

## PORTFOLIOS

### Rubric for Assessing the Use of Portfolios for Assessing Program Learning Outcomes

<b>Criterion of Students' Task</b>	<b>Initial</b>	<b>Emerging</b>	<b>Developed</b>	<b>Highly Developed</b>
Valid Results	Instructions to students for portfolio development provide insufficient detail for them to know what faculty expect. Instructions may not identify outcomes to be addressed in the portfolio. It is not clear that valid evidence for each relevant outcome is collected and/or individual reviewers use idiosyncratic criteria to assess student work.	Students receive some written instructions for their portfolios, but they still have problems determining what is required of them and/or why they are compiling a portfolio. Appropriate evidence is collected for each outcome, and faculty have discussed relevant criteria for assessing each outcome.	Students receive written instructions that describe faculty expectations in detail and include the purpose of the portfolio, types of evidence to include, role of the reflective essay (if required), and format of the finished product. Appropriate evidence is collected for each outcome; faculty use explicit criteria, such as agreed-upon rubrics, to assess student attainment of each outcome. Rubrics are usually shared with students.	Students in the program understand the portfolio requirement and the rationale for it, and they view the portfolio as helping them develop self-assessment skills. Faculty may monitor the developing portfolio to provide formative feedback and/or advise individual students. Assessment criteria, e.g., in the form of rubrics, have been pilot-tested and refined over time; they are shared with students, and student may have helped develop them. Feedback from external reviewers has led to refinements in the assessment process. The department also uses external benchmarking data.
Reliable Results	Those who review student work are not calibrated to apply assessment criteria in the same way, and there are no checks for inter-rater reliability.	Reviewers are calibrated to apply assessment criteria in the same way or faculty routinely check for inter-rater reliability.	Reviewers are calibrated to apply assessment criteria in the same way, and faculty routinely check for inter-rater reliability.	Reviewers are calibrated; faculty routinely find that assessment data have high inter-rater reliability.
Results Are Used	Results for each outcome are collected, but they are not discussed among the faculty.	Results for each outcome are collected and discussed by the faculty, but results have not been used to improve the program.	Results for each outcome are collected, discussed by faculty, and used to improve the program.	Faculty routinely discuss results, plan needed changes, secure necessary resources, and implement changes. They may collaborate with others, such as librarians or Student Affairs professionals, to improve student learning. Students may also participate in discussions and/or receive feedback, either individual or in the aggregate. Follow-up studies confirm that changes have improved learning.
If e-Portfolios Are Used	There is no technical support for students or faculty to learn the software or to deal with problems.	There is informal or minimal formal support for students and faculty.	Formal technical support is readily available and proactively assists in learning the software and solving problems.	Support is readily available, proactive, and effective. Tech support personnel may also participate in refining the overall portfolio process.