

Andrews University Portfolio Assessment Rubric

CATEGORY	CRITERIA	SCORE SCALE			
Preparation Notes: <ul style="list-style-type: none"> Students must have emailed approval from their 1) academic advisor and the 2) Prior Learning Director, College Dean, or Chair of the department offering the class before preparing a portfolio for prior learning assessment. The syllabus and all supporting documents referenced in the learning narrative are saved to a google folder shared allowing anyone with the link to review. The Prior Learning Director is available to coach portfolio preparation, train faculty evaluators, and track the process. 		Does not meet requirements	Partially meets requirements	Meets requirements	Exceeds requirements
Outcomes Identified & Addressed	Narrative and linked documentation demonstrate achievement of the challenged course outcomes (in the syllabus) at a passing level (70% for undergrad, 80% for grad level)	1	2	3	4
Learning from Experience	Student articulates learning through work and life experience or personal study, citing personal examples with one or more forms of evidence for each of the challenged courses' SLOs.	1	2	3	4
Understanding of Theory & Practice	Student relates learning to broader concepts and theories, using the discipline-appropriate referencing style (APA, MLA, etc.) to cite at least three relevant scholarly resources.	1	2	3	4
Reflexive Learning	Student demonstrates ability to apply discipline-specific theory to life experiences using appropriate life and work experiential learning as examples.	1	2	3	4
Learning Application	Student describes applying learning to other contexts, as evidenced through specific examples. Student includes references to how knowledge and skills in the class have been transferred.	1	2	3	4
Communication	Written and/or oral communication is appropriate to the course level. Writing is focused, includes strong thesis statements, logically organized, with few syntactical errors.	1	2	3	4
Supporting Documentation	Student links to relevant artifacts that directly support achievement of course outcomes, and clearly describes the relevance of each included evidence in the learning narrative.	1	2	3	4
<p>EVALUATION. Read the learning narrative. Examine linked artifacts. Assess outcomes. A score of 21 or higher is entered as a Pass on the portfolio evaluation form.</p> <p>COMMENTS. Please write 2-3 sentences summarizing the quality of the learning narrative and documentation reviewed on the portfolio evaluation form (in email).</p>					

Learning Narrative Checklist

1. Your name, AU ID, course abbreviation, number and title and the word 'portfolio' head the first page.
2. The introduction outlines who you are, why you prepared this portfolio and lists the student learning outcomes for a specific course, including a link to a recent syllabus referenced.
3. Key concepts are discussed in well-formed paragraphs at level-appropriate depth and breadth.
4. The conclusion summarizes the significance of learning aligned to each course outcome and how this learning has impacted your life and work.
5. The essay is clearly organized with a section for each learning outcome in the order presented in the syllabus.
6. The narrative is typed in 12 Times New Roman or similar font, including page numbers, with 3 to 5 pages per credit.
7. Each paragraph has a topic or thesis sentence with additional sentences describing applicable LEARNING through experiences, observation, self-study, practice, and reflection.
8. Writing shows critical thinking and reflection on HOW you know you learned something, on how you used this learning, and the most valuable INSIGHTS gained from this learning aligned to the academic level of outcomes.
9. Writing uses terminology and connects principles, theories, and core concepts foundational to the course's outcomes.
10. Writing articulates how learning aligned to outcomes has been applied to personal and professional life.
11. Where books, audio, video or other learning sources (e.g. the current textbook) are referenced, the discipline-preferred academic referencing style is used and a reference list included after the conclusion. ([Purdue Online Writing Lab](#) has free, concise APA and MLA Guides.)
12. Explanations of supporting artifacts provide evidence for achieving the learning outcomes and are hyperlinked into the learning narrative (in brackets).
13. Careful editing of the final version has minimized punctuation, spelling, capitalization errors.
14. All artifacts and the learning narrative are saved in a google folder, shared so anyone with the link can view.
15. The link to the fully edited portfolio is emailed to the Prior Learning Director, noting it is ready for evaluation.

Portfolio Preparation and Assessment Steps

1. Portfolios may be submitted after the first completed semester at Andrews and before the last enrolled semester.
2. Get approval to prepare a portfolio from your academic advisor and Prior Learning Director or Chair of the department offering the course to be challenged by portfolio.
3. Use the learning narrative checklist (above) to guide preparation of the portfolio.
4. Share the portfolio google folder with the Prior Learning Director; update the portfolio considering the formative feedback provided within a week.
5. Email the link back to the Prior Learning Director after editing.
6. The Prior Learning Director facilitates assessment within 30 days and record entry within another 10 days.

Portfolio Grading

1. Faculty evaluate the portfolio using the portfolio assessment rubric (above) and course-specific rubrics.
2. A passing grade is awarded for evidence of learning aligned to the challenged course's student learning outcomes at a C or higher grade level for undergraduate and B or higher for graduate classes.
3. While the portfolio fee (including the recording fee and evaluator honorarium) is charged regardless of the evaluation decision, only passing grades are entered into the permanent student record. If failed, the evaluator may provide feedback with the option to resubmit once.
4. Portfolios with passing grades are reviewed by the College Dean prior to grade entry (with an EA code denoting credit for prior learning assessed) and the fee posting to the student account.

Learn More

Online: andrews.edu/distance/students/pla/portfolios.html

Email: Prior Learning Coordinator glynisb@andrews.edu or call: 269-471-3432