PORTFOLIOS RUBRIC
Rubric for Using Portfolios to Assess Program Learning Outcomes

Criterion	Initial	Emerging	Developed	Highly Developed
Clarification of Students' Tasks	Instructions to students for portfolio development provide insufficient detail for them to know what faculty expects. Instructions may not identify outcomes to be addressed in the portfolio.	Students receive instructions for their portfolios, but they still have problems determining what is required of them and/or why they are compiling a portfolio.	Students receive instructions that describe faculty expectations in detail and include the purpose of the portfolio, to provide formative feedback and/or advise individual students.	
Valid Results	It is not clear that valid evidence for each relevant outcome is collected and/or individual reviewe . attainment of each outcome. Rubrics are usually shared with students.			Assessment criteria, e.g., in the form of rubrics, have been pilot-tested and refined over time; thee -test

Guidelines for Using the Portfolio Rubric

Portfolios can serve multiple purposes: to build students' confidence by showing development over time; to display students' best work; to better advise students; to provide examples of work students can show to employers; to assess program learning outcomes. This rubric addresses the use of rubrics for assessment. Two common types of portfolios for assessing student learning outcomes are:

    ‡ Showcase portfolios—collections of each student's best w