

The HDFS ePortfolio Rubric: Definitions and Explanations

ePortfolio

The ePortfolio is a 21st century method for communicating how your learning and experience as an undergraduate prepared you to accomplish your post-graduation, professional goal. The ePortfolio is directed to a professional audience, such a potential employer or graduate school officer, and through contextualization it presents a variety of artifacts that convey your preparedness for professional practice.

Artifacts

Examples of work, experience, learning and skills that are related to your professional goal and demonstrate your preparedness for professional practice

Contextualization

Contextualization should be provided for each artifact you include in your ePortfolio. Through Critical Thinking and Reflection, contextualization should communicate to your professional audience

- *An explanation of each artifact and how it contributed to your professional learning and/or growth*
- *A specific statement of how you will apply what you learned to accomplish your professional goal*

Effective Communication

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

Professional writing

All writing in the ePortfolio should demonstrate a professional language style. All aspects of the ePortfolio 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 an employer or other professional reviewer, and they relate to the student's professional goal. Personal images included in the ePortfolio are professional in nature and are included for a professional purpose.

Cultural Sensitivity

Language and images presented in the ePortfolio should convey respect for all persons. Cultural sensitivity is being aware that differences and similarities between people exist. Cultural sensitivity requires that students avoid language and images that may denigrate persons based on their race, color, gender, sexual orientation, religion, socioeconomic status, disability, etc.

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 explicitly state 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 to craft a professional identify, to convey preparedness for accomplishing a professional goal, and to promote audience understanding of ePortfolio content

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 specific degree or obtaining a job in a specific field, or securing a specific internship placement. 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.

Critical Thinking through Reflection (continued)

Showcase a well-curated collection of artifacts

The artifacts included in the ePortfolio should be carefully chosen, and thoughtfully organized and presented. All artifacts should clearly relate to the professional goal identified in the ePortfolio. Artifacts presented on a page should present a unified theme and best display the student's ability to accomplish their professional goal.

Contextualization of how artifacts relate to professional goals

The student clearly and specifically explains how each experience/artifact relates to their professional goal as stated on the homepage of the ePortfolio. The professional audience should not be left guessing why an artifact is included in the ePortfolio or wondering how it represents the student's ability to accomplish their professional goal. Contextualization should be more than a description of experience.

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 artifacts on the page and tie them together into a unified whole that reflects the student's ability to accomplish their specific professional goal.

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.