Portfolio-Based Assessment Rubric Training

Ohio | Department of Higher Education

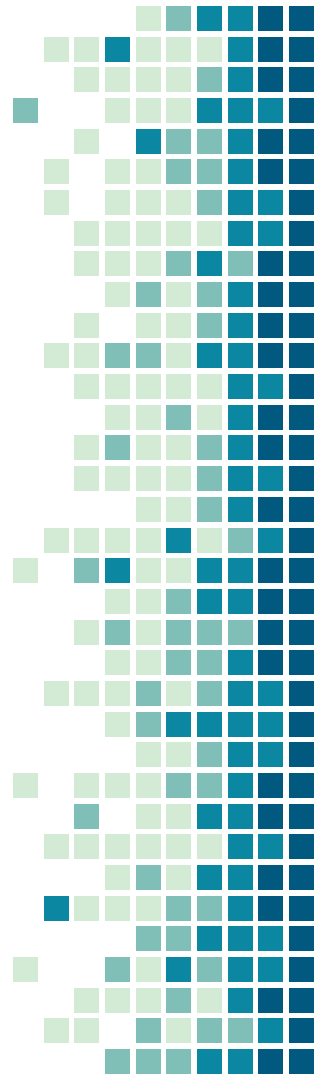OhioTechNet

Learning Activity 1:

Welcome & Introductions

Welcome & Introductions

Assessor Training: Learning Outcomes

- Describe a rubric and its use.

- Define and label the components of a rubric.

- Describe the structure of the Portfolio-based rubric.

- Identify the characteristics of effective portfolio review included in the Portfolio-based rubric.

• Discuss the rubric rating and scoring system.
- Interpret the individual rating components and associated rating scale.
- Practice applying the rubric grid on a sample portfolio.
- Examine and appraise a sample portfolio using the rubric.
- Evaluate and justify your review and scoring of a sample portfolio.

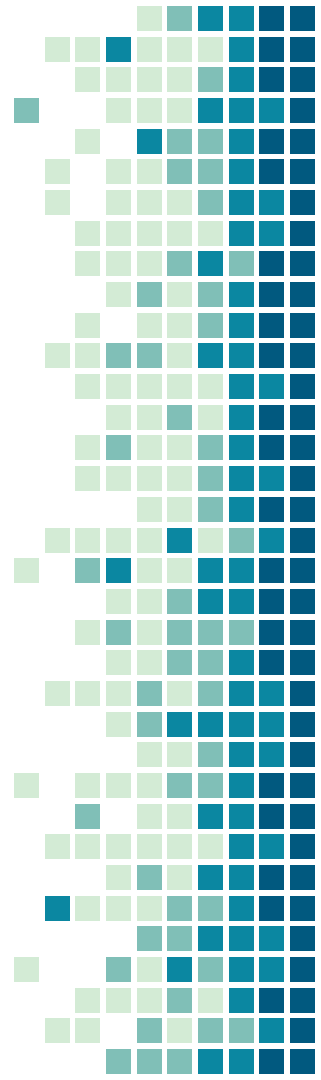# Facilitator Training: Learning Outcomes

- Describe a rubric and its use.

- Define and label the components of a rubric.

- In particular: Describe the structure of the Portfolio-based rubric.

- Identify the characteristics of effective portfolio review included in the Portfolio-based rubric.

- Discuss the rubric rating and scoring system.

- Interpret the individual rating components and associated rating scale.

- Practice applying the rubric grid on a sample portfolio.

- Examine and appraise a sample portfolio using the rubric.

- Evaluate and justify your review and scoring of a sample portfolio.

- Use the Facilitator's Manual and requisite materials and resources to lead workshops at their own institutions.

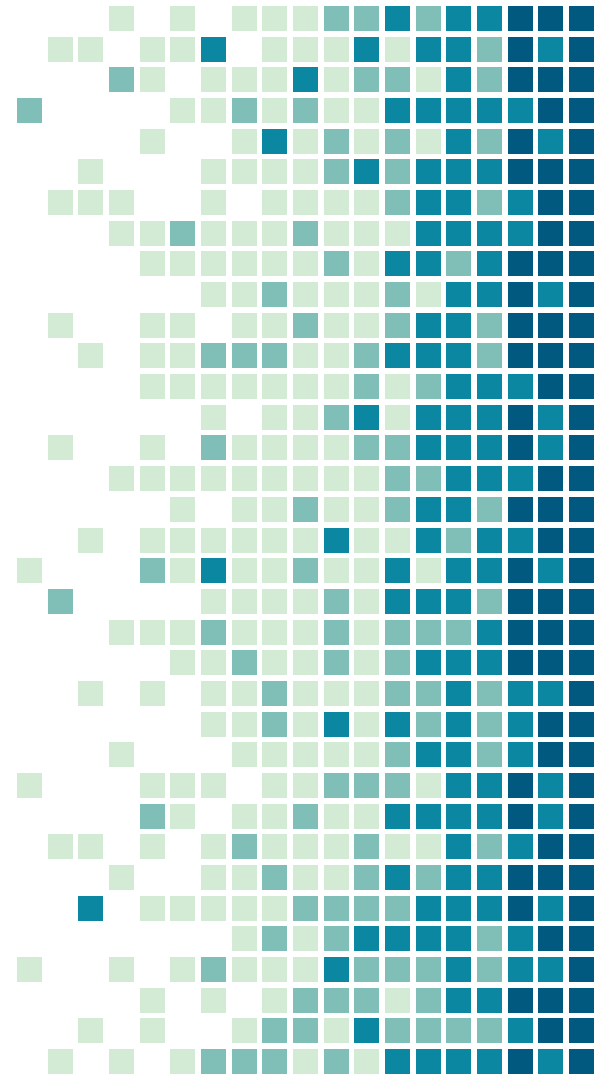- Apply and demonstrate the principles learned during their Facilitator's workshop.
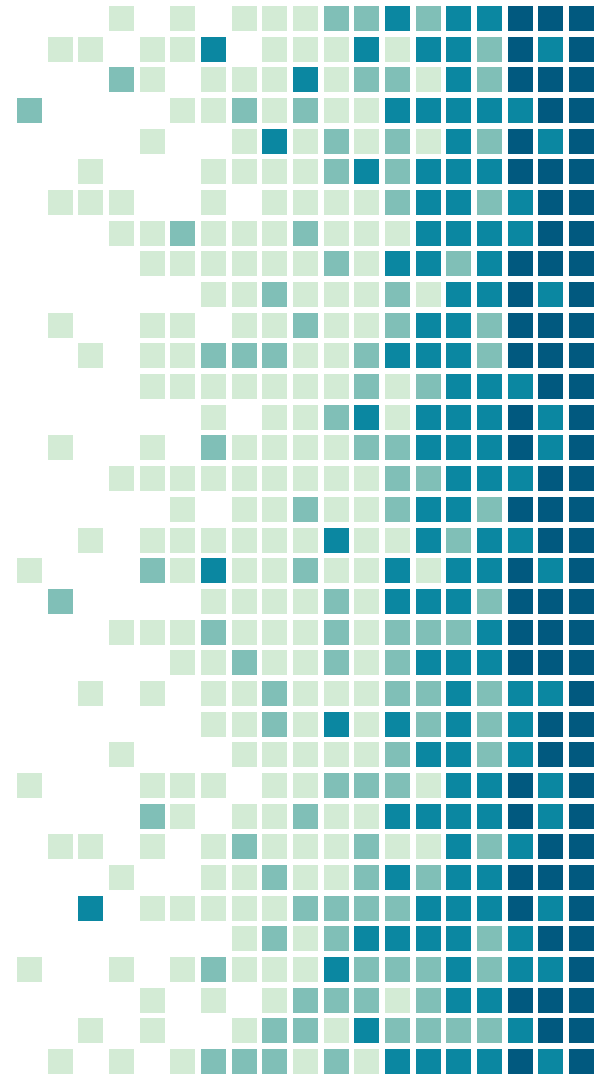
Online Component

Completed Prior to this Workshop
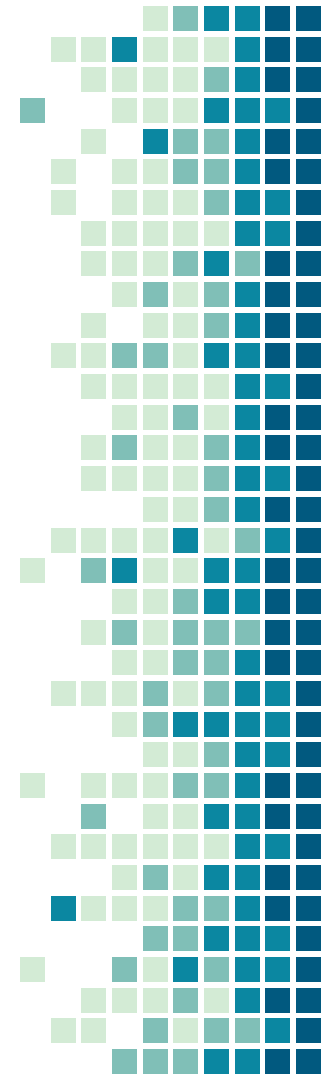
Pre-Test

