

PRIOR LEARNING ASSESSMENT EVALUATION FORM

Name: _____

URI ID #: _____

Academic College: _____

Instructions:

Attach, or submit, this form along with your portfolio when completed. Complete the student information and signature before submitting your final portfolio with this form to your faculty evaluator.

Student signature to indicate you read and understand the following:

I attest that the submitted work presents learning from my own experience and that it is written in my own words.

Student signature:

Date:

For official use only: Evaluators write below.

Rubric details

Section A = Mastery of Outcomes

Section B = Mechanics and Style/ Presentation

| <u>Section A</u> | Definition | Assessor Feedback | Advanced/ Satisfactory/ Developing |
|---|--|--------------------------|---|
| Connecting learning to formal/ informal experience | <ul style="list-style-type: none"> - Student meaningfully synthesizes relevant connections of learning through academic knowledge and experience inside and outside of the formal classroom to all the stated course outcomes/objectives. - The significance and relevance to the course outcomes are clear. Informal learning is specifically detailed and relevant to the course. | | |
| Application and transfer of learning | <ul style="list-style-type: none"> - Student articulates how s/he adapted/applied skills, abilities, theories, and methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways. - Student uses a variety of quality sources and an appropriate amount of academic theory and/or broader ideas are integrated within the narrative, so that the student's learning is grounded in the academic frameworks of the topic. - Student draws conclusions about learning related to academic theories supported by evidence and analysis. | | |
| Reflection and self-assessment | <ul style="list-style-type: none"> - Student demonstrated a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts. - Reflections describe the student's achievement and integration of the course learning outcomes. Illustrative examples are used throughout to support claims of outcome achievement. | | |
| Verifying documentation | <ul style="list-style-type: none"> - Student provides formal artifacts and/or relevant and compelling information that is clearly and directly tied back to the course outcomes/objectives and purpose of the narrative. - All documentation is effectively referred to within the submission and is clearly organized. | | |

PRIOR LEARNING ASSESSMENT EVALUATION FORM

| Section B | Definition | Assessor Feedback | Sufficient/ Insufficient |
|--|--|--------------------------|-------------------------------------|
| Mechanics | <ul style="list-style-type: none"> - No significant patterns of sentence-level errors. Sentences are structured effectively, well-chosen variety of sentence styles and length. - Precise and effective word use/choice; broad; impressive, extensive use of vocabulary used accurately with correct and effective word usage. Language choices are imaginative, memorable, and compelling and enhance effectiveness to the interview/written narrative. Language choices are appropriate to the audience. - Written work has been edited and text is free of grammar, punctuation, spelling, and capitalization errors. - Student uses proper and complete APA formatting style, including in-text citations, reference pages, and bibliographies. - All research or ideas not original to the author are appropriately and accurately cited throughout the work. | | |
| Overall Format and Presentation | <ul style="list-style-type: none"> - Thoughts are well organized. There is a logical and effective order to the content; coherent and unified paragraphs; main points and details are connected and fluid. - Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive. - Writing/oral communication is focused on the learning outcomes and purpose of the portfolio. Extraneous information has been edited from the document. - Appropriate use of rhetorical strategies and techniques to effectively complete the purpose of the narrative. - Content reflects college-level analysis. - Uses adequate subheadings aligned with stated course outcomes, and progresses in logical, convincing order. | | |

PRIOR LEARNING ASSESSMENT EVALUATION FORM

Name: _____

URI ID #: _____

Academic College: _____

Final Scoring (use rubric attached)

- Section A (Mastery/ No Mastery):
- Section B (Sufficient/ Insufficient):
- Credit awarded for course(s) attempted (none, partial, or all):
- Course Code(s) and total credits awarded
(e.g. COM 302 (3 credits)):

Additional comments or recommendations:

Faculty Assessor Signature:

Faculty Assessor Name and Department:

Faculty Assessor Signature:

Date:

Department Chair Signature:

Department Chair Name:

Department Chair Signature:

Date:

Coordinator for Prior Learning Signature:

CPL Coordinator Signature:

Date:

Academic Dean Approval and Signature:

Awarded credits are posted.

Academic Dean Signature:

Date: