Study Guide

INTR 415
Portfolio Assessment IV

Summer 2014
University of Northern Colorado

American Sign Language – English Interpretation Program

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Portfolio Series Overview

Purpose

The UNC’s ASL-English Interpretation (ASLEI) program is a competency-based program requiring students to demonstrate mastery of various pre-determined skills. These skills constitute what has been coined the Entry-to-Practice Competencies.

The program curriculum is designed to engage students in learning experiences that will lead to the development of learning products that provide evidence of mastery towards competence associated with five domains:

1) Theory and Knowledge
2) Human Relations
3) Language Skills
4) Interpreting Skills
5) Professionalism

Each domain has a variety of competencies totaling 34 for the entire program. Students must demonstrate specified degrees of mastery prior to graduation.

Impact

The three previous portfolio assessment courses were essential as they were formal check-in points and learning opportunities for students. They helped prepare and move students towards successful completion of the capstone portfolio.

The capstone portfolio was a long-term, multicourse project requiring students to make steady and independent progress throughout their time in the program. By the end of this course, students will submit their final capstone portfolio for review by a three-member rating team.

NOTE: The capstone portfolio is the student’s “final” project to satisfy graduation requirements. Keep in mind the final containers (i.e., jump drives, DVDs, notebooks, etc.) used for submitting the portfolio becomes the property of the program and will not be returned to the student. The ownership of the container is transferred to the program as a permanent part of the student’s record at the university and for auditing purposes. The content of the container is never modified without permission.
Course Preview

INTR 415 is the final course in the portfolio series. It is typically taken co-currently with the Internship for Interpreters course (INTR 492).

During this course, students will finalize outstanding pieces of the overall project (i.e., selecting evidence, revising Coversheets, converting evidence to electronic formats, etc.) as well as create an ASL presentation introducing the creator and the portfolio to the rating team. Finally, students will package the portfolio into a container system that will be physically mailed to the address provided in the Assignment Description.

By this point, students are functioning at their highest level using knowledge from all three previous portfolio assessment courses. As such this course is set up as a guided independent study allowing students to focus on their specific areas of need.

Prior to the end of the semester, student will submit their completed capstone portfolio for review. Passing the portfolio assessment is a graduation requirement. Successful completion is a student who satisfies, through Coversheets and evidence, the program’s benchmark for mastery in at least 81% of all the competencies found in each domain.

Objectives

By the end of this course, the students will:

- Create an individualized plan of action for the semester;
- Complete pieces of the portfolio project that are not yet finished;
- Create an ASL presentation introducing the creator and the portfolio to the rating team;
- Package the portfolio into an electronic container system; and,
- Submit the completed capstone portfolio for evaluation.
Required Materials

There are no required materials for this course.

Additional reading found in Course Materials in Blackboard

The Reader & Workbook for the ASLEI Portfolio Assessment Courses – INTR 415 (2014)

Materials from earlier Portfolio Assessment courses:

ISBN: 978-0-916883-41-6


ISBN: 0-446-69278-6
Plagiarism Policy

Policy on Plagiarism: Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one’s own mind. Plagiarism includes not only the exact duplication of another’s work but also the lifting of a substantial or essential portion thereof (UNC definition). Regarding written work in particular, direct quotations, statements which are a result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or a proper form of indentation shall be used to indicate all direct quotes. Regarding class projects, you are not to use as your entire presentation the completed works of faculty members, fully imported websites, or any other body of work in which you are not the author. Of course, with proper referencing, you can import portions of such works and websites to enhance and illustrate your presentation, and you can provide references to these other works for students who have an interest in pursuing a topic further. For further information, go to the following website: http://www.unco.edu/dos/honor_code/defining_plagiarism.html

Inclusivity Statement

The UNC College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own. Furthermore, as stated by UNC, “The University will not engage in unlawful discrimination in...educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University’s policy to prohibit discrimination in...educational services on the basis of sexual orientation or political affiliation.” (http://www.unco.edu/hr/AAEO_TitleIX.htm). Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity (http://www.unco.edu/cebs/diversity).

Students with Disabilities

Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate ADA accommodations are implemented in a timely manner.
**Grading Scale**

The points for all the assignments in a course will add up to 100 and letter grades are assigned as follows for UNDERGRADUATE classes:

- **A** = 100 - 91 superior achievement of course objectives
- **B** = 90 - 81 above average achievement of objectives
  
  *(Reminder: you must achieve at least a “B” per class to meet graduation requirements)*
- **C/D** = 80 - 61 below acceptable achievement of objectives
  
  60 or below is considered not passing

**Late Assignment Policy**

Late assignments will be accepted and graded for up to 72 hours after the due date and time but the final grade will be dropped one letter. Late assignments submitted after the 72 hours that have not been approved in advance with the respective Section Facilitator will NOT be graded and students will receive a zero as the assignment grade.

Extensions for assignment due date and time must be approved in advance with the respective Section Facilitator based on the following criteria:

- The extension is requested at least 24 hours in advance of the due date and time.
- An extension is requested no more than once during any given semester.
- **No late work will be accepted in the last three days of this course.**

Exceptions to the above criteria will only be considered based on documented evidence of special circumstances—such as illness, hospitalization or death of a family member.
Assignment Preview & Course Roadmap

The course is set up as a guided independent study with students determining their own individualized plan of action. This Action Plan will guide the student’s work as the capstone project is finalized.

