

ePortfolios can take many forms, but for the purpose of assessing the outcomes associated with this project, we expect an ePortfolio to tell a coherent story about the student’s learning experiences both in and out of classes, synthesize and present those experiences for a general, external, professional audience. ePortfolios of this kind provide evidence of skills and interests through a curated selection of artifacts and craft in the process a professional identity.

Critical Thinking Through Reflection

Critical Thinking Through Reflection focuses on evidence of critical thinking (analysis, synthesis, evaluation, creation) as it exists in within artifacts, arrangement, and reflective writing and across the ePortfolio as a whole.

	Beginner: 1	Developing: 2	Mature: 3	Professional: 4
A: Artifacts	Included artifacts show little connection to the overarching story or the story itself is missing. Artifacts are not contextualized so their meaning is supplied more by the viewer than the author. There is little variety of skills, experiences, and learning represented and not enough evidence to support the claims being made. Most artifacts are of the same kind or from the same kind of experience (for example course papers or images of design work).	Some artifacts contribute to the story being told, but some may not. The story is present, but limited and individual artifacts have little contextual information to support their inclusion. There is some variety of skills, experiences, and learning represented. While the overarching story is not supported by all of the artifacts, there are some moments where artifacts do substantiate the claims.	Most artifacts provide evidence of the story being told and most support the claims being made. Artifacts are contextualized so that the reason for their inclusion is almost always clear. The artifacts provided demonstrate a variety of skills, experiences, and learning across a range of courses or co-curricular experiences.	Artifacts provide strong evidence of the story being told and claims being made. Artifacts are well contextualized so that their presence in support of a message is clear throughout. The artifacts provided demonstrate a variety of skills, experiences, and learning and draw from a wide range of experiences both in and out of formal courses.
B: Arrangement	Arrangement is overly simplistic, for example organized by the course or level or presented as a simple gallery or list. There is no evidence of synthesis of learning and the arrangement of artifacts makes the overarching story confusing.	Arrangement is mostly logical though predictable. Some items may be misplaced, disconnected, or underdeveloped. There is limited evidence of synthesis in learning so that the overarching story is vague or in places confusing. The reader has to do too much of the work to interpret the connections.	Arrangement usually reinforces the story and the ePortfolio almost always functions as a curated collection of evidence. There is some evidence of synthesis of learning experiences through the use of repeated themes, links within the ePortfolio, or other motifs that are not overly cliched.	Arrangement consistently reinforces the story. The ePortfolio functions as a carefully curated collection of evidence intentionally assembled to demonstrate synthesis of, and sophisticated thinking about, various learning experiences. The story is clear and nuanced.
C: Reflective Writing	Reflective writing is limited to description. Where attempts to go beyond description occur, they seem simplistic, formulaic, or cliched. The writing is often repetitious and may have numerous errors at the sentence level.	Reflective writing is present and occasionally includes more than description by connecting artifacts together, saying why an experience was important, or connecting lived experience to other sources of knowledge. The writing is almost always correct, but does not fully construct a coherent individual identity.	Reflections often make connections, explains importance, or project into the future, but not consistently so. Where the writing indicates critical thinking, it does so by making connections to specific artifacts and to the story being told across the ePortfolio as a whole. The writing is generally correct and constructs a sense of individual identity, though at times it is overdone or repetitious.	Reflections are insightful and work together to consistently synthesize learning experiences and demonstrate critical thinking about the meaning and application of these experiences without being overdone or repetitious. Across the whole ePortfolio the writing constructs a sophisticated and nuanced identity.

Visual Literacy

Visual Literacy focuses on how the author uses visual elements to provide evidence, construct deeper meaning, and support and enhance the message of the ePortfolio. “Visual elements” refer to any non-text elements such as boxes, icons, buttons, or photographs.

