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http://www.unco.edu/doit
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Portfolio Assessment Series Overview

The ASL-English Interpretation (ASLEI) Program is a competency-based degree engaging students in the development of 34 pre-determined skills; coined the Entry-to-Practice Competencies. ASLEI students will develop a capstone portfolio in which they showcase and describe their possession, mastery, and self-awareness in each of the 34 competencies.

The portfolio is a long-term project encompassing the student’s development of the 34 competencies throughout and external to the ASLEI Program. Each portfolio will be reviewed by a team to confirm the student’s own documentation and mastery of the Entry-to-Practice Competencies. Passing the portfolio, ASLEI’s capstone project, is a graduation requirement.

The ASLEI program offers a four course series called Portfolio Assessment designed to help students prepare their academic portfolio. The series includes: INTR 115: Portfolio Assessment I (summer hybrid course), INTR 215: Portfolio Assessment II (spring online course), INTR 315: Portfolio Assessment III (summer hybrid course), and INTR 415: Portfolio Assessment IV (summer online course).

Course Overview

Purpose

INTR 315: Portfolio Assessment III is the third course in the series. The purpose of this course is to take a deeper look at the Coversheet and domain level reflections which are the most critical elements of the capstone portfolio.

Impact

This course explores the Coversheet and domain level reflections. Understanding these elements of the portfolio helps to develop reflective practice which is leveraged to testify to individualized and unique ability across the 34 Entry-to-Practice Competencies. The Coversheet and domain level reflections will complete the portfolio foundation. After INTR 315, students will be fully able to make major strides in completing their portfolio.

Objectives

By the end of this course, the student should be able to:

- Discuss the Coversheet and domain level reflections;
- Discuss the role of self-promotion within the portfolio;
- Analyze and revise Coversheets; and
- Complete all elements associated with the portfolio for competency 4.1.
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 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 world views 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.” (See 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

Accommodations Statement: Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, Voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.
**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 maintain 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.
Required Text/Readings

ISBN: 0-446-69278-6
*Note:* Purchasing e-book, audio book or borrowing from a library are acceptable options. May 2004 is the reprint edition.


Recommended References

ISBN: 978-0-916883-41-6


Course Preview

During this course the student will explore the Coversheet and domain level reflections:

- The Coversheet’s standardized sections and how each section is tailored to each competency;
- The assessment and revision of Coversheets to improve their quality; and
- The finalizing, packaging, and submitting all elements for competency 4.1.

The accumulation of which completes the foundation for the student’s own portfolio. This course will prepare students for INTR 415 when finalizing and packaging the portfolio becomes the focus.
Assignment Outlines

**Assignment 1 – Starting Place for INTR 315**
- Establishes a starting place for INTR 315 by reflecting on portfolio process to-date.
- Submits the products created since INTR 215.

**Assignment 2 – Summarizing Portfolio Phases**
- Demonstrates knowledge of the Coversheet, the levels of mastery, and the Domain-Level Reflection.

**Assignment 3 – Discussing Self-Promotion**
- Recognizes self-promotion as a significant element to the portfolio.

**Assignment 4 – Assessing Peer Coversheets**
- Composes feedback to peer’s Coversheets.

**Assignment 5 – Discussing Coversheet Feedback**
- Dialogs with peers about composed feedback.

**Assignment 6 – Completing C4.1**
- Finalizes, packages, and submit all portfolio elements associated with C4.1 as practice for INTR 415.

**Assignment 7 – Collecting Attribute Forms**
- Elicits and discusses feedback from three Attribute Forms.

**Assignment 8 – Looking Towards INTR 415**
- Recognize progress made to-date and future progress considerations to prepare for INTR 415.
Course Roadmap

Use this as your “map” while traveling on your distance learning journey. Use the last column to check off each item as you complete it. Icons in the roadmap are used to indicate activities/assignments worth points for grading. Dates before or next to any activity indicate specific dates for that item.

