Workshop: Assessing ePortfolios<superscript>/kyancey@fsu.edu</superscript>

What We Assess: A Review of Different Models

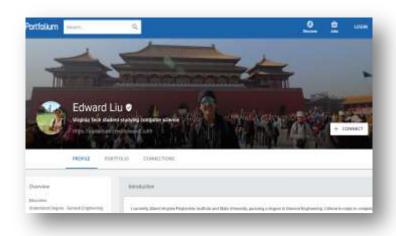How We Assess: The Role of Scoring Guides

A Set of Guides: AAC&U

UW Stout

Stanford

Alverno

A Set of ePortfolios

St. Olaf	Cognitive Neuroscience	https://pages.stolaf.edu/cis-jwesterberg/
St. Olaf	Black Expression and Artistic Performance	https://pages.stolaf.edu/cis-tvanlear/
Auburn	Health Services Administration	http://eselaingr.wixsite.com/eportfolio
ODU	Geography	https://sites.wp.odu.edu/anjelicapetsch/
Auburn	Geography (BS and MS)	http://wmc0005.wixsite.com/eportfolio
Va Tech	Visual Communication Design	https://portfolium.com/Hana
Va Tech	Engineering	https://portfolium.com/EdwardLiu89
UofMich	AmerCulture/Women's Studies	https://kmperk.wixsite.com/tellmeapoem

(Some) ePortfolio Galleries

https://eportfolios.vt.edu/wp-content/uploads/2017/08/ePortfolio-Showcase-Finalists-Fall-2017-1-1-2.pdf

https://wp.stolaf.edu/cis/individual-majors-web-portfolios-why/web-portfolios-archive/

http://wp.auburn.edu/writing/eportfolio-project/eportfolio-examples/

http://writingminor.sweetland.lsa.umich.edu/portfolios/

St. Olaf ePortfolio Values-->Guide

Besides demonstrating a student's grasp of the central subject of their studies, web portfolios promote four goals of liberal learning: recognizing connections, being reflective about intellectual and personal growth, building intellectual community, and building bridges to communities outside the academy.

Excellent web portfolios are characterized by the meaningful coherence of the whole, the quality of the individual pages, the clarity and logic of the overall design, the creativity and thoroughness of the links, the degree to which the rationale for particular links is explicit and sensible, the critical judgment apparent in the selection of external sites, the extent of the portfolio, and the portfolios overall aesthetic quality.

**

PASS		NO PASS	
4	3	2	1

- ✓ Besides demonstrating a student's grasp of the central subject of their studies,

    web portfolios promote four goals of liberal learning:

- ✓ recognizing connections

- ✓ being reflective about intellectual and personal growth

- ✓ building intellectual community, and

- ✓ building bridges to communities outside the academy.

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- ✓ the meaningful coherence of the whole

- ✓ the quality of the individual pages

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- ✓ the creativity and thoroughness of the links

- ✓ the degree to which the rationale for particular links is explicit and sensible

- ✓ the critical judgment apparent in the selection of external sites

- ✓ the extent of the portfolio, and

- ✓ the portfolios overall aesthetic quality.

Association of American Colleges and Universities

This rubric is the first step in a rubric development process that will produce additional drafts, each responsive to the feedback received. Feedback deadline is February 15, 2009. The next draft of this rubric will be available in May 2009. For more information or to give feedback, please email Wende Morgaine at wendemm@gmail.com. Thank you!

Evaluators are encouraged to assign a **zero** to any performance that doesn't meet level one performance.

