

Credit for Prior Learning Portfolio Assessment Rubric

Student Name:

ID#

Course#

Course Title:

Credit Hours:

Evaluator:

Date:

Recommendation:

Signature:

Item Inventory:

Title Page (with note of submission)?

Statement of Authenticity?

Syllabus /Learning objectives?

Contact the CPL coordinator if the Item Inventory contains Items that are not as expected!

Focused Autobiography		
Analytical essay:		
- Concrete Experience		
- Reflective Observation		
- Abstract Conceptualization	X2	
- Active Experimentation	X2	
Writing:		
Evidence:	X2	
	Total	
Course Specific Evidence: (optional - only if required)		

Scoring Guide:
0 = Does not meet criteria -U level work (Graduate D & U)
6 = Does not meet criteria, D level work (Graduate C)
7 = Meets criteria (C level work - Graduate B)
8 = Exceeds criteria (A & B level work - Graduate A)

Must score at least 70 out of 80 (and pass the specific evidence -if applicable) to receive credit

Evaluator Comments: Provide any feedback for the student, and explain why the portfolio should be accepted. Specifically explain any fails to meet criteria that are assigned. Evaluators should point out any concerns about the student taking courses, which build on this course. May use additional sheet if needed.

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Does not meet criteria-U level	Does not meet criteria, D level=6	Meets criteria =7	Exceeds criteria =8
Focused Autobiography: Tells the real world settings in which the learner had contact with the material discussed in the Analytical essay.			
The autobiography fails to present the life history in a fashion that shows where the experience was obtained.	The autobiography presents the life history in a fashion that leaves questions about when, where, and how the experience was obtained.	The autobiography provides the background information to see when, where, and how learning occurred.	In addition to showing the background in which learning occurred, the essay explains why learning occurred and the role of the learning in the learner's future life.
Analytical essay:			
- Concrete Experience: Essay articulates a specific experience(s).			
The essay fails to provide relevant experience for a significant* amount of the course LO's.	The essay description presents excessive non-relevant material with the relevant experience. Or the essay fails to provide relevant experience for some* of the course LO's.	The essay clearly describes an experience(s) relevant to the topic and that experience connects with the reflection. <i>For some* LO's [generally a very specific outcome] an admission of first encounter and how they have remedied that lack should be accepted.</i>	All learning objectives have specific and relevant experiences presented that flow into the reflections
- Reflective Observation: Essay articulates thinking about the event after it occurred.			
The essay repeats the experience without adding thought. Or, the essay fails to note thinking about a significant* amount of LO's.	The essay fails to provide a reflection on the experience for some* of the course LO's. Or, the thinking presented is all the thinking of other individuals.	The essay explains what thinking about the experience occurred. When appropriate to the course the essay includes attention to feelings.	Essay moves beyond thinking about the experience to include clear connections in events, development of patterns, or judgements of what worked or did not work in the experience.
- Abstract Conceptualization: Essay articulates a structured explanation for a specific aspect of life developed from reflection and connects the explanation with other knowledge.			
For a significant* amount of LO's, the essay fails to present an explanation. Or, the essay fails to connect the explanation developed with the course LO. - Portfolio will Fail	For some* of the course LO's, the essay fails to show how the explanation came from the experience. Or the essay fails to show that the explanation moves beyond just a personal reflection.	Essay presents explanations that flow from the observations. Essay connects who and/or what helped reach the explanations. Essay articulates explanations and /or products in a manner that	Essay presents explanations and or products that show learning of course learning objectives, and places those personal explanations into the appropriate academic language.
			X2

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	Or the essay fails to demonstrates fully meeting the LO.	demonstrates acquisition of the course learning outcomes.	
- Active Experimentation: Essay discusses how the explanation was (or could be) applied in a new experience.			X2
For a significant* amount of LO's, the essay does not address how the explanations were or could be used in other settings. - Portfolio will Fail	For some* of the course LO's, the essay fails to show how the explanations were or could be used in other settings.	Essay explains how the explanation developed could be used elsewhere. Or, the essay shows how the explanation can be used to anticipate future events.	The essay shows how the explanation was applied to other contexts [in the same setting at a later time counts] and the outcome [starting the model over] or discusses how it could be/ have been used and the differences that likely would have made.
Writing: The essay meets expectation for a college course. (Considering course level)			
Essay is not acceptable college level writing.	Essay represents acceptable writing with many style issues. Or the essay represents marginal college level writing.	-Essay contains few variations from the required style -Essay demonstrates acceptable writing for the level of the course.	-Essay follows style requirements -Essay demonstrates above average writing for the level of course
Evidence: Sufficient evidence is documented to substantiate the experience related is the experience of the learner (at least observed) All documentation is appropriately referenced in the autobiography and/or Evidence Essay			X2
Evidence presented is insufficient or not organized in a manner to conclude the learner produced the work and/or described experience. - Portfolio will Fail	Evidence suggests the work and the experience described are the work of the learner, but the organization and referencing need work.	Evidence is well organized, clearly referenced at appropriate points in the essay, and shows the experience and/ or materials used to show meeting course learning outcomes were the product of the learner.	The presentation of the evidence moves beyond just referencing and clearly explains the documents and what they demonstrate.
Must score at least 70 (and pass the specific evidence if applicable) to receive credit			Total
Course Specific Evidence meets course requirements: (optional - only if required)			
Fails to demonstrate an adequate understanding of and ability to use course material. - Portfolio will Fail	Must meet or exceed criteria	Demonstrates an adequate understanding of and ability to use course material.	Demonstrates an above average understanding of and ability to use course material.

*Some = the amount of the course grade/content these LO's represent is less than approximately 40%. A student doing poorly on this amount of work would still receive a grade of C or better.

*Significant = the amount of the course grade/content these LO's represent is more than approximately 40%. A student doing poorly on this amount of work would receive a grade below C.

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Updated 6/13/18