

# PRIMARY RUBRIC

The portfolio has to check the following requirements, else the portfolio is not accepted and cannot be graded:

- **Transparency (T):**  
 You use input and feedback from others to support your evidence. You know and communicate the difference between facts and opinions.
- **Evidence (E):**  
 You have evidence to support your claims (of learning progress) and refer to the appropriate pieces.
- **Completeness (C):**  
 Your portfolio includes all learning outcomes and includes all basic indicators per learning outcome.

## Administration

Student: .....

.....

Student number: .....




















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Assessor: .....

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Date: .....

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DESCRIPTION	VERY GOOD <i>2 POINTS</i>	SUFFICIENT <i>1 POINT</i>	INSUFFICIENT <i>0 POINTS</i>		
<b>Learning Progress</b>	The student challenged him/herself related to this learning outcome, put in extra effort and had many valuable learning experiences.  <i>And the student meets the Sufficient description.</i> 	The student made sufficient learning progress related to learning outcome.  <i>And the student provided sufficient evidence to support the described progress.</i>  	The student: <ul style="list-style-type: none"> <li><i>I.</i> did not make learning progress related to this learning outcome; or</li> <li><i>T.</i> Isn't transparent; or</li> <li><i>E.</i> doesn't provide enough supporting evidence</li> </ul> 		
<b>Basic Level</b>	It is clear that the student has beyond-basic proficiency within one or more indicators.  <i>And the student meets the Sufficient description.</i>  	It is clear that the student has basic proficiency within all three indicators.  <i>And the student discusses each indicator and refers to the supporting evidence.</i>  	The student did not: <ul style="list-style-type: none"> <li><i>I.</i> show a basic level of proficiency; or</li> <li><i>T.</i> Isn't transparent</li> <li><i>E.</i> provide (enough) supporting evidence</li> <li><i>C.</i> discuss all 3 basic indicators</li> </ul> 		
<b>Ownership</b>	The student has explained the relevance for his/her professional future and identified directions for his/her future development related to this learning outcome.  <i>And the student meets the Sufficient description.</i>  	The student explained how the developed knowledge and skills within the learning outcome were applied in his/her process or products  	The student did not: <ul style="list-style-type: none"> <li><i>I.</i> explain how the developed knowledge and skills within the learning outcome were applied in his/her process or products</li> </ul> 		
<b>TOTAL</b>	 =	 =	 =	 =	 =
<b>PASS</b> <i>At least 3 points</i>	 = Pass	 = Pass	 = Pass	 = Pass	 = Pass

# EXPERT RUBRIC

The expert goals have to check the following requirements, else the goal is not accepted and cannot be graded:

**Transparency (T):**

You use input and feedback from others to support your evidence. You know and communicate the difference between facts and opinions.

**Evidence (E):**

You have evidence to support your claims (of learning progress) and refer to the appropriate pieces.

**Expert level completion (C):**

You have formulated at least three (max 5) expert goals and these goals were approved by your coach.

DESCRIPTION	VERY GOOD	SUFFICIENT	INSUFFICIENT
<p><b>Expert Goals</b></p> <p>The student formulated a goal that was challenging for him/her (as indicated by the coach), and:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> achieved the original learning goal; or</li> <li><input type="checkbox"/> revised learning goal during the FS and achieved the revised learning goal</li> </ul> <p><i>This all was adequately supported by evidence.</i></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>The student made sufficient learning progress regarding this goal.</p> <p><i>Also, student formulated an expert level goal which was approved, and provided adequate evidence to support the progress.</i></p>	<p>The student did not:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> (C) provide an approved expert-level goal; or</li> <li><input type="checkbox"/> (I) make progress on the goal; or</li> <li><input type="checkbox"/> (E) provide adequate evidence to support the progress.</li> </ul>	
	<p>1 2 3 4 5</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>1 2 3 4 5</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>1 2 3 4 5</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>

Passed at least 4 Learning Outcomes and scored at least 'sufficient' on 3 Expert Goals

COMPLETED THE MINOR

DID NOT COMPLETE THE MINOR

Feedback to the student: