Davenport University
Undergraduate Prior Learning Assessment Portfolio Evaluation Rubric

Student Name: _______________________________  Student ID#: _______________________________

Course Title and Number: _______________________________

Date of PLA Review: _______________________________  Faculty Name: _______________________________

**Description of Evaluation Scale:**

1= Does not meet requirements  (F level)

2= Partially meets requirements  (D level)

3= Meet all requirements  (C level)

4= Exceeds requirements  (A-B level)

Use the above scale to provide an overall score for each section of the portfolio. The student’s score must meet or exceed 24 of 32 total possible points for the portfolio to receive credit and **the undergraduate student must also receive a score of 3 or higher on the Learning Narrative Essay and Documentation sections in order to receive credit.** No partial course credit will be awarded. The evaluation scale can also be used to score the individual criteria as a means of feedback for the student, however, the overall average score of all Sections of the portfolio will determine the final evaluation score.

Please also provide brief narrative comments on each section and a final narrative comment at the end of the rubric.

Revised by: Dr. Wayne Sneath—Program Director Experiential Learning, March 2015
<table>
<thead>
<tr>
<th>PLA Portfolio Section I: Letter of Transmittal</th>
<th>Evaluation Criteria</th>
<th>Overall Section Score (1-4)</th>
</tr>
</thead>
</table>
| **Description**: This is a letter of introduction to the portfolio which identifies the student, his/her academic program, the course or courses for which he/she is seeking credit, provides the course description and course learning outcomes, and provides the student’s pertinent ID #, and contact information. | — Identifies the student’s academic program  
— Lists the course(s) for which he/she is seeking PLA credit  
— Provides the course description and course learning outcomes  
— Provides the student’s pertinent ID #, and contact information  
— Adequately prepares the evaluator to assess the portfolio | — |

**Faculty Comments:**
### PLA Portfolio Section II: Table of Contents

<table>
<thead>
<tr>
<th>Description: This is a bulleted list of the contents of the portfolio, including titled and numbered Appendices of provided documentation.</th>
<th>Evaluation Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>— Includes all sections of the portfolio in the table of contents</td>
<td></td>
</tr>
<tr>
<td>— Provides clear direction on where to locate sections of the portfolio</td>
<td></td>
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<tr>
<td>— Clearly labels all pieces of documentation as appendices</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Section Score (1-4)</th>
</tr>
</thead>
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</table>

**Faculty Comments:**

Revised by: Dr. Wayne Sneath—Program Director Experiential Learning, March 2015
PLA Portfolio Section III: The Prior Learning Autobiography

| Description: The autobiography focuses on describing the students’ professional and personal learning endeavors. Students analyze their past experiences in terms of critical incidents that led to learning. This part of the portfolio helps the evaluator understand the professional and personal contexts of when, how, and why the student’s learning has occurred. |
| Evaluation Criteria: — Presents a minimum 3 page learning autobiography focused on critical learning moments related to the students’ academic field of study and the course(s) for which they are seeking credit. — Clearly defines when, where, how and why college-level learning has occurred. — Provides an overview of the students’ professional learning. — Describes how the student intends to progress in their academic and professional lives. |

Faculty Comments:

Revised by: Dr. Wayne Sneath—Program Director Experiential Learning, March 2015
### PLA Portfolio Section IV: The Prior Learning Resume

**Description:** A resume allows students to highlight more detail about responsibilities and accomplishments that have supported learning. The resume provides the evaluator with a time line and demonstrates the progression of learning.

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Overall Section Score (1-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>— Clearly lists all of the students’ relevant past professional experiences relevant to the PLA petition</td>
<td>—</td>
</tr>
<tr>
<td>— Includes clear descriptions of responsibilities in past employment relevant to the PLA petition</td>
<td>—</td>
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<tr>
<td>— Includes both the narrated PLA Resume Grid as well as a standard resume format</td>
<td>—</td>
</tr>
<tr>
<td>— Includes, as applicable, description of previous certifications, trainings, or other experiences relevant to the PLA petition</td>
<td>—</td>
</tr>
</tbody>
</table>

**Faculty Comments:**

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Revised by: Dr. Wayne Sneath—Program Director Experiential Learning, March 2015
Special Instructions for Section V: The Learning Narrative Essay is the heart of the PLA portfolio and the place where students must prove their prior learning through a process of description, analysis, reflection, documentation and application. In this section, students will write a 2-3 page narrative for EACH of the course outcomes for which the course for which they are seeking credit using the David Kolb 4 stage model of experiential learning: Concrete Experience, Observation/Reflection, Forming Abstract Concepts, and Testing in New Situations. Criteria for each Kolb Stage are provided below.

