

Valdosta State University
PERS 2690 Rubric for Prior Learning Assessment Submissions

Course description: An examination of issues raised by living in a multicultural society. Through discussions of films and readings, students will consider how different cultures have shaped the United States in the past and where such shapings might lead in the future.

Candidates must score at the minimum level of “able” in each element of the rubric.

ITEM	Masterful	Able	Developing
SOURCES OF LEARNING (EXPERIENCES)			
Documentation and description of experiences as a basis for PLA.	Sources of Learning section succinctly narrates and describes the significance of the candidate’s relevant learning experiences and establishes the candidate as qualified to write on the subject.		
EVIDENCE OF LEARNING (COMPETENCIES)			
Evidence (overall)	Candidate provides evidence of learning the following from experience.		
	The student will analyze how different cultures interact to shape U.S. history and identity. Students will consider the advantages and disadvantages of living in a multicultural nation.		
	The importance of communication through verbal, written, or informatics.		
Evidence aligned with specific learning outcomes	Candidate provides adequate and appropriate evidence of each learning outcome listed in the course syllabus.		
	Students will: <ol style="list-style-type: none"> 1) Understand the benefits and problems inherent in a multicultural society 2) Consider how one’s own regional, cultural, or ethnic heritage influences self-definition 3) Consider one’s own self-definition within the context of other regions, cultures, or ethnic heritages 4) Examine how recent debates over multiculturalism continue to shape both the classroom and the nation 5) Engage in spirited, intellectual inquiry into multicultural issues 6) Develop students’ skills in oral communication, written communication, and critical thinking 		
Evidence aligned with personal experience	From the candidate’s discussion of personal examples, it is clear that the learning arose from the candidate’s experience and the experience represents understanding of the topic.		

	The candidate may provide other documentation of workshops, courses, or etc. they attended.		
Evidence aligned with academic theory	Appropriate amount and use of academic theory is integrated within the submission, so that the candidate's learning is grounded in the academic frameworks of the topic.		
QUALITY OF PRESENTATION OF SUBMISSION			
Breadth / Depth of Submission	There is an appropriate depth and breadth of discussion related to requested credits (upper vs. lower division, and amount)		
Introduction/ Conclusion	<input type="checkbox"/> Introduction effectively introduces the topic in general and the contents of the essay/formal paper specifically. <input type="checkbox"/> Conclusion effectively summarizes main points and states significance of the essay/formal paper topic.		
Citation of Source Material	In-text and end-of-text citations of all sourced materials are correct and complete.		
Documentation	Documentation is effective evidence of experience; Documentation is effectively referred to within submission, and its significance and relevance is clear.		
Sentence Structure, Mechanics, and Overall Presentation	<input type="checkbox"/> PLA submission is well organized, uses adequate subheadings clearly aligned with competencies and progresses in logical, convincing order. <input type="checkbox"/> Each sentence structured effectively; rich, well-chosen variety of sentence styles and length. <input type="checkbox"/> Virtually free of punctuation, spelling, and capitalization errors; appropriate format and presentation for assignment. <input type="checkbox"/> Exceptional vocabulary range, accuracy, and correct and effective word usage. <input type="checkbox"/> PLA submission id professionally presented, complete and clear.		