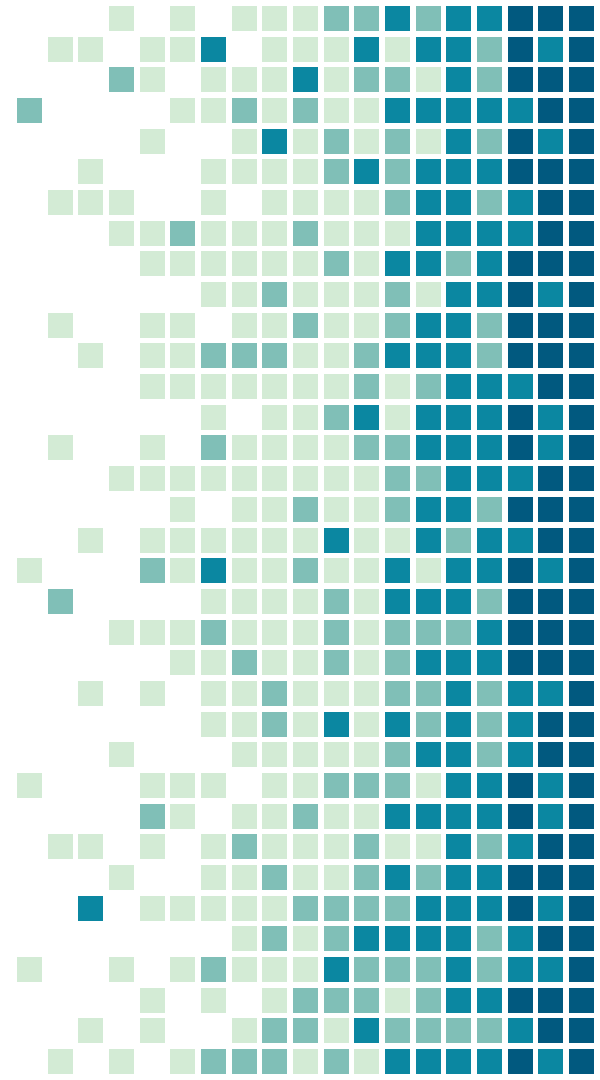# Participant's Manual

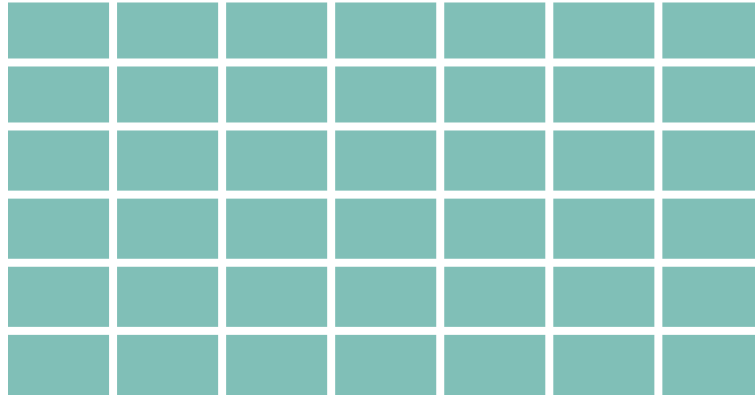# OHIO'S PLA RUBRIC

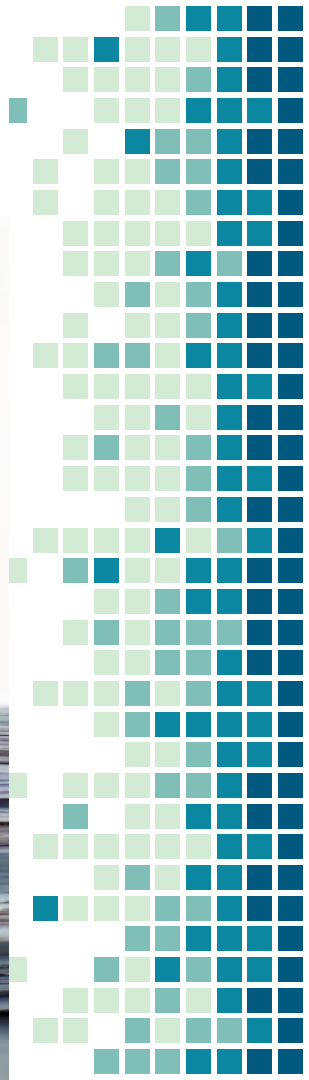- High Standards
- Consistency

Learning Activity 2:

Rubric Concepts Review

THE RUBRIC

CRITERIA AND SCORING

DOCUMENTATION

DOCUMENTATION

- Align with specific course objectives & learning outcomes
- Documents show specific & relevant:
  - Skills
  - Knowledge
  - Values
  - Attitudes
  - Understanding
  - Achievements
  - Experiences
  - Competencies
  - Training & Certifications

CRITERIA

CRITERIA

- Sources of Learning
- Demonstration of Learning
- Evidence of Learning
- Mastering Knowledge and Skills
- Reflection on Learning
- Presentation

CRITERIA   Sources of Learning

- Document learning experiences
- Relate the learning experiences to the stated course learning outcomes
- Examine and show how prior learning meets/fulfills the stated course outcomes
- Document and describe learning experiences
- Align past learning with the course learning outcomes

CRITERIA

Demonstration of Learning

Elements support course learning outcomes & field of study

- Training certificate
- Training record
- Transcript
- Work samples
- Business plan
- Publications
- Performance Reviews

- Photographs/videos /multimedia
- PowerPoint presentations
- Official documents of learning experiences

Kolb's Learning Cycle
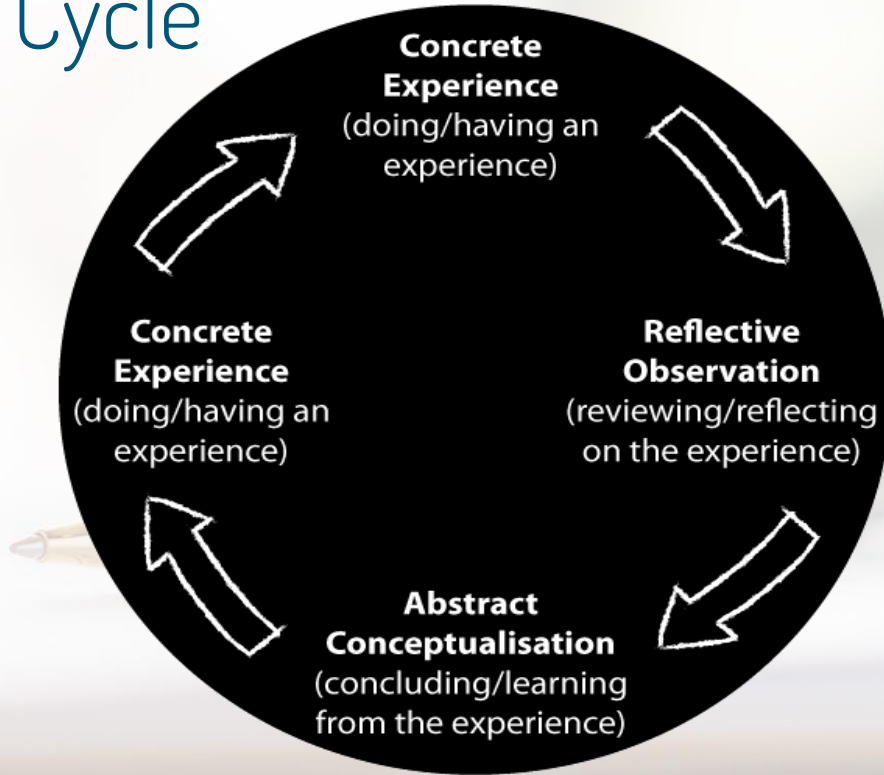
CRITERIA Mastering Knowledge & Skills

- Optimal length experiences that are concrete & specific
- Sustained application of knowledge & skills
- Knowledge application to varied learning & problem solution

CRITERIA   Reflection on Learning

- Self-evaluation and critical reflection application & articulation
- Ability to implement strategies
- Introspection & cognizance of concrete experience knowledge