<table>
<thead>
<tr>
<th>PLA Portfolio Section V: The Learning Narrative Essay</th>
<th>Evaluation Criteria</th>
<th>Overall Section Score (1-4)</th>
</tr>
</thead>
</table>
| **Description:** Students must address each course objective on the syllabus and make reference to documentation. Students must be able to demonstrate they have mastered the course objectives to the same extent as students who have completed the course. The narrative must follow the 4 stage Kolb Learning Model for each course outcome and must be at least 2 pages per outcome. | **Concrete Experience:**  
- Clearly identifies professional or life experience(s) (i.e. names, dates, places) where learning occurred  
- Describes activities/tasks performed  
- Indicates organizational, institutional, or program results/outcomes |  |
| **Observation/Reflection:**  
- Explains and offers observation about relationships, issues, situations  
- Discusses effects of experience(s) on the student and/or other persons  
- Describes situations which led to learning  
- Discusses what most stands out from experiences  
- Reflects on what the student learned about him/herself  
- Explains who/what influenced his/her thinking and why  
- Points to specific samples of documentation of learning  
- Explains clearly how the documentation is evidence of learning |  |

Faculty Comments:

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<table>
<thead>
<tr>
<th>PLA Portfolio Section V: (CONTINUED)</th>
<th>Evaluation Criteria (CONTINUED)</th>
<th>Overall Section Score (1-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Learning Narrative Essay</td>
<td>Forming Abstract Concepts:</td>
<td></td>
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<tr>
<td></td>
<td>— Draws conclusions from experience(s)</td>
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<td></td>
<td>— Discusses important academic theories, concepts, models, or principles derived from experience(s) cited</td>
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<td>— Content reasonably reflects a depth and breadth of the subject matter</td>
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<td></td>
<td>— Describes and discusses new knowledge and skills acquired</td>
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<td></td>
<td>— Learning described reasonably corresponds to course description and objectives</td>
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<td></td>
<td>Testing in New Situations:</td>
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<td></td>
<td>— Explains how this new learning was applied in professional or other contexts</td>
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<td></td>
<td>— Discusses creatively how this new learning can or should be applied in future professional situations</td>
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<td></td>
<td>— Explains how concepts, models, principles, ideas have changed his/her professional practice</td>
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<tr>
<td></td>
<td>— Explores formations or reformations of concepts and ideas as a result of their application to professional situations</td>
<td></td>
</tr>
</tbody>
</table>
| Description: Students must address each course objective on the syllabus and make reference to documentation. Students must be able to demonstrate they have mastered the course objectives to the same extent as students who have completed the course. The narrative follows the 4 stage Kolb Learning Model for each course outcome | Faculty Comments: | —

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### PLA Portfolio Section VI: Documentation

**Description:** Students supply documentation to support the narrative. It may include items such as, sample work products, training certificates, work place performance evaluations, demonstrations, and letters of recommendation and verification. Other forms of documentation may be used in consultation with the PLA director and evaluating faculty member.

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Overall Section Score (1-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>— Submitted as numbered Appendices</td>
<td></td>
</tr>
<tr>
<td>— Includes at least two letters of verification of learning from past employers</td>
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</tr>
<tr>
<td>— Includes sufficient documentation to support learning described in the Learning Narrative Essay section</td>
<td></td>
</tr>
</tbody>
</table>

**Faculty Comments:**

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<tr>
<th>PLA Portfolio Section VII: Authentication and Release of Information Forms</th>
<th>Evaluation Criteria</th>
<th>Overall Section Score (1-4)</th>
</tr>
</thead>
</table>
| **Description:** These allow students to authenticate that the information provided in the portfolio is their work, that they have permission to share documentation, and allow for release of information to DU faculty/staff, including permission to contact former employers. | — Includes signed authentication form indicating that the portfolio is the student’s work  
— Includes signed verification form that the student has permission to share work product or other proprietary documents  
— Includes signed permission to contact former employers form | | 

**Faculty Comments:**

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<tr>
<th>PLA Portfolio: Written Communication</th>
<th>Evaluation Criteria</th>
<th>Overall Section Score (1-4)</th>
</tr>
</thead>
</table>
| **Description:** This is an overall evaluation of the effectiveness of the student’s writing and communication to convey his/her prior learning. | — Presents portfolio in a well-organized manner, using adequate subheadings, and progresses in logical, convincing order  
— Writing is virtually free of punctuation, spelling, grammar, errors  
— Provides in-text citations and the end-of-text reference list in appropriate APA style.  
— Portfolio is professionally presented, complete, and clear | — |

Faculty Comments:

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FINAL SCORES AND FACULTY EVALUATOR’S COMMENTS

Final Scores:
Section I: ____
Section II: ____
Section III: ____
Section IV: ____
Section V: ____
Section VI: ____
Section VII: ____
Written Competency: ____

Total: ____ of 32 (Total score must be 24 or higher AND the student must receive a 3 or higher on BOTH the Learning Narrative Essay and Documentation Sections in order to receive credit)

Credit Awarded? _____ Yes _____ No

If the portfolio did not meet the minimum score, please check the following applicable major reasons for not awarding credit:

— Evidence/documentation is inadequate
— Evidence does not support knowledge of topics in course description
— Learning Narrative is poorly written or too brief
— It is not clear how the knowledge was acquired
— Student has shown little application of the knowledge to new situations
— There is little connection between knowledge gained and applicable academic theories
— Evidence supports only a limited portion of the course outcomes
— Knowledge demonstrated is not clearly related to the course outcomes
— Student’s knowledge lacks the breadth of the course outcomes
— Other: Please explain below in the Summative Comments section

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Summative Faculty PLA Evaluator Comments:

Faculty PLA Evaluator Signature:

______________________________________  Date: __________________________

(Faculty Evaluator should also sign the PLA Credits Approval Form)

Program Director Experiential Learning/PLA Coordinator Signature:

______________________________________  Date: __________________________

Rubric adapted from the following sources:

Revised by: Dr. Wayne Sneath—Program Director Experiential Learning, March 2015