The following information provides a preview and a roadmap (i.e., schedule) for the course assignments. The Assignment Description document outlines exactly how each assignment is to be complete. Student must follow the assignment description and the roadmap in order to be successful in this course.

Assignment 1 outlines the current state of the entire portfolio and an action plan to finalize the progress that stills needs to be made.

<table>
<thead>
<tr>
<th>Assignment 1: Action Plan</th>
<th>May 19 - May 27</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective:</strong> To identify the current state of the portfolio project and write an individualized plan of action to finalize the portfolio.</td>
<td></td>
</tr>
<tr>
<td><strong>Read</strong> Assignment 1’s Description</td>
<td></td>
</tr>
<tr>
<td><strong>5/26 – Memorial Day (University closed)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>5/19-5/27</strong></td>
<td>Complete Step 1 &amp; 2 (Outline portfolio’s current state and the plan of action)</td>
</tr>
<tr>
<td><strong>5/27</strong></td>
<td>Complete Step 3 (Submit current state and action plan)</td>
</tr>
</tbody>
</table>

Assignment 2 is the implementation of the action plan. During the nine weeks of this assignment, weekly updates will be provided to the instructor about the progress being made. Also, student can submit up to four Coversheets for instructor feedback and attend web meetings to connect with peers and instructor.

<table>
<thead>
<tr>
<th>Assignment 2: Finalize Portfolio</th>
<th>May 27 – July 27</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective:</strong> To make and convey progress in finalizing the portfolio project.</td>
<td></td>
</tr>
<tr>
<td><strong>Read</strong> Assignment 2’s Description</td>
<td></td>
</tr>
<tr>
<td><strong>7/4 – 4th of July (University closed)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Assignment 2</strong></td>
<td></td>
</tr>
<tr>
<td><strong>5/27-7/27</strong></td>
<td><strong>Finalize portfolio</strong> (Use individualize plan of action)</td>
</tr>
<tr>
<td><strong>Mondays</strong></td>
<td>Complete Step 1 (Post update of last week’s progress)</td>
</tr>
<tr>
<td><strong>5/27-7/21</strong></td>
<td>Complete Step 2 (Up to 4 Coversheets can receive instructor feedback)</td>
</tr>
<tr>
<td><strong>Thursdays</strong></td>
<td>Complete Step 3 (Attend 2 or more web meetings)</td>
</tr>
</tbody>
</table>

Assignment 3 is the mailing of the completed portfolio. Once mailed, the portfolio will receive a summative evaluation based on the ASLEI Program’s standards.
Assignment 3: Mail Portfolio  
**Objective:** To submit the portfolio to the rating team for a summative evaluation of the capstone project.

**Read Assignment 3’s Description**

<table>
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<tr>
<th>Assignment 3</th>
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<tbody>
<tr>
<td>7/28 (or before)</td>
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</table>

**Assignment 4** is a reflection summarizing the student’s take away from creating a portfolio.

Assignment 4: Portfolio Reflection  
**Objective:** To state a personalized take home message from the creation of the portfolio.

**Read Assignment 4’s Description**

<table>
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<tr>
<th>Assignment 4</th>
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<tbody>
<tr>
<td>8/1 (or before)</td>
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</table>

**Congratulations!** You have completed the ASLEI’s capstone portfolio project. Please complete the course evaluations.

**Grades** will be finalized in Blackboard by 5:00 pm on the Wednesday following the end of the course. Your portfolio’s rating form will be sent to your UNC Bearmail up to two months after grades are finalized.
Assignments

Assignment Overview

For more detail:
A complete discussion of each assignment and an associated rubric is available under the Assignment link on the menu bar within Blackboard.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Action Plan: To write an individualized plan for the semester.</td>
<td>15 pts.</td>
<td>5/19-5/27</td>
</tr>
<tr>
<td>2</td>
<td>Finalize Portfolio: To make and convey progress in finalizing the portfolio.</td>
<td>30 pts.</td>
<td>5/27-7/27</td>
</tr>
<tr>
<td>3</td>
<td>Mail Portfolio: To mail the portfolio &amp; receive a summative evaluation.</td>
<td>50 pts.</td>
<td>7/28</td>
</tr>
<tr>
<td>4</td>
<td>Portfolio Reflection: To state what is being taken away from the portfolio.</td>
<td>5 pts.</td>
<td>7/29-8/1</td>
</tr>
</tbody>
</table>

Be sure you follow the guidelines in your Student Handbook throughout the course for each assignment.
- Guidelines For Use Of Technology
- Guidelines For Online Discussions
- Guidelines For Written Assignments
Course Summary

Conclusion

INTR 415: Portfolio Assessment IV provided students an opportunity to finalize, package and introduce their portfolio prior to submission for review and evaluation by a rating team.

Passing the capstone portfolio means students have met one of the major graduation requirements for the ASLEI Program.

Key Points

The capstone portfolio has provided an avenue for students to reflection on and assesses their own learning and level of mastery in the 34 Entry-to-Practice Competencies which is the foundation of the ASLEI Program. The evaluation feedback by the rating team becomes the foundation for the professional development plans students design to continue their professional growth in the years ahead. It also provides confirmation of the students' level of mastery in the domains of interpreting competencies. A successful capstone portfolio promotes confidence as the students leave the program to become competent, autonomous practitioners of ASL-English Interpretation services.
Quality Instruction

Preparing

Qualified Interpreters