CRITERIA Presentation

- Required documents included
- Clear & well organized
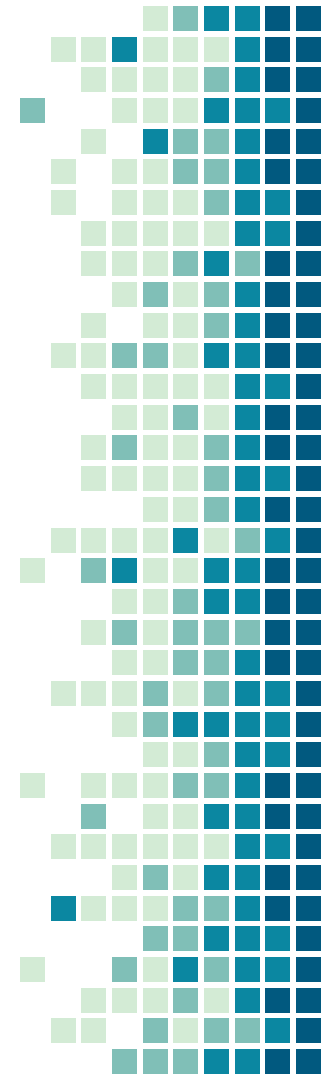- Quality of documentation (including grammar and spelling)
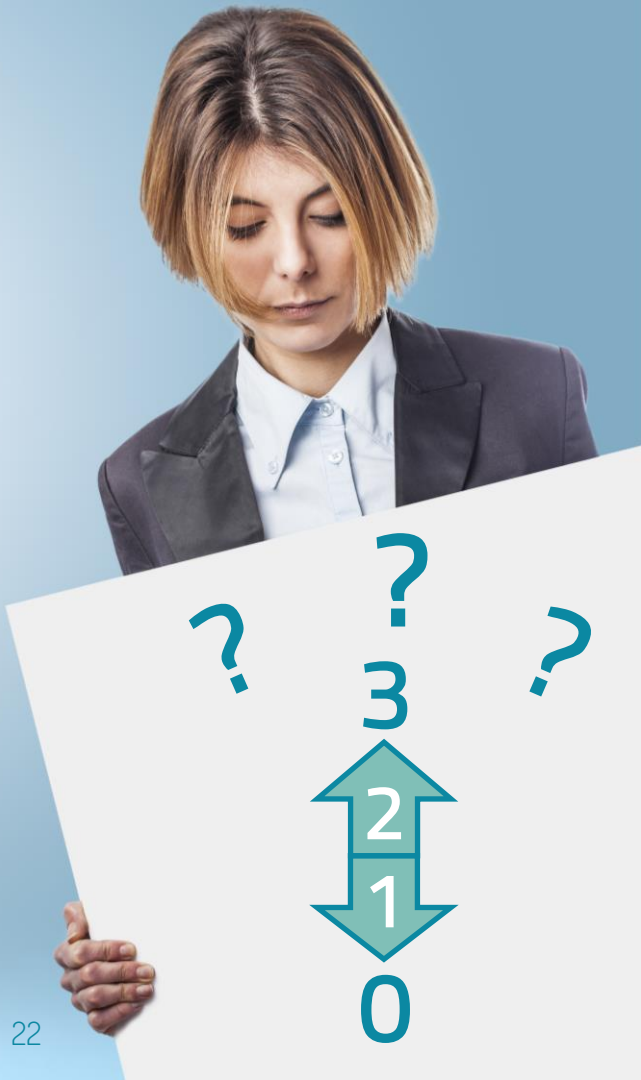
RATINGS & SCORING
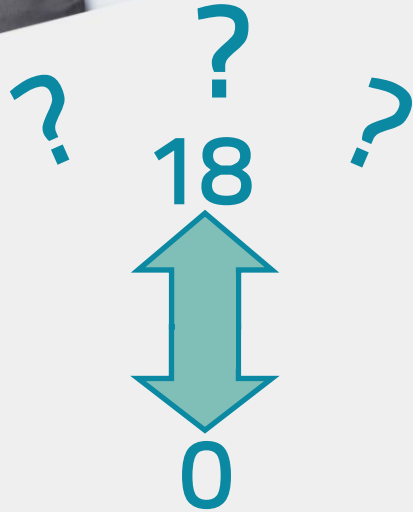
Ratings are between 0-3

- 0 - Does not meet
- 1 – Partially meets
- 2 – Meets
- 3 - Exceeds
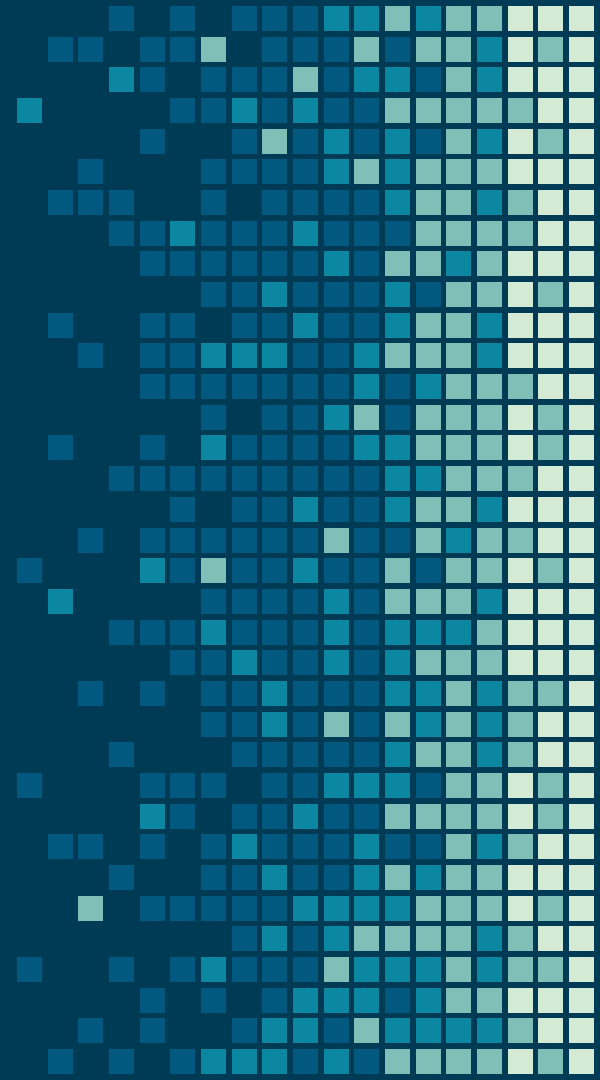
RATINGS & SCORING

Scoring runs between 0-18

- 12 – Recommended successful score
- 1 – the least # score required in each of the six criteria

Learning Activity 3:

The Rubric in Application

Entire Group

OUR GOAL

Determine how well they align with each criteria
What is here?
What is missing?
Discussion about all.

DETERMINING COMPLETENESS

- Are all required documents included?

  - Organize the portfolio elements in a way that makes sense to you.

- If applicable, what is missing?

FULFILLMENT OF CRITERIA

- Does the documentation fulfill the criteria?
- How should it be scored?
- What is your rationale for scoring the components?

COMPARING INDIVIDUAL AND GROUP RATINGS

- Find consensus as a group on portfolio ratings
- Compare them to your individual scores
- Have you changed your mind on any ratings?

COMPARING OUR RATINGS AGAINST THE ORIGINAL ASSESSOR'S

- How do the original assessor's ratings compare to your individual and the group ratings?
- What do you agree and disagree on?
- Did this exercise cause you to change any of your ratings?

BORDERLINE/INCOMPLETE PORTFOLIOS

- What should you do if a portfolio is incomplete?
- Your institution may have policies and procedures to follow. Do you know what they are?
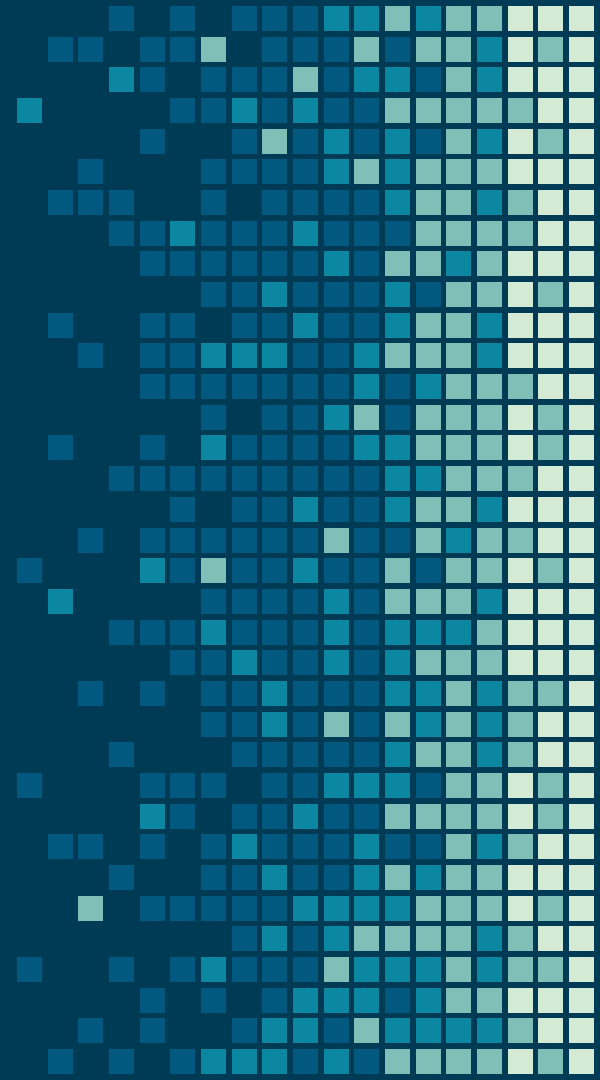
ADDRESSING CHANGES/RESUBMISSION

- Some omissions/changes may be rectified by requesting minor improvements/documents
- What are your institution's policies and procedures?

