

## HDFS ePortfolio Evaluation Rubric

### Professional Communication

*Students will demonstrate competence communicating to a professional audience outside of the academic community*

Novice	0	Developing	1	Professional	2
Writing does not adhere to professional writing conventions. Little evidence of proofreading. Numerous errors are present.	<input type="checkbox"/>	Writing mostly adheres to professional writing conventions. Some evidence of proofreading. Few errors are present.	<input type="checkbox"/>	Writing fully adheres to professional writing conventions. Careful proofreading is evident. No errors are present.	<input type="checkbox"/>
Few, if any, features of the ePortfolio are appropriate for a professional audience	<input type="checkbox"/>	Some features of the ePortfolio are appropriate for a professional audience	<input type="checkbox"/>	All features of the ePortfolio are appropriate for a professional audience	<input type="checkbox"/>
Language and images do not demonstrate cultural sensitivity	<input type="checkbox"/>	Language and images sometimes demonstrate cultural sensitivity	<input type="checkbox"/>	All language and images demonstrate cultural sensitivity	<input type="checkbox"/>
The ePortfolio is inconsistent with conventions of ethical literacy	<input type="checkbox"/>	The ePortfolio sometimes is consistent with conventions of ethical literacy	<input type="checkbox"/>	All aspects of the ePortfolio are consistent with conventions of ethical literacy	<input type="checkbox"/>

### Critical Thinking through Reflection

*Students will demonstrate competence integrating learning and experience to convey preparedness for accomplishing professional goals*

Novice	0	Developing	1	Professional	2
No statement of a professional goal is evident	<input type="checkbox"/>	The statement of a professional goal is vague or unclear	<input type="checkbox"/>	The statement of a professional goal is apparent and specific	<input type="checkbox"/>
The artifacts showcased are not well-curated and show little or no obvious relationship to the professional goal	<input type="checkbox"/>	The ePortfolio showcases artifacts that are somewhat well-curated, but not all artifacts obviously relate to the professional goal	<input type="checkbox"/>	The ePortfolio showcases a well-curated collection of artifacts obviously related to the professional goal	<input type="checkbox"/>
No contextualization explains how each artifact represents ability to accomplish the professional goal	<input type="checkbox"/>	Contextualization does not consistently explain how each artifact represents ability to accomplish the professional goal	<input type="checkbox"/>	All contextualization clearly and specifically explains how each artifact represents ability to accomplish the professional goal	<input type="checkbox"/>
The ePortfolio does not include introductions and titles, or the introductions provided do not explain how the artifacts relate to each other or the professional goal	<input type="checkbox"/>	The introductions provided for each page in the ePortfolio explain how the artifacts displayed relate to each other or the professional goal, but not both and/or some pages are missing an introduction	<input type="checkbox"/>	The ePortfolio consistently provides an introduction to each page that explains how the artifacts displayed relate to each other and the professional goal	<input type="checkbox"/>

### Technical Competency

*Students will demonstrate competence in using technology to create a user-friendly website*

Novice	0	Developing	1	Professional	2
Navigation paths do not provide convenient access to the pages and artifacts that comprise the ePortfolio	<input type="checkbox"/>	Navigation paths provide convenient access to some of the pages and artifacts that comprise the ePortfolio	<input type="checkbox"/>	Navigation paths provide convenient access to all pages and artifacts that comprise the ePortfolio	<input type="checkbox"/>
Files and images are not optimized for web viewing	<input type="checkbox"/>	Some files and images are optimized for web viewing	<input type="checkbox"/>	All files and images are optimized for web viewing	<input type="checkbox"/>

### Visual Literacy

*Students will demonstrate competence applying visual design principles to enhance the content/message of the ePortfolio*

Novice	0	Developing	1	Professional	2
The design elements detract from the ePortfolio	<input type="checkbox"/>	The design elements sometimes enhance and sometimes detract from the reading of the ePortfolio	<input type="checkbox"/>	The design elements enhance the reading of the ePortfolio	<input type="checkbox"/>
The portfolio displays an inconsistent visual theme	<input type="checkbox"/>	The portfolio displays a somewhat consistent visual theme	<input type="checkbox"/>	The portfolio displays a consistent visual theme	<input type="checkbox"/>