Student:	Student ID:	Course Assessed:	
Content Expert Faculty:	Content Expert Faculty Signature:	Date:	Points:



## CREDIT FOR PRIOR LEARNING PORTFOLIO ASSESSMENT RUBRIC

## I. PORTFOLIO RUBRIC

Criteria:	Longer Description:	Maximum Points per Criterion 40	
Criterion #1:	The portfolio demonstrates critical thinking, high level		
	communication skills, is well organized, coherent, and includes		
Examine and compose evidence of learning	college level thinking, writing, and/or speaking.	Points:	
	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.		
Criterion #2:	Artifacts, exhibits, and other relevant documentation provide	30	
	evidence of learning.		
Identify, discuss, and apply learning		Points:	
	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.		
Criterion #3:	The student is able to integrate into the portfolio a reflective	30	
	narrative that contextualizes their learning as it relates to the field	Points:	
Describe and reflect learning	of study.		

Adapted from: Council for Adult and Experiential Learning, Learning Counts Portfolio Assessment Rubric (2019)

Adapted from: Zane State College Rubric for Portfolio Based Credit, PLA with a Purpose Network, Ohio Department of Higher Education (2016)

https://my.zanestate.edu/ICS/icsfs/PLA\_Rubric\_for\_Portfolio\_Based\_Credit\_\_\_Portfolio\_.pdf?target=1bca6e28-2925-436b-8869-78076da1843d

## 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
1. Examine and	The portfolio is well	The portfolio is organized	The portfolio is organized	The portfolio lacks	The portfolio is not
Compose	organized with all learning	with all learning outcomes	with all learning outcomes	organization, has insufficient	organized with no evidence
evidence of	outcomes and course	and the majority of course	and at least half of the	learning outcomes	of learning outcomes and
learning	objectives integrated	objectives integrated	course objectives integrated	integration and the majority	objectives integrated
	throughout. Written	throughout. Written	throughout. Written and/or	of the course objectives are	throughout. Written and/or
	and/or oral communication	and/or oral	oral communication is	not integrated throughout.	oral communication is not
	is composed at a high level	communication is	composed at a high level	Written and/or oral	composed at a high level
	demonstrating critical	composed at a high level	demonstrating some critical	communication is not	and critical thinking skills in
	thinking, with minimal	demonstrating good	thinking skills, but missing	composed at a high level and	analysis, synthesis, and
	grammatical errors; proper	critical thinking skills, but	more than one area of	lacks skills in analysis,	evaluation are missing, with
	citations (i.e., MLA, APA,	missing analysis, synthesis,	analysis, synthesis, and	synthesis, and evaluation	major grammatical errors
	Chicago) are used.	or evaluation with minor	evaluation with some	with some grammatical	and no use of citations (i.e.,
		grammatical errors; proper	grammatical errors; proper	errors at an unsatisfactory	MLA, APA, Chicago.
		citations (i.e., MLA, APA,	citations (i.e., MLA, APA,	level and improper use of	
		Chicago) are used.	Chicago) are used.	citations (i.e., MLA, APA,	
				Chicago).	
2. Identify,	The student provided	The student provided	The student provided	The student provided	The student did not provide
discuss, and	documentation and	documentation and	satisfactory documentation	inadequate documentation	documentation and
apply learning	detailed descriptions of the	descriptions of the	and descriptions of the	and descriptions of the	descriptions of the learning
	learning experiences	learning experiences	learning experiences related	learning experiences related	experiences related to the
	related to each learning	related to each learning	to the majority of the	to the learning outcomes	learning outcomes
	outcome	outcome	learning outcomes	demonstrating limited	demonstrating no
	demonstrating mastery of	demonstrating mastery of	demonstrating acquisition of	knowledge and skills gained	knowledge and skills gained
	the knowledge and skills	the knowledge and skills	the knowledge and skills	from the course outcomes.	from the course outcomes.
	gained from the course	gained from the course	gained from the course		
	outcomes and provided	outcomes and provided	outcomes with sufficient		
	concrete examples of their	sound examples of their	examples of their		
	application.	application.	application.		
3. Describe and	The student described in	The student described a	The student described a	The student provided	The student did not provide
reflect	detail an understanding of	sound understanding of	basic understanding of the	described the learning	a description and
learning	the learning outcomes with	the learning outcomes and	learning outcomes and	outcomes but provided	understanding of the
	an in depth reflection of	reflected upon how prior	included minimal reflection	inadequate understanding of	learning outcomes and did
	how prior learning	learning experiences are	of prior learning experience	the learning outcomes and	not reflect prior learning
	experience is related to	related to the majority of	related to the majority of	provided minimal reflection	experience related to the
	each outcome and	the outcomes and	the outcomes and provided	of prior learning experience	outcomes and provided no
	provided concrete	provided examples that	examples.	related to the learning	examples.
	examples.	were mapped to the	-	outcomes and provided	
		outcomes.		minimal examples.	