	4	3	2	1
Connections to experience *Connects relevant experience & academic knowledge*	Shows evidence of combining fields of study and one's own perspective on classroom content as well as life situations to illuminate and deepen one's analysis, synthesis, or interpretation(s).	Demonstrates an understanding of the influence of fields of study with one's own experience outside of the classroom.	Begins to appropriately associate one's own experience outside of the classroom with fields of study.	Demonstrates some understanding of how one's own experience outside of formal classroom relates to fields of study.
Connections to discipline *Sees (makes) connections across disciplines, perspectives*	Extends and recombines theories/frameworks using examples and facts to deepen analysis of issues or define/solve problems; takes multiple perspectives on a range of issues.	Uses examples, facts, and theories from beyond a field of study, and identifies multiple perspectives.	Includes an example, fact, or theory from outside a field of study; acknowledges the presence or possibility of other perspectives.	Stays within the confines of a discipline in the context of assignments; and articulates one perspective.
Transfer *Adapts knowledge, concepts, and/or tools from one discipline to another*	Adapts familiar frameworks for new uses.	Synthesizes familiar frameworks into new uses.	Applies familiar frameworks to new situations.	Connects familiar frameworks to new situations.
Communication *Balances form and content in communication choices*	Within context of portfolio (or artifacts being reviewed), demonstrates clear ability to integrate or synthesize content, medium, and form to skillfully communicate complex learning.	Begins to use medium and form to contribute and respond to content.	Demonstrates of an awareness of how form can contribute and respond to content.	Uses medium and form adequately to convey content.
Identity as Learner *Reflects on*	In challenging learning situations, articulates one's identity as a learner and contributor to a variety of settings, which may include academic work, campus and civic environments.	Articulates one's identity as a learner, beginning to contribute in environments characterized by ambiguity and risk.	Articulates one's own learning strengths and sets goals for improvement.	Begins to identify one's self as a learner, differentiating appropriately one's self from what one is learning.

Created by a team of faculty from higher education institutions across the United States.

Stanford Notation in Science Communication
and Adapted

Pass

The ePortfolio as a whole, including the cover letter, artifacts, and artifact reflections, demonstrates a high level of proficiency and expertise in science communication and consistent achievement of the Notation's learning outcomes. The cover letter provides a coherent and compelling framework for the ePortfolio, reflecting on the student's development as a versatile and effective science communicator and offering sufficient evidence to support individual claims. Artifact reflections articulate the rhetorical situation of the document and more specifically how artifacts demonstrate achievement of the Notation's learning outcomes. Artifacts represent a range of genres, modes, and contexts of communicating scientific information and engage in translating and communicating science to a range of audiences, specialist and non-specialist. Individual artifacts illustrate effective use of appropriate and effective science communication strategies.

PASS: The ePortfolio as a whole, including the cover letter, artifacts, and artifact reflections, demonstrates a high level of proficiency and experience in _____. The cover letter provides a coherence and compelling framework for the ePortfolio, reflecting the student's development as a versatile and effective _____ and offering sufficient evidence to support individual claims. Artifact reflections articulate the rhetorical situation of the document and more specifically how artifacts demonstrate achievement of the portfolio outcomes. Artifacts represent a range of genres, modes, and contexts. Artifacts each demonstrate achievement.

