Study Guide

INTR 415
Portfolio Assessment IV

Summer 2015
University of Northern Colorado

American Sign Language – English Interpretation Program

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# Table of Contents

- Portfolio Assessment Series Overview ................................................................. 1
- Course Overview........................................................................................................ 1
- Purpose ....................................................................................................................... 1
- Impact ......................................................................................................................... 1
- Objectives .................................................................................................................. 1
- Plagiarism Policy ....................................................................................................... 2
- Inclusivity Statement ................................................................................................. 2
- Students with Disabilities......................................................................................... 2
- Grading Scale ............................................................................................................. 3
- Late Assignment Policy ............................................................................................ 3
- Required Text/Readings............................................................................................. 4
- Course Preview .......................................................................................................... 5
- Assignment Outlines ................................................................................................. 5
- Course Roadmap ......................................................................................................... 6
- Assignments ............................................................................................................... 8
- Course Summary ....................................................................................................... 9
- Conclusion ................................................................................................................ 9
- Key Points ................................................................................................................ 9
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 415: Portfolio Assessment IV is the final course in the series. The purpose of this course is to finalize and package the portfolio before receiving a summative evaluation confirming the student’s reflective practice and identified abilities.

Impact

This course is a structured independent study. Opportunities to connect with the instructor and peers are offered. However, the primary activity of this course is to complete the portfolio. At the end of the semester, portfolios will be evaluated and written feedback on the student’s reflective practice and abilities will be provided.

Objectives

By the end of this course, the student will:

- Finalize outstanding pieces of the portfolio project (including an ASL presentation and packaging the portfolio into an electronic contain system); and
- Submit the completed capstone portfolio for evaluation.
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


**References from earlier Portfolio Assessment courses:**


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Course Preview

During this course the student will independently finalize, package, and mail the portfolio. Even though the student will work independently, weekly journal entries of the student’s progress is required. Optional opportunities for the student to (a) connect with the instructor and peers and (b) receive feedback on Coversheets will be offered.

Assignment Outlines

Assignment 1 – Starting Place for INTR 415
- Establishes a starting place for INTR 415 by reflecting on portfolio progress to-date.

Assignment 2 – Finalizing the Portfolio
- Completes outstanding pieces of the portfolio including packaging the portfolio in an electronic container system.
- Submits weekly update journals describing progress.

Assignment 3 – Rating the Portfolio
- Mails the portfolio.
- Receives a summative evaluation of the portfolio.

Assignment 4 – Reflecting on the Portfolio
- Reflects on what the accomplishment of the portfolio means on a personal level.
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>5/18-5/21</td>
<td>1.1 Read: The 415 Reader</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/22</td>
<td>1.2 Journal: Discuss the portfolio’s current state Elicit: Individual for the Attribute Forms</td>
<td></td>
</tr>
</tbody>
</table>

Assignment 1 – Starting Place for INTR 415

Objective: To discuss the current state of the portfolio.

<table>
<thead>
<tr>
<th>Points</th>
<th>Dates</th>
<th>Activities</th>
<th>Done!</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/25</td>
<td></td>
<td>Enjoy the Memorial Day Holiday!</td>
<td></td>
</tr>
<tr>
<td>5/26-7/10*</td>
<td>2.1 Portfolio: Finalize and package the portfolio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/26</td>
<td>2.2</td>
<td>Optional Web Meeting: Tuesday 6-7 PM Mountain</td>
<td></td>
</tr>
<tr>
<td>6/1</td>
<td>2.3</td>
<td>Journal: Discuss progress</td>
<td></td>
</tr>
<tr>
<td>6/2</td>
<td>2.4</td>
<td>Optional Web Meeting: Tuesday 6-7 PM Mountain</td>
<td></td>
</tr>
<tr>
<td>6/8</td>
<td>2.5</td>
<td>Journal: Discuss progress</td>
<td></td>
</tr>
<tr>
<td>6/9</td>
<td>2.6</td>
<td>Optional Web Meeting: Tuesday 6-7 PM Mountain</td>
<td></td>
</tr>
<tr>
<td>6/15</td>
<td>2.7</td>
<td>Journal: Discuss progress</td>
<td></td>
</tr>
<tr>
<td>6/16</td>
<td>2.8</td>
<td>Optional Web Meeting: Tuesday 6-7 PM Mountain</td>
<td></td>
</tr>
<tr>
<td>6/22</td>
<td>2.9</td>
<td>Journal: Discuss progress</td>
<td></td>
</tr>
<tr>
<td>6/29</td>
<td>2.10</td>
<td>Journal: Discuss progress</td>
<td></td>
</tr>
<tr>
<td>6/30</td>
<td>2.11</td>
<td>Optional Web Meeting: Tuesday 6-7 PM Mountain</td>
<td></td>
</tr>
<tr>
<td>7/4</td>
<td></td>
<td>Enjoy the July 4th Holiday!</td>
<td></td>
</tr>
<tr>
<td>7/6</td>
<td>2.12</td>
<td>Journal: Discuss progress</td>
<td></td>
</tr>
<tr>
<td>Points</td>
<td>Dates</td>
<td>Activities</td>
<td>Done!</td>
</tr>
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<td>------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>7/7</td>
<td>2.13 <strong>Optional Web Meeting:</strong> Tuesday 6-7 PM Mountain</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7/13</td>
<td>2.14 <strong>Journal:</strong> Discuss progress</td>
<td></td>
</tr>
</tbody>
</table>

**Assignment 3 – Rating the Portfolio**
Objective: To receive a summative evaluation of the capstone portfolio.

|        | 7/13      | 3.1 **Portfolio must arrive by this date!**     |       |
|        | 7/24-7/25 | 3.2 **Evaluation:** Portfolios will be assessed by the rating team |       |

**Assignment 4 – Reflecting on the Portfolio**
Objective: To discuss a personalized take home message from the portfolio capstone.

|        | 8/7       | 4.1 **Journal:** Discuss personalized take home message |       |
|        | By 8/7    | Congratulations! Complete online course evaluation. Final grades will be posted by the Wednesday following the last day of classes. Portfolio feedback will be sent to Bear Mail within two months of the end of the course. |       |
## Assignments

### Assignment Overview

<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 415:</strong> Identify the current state of the entire portfolio project.</td>
<td>3</td>
<td>5/22</td>
</tr>
<tr>
<td>2</td>
<td><strong>Finalizing the Portfolio:</strong> Make progress from the portfolio’s current to completed state. Weekly journal entries will keep the instructor up-to-date on portfolio progress.</td>
<td>14</td>
<td>On going</td>
</tr>
<tr>
<td>3</td>
<td><strong>Rating the Portfolio:</strong> Portfolio receives a summative evaluation. <em>Portfolio must arrive for evaluation no later than July 13th.</em></td>
<td>80</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td><strong>Reflecting on the Portfolio:</strong> State what is being taken away from the portfolio process.</td>
<td>3</td>
<td>8/7</td>
</tr>
</tbody>
</table>

Assignment lasts five days.

Assignment lasts several weeks.

Assignment can be completed any time between portfolio submission and the last day of class.
Course Summary

Conclusion

During this course the student finalized, packaged, and mailed the completed portfolio. The portfolio received a summative 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