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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