Learning Activity 4:
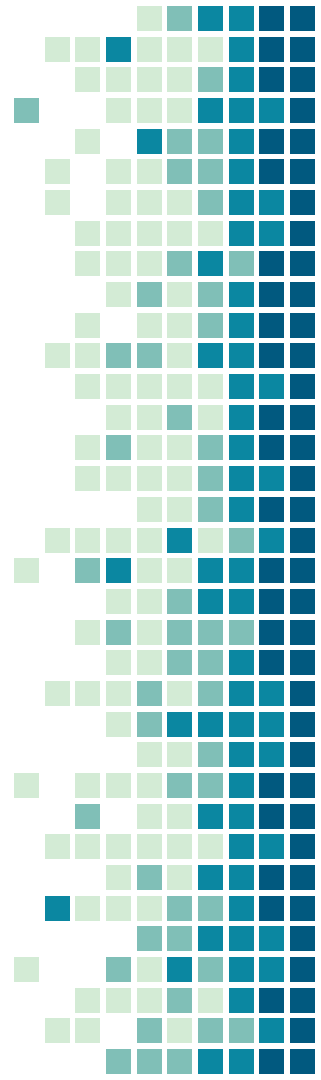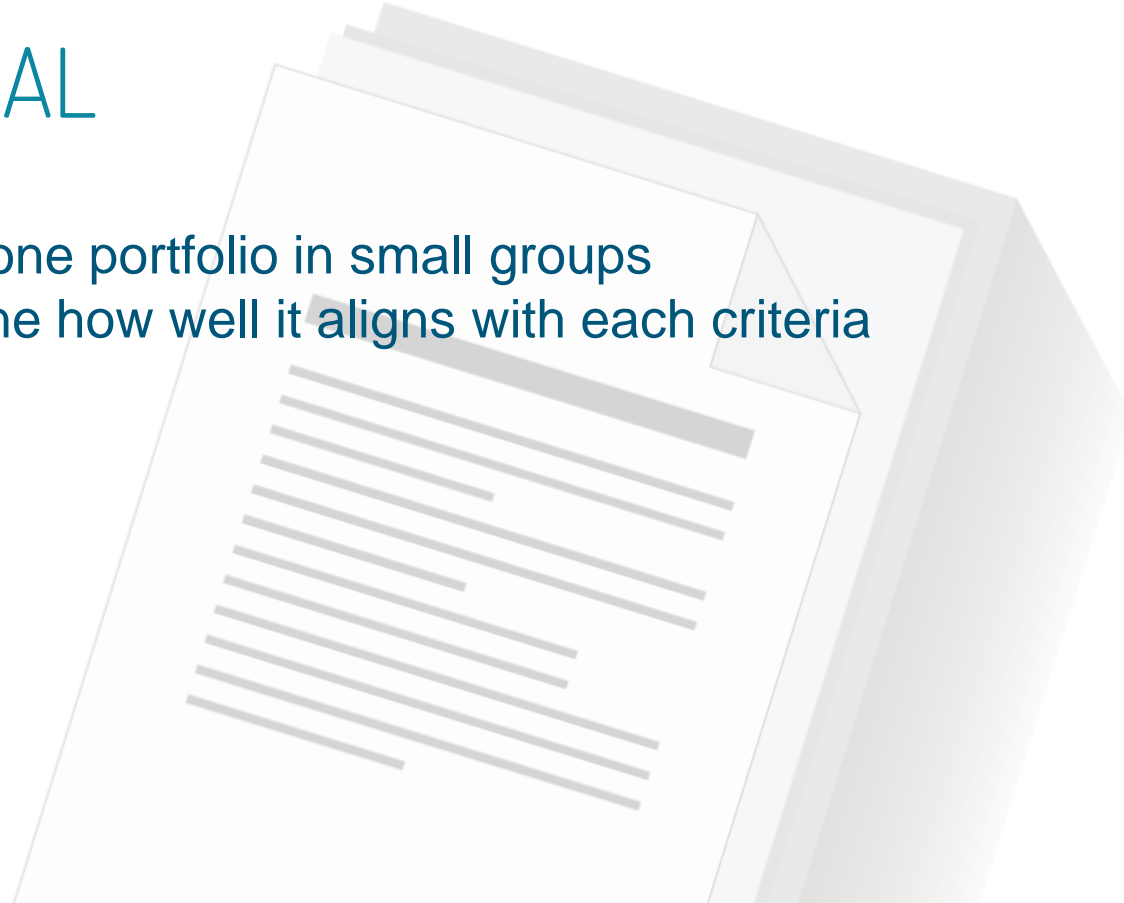
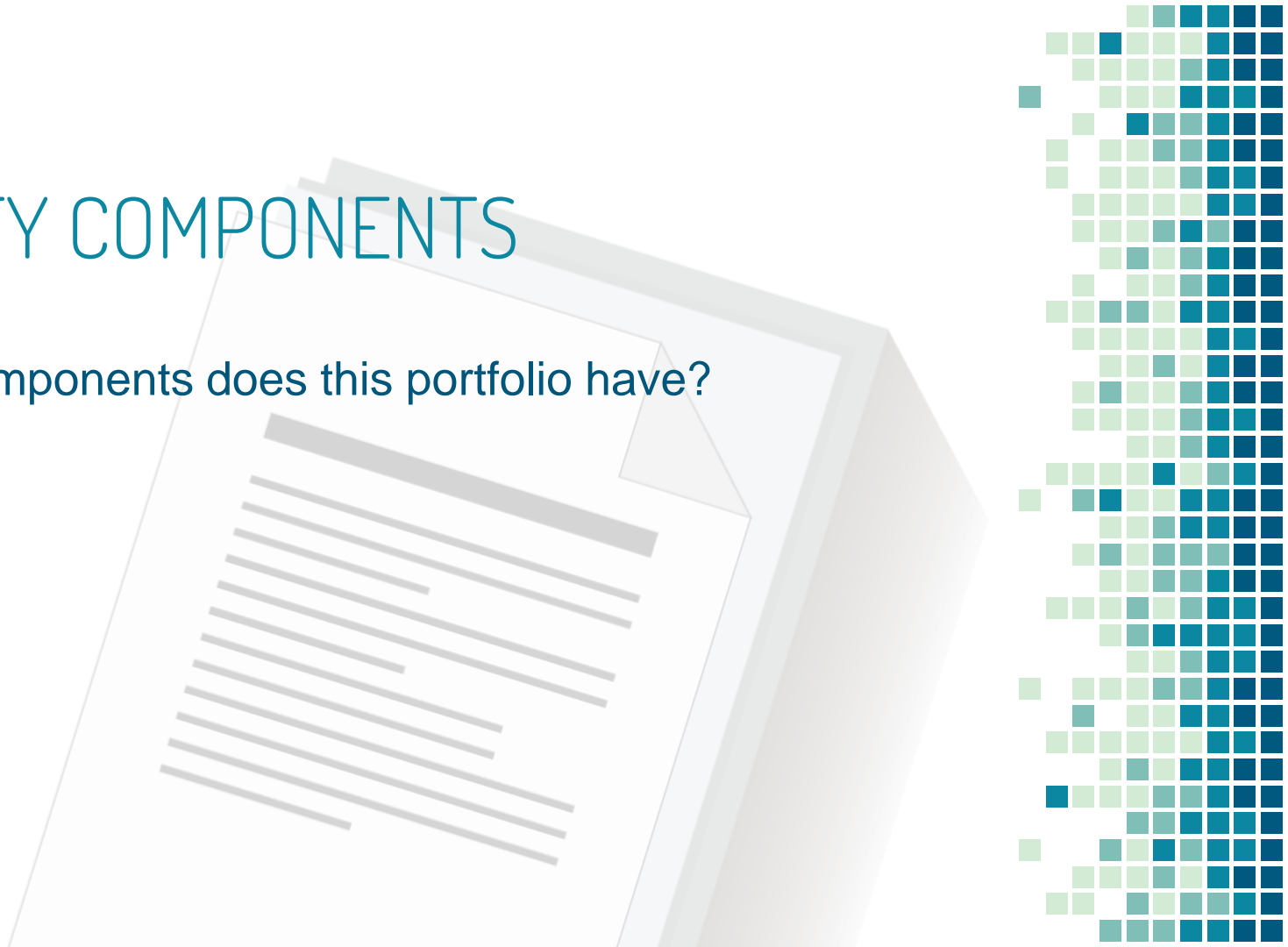## The Rubric in Application II

