

HDFS ePortfolio Rubric Definitions

ePortfolio

The ePortfolio is a 21st century method for communicating experience, demonstrating learning, and showcasing skills that support professional goals. The ePortfolio is directed to a professional audience and through reflective contextualization it presents a variety of artifacts that convey the student's preparedness for professional practice.

Artifacts

Examples of work, experience and learning that support preparedness for professional practice

Contextualization

Based on Critical Thinking through Reflection, it communicates to a professional audience:

- *Preparedness for accomplishing professional goals*
- *Professional learning and growth through experience*
- *What is included in the ePortfolio and why it is important*
- *The student's story and guidance for understanding the story*

Effective Communication

Students will demonstrate competence in communicating to a professional audience outside of the academic community through the use of a professional language style and through the selection and presentation of artifacts that support their professional goals.

Conveyance of a professional goal

The student clearly identifies a professional purpose for the portfolio framed as a specific professional goal on the home page, such as attending graduate school for a Master's of Social Work degree, obtaining a job as a preschool teacher, or securing an internship working with elementary school children in a counseling office. The audience should not have to search the portfolio for a specific professional goal nor should they be left wondering about the student's reason for creating the ePortfolio.

Professional writing

All writing in the ePortfolio should demonstrate a professional language style. All aspects of the portfolio should demonstrate good grammar and sentence structure. There should be no typos and no spelling errors.

Appropriateness of artifacts for a professional audience

All features of the ePortfolio are appropriate for a professional audience. Artifacts present examples of work, experience and/or professional development that would be expected by employers or other professional reviewers, and they relate to the student's professional goal. Images of student are in a professional setting.

Ethical Literacy

All elements of the ePortfolio should be written by the author or used with permission. Care should be taken when using images and photos to receive and document permission for use. Images and photos should not be exploitive or be used in such a manner to elicit a strong emotional response.

Critical Thinking through Reflection

Students will demonstrate competence integrating learning and experiences across multiple settings in order to craft a professional identity, to convey preparedness for accomplishing a professional goal, and to promote audience understanding of ePortfolio content.

Incorporation of a variety of experiences/artifacts

The student should incorporate a wide variety of different types of experiences, knowledge, skills and/or learning to demonstrate preparedness to accomplish their professional goal. Every artifact included in the ePortfolio has an obvious purpose and adds to the story told. Less than 3 different relevant artifacts is equal to a rating of “novice”, 3 to 4 different relevant artifacts represents “developing”, and 5 or more different and relevant artifacts is “professional.”

Contextualization of how artifacts relate to professional goals

The student clearly explains how each experience/artifact relates to the student’s professional goal as stated on the homepage of the ePortfolio. The professional audience should not be left guessing why an experience or artifact is included in the ePortfolio or wondering how it supports the student’s professional goal.

Contextualization should be more than a description of experience.

Conveyance of professional learning/growth

Contextualization of artifacts demonstrate changes in student’s thinking, behavior, skills, professional philosophy, or other growth as a result of experience and learning.

Integration of experiences through introductions

Each page in the ePortfolio should have a title and introduction that orients the reader to content of the page and provides a preview of what the reader will discover about the student. The introduction should convey the inter-relatedness, or connection, among all of the artifacts on the page and tie them together into a unified whole.

Technical Competency

Students will demonstrate competence in using technology to create a personalized ePortfolio website that is easily accessible to a professional audience.

Convenient access from navigation paths

Links and layout guide the reader easily through the site. The reader can follow a logical path through the site without having to wonder how to get to a page or how to get back to a page previously viewed. Links and files should be clearly and consistently labeled, and they should open in a new page. All links should work as designed.

Files and images optimized for web viewing

Text files are converted to .pdf files in order to standardize viewing and prevent unintentional editing. Images are saved as .jpg files. Graphics and images are of appropriate size and resolution so they can be viewed clearly.

Visual Literacy

Students will demonstrate competence in applying principles of design to create a professional ePortfolio, to enhance the delivery of its content, to create flow of information, and inspire continued reading.

Design elements should enhance the ePortfolio

The design elements of the ePortfolio are appropriate for a professional audience and principles typically considered “standard” for web design are utilized. These include:

- A limited color scheme that is aesthetically pleasing. Neutral, non-distracting, colors for the background, text and icons should be used.
- Text that is easy to read and uses a sans-serif font, such as Arial, Tahoma, or Helvetica. There should be good contrast between the text and background.
- Formatting and layout of pages that uses appropriate white space, alignment and placement to organize content. The pages should not be haphazard or cluttered. A limited number of navigation tabs (3-4) should be provided on the homepage.

Consistent visual theme

The ePortfolio is visually cohesive. All elements of the design are consistent across pages. The color scheme, text, formatting and overall layout are repeated across the ePortfolio.