*A calendar version of this roadmap is available in Blackboard’s Course Materials.*

<table>
<thead>
<tr>
<th>Points</th>
<th>Dates</th>
<th>Activities</th>
<th>Done!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Assignment 1 – Starting Place for INTR 315</strong> &amp; Assignment 2 – Summarizing Portfolio Phases</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Objective:</strong> To demonstrate an initial ability to write, assess, revise Coversheets &amp; To demonstrate an overarching knowledge of the Coversheet, the levels of mastery, and the Domain-Level Reflection.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/15 – 7/19</td>
<td>1.1 <strong>Elicit:</strong> Attribute forms from 3 individuals <em>(see assignment 7)</em></td>
<td>❌</td>
</tr>
<tr>
<td></td>
<td>6/18</td>
<td>1.2 <strong>Post:</strong> Original reflection (A1)</td>
<td>❌</td>
</tr>
<tr>
<td></td>
<td>6/21</td>
<td>1.3 <strong>Post:</strong> Respond to a peer’s reflection (A1) <strong>Attach:</strong> Coversheets to your discussion thread (A1) <strong>Submit:</strong> Summary Chart to Assignment Tool (A2)</td>
<td>❌</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Assignment 3 – Discussing Self-Promotion</strong> &amp; Assignment 4 – Assessing Peer Coversheets</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Objectives:</strong> To discuss self-promotion in relationship to the portfolio &amp; To demonstrate an improved ability to assess Coversheets.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/22 – 6/30</td>
<td>2.1 <strong>Read:</strong> Brag! (A3) <strong>Assess:</strong> Compose feedback to peers’ Coversheet (A4)</td>
<td>❌</td>
</tr>
<tr>
<td></td>
<td>9:00-11:30 AM</td>
<td>7/1 <strong>Class:</strong> Discuss Brag! (A3) and sections of the Coversheet (A4)</td>
<td>❌</td>
</tr>
<tr>
<td></td>
<td>7/5</td>
<td>2.3 <strong>Attach:</strong> Composed feedback to peers’ discussion thread</td>
<td>❌</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Assignment 5 – Discussing Coversheet Feedback</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Objective:</strong> To discuss written Coversheets for current state and possible improvements.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9:00-11:00 AM</td>
<td>7/6 <strong>Class:</strong> Discuss the 2 <em>non</em> C4.1 Coversheets with peers</td>
<td>❌</td>
</tr>
<tr>
<td></td>
<td>9:00-11:00 AM</td>
<td>7/8 <strong>Class:</strong> Discuss the 2 C4.1 Coversheets with peers</td>
<td>❌</td>
</tr>
<tr>
<td>Points</td>
<td>Dates</td>
<td>Activities</td>
<td>Done!</td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
</tbody>
</table>
| Assignment 6 – Completing C4.1  
Objective: To demonstrate an advance ability to produce a Coversheet and all associated elements to demonstrate C4.1. |       | **Prep:** For one-on-one meeting with instructor |       |
| 7/9    | 4.1         | **Class:** One-on-one meetings to discuss C4.1                             |       |
| 9:00-  | 7/13        | **Class:** One-on-one meetings to discuss C4.1                             |       |
| 11:00 AM |           | **Hand In:** C4.1 flash drive                                              |       |
| 9/00-  | 7/15        | **Class:** One-on-one meetings to discuss C4.1                             |       |
| 11:00 AM |           | **Hand In:** C4.1 flash drive                                              |       |
| 7/17   | 4.4         | **Hand In:** C4.1 flash drive                                              |       |

Assignment 7 – Collecting Attribute Forms  
& Assignment 8 – Looking Towards INTR 415  
Objective: To discuss feedback received through the ASLE!'s Attribute Forms & To reflect on progress made to-date and future needs to prepare for INTR 415.