Small Groups

OUR GOAL

1. Review one portfolio in small groups
2. Determine how well it aligns with each criteria

IDENTIFY COMPONENTS

- What components does this portfolio have?
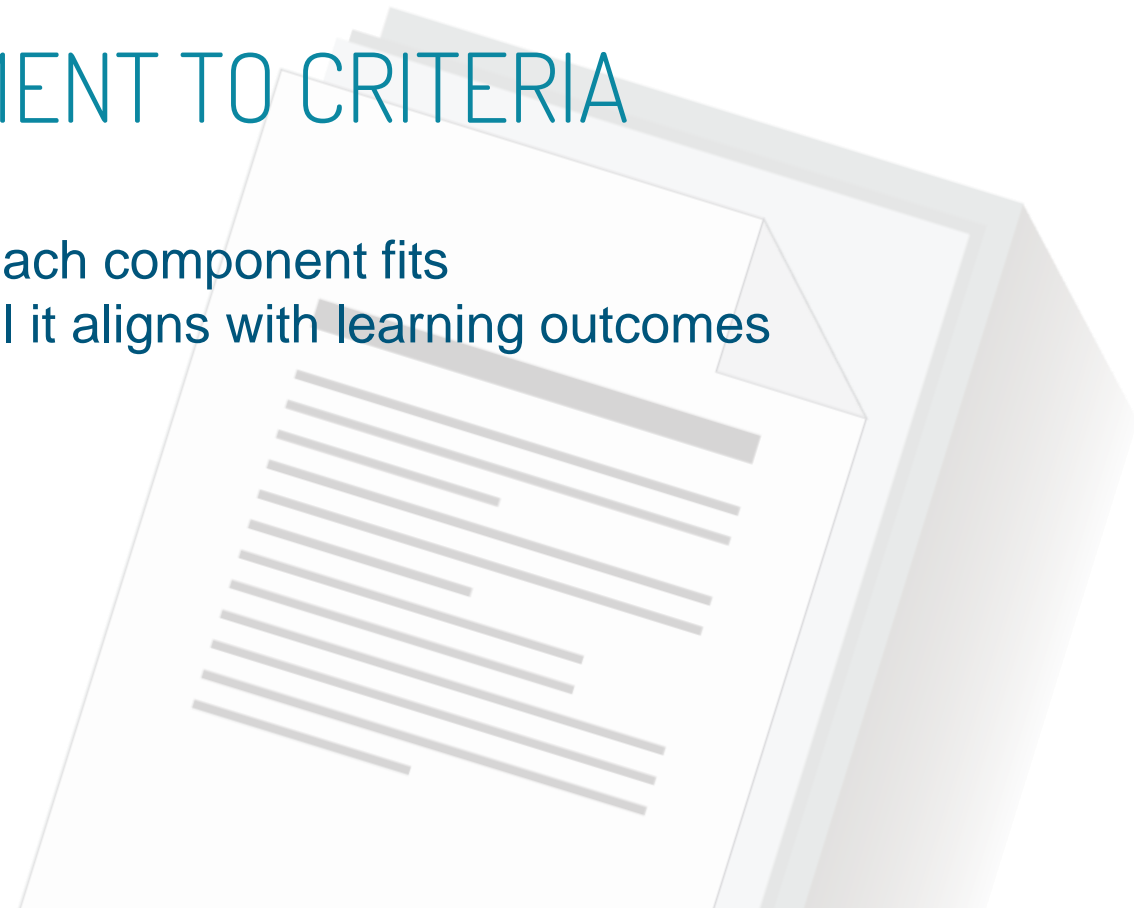
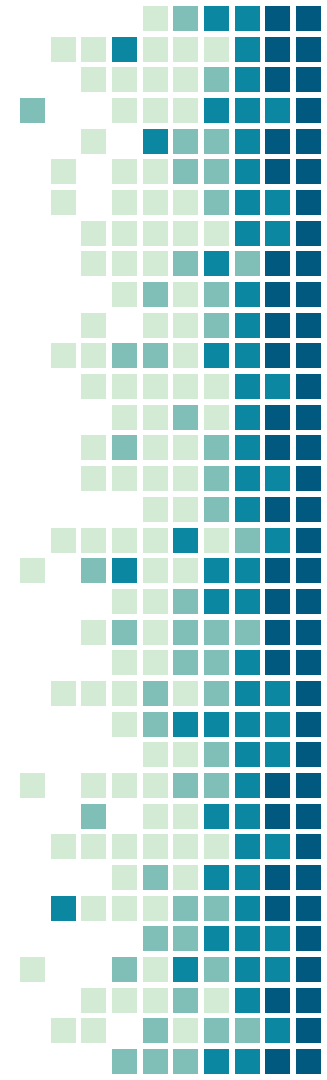# IDENTIFY RELEVANT COMPONENTS

- Identify which portfolio components will be examined
- Sort out unneeded documents
- Organize the components you will use

PORTFOLIO COMPLETENESS

- Does it look complete?
- Is anything missing?
- Identify what is needed, if anything

ALIGNMENT TO CRITERIA

- Where each component fits
- How well it aligns with learning outcomes

REVIEW AND SCORE

- Components:
  - Show clear evidence of mastery of course learning outcomes & competencies
  - Align with Rubric expectations

BORDERLINE/INCOMPLETE PORTFOLIOS

- Responding to portfolios that need more work
    - Within your institution's policies/procedures, adequately communicate to student what is needed.
    - Writing clear rationales assists with the request/resubmission process.
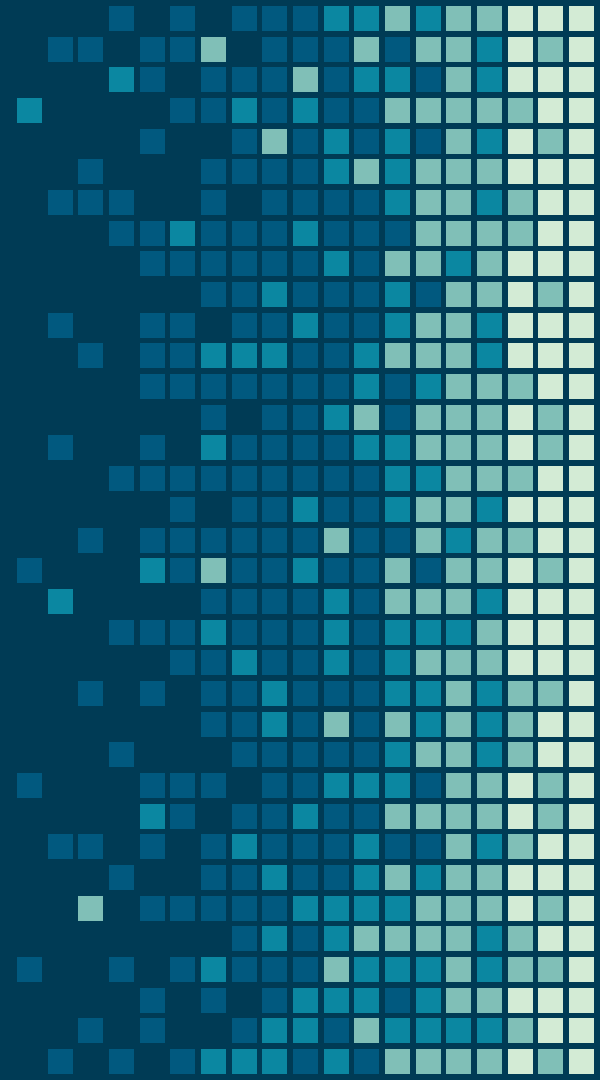
ORIGINAL ASSESSOR'S SCORES

- Review original ratings
- Do their rationales provide more insight?
- Would they provide impetus to change your scores?

Learning Activity 5:

The Rubric in Application III

Pairs

OUR GOAL

1. Review one portfolio in pairs
2. Determine how well it aligns with each criteria

IDENTIFY RELEVANT COMPONENTS

- Identify which portfolio components will be examined
- Are there documents that are not relevant?
- Organize the components to be assessed

PORTFOLIO COMPLETENESS

- Does it look complete?
- Is anything missing?
- If so, what?

