

Webster University  
Prior Learning Assessment Portfolio Rubric

Category	Exceeds Expectations (3)	Meets Expectations (2)	Partially Meets Expectations (1)	Below Expectations (0)	Scores (0-3)	Multiplied Score
Course Outcomes Identified and Addressed (score multiplied by 5)	Narrative and supporting documentation demonstrate mastery of all course outcomes.	Narrative and supporting documentation support the satisfactory mastery of at least 75 percent of the course outcomes.	Narrative and supporting documentation support the satisfactory mastery of at least 60 percent of the course outcomes.	Narrative and supporting documentation do not demonstrate a mastery of the course outcomes. Portfolio addresses fewer than 60 percent of the course outcomes.		
Learning from Experience (score multiplied by 4)	Student is able to distinguish between personal experiences and the learning that comes from those experiences. Examples of this distinction appear throughout the portfolio.	Student describes learning separately from experiences that led to the learning but gives limited concrete examples.	Student demonstrates understanding of how experience and learning are linked but provides few, if any, concrete examples of where this learning happened in his or her experiences.	Student conflates experience of technical practice with mastery. Student argues, for example, that length of time in a position is equivalent to college-level learning.		
Understanding of Theory and Practice (score multiplied by 5)	Student is able to cite broader theoretical or conceptual links that are related to the learning.	Student demonstrates a balance between application and theory as appropriate to the course but provided limited concrete examples.	Student acknowledges a difference between theory and application but provides few, if any, concrete examples.	Student relies on facts and experiences but does not relate learning to broader concepts or theories.		
Reflection (score multiplied by 4)	Student demonstrates an ability to apply theory to his or her own experience using concrete examples.	Student understands the potential for applying theory to his or her own experience and provides limited concrete examples.	Student includes language appropriate to reflective thinking but provides few, if any, examples.	Student has not demonstrated the ability to apply theory to his or her own experiences.		
Learning Application (score multiplied by 5)	Student demonstrates an ability to apply his or her learning to other contexts as evidenced through specific examples. Student includes explicit reference to how this knowledge has been transferred to other environments.	Student understands that the learning is transferable but clearly states that he or she has not yet had an opportunity apply learning elsewhere or has not otherwise been able to apply the learning to other environments.	Student understands that the learning is transferable to other contexts but makes no attempt to do so.	Student has not demonstrated that the learning is transferable to other contexts. Student has not conceptualized that the learning extends beyond the original experience.		

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Communication (score multiplied by 4)	Communication is at a high-level, including strong thesis statements, arguments which follow a logical order, and minimal to no syntactical errors. Communication stays tightly focused on the topic being addressed.	Communication is focused and well organized. Communication is relatively free of grammatical or syntactical errors and is reflective of the commonly accepted rules for the English language. Communication is relevant to the learning outcomes being addressed.	Communication is satisfactory. Narrative flow may be unclear or may jump around. Communication features few or weak transitions. Communication contains grammatical or syntactical errors and sometimes goes off-topic.	Communication is not at a college level. Narrative is unclear and contains numerous errors in grammar and syntax.		
Supporting Documentation (score multiplied by 5)	Student has demonstrated an understanding of why individual pieces of documentation have been included in this portfolio submission and how each piece relates to the broader petition and narrative. Documentation is appropriate to supporting mastery of the outcomes of the course.	Evidence provided to support the credit request is relevant to the petition and appropriate for a credit recommendation of college-level learning. Some superfluous documentation is included in the credit request.	Student has demonstrated an understanding of why individual pieces of documentation have been included in this portfolio submission and how each piece relates to the broader petition and narrative. Documentation is not always relevant to demonstrating the mastery of course outcomes.	The student has demonstrated an understanding of the pieces of evidence submitted and the learning acquired. However, supporting documentation is inserted in the portfolio without referencing it elsewhere and seems to be independent of other components of the complete portfolio.		
Total Points	<b>Total possible points = 96 points.</b>				<b>Raw Score</b>	<b>Multiplied Score</b>
Credit or No Credit	<b>Mark the box below the appropriate indicator for credit vs. no credit. To earn credit, the student must have earned 64 or more points.</b>				<b>Credit Awarded</b>	<b>No Credit Awarded</b>

Written Feedback:

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