Selection of Artifacts	The artifacts and work samples do not relate to the purpose of the eportfolio.	Some of the artifacts and work samples are related to the purpose of the eportfolio.	Most artifacts and work samples are related to the purpose of the eportfolio.	All artifacts and work samples are clearly and directly related to the purpose of the eportfolio. A wide variety of artifacts is included.
Descriptive Text	No artifacts are accompanied by a caption that clearly explains the importance of the item including title, author, and date.	Some of the artifacts are accompanied by a caption that clearly explains the importance of the item including title, author, and date.	Most of the artifacts are accompanied by a caption that clearly explains the importance of the item work including title, author, and date.	All artifacts are accompanied by a caption that clearly explains the importance of the item including title, author, and date.
Reflective Commentary	The reflections do not explain growth or include goals for continued learning.	A few of the reflections explain growth and include goals for continued learning.	Most of the reflections explain growth and include goals for continued learning.	All reflections clearly explain how the artifact demonstrates your growth, competencies, accomplishments, and include goals for continued learning (long and short term).
	The reflections do not illustrate the ability to effectively critique work or provide suggestions for constructive practical alternatives.	A few reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.	Most of the reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.	All reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.
Citations	No images, media or text created by others are cited with accurate, properly formatted citations.	Some of the images, media or text created by others are not cited with accurate, properly formatted citations.	Most images, media or text created by others are cited with accurate, properly formatted citations.	All images, media or text created by others are cited with accurate, properly formatted citations.
Navigation	The navigation links are confusing, and it is difficult to locate artifacts and move to related pages or a different section. There are significant problems with pages connecting to preceding pages or the navigation menu. Many of the external links do not connect to the appropriate website or file.	The navigation links are somewhat confusing, and it is often unclear how to locate an artifact or move to related pages or a different section. Some of the pages connect to the navigation menu, but in other places the links do not connect to preceding pages or to the navigation menu. Some of the external links do not connect to the appropriate website or file.	The navigation links generally function well, but it is not always clear how to locate an artifact or move to related pages or different section. Most of the pages connect to the navigation menu. Most of the external links connect to the appropriate website or file.	The navigation links are intuitive. The various parts of the portfolio are labeled, clearly organized and allow the reader to easily locate an artifact and move to related pages or a different section. All pages connect to the navigation menu, and all external links connect to the appropriate website or file.
Usability and Accessibility: Text Elements, Layout, and Color	The eportfolio is difficult to read due to inappropriate use of fonts, type size for headings, sub-headings and text and font styles (italic, bold, underline).	The portfolio is often difficult to read due to inappropriate use of fonts and type size for headings, sub-headings, text or long paragraphs.	The eportfolio is generally easy to read. Fonts and type size vary appropriately for headings, sub-headings and text.	The eportfolio is easy to read. Fonts and type size vary appropriately for headings, sub-headings and text.
	Lack of paragraphing impedes scanning	Inconsistent use of font styles (italic, bold, underline) distracts the reader.	In general, use of headings, sub-headings and paragraphs promotes	Use of headings, sub-headings and paragraphs promotes easy scanning.

			easy scanning.	
	Many formatting tools are under or over-utilized and decrease the reader accessibility to the content.	Some formatting tools are under or over-utilized and decrease the readers' accessibility to the content.	Use of font styles (italic, bold, underline) is generally consistent.	Use of font styles (italic, bold, underline) is consistent and improves readability.
	Horizontal and vertical white space alignment are used inappro-priately, and the content appears disorganized and cluttered.	Horizontal and vertical white space alignment are sometimes used inappro-priately to organize content.	Horizontal and vertical white space alignment are generally used appropriately to organize content.	Horizontal and vertical white space alignment are used appropriately to organize content.
	Color of background, fonts, and links decrease the readability of the text, are distracting and used inconsistently throughout the eportfolio.	Color of background, fonts, and links generally enhance the read-ability of the text, and are generally used consistently throughout the eportfolio.	Color of background, fonts, and links generally enhance the read-ability of the text, and are generally used consistently throughout the eportfolio.	Color of background, fonts, and links enhance the readability and aesthetic quality, and are used consistently throughout the eportfolio.
Writing Conventions	There are more than six errors in grammar, capitalization, punctuation, and spelling requiring major editing and revision.	There are four or more errors in grammar, capitalization, punctuation, and spelling requiring editing and revision.	There are a few errors in grammar, capitalization, punctuation, and spelling. These require minor editing and revision.	There are no errors in grammar, capitalization, punctuation, and spelling.
Multimedia Elements (Optional)	The graphic elements or multimedia do not contribute to understanding concepts, ideas and relationships. The inappropriate use of multimedia detracts from the content.	Some of the graphic elements and multimedia do not contribute to understanding concepts, ideas and relationships.	Most of the graphic elements and multimedia contribute to understanding concepts, ideas and relationships, enhance the written material and create interest.	All of the photographs, concept maps, spreadsheets, graphics, audio and/or video files effectively enhance understanding of concepts, ideas and relationships, create interest, and are appropriate for the chosen purpose.
	The graphics do not include alternate text in web-based portfolios.	Some of the graphics include alternate text in web-based portfolios.	Most of the graphics include alternate text in web-based portfolios.	Accessibility requirements using alternate text for graphics are included in web-based portfolios.
	Audio and/or video artifacts are not edited or exhibit inconsistent clarity or sound (too loud/too soft/garbled).	A few of the audio and/or video artifacts are edited with inconsistent clarity or sound (too loud/too soft/garbled).	Most of the audio and/or video artifacts are edited with proper voice projection, appropriate language, and clear delivery.	All audio and/or video artifacts are edited with proper voice projection, appropriate language, and clear delivery.