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D: Visual Elements	Visual elements <i>decorate</i> the ePortfolio without attention to how they function. They do not support the message or help create identity.	Visual elements <i>illustrate</i> the message but inconsistently or visual elements exist mostly because they are artifacts of design or artistic creation. <i>In either case</i> , visual elements do not consistently contribute to the message or identity.	Visual elements function to illustrate the message or provide evidence of experiences or skills, <i>and</i> almost always sync together with the text to provide additional meaning and craft an identity maintained throughout the ePortfolio.	Visual elements are used both to illustrate and provide evidence, <i>but always</i> with attention to syncing the image and the text and to constructing an appropriate identity. The visual elements included are unique, creative, sophisticated, and convey another layer of the meaning without functioning simply as artifacts.
E: Design Choices	Design choices like color, font, space, and layout are haphazard and distract from the message and identity.	Design choices are often appropriate, but some choices of color, font, space, or layout are ineffective in supporting the message or distract from the identity being created.	Design choices are consistently appropriate, support the message, and aid in the construction of identity. Some of these choices are sophisticated, original, or creative.	Design choices are consistently appropriate, support the message, and aid in the creation of identity. These choices are consistently sophisticated and original/creative.

Technical Competency

Technical Competency focuses on the application of technical elements that should enhance the way information is conveyed to an audience, differentiating an ePortfolio from other products (social media sites, blogs, commercial websites) to construct identity. "Navigation" refers to the way the site is set up to let users move through the site and within individual pages. "Technical details" include features like slide shows, scroll bars, hyperlinks, quality or size of graphics, etc.

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F: Navigation	Navigation in the ePortfolio is confusing or awkward suggesting little consideration of user experience or limited technical skill.	Navigation is not always consistent or intuitive. There are repetitions in navigation that do not enhance the user's experience or navigation choices that make the user's experience more difficult.	Navigation is thoughtful and facilitates the user's experience, but isn't consistently sophisticated or effective.	Navigation is thoughtful, supports the story being told, and is original/creative even if a template has been used. Navigation within the ePortfolio is sophisticated and improves the user's experience.
G: Attention to Technical Details	Major technical issues detract from the effectiveness of the ePortfolio.	Minor technical issues occur, but these generally do not interfere with the effectiveness of the ePortfolio. Some features are inappropriate <i>or</i> do not contribute to the message or the construction of identity.	No technical issues are detected with the ePortfolio. It is clear how to use the technical features of the ePortfolio. The features used are mostly appropriate <i>and</i> usually contribute to the message and construction of identity.	No technical issues are detected, the features used are appropriate and consistently contribute to the message and identity.
H: Ethical Literacy	Choices in <i>both</i> texts and images are ethically problematic demonstrating little awareness of the public nature of ePortfolios or the necessity for respecting others in this public format. Citations are missing.	Choices in <i>either</i> texts <i>or</i> images are ethically problematic. Questions arise about fair use, ownership, or appropriateness because of the lack of credits <i>or</i> their inconsistency.	Choices in either texts or images are <i>mostly</i> respectful of others and <i>generally</i> demonstrate an awareness of the public nature of ePortfolios. Credits and acknowledgement exist but are not consistent across the ePortfolio <i>or</i> are not well-handled.	Choices in texts and images <i>consistently</i> respect others <i>and</i> demonstrate awareness of the public nature of ePortfolios. <i>No</i> questions arise about fair use, ownership, or appropriateness because credits and acknowledgements are well-handled throughout the ePortfolio.

Effective Communication

Effective Communication is focused on the message of the overall ePortfolio rather than individual components.

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I. Coherent Message for Intended Audience	The textual and visual elements do not work in unison to construct a consistent identity and central message. The purpose of the ePortfolio as a whole is unclear or overtly clunky (I want a job) or the reader has to do too much of the work to supply that message.	Some elements of the ePortfolio as a whole obscure the message or create confusion about the purpose or the author’s identity. There are several moments of public disclosure that do not serve to support the author’s message or contribute positively to the construction of identity.	The ePortfolio as a whole is almost always effective in both its message and the construction of identity. Most elements work well together so that the reader is drawn in and feels engaged in learning more about the author and his or her experiences, but there are some points where the pieces do not all work together to demonstrate sophistication in the message or construction of identity.	There is a coherent and effective message being told by the ePortfolio as a whole and an identity is consistently and effectively constructed because all elements work together and demonstrate sophistication and originality/creativity.