

## Complete/Incomplete Weighted ePortfolio Rubric

Why have I created such a detailed rubric for my ePortfolio? Its detail is meant to both guide and inform me of the categories I believe are important and will subsequently be used as a checklist for completion of my portfolio project. Each category represents an aspect that I feel is important in the ePortfolio process, whether it is defining a clear purpose or how I will reflect on aspects of the program or ePortfolio process. You may notice that I have weighted the Rubric so that I can focus on aspects of greatest importance to me. Please note that I used complete and incomplete as a rubric qualification, mainly, because the ePortfolio creation is a process that is continually evolving. I will use this rubric as a formative assessment tool to remind myself of my expectations for my ePortfolio. In addition, I am hoping it will provide specific criteria to my critiquing peers to use in assessing my progress and giving me feedback.

Weight /48	Category	Complete	Incomplete
/8	<b>Focus</b>		
	Purpose/Audience/Metaphor/Overarching Questions	Clear Purpose throughout, appropriate choice of artifacts, representative metaphor, overarching goals are relevant throughout.	The purpose is absent, inappropriate artifacts, disconnected metaphor, unrelated goals to outcome.
/4	<b>Presentation</b>		
1	i. Design/Navigation/Organization/ Platform	Platform and design are aesthetically pleasing and appropriate, links are live and easy to navigate, and there is a natural flow to the presentation.	Platform, design or navigation is confusing or inappropriate/inaccurate.
/4	<b>Relations</b>		
2	i. Connections	Reflections connect and link diverse artifacts and information in the process of creating knowledge and greater meaning through association	Reflections aren't connected or are linked to individual artifacts with little connection to other aspects of the program  Little additional knowledge is created through reflection on artifacts and their connections
2	ii.Integration	Each artifact and	Artifacts and reflections

		reflection is relevant and compliments the purpose, metaphor or overarching goal of the ePortfolio	seem irrelevant to purpose, metaphor or overarching goal
/20	<b>Reflection</b>		
6	i. Planning	<p>Acknowledges challenges in planning and implementing the portfolio and/or MET</p> <p>Assesses the amount of (or lack of) prior knowledge and how it affected their progress within the portfolio and/or MET</p> <p>Describes the personal abilities possessed that helped them be successful within portfolio and/or MET</p> <p>Discusses their ability to allocate resources, such as their use of certain assets, effective management of time, or collaborative skills.</p>	<p>There is little evidence that the author experienced any challenges in planning or implementing the portfolio and/or MET</p> <p>The author doesn't describe their prior knowledge or how this might have affected their progress</p> <p>There is little mention of any abilities that aided the author to succeed in the portfolio or MET process</p> <p>No mention of ability to allocate resources</p>
12	ii.Process	<p>Describes surprises or developments that caused them to make adjustments in their focus or approach and how their thought processes changed from the beginning to the end.</p> <p>Discusses the steps taken to achieve their goals and</p>	<p>Makes no mention of any developments that have resulted in subsequent changes to focus, approach, or thought processes</p> <p>Steps taken towards their goals are not discussed and nor are any consequences of particular decisions</p>

		<p>describes decisions that had particular consequences throughout the process.</p> <p>Analyzes the critique and revision process of their own and other's work and how this made them feel about their own learning</p> <p>Analyses practice against adopted theories, including any conflicts or inconsistencies.</p> <p>Acknowledges the positive aspects of their performance and abilities throughout the process</p>	<p>Does not discuss the revision process of either their own or other's work, nor how it made them feel about their own learning</p> <p>Does not make connections between their practice and their adopted theories, nor do they recognize or understand conflicts between the two</p> <p>Does not perceive the positive aspects of their performance or abilities and their effect on the process</p>
4	iii.Evaluation	<p>Describes the critical and creative process throughout and how it aligns with their goal(s)</p> <p>Analyzes how the final product (ePortfolio and/or knowledge constructed) is relevant and valuable and discusses any revisions made to align it with their views of what is</p>	<p>Doesn't discuss the critical or creative process through the journey in MET or the ePortfolio process and how it aligns with their goals</p> <p>May describe their goals, work done, questions raised and knowledge acquired, but fails to explain its importance, relevance, or value to them or others or any revisions made to ensure its value</p>

		relevant and valuable to their initial objective and context.	
/8	<b>Social collaborative learning</b>		
4	i.inclusion of others work or ideas	Connects to others' work or includes the thoughts and ideas of others' and analyzes its influence on their own knowledge development	Doesn't connect with others' work or ideas and fails to utilize collaborative exchange of information in knowledge development
4	ii.encourages social interaction in knowledge development	Provides opportunities and encouragement to audience to participate in reflective ePortfolio process and knowledge creation (maybe through the inclusion of questions, areas for discussion, additional sources of insight, engaging environment, etc.)	Doesn't enable or encourage peers to participate in their reflective experience or knowledge development
/8	<b>Contextual Learning</b>		
2	i.connection to outside	Links to outside sites, communities, sources of information to demonstrate connections between information in academia and situations or discussions in the real world	Doesn't link to outside sources, or if they do, doesn't analyze the connections between academia and the real world
2	ii.relevance to real world	Shows how information can be transformed into knowledge through connection to, application or evaluation in the	Doesn't demonstrate or examine how connection of information or ideas to the real world creates knowledge

		world	
4	iii.future plans beyond MET	Demonstrates how information and knowledge acquired within MET and the ePortfolio process can be applied to future growth and integrated into real life practices	Fails to show how knowledge and information from MET and ePortrolio process informs future growth plans and real life practices