p>	<p>The student described a sound understanding of the learning outcomes and reflected upon how prior learning experiences are related to the majority of the outcomes and provided examples that were mapped to the outcomes.</p>	<p>The student described a basic understanding of the learning outcomes and included minimal reflection of prior learning experience related to the majority of the outcomes and provided examples.</p>	<p>The student provided described the learning outcomes but provided inadequate understanding of the learning outcomes and provided minimal reflection of prior learning experience related to the learning outcomes and provided minimal examples.</p>	<p>The student did not provide a description and understanding of the learning outcomes and did not reflect prior learning experience related to the outcomes and provided no examples.</p>