ALIGNMENT TO CRITERIA

- Where does each component fit within the six criteria?
- How well does it align with learning outcomes?

REVIEW AND SCORE

- Do the Components:
    - Show clear evidence of mastery of course learning outcomes & competencies?
    - Align with Rubric expectations?

BORDERLINE/INCOMPLETE PORTFOLIOS

- Were there any borderline scores?
- How will you deal with this?
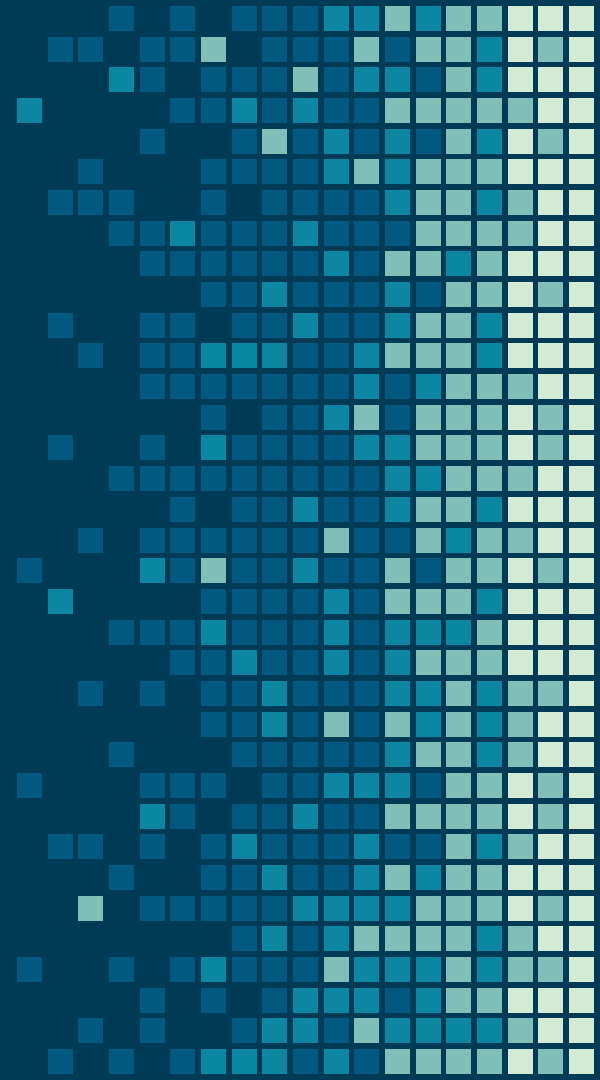
ORIGINAL ASSESSOR'S SCORES

- Review original assessor's ratings
- Do you agree with their rationales for scoring?
- Based on these, will you change your scores?
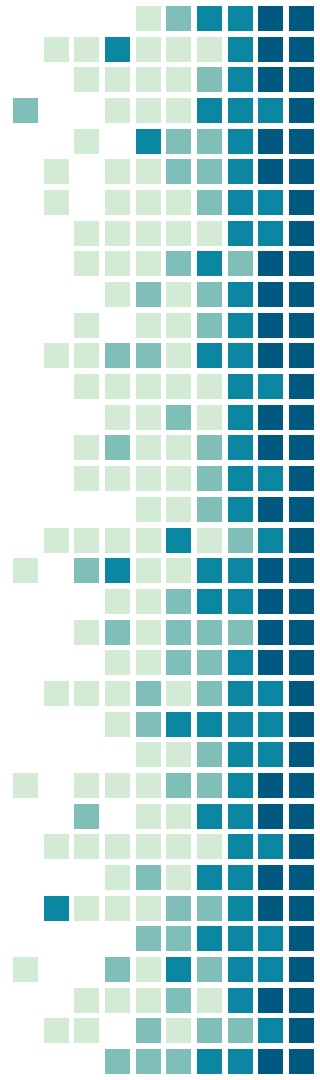
Learning Activity 6:

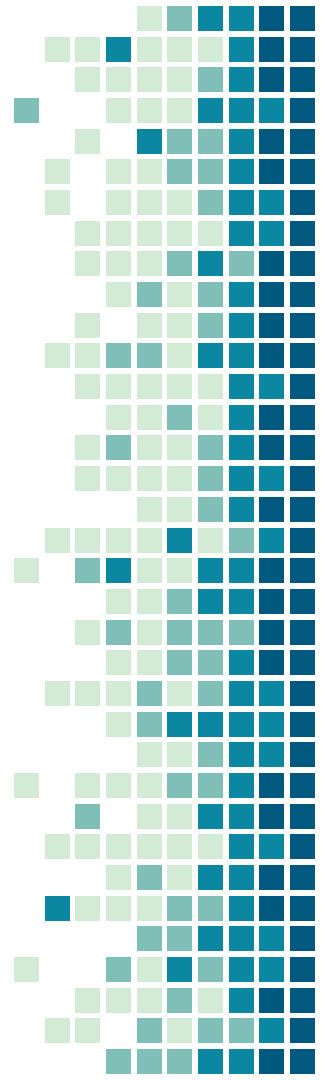## Facilitating a Workshop

Pairs: Role-playing

OUR GOAL

- To prepare you to facilitate a training session on your campus.

THE FACILITATOR'S MANUAL

- Follows same format as Participant manual
- More information to assist in leading a workshop

KEY

Manual "Key":
Provides overview and visual cues

Facilitator script and instructions are in the left-hand column of each page.

Thumbnails of the corresponding slides are in the right-hand column.

Icons indicate the modes of presentation and learning.

Each learning activity has an Overview.

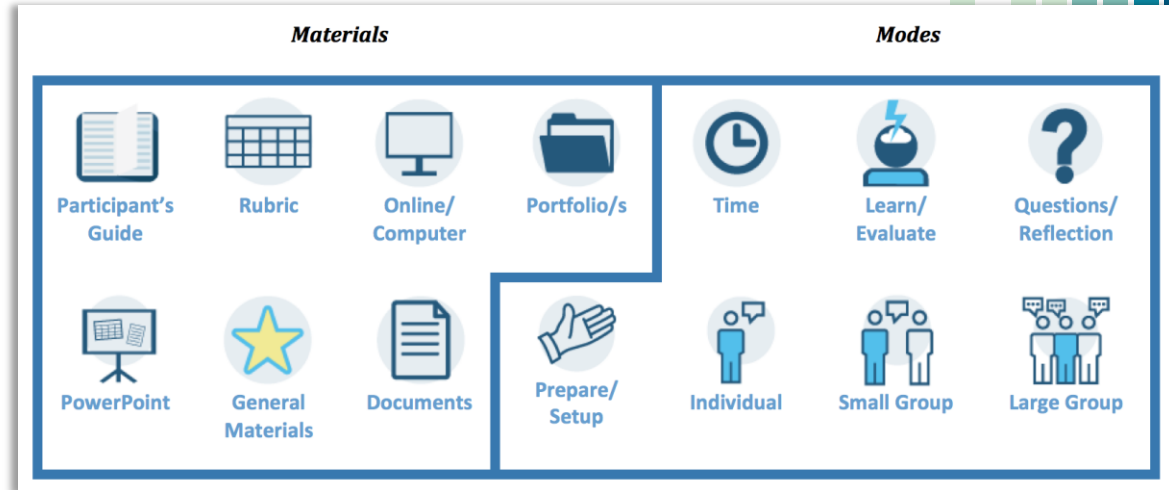The Learning Objectives for the learning activity are stated.

Instructions and notes to the facilitator are in **boldface**.

Facilitator script is in normal type.

Learning Activity 2: Rubric Concepts Review

	Format: Entire participant group
	Time: 30-45 minutes
	Materials needed: Participant Guide and Rubric.
	Portfolio Components used: General portfolio categories, no specific portfolio
	PowerPoint: #2

Overview:

- **Present concepts:** Prior knowledge/Remembering (including online introductory module).
- **Big picture:** Why use consistency, concepts, verbiage/terms.

Learning Objectives:

Upon completion the Participant will:

Name and understand the six criteria of the rubric

- Recall/restate how the criteria is applied
- Identify the types of portfolio materials and artifacts that need to be included in a portfolio
- Recognize what materials and artifacts meet requirements.
- Explain how the rubric is used

SCRIPT	SLIDE
Step 1: Rubric Introduction	
Direct participants to locate the first learning activity in their manuals. Please turn your manual to the number 2 tab. Find the Rubric and remove it from the binder so you can refer to it. In the online module, the use of a rubric was covered, and Ohio's PLA Portfolio Rubric was introduced. It can be difficult to score portfolios	Learning Activity 2: **Rubric Concepts Review** Entire Group

KEY

Icons:
Indicate modes and materials

Materials				Modes		
Participant's Guide	Rubric	Online/Computer	Portfolio/s	Time	Learn/Evaluate	Questions/Reflection
PowerPoint	General Materials	Documents	Prepare/Setup	Individual	Small Group	Large Group

KEY

Learning Activity 2: Rubric Concepts Review

Learning Activities:
Descriptive headings
are numbered

KEY

Format:
Indicates large to small group activity

	Format: Entire participant group

KEY

Time:
Estimates time needed to complete an activity

	Time: 30-45 minutes

KEY

Materials:
List of what you will need for the activity

Materials needed: Participant Guide and Rubric.