UW STOUT: https://www2.uwstout.edu/content/profdev/rubrics/eportfoliorubric.html

Developmental Perspectives on Reflective Learning

Frameworks/Themes	Beginning	Intermediate	Advanced
Self Assessment Framework • Observing performance • Using evidence, feedback • Finding/ analyzing patterns • Making judgments	Vague, global judgments, asserted w/o evidence Simply repeats description, judgment of assessors Sees performance as same as assignment (e.g., did what was told) Sees feedback as affirmation and evidence Offers procedural stories, describing action w/o perspective on ability Doesn't move from observation to inference	Relates judgments/conclusions to evidence (inference) Deepens understanding of ability Uses feedback to expand understanding of ability Connections and links are realized in plans Recognizes cause and effect relationships Uses designated discipline frameworks	Makes connections, applications, and uses to move forward Observes intentional changes as a basis for higher learning Uses multiple frameworks from disciplines and beyond Probes own work and meaning of ability Uses ability as a framework for learning and assisting others
How People Learn • Concepts and Misconceptions • Knowledge Construction • Metacognition	Sees feedback as external and not subject to control and analysis Sees knowledge construction as only what is received through assignment/assessment Meaning of ability is limited to the terms given in the assignment/assessment Employs personal theories, more or less consciously	Sees feedback as a means for understanding links between her performance and target abilities Uses diverse tools and notes own changes in own patterns of performance Begins to have an understanding of the tools being employed and the metacognitive nature of one's decisions and planning Uses explicit theory applications	Incorporates feedback and past performance in constructing further performance and learning plans Uses growing command of knowledge structure (e.g., expertise, discipline, theory, abilities) as a foundation for further learning Understands own performance as a learner and transfers learning strategies to multiple contexts
Learning That Lasts • Developing identity as a learner and performer • Constructing ability frameworks across performances • Linking ability to development	Observes personal behavior with concrete relationships to broad criteria Utilizes criteria and generalized notions of effectiveness/success as the basis for reflection Global self evaluations minimize attention to connections between performance and the power of reflecting on performance	Self-identifies as a learner, constructing meaning in experience Employs a concern for a future self and performance Includes personal values and identity in own narrative Recognizes multiplicity Questions personal assumptions Uses abilities as a framework for criteria through which to interpret situations Clear conception of challenges, with positive attitude or confidence in ability Develops self assessment as a basis for personal improvement	Elaborates own identity as professional and individual, including self as learner Employs an internalized construction of effectiveness Uses multiplicity as a basis for developing identity Moves between questioning personal assumptions and construction/articulation of commitments Situates personal narrative in relation to a wider narrative history (e.g., becoming a professional) Develops personal identity in relation to mature commitments Uses self assessment and reflection to transfer ability and capacity to new situations Integrates personal effectiveness as part of a developing future self

Reported on in W. H. Rickards and L. Guilbault, "Studying Student Reflection in an Electronic Portfolio Environment: An Inquiry in the Context of Practice." In D. Cambridge, B. Cambridge, and K. Yancey, eds., *Electronic Portfolios 2.0.* Washington, DC: Stylus, 2009.