

What makes a good web portfolio?

A PORTFOLIO SHOULD	ACCEPTABLE	EXCELLENT	
HAVE A CLEAR FOCUS, BASED IN THE MAJOR	Portfolio is organized around important themes and questions of the major. <i>Potential shortfalls: Portfolio may focus on the senior project rather than the major as a whole. Portfolio may have content or style more suitable to a personal web page.</i>	Portfolio is organized around the important themes and questions of the whole major, and illustrates how they interact through the courses, senior project, and other experiences of the major. It is clearly a coherent, sustained, academic effort.	
HAVE A VISUAL STYLE	Page layout is appropriate to content, with effective use of colors and fonts. <i>Potential shortfalls: Colors may change at random from page to page. Too much information on some pages may make it difficult to navigate.</i>	Page layout is appropriate to content, with effective and logical use of colors, fonts, and white space, and with information arranged for ease of navigation. Images and graphics add meaning, information, and understanding.	
HAVE A USEFUL MEANS OF NAVIGATION	All links are live, and there are connections among as well as to various pieces of work. <i>Potential shortfalls: Some links lead to dead-ends. Readers have no way of knowing where they are in the portfolio.</i>	All links are live, and there are connections among as well as to various pieces of work. Link paths are logical, and there are reminders to show where a reader is in the structure of the whole portfolio.	
HABITS OF MIND	SHOW INTEGRATIVE THINKING – <i>The ability and habit of recognizing relationships among things not routinely thought of as related.</i>	Portfolio includes several works with links to and among them. <i>Potential shortfalls: Links may not be well explicated; links may simply function as an index from the homepage rather than as signs of meaningful connections; works included may seem unrelated.</i>	Portfolio includes and connects diverse works (e.g., diversity of disciplinary context, media, etc.). Portfolio explains the meaningful relationships among the works, so that each work enhances appreciation of themes, problems, and possibilities present in others; selection of links makes relationships explicit.
	SHOW REFLECTIVE THINKING – <i>The ability and habit of looking back on and reassessing previous experiences in light of new learning, of understanding and explaining the development of one's thinking.</i>	Portfolio includes consideration of student's process and development. <i>Potential shortfalls: Reflection may be superficial, haphazard, or non-specific.</i>	Portfolio shows evidence of the student's evolving understanding in the major. There is a journal or other annotation explicitly connected to course and other work that illustrates student's awareness of progress and process, and evidence of ongoing reconsideration of earlier ideas.
	SHOW THINKING IN COMMUNITY- <i>The ability and habit of seeking connections between one's own work and the work of others with shared or related interests.</i>	Portfolio includes links or references to work of other individual majors, and awareness of audience. <i>Potential shortfalls: Links to other portfolios may be generic or not relevant to the topic of the portfolio. Structure of portfolio may not invite interaction.</i>	Portfolio shows evidence of consideration given to impact on viewer, as well as consciousness of and interaction with concerns of colleagues. Structure and content of portfolio invite interaction (by raising questions, soliciting responses, suggesting other sources). Intentional, richly explicated links to work of peers; integration of related interests into content and structure of portfolio.
	SHOW THINKING IN CONTEXT – <i>The ability and habit of seeking connections between conversations in "the academy" and resources and issues in the wider society.</i>	Portfolio includes links to external sites. <i>Potential shortfalls: Rationale for inclusion of particular links may be missing; external sites may not be evaluated and may be of varying quality or relevance; links to external sites may be appended to, rather than integrated into the portfolio.</i>	Portfolio includes links to communities outside academia, sites of discussion and information. Links are carefully chosen, and rationale for each connection is explicit; sites selected are of high quality; links to external sites are integrated into the structure and content of the portfolio; there is evidence of give and take between the student and the external community (correspondence, email, etc.)