KEY

Portfolio Components:
Lists the name of the portfolio or components to be used

Portfolio Components used: General portfolio categories, no specific portfolio

KEY

PowerPoint:
Lists the name of the PowerPoint to be used

	PowerPoint: #2

KEY

Overview: List of what will be covered

Overview:

- **Present concepts**: Prior knowledge/Remembering (including online introductory module).

- **Big picture:** Why use consistency, concepts, verbiage/terms.

KEY

Learning Objectives:
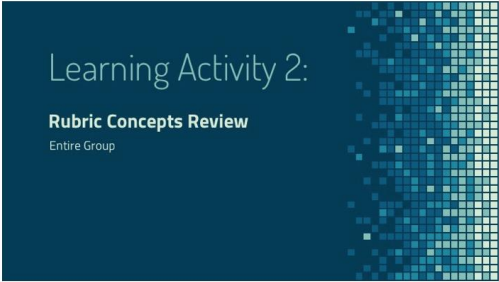LO's for that activity

Learning Objectives

Upon completion the Participant will:

Name and understand the six criteria of the rubric

- Recall/restate how the criteria is applied
- Identify the types of portfolio materials and artifacts that need to be included in a portfolio
- Recognize what materials and artifacts meet requirements.
- Explain how the rubric is used

KEY

Narration/Instructions: Separated into two columns

SCRIPT	SLIDE
Step 1: Rubric Introduction	
Please turn your manual to the number 2 tab. Find the Rubric and remove it from the binder so you can refer to it.	Learning Activity 2:
In the online module, the use of a rubric was covered, and Ohio's PLA Portfolio Rubric was introduced. It can be difficult to score portfolios reliably, since they are an individual expression of a person's own work and learning	**Rubric Concepts Review** Entire Group

KEY

Script:
Text that facilitator will say. Boldface indicates instructions and normal type is to be read out loud

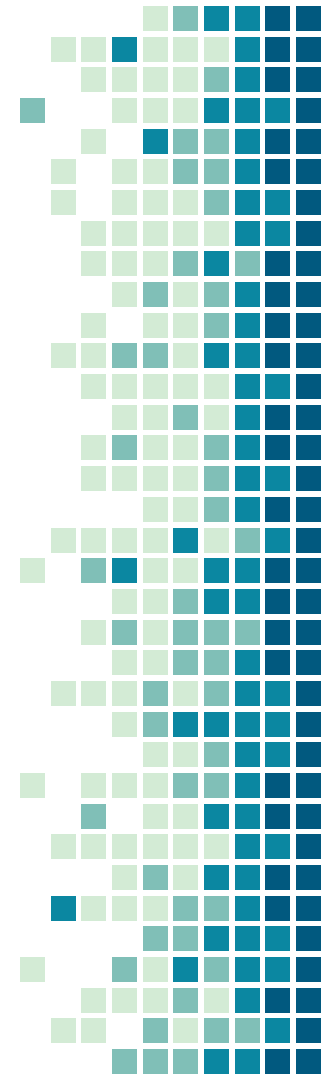| Step 1 |
| --- |
| Welcome to the Portfolio-Based Assessment Rubric Training Workshop

Introduce yourself and Explain that you will be asking each of the participants to introduce themselves in a few minutes

My name is _____ and I am pleased you are attending this workshop. Through this session, you will learn about the process of portfolio assessment utilizing Ohio's PLA |

KEY

Slide:
Column on right contains thumbnails of associated slides
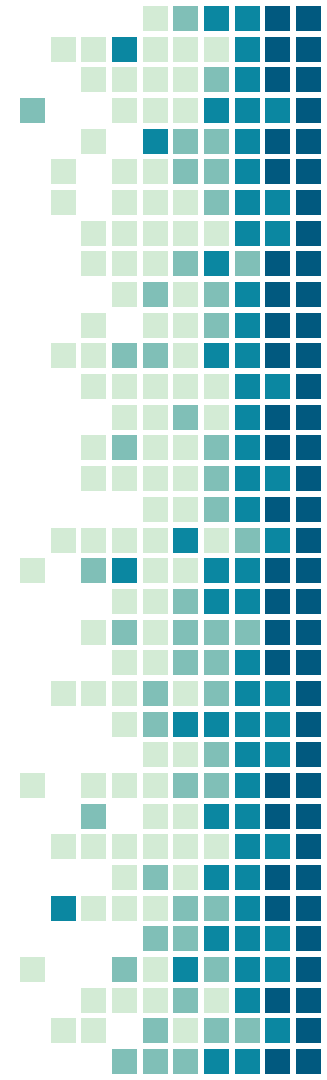

THE RUBRIC

CRITERIA AND SCORING

LEARNING ACTIVITES

Consistent Organization:
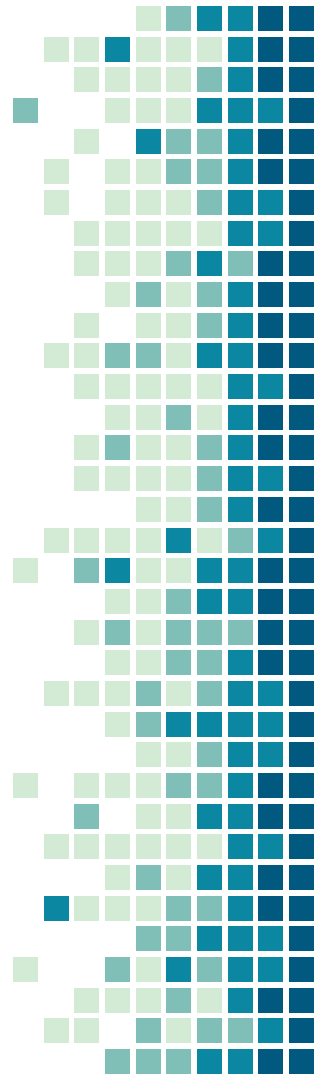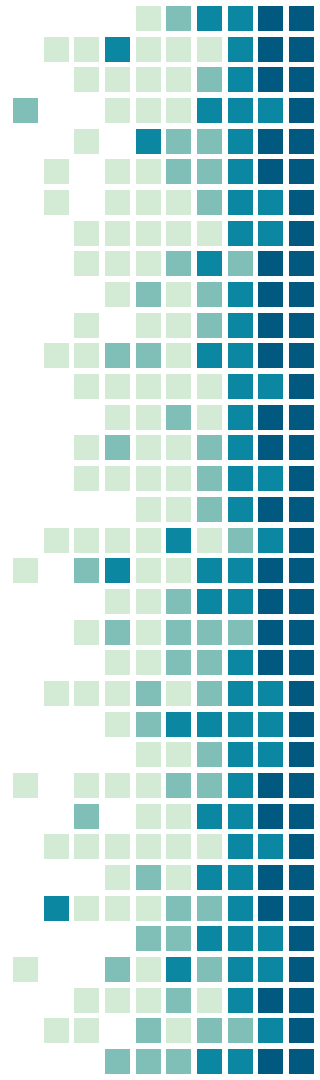For each Learning Activity

QUESTIONS?

ROLE PLAYING ACTIVITY A

- Work in pairs
- Take turns as Facilitator using Activity #5
- Portfolio Evaluation List can be used as reference
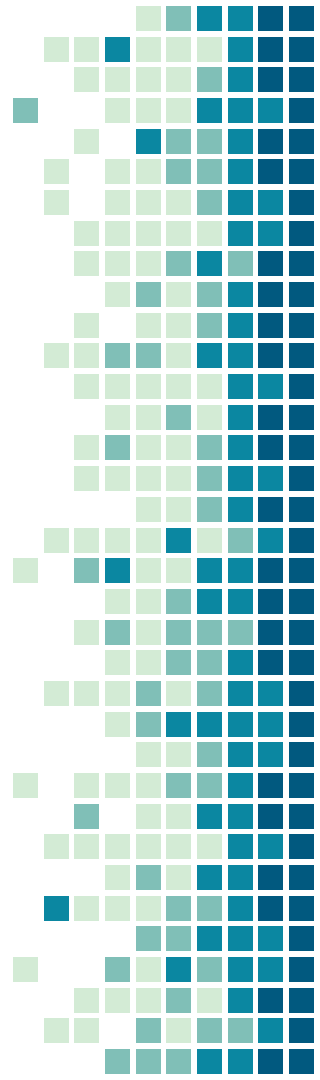- Main facilitator will circulate to assist you and answer questions

WRAPPING UP ACTIVITY A

- Discuss and review
- Questions and comments
- How may we improve on this activity?