<table>
<thead>
<tr>
<th>Points</th>
<th>Dates</th>
<th>Activities</th>
<th>Done!</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/22</td>
<td>5.1</td>
<td><strong>Class:</strong> Return flash drives (A6)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7/22</td>
<td>Bring reflection for Attribute Forms (A7)</td>
<td></td>
</tr>
<tr>
<td>1:00-2:30 PM</td>
<td></td>
<td><strong>Submit:</strong> 3 Attribute Forms and reflection (A7)</td>
<td></td>
</tr>
<tr>
<td>7/23</td>
<td>5.3</td>
<td><strong>Read:</strong> Looking Towards INTR 415 (A8)</td>
<td></td>
</tr>
<tr>
<td>7/23</td>
<td>5.4</td>
<td><strong>Post:</strong> Original reflection (A8)</td>
<td></td>
</tr>
</tbody>
</table>
| 7/23   |             | Congratulations! Complete online course evaluation.  
Final grades will be posted the Wednesday following the end of the semester. |       |
# Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Starting Place for INTR 315:</strong> Dialog with peers about experiences with the portfolio since INTR 215 and submit products created for INTR 315.</td>
<td>5</td>
<td>6/18 &amp; 6/21</td>
</tr>
<tr>
<td></td>
<td>Assignment lasts one week.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><strong>Summarizing Portfolio Phases:</strong> Demonstrate knowledge of the Coversheet, the levels of mastery, and the Domain-Level Reflection.</td>
<td>8</td>
<td>6/21</td>
</tr>
<tr>
<td></td>
<td>Assignment lasts one week.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><strong>Discussing Self-Promotion:</strong> Dialog with peers about self-promotion’s involvement with the portfolio.</td>
<td>5</td>
<td>7/1</td>
</tr>
<tr>
<td></td>
<td>Assignment lasts two weeks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td><strong>Assessing Peer Coversheets:</strong> Compose feedback to help peers improve their Coversheets.</td>
<td>32</td>
<td>7/5</td>
</tr>
<tr>
<td></td>
<td>Assignment lasts two weeks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td><strong>Discussing Coversheet Feedback:</strong> Dialog with peers about composed feedback.</td>
<td>20</td>
<td>7/6 &amp; 7/8</td>
</tr>
<tr>
<td></td>
<td>Assignment lasts two days.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td><strong>Completing C4.1:</strong> Finalizing, packaging, and submitting all portfolio elements demonstrating C4.1 (practice for 415).</td>
<td>20</td>
<td>7/17</td>
</tr>
<tr>
<td></td>
<td>Assignment lasts nine days.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td><strong>Collecting Attribute Forms:</strong> Reflection on three attribute forms collected as mandatory evidence for the portfolio.</td>
<td>5</td>
<td>7/22</td>
</tr>
<tr>
<td></td>
<td>Assignment lasts one week.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td><strong>Looking Towards INTR 315:</strong> Reflection on INTR 315 and look towards INTR 415.</td>
<td>5</td>
<td>7/23</td>
</tr>
<tr>
<td></td>
<td>Assignment lasts one day.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Course Summary

Conclusion

This course intensely examined the Coversheet and domain level reflections. The student a) improved their understanding of the standardized sections of the Coversheet, b) assessed Coversheets written by self and peers, and c) finalized, packaged, and submitted a complete competency. The student has the skills to prepare for INTR 415: Portfolio Assessment IV.

Key Points

- The capstone portfolio is a long-term project showcasing the student’s development, documentation, and description of the 34 Entry-to-Practice Competencies.
- There are four courses within the Portfolio Assessment series serving to deepen the student’s knowledge and understanding of the portfolio project.

Next Steps

- Use/refine a system for organizing the portfolio. An effective system is one where portfolio work can easily be retrieved. It may be a system for electronic items, hard copies, or both. Eventually, all items will be electronic.
- Continue to assess competencies, collect evidence items, as well as write, assess, and revise Coversheets.
- Prior to the start of INTR 415: Portfolio Assessment IV, complete the progress needs identified in The Reader for INTR 315.
- Upper level students always share the time spent learning from, working with, and accountability by others as a huge benefit. They wish they would have started earlier. Collaboration has taken different forms, length, and frequency. A pattern of collaboration is highly encouraged.
Quality Instruction
Preparing
Qualified Interpreters