

Comprehensive Assessment Description

2010

Exit Portfolio

The purpose of the portfolio is to serve as a capstone experience and demonstrate the skills you have developed in the pursuit of your M.Ed. degree in Health Education.

This *capstone/ exit portfolio* should provide evidence of what you have learned or skills you have acquired in the 5 required courses: HED 500,501, 505, 507 and 562. It should also show, by way of both narrative and charts or matrices, how the seven entry level health responsibilities/competencies are aligned with course work, lectures, and your artifacts.

The portfolio may be either a –

- *Process portfolio* that documents all facets or phases of your learning process. It can show what you have learned, how you have integrated this learning, journals, thinking or reflective logs, and or things you have done with the knowledge, skills, and understandings acquired while in the program. (For example: articles you have read; additional assignments; projects at school, etc.)
- *Showcase portfolio* that represents a summative evaluation (assessment) of your mastery of key curriculum outcomes. It would include your very best work from each of the 5 required courses (re-done to make them copy ready); this portfolio should also include a written analysis and reflection on each of the artifacts and how you decided which to include.

It is important to realize that the portfolio should contain artifacts that show either progress or showcase your skills.

Format

- Introduction to portfolio (introduce self/indicate role the program and coursework played in meeting your professional needs.
- Matrix showing which responsibilities and competencies have been met
- Chapter designations. One chapter for each course.
 - Chapter introduction with mini-matrix of responsibilities
 - Chapter artifacts
 - Reflection of what you learned from course
- Final Reflection on your experience with courses and program.

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Expectations.

It is expected that you will develop professional portfolio that will demonstrate high quality graduate work and be representative of your professional skills. As such it should be typed, contain graphs, charts, pictures, or other forms of graphical representation. It should be copy ready and presented in an appropriate format. It must be your original work.

You will need to prepare a short, 1 page, and description of what you plan to do and submit it to Dr. Kenneth Ainley for approval. You are also expected to meet with Dr. Ainley to discuss the overall scope of the portfolio and to work out problems as they arise.

Grading.

All portfolios will be graded on a 4 point scale (1-4) as seen in the attached rubric. The principal criteria that will be assessed are:

- The content and purpose of the portfolio including reflection
- The organization of the portfolio including alignment of artifacts with CHES responsibilities and competencies
- The amount of information provided
- The quality of information provided-artifacts should be appropriate and of high quality
- The mechanics (grammar, spelling and punctuation)
- Copy ready-quality of presentation.

The maximum points attainable are 24. Candidates need to score a minimum of 18.

Capstone -- Comprehensive Assessment Exit Portfolio Rubric

Student Name: _____

CATEGORY	4	3	2	1
1 Content- Purpose	A key points are addressed/ presented -All ideas-materials are well developed -Well-reasoned and thought out reflection	Most key points are addressed /presented -Most ideas-materials are well developed -Good evidence of thoughtful reflection	Several key points are not addressed or presented -Some of the ideas need further development -Reflection is limited & needs additional work. Some gaps in content	Very few key points are address or presented -More than half of the material needs further development. -There is very evidence of thoughtful reflection
2 Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized. 8)
3 Amount of Information	All topics are addressed and all criteria are addressed with at least 1 good artifact for each	All topics are addressed and most criteria are addressed with at least 1 good artifact for each.	All topics are addressed, and most criteria are met although some have weak supporting artifacts.	One or more topics were not addressed and several criteria were not addressed
4 Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
5 Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
6 Copy Ready	Material is presented in Professional manner -Material has clear division of content -Material is copy-ready and in a binder or professionally bound	Most of the material is presented professionally. -Most of the material is well presented and there are only a few problems with format -Material is bound or in a binder	Some of the material is in need of retyping. -Charts, graphs, pictures may need additional work -The format needs some additional work -Material is not bound but in a binder. (poor choice)	Most of the material needs to be clean up. -Graphical materials are either inappropriate, or missing. -The format is not reflective of professional quality. -Material is not bound

