M03-2: My Assessment & Rubric

Designing a Portfolio Assignment And Rubric

Please use this worksheet to plan an example for a portfolio assignment in your teaching. If you prefer, you can also design more than one assessment tasks resulting in a complete portfolio. To do so, please build on the ILOs that you already formulated in the previous lesson/previous worksheet! You can choose one or more of your ILOs. Please keep in mind that you need to develop this example for one particular course.

a. What is/are the ILO(s) that you choose (see previous lesson/worksheet)? Consider Bloom's Taxonomy and the corresponding verbs again.

b. Describe in as much detail as possible what your students need to do in order to prove that they achieved the ILO(s).

c. Formulate one (or more) assessment tasks that could be part of a portfolio and that (also) requires students to reflect (on their artifacts, their learning process, their experiences, the real-world applicability of a theory etc.). As a general guideline: Good portfolio tasks allow more than one solution, motivate and require creativity and inspire reflection! Use verbs that correspond with your ILOs.

d. To design a matching rubric, please follow the steps 2 to 4 of the slide "designing a rubric" in the GoogleSlides Presentation. The template below will help you.

• Think about the assessment task(s) that you identified and the addressed ILO(s). What are the dimensions of performance that you expect in students' work?

• What is the best expectable student performance and what would be a not acceptable performance? Define both extremes for each dimension.

• Define the grading categories in between for each dimension.

For a filled out examples of portfolio assessment rubrics see:

• Biggs & Tang 2007, pp. 210 ff.

• Advanced Certificate: Education

• Portfolio Rubric

Evaluation Criteria

Dimension of performance	Not acceptable	Pass	Satisfactory	Highly Satisfactory	Best expectable outcome
1 …					
2 …					
3 …					

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