ROLE PLAYING ACTIVITY B

- Work in pairs
- Switch roles and use Activity #5
- Portfolio Evaluation List can be used as reference
- Main facilitator will circulate to assist you and answer questions

WRAPPING UP ACTIVITY B

- Discuss and review
- Questions and comments
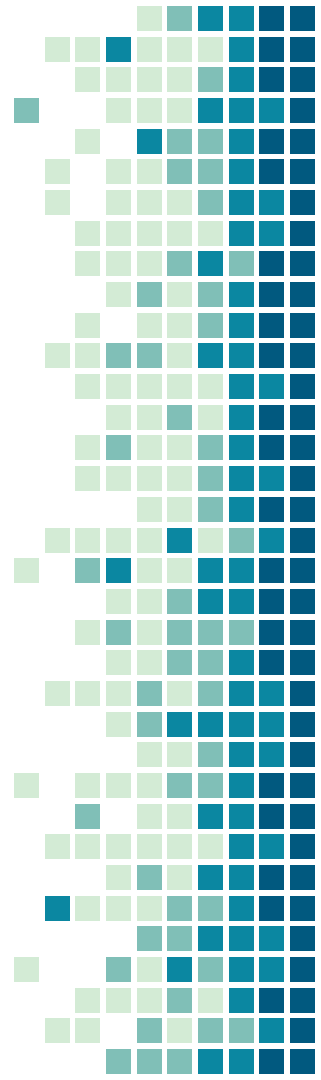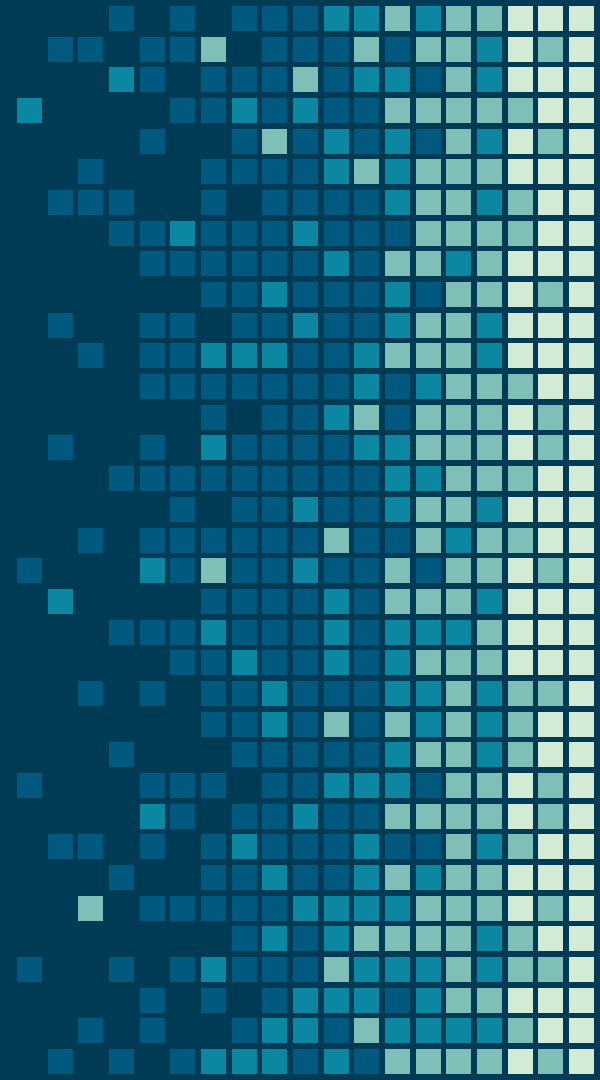- How may we improve on this activity?

Learning Activity 7:

Workshop Wrap Up

Entire Group

LET'S REVIEW THE MAIN POINTS

You have accomplished the following:

- **Explained** a rubric and its use
- **Recalled** and **understood** the components and structure of the rubric
- **Identified** the characteristics of an effective portfolio
- **Discussed** and **employed** the rubric rating and scoring system

- **Interpreted** the individual rating components and associated rating scale
- **Practiced** applying the rubric grid on a sample portfolio
- **Examined** and **appraised** both good and bad sample portfolios using the rubric
- **Evaluated** and **justified** your review and scoring of sample portfolios
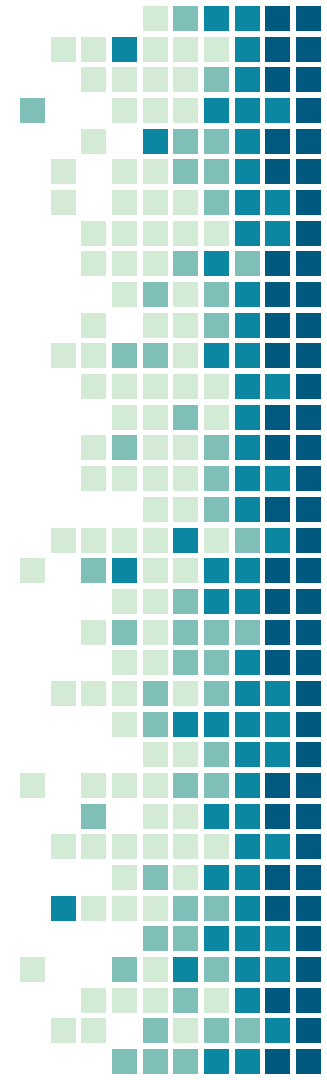
FINAL QUESTIONS?

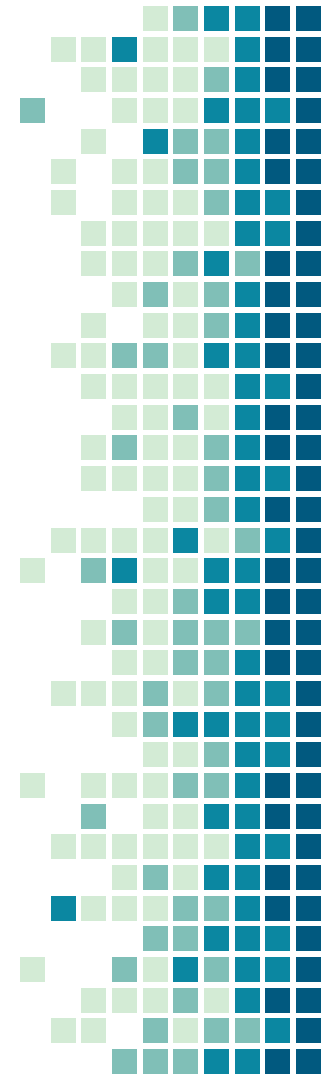This is the time to ask remaining questions you may have

Final Activity 8:

Workshop Evaluation & Post test

Individually

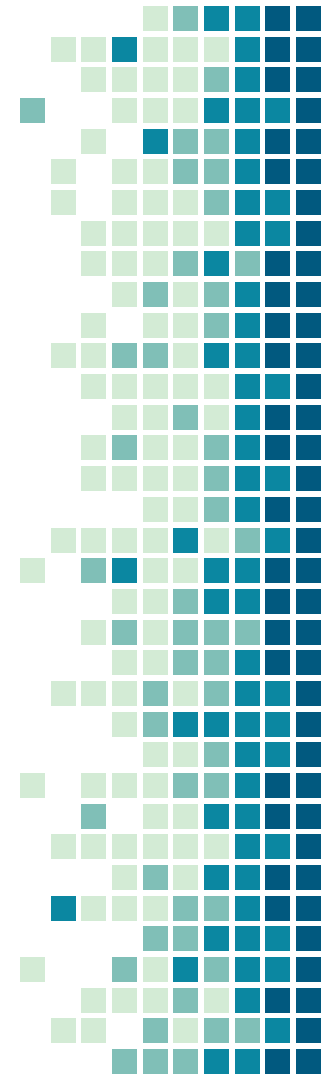# POST TEST

Three-part assessment

1. Workshop evaluation
2. Rubric knowledge
3. Portfolio evaluation

WHAT YOU'LL NEED

Link to assessment: (Link here)

- Computer
- Link to assessment
- Rubric,
- Portfolio (name/number here)
- Portfolio evaluation list

THANKS!

Any questions?

Remember to take both manuals with you once you've completed the assessments

Licensing statement and DOL disclaimer

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CONTACT INFORMATION

Bowling Green State University
Barb Henry

Lorain County Community College:
Carrie Delaney (cdelaney@lorainccc.edu)
Karin Hooks (khooks@lorainccc.edu)

University of Cincinnati
Maureen Schomacher