Webster University
Prior Learning Assessment Portfolio Rubric

	Narrative and supporting documentation demonstrate mastery of all course outcomes.	Narrative and supporting documentation support the satisfactory mastery of at least 75 percent of the course outcomes.	Narrative and supporting documentation support the satisfactory mastery of at least 60 percent of the course outcomes.	Narrative and supporting documentation do not demonstrate a mastery of the course outcomes. Portfolio addresses fewer than 60 percent of the course outcomes.		
	Student is able to distinguish between personal experiences and the learning that comes from those experiences. Examples of this distinction appear throughout the portfolio.	Student describes learning separately from experiences that led to the learning but gives limited concrete examples.	Student demonstrates understanding of how experience and learning are linked but provides few, if any, concrete examples of where this learning happened in his or her experiences.	Student conflates experience of technical practice with mastery. Student argues, for example, that length of time in a position is equivalent to college-level learning.		
	Student is able to cite broader theoretical or conceptual links that are related to the learning.	Student demonstrates a balance between application and theory as appropriate to the course but provided limited concrete examples.	Student acknowledges a difference between theory and application but provides few, if any, concrete examples.	Student relies on facts and experiences but does not relate learning to broader concepts or theories.		
	Student demonstrates an ability to apply theory to his or her own experience using concrete examples.	Student understands the potential for applying theory to his or her own experience and provides limited concrete examples.	Student includes language appropriate to reflective thinking but provides few, if any, examples.	Student has not demonstrated the ability to apply theory to his or her own experiences.		
	Student demonstrates an ability to apply his or her learning to other contexts as evidenced through specific examples. Student includes explicit reference to how this knowledge has been transferred to other environments.	Student understands that the learning is transferable but clearly states that he or she has not yet had an opportunity apply learning elsewhere or has not otherwise been able to apply the learning to other environments.	Student understands that the learning is transferable to other contexts but makes no attempt to do so.	Student has not demonstrated that the learning is transferable to other contexts. Student has not conceptualized that the learning extends beyond the original experience.		

This rubric is intended to be used for all prior learning portfolio assessments throughout Webster University. It provides a context for the portfolio review, but the content assessment is based on the course outcomes for the course identified in the portfolio and is assessed by the appropriate professor who is the subject matter expert.