

ePortfolios (guide for faculty)

This guide is **not** meant to be distributed to students. Rather it is a rough guide for faculty being asked to incorporate the use of ePortfolios into their program and, by association, their courses. This is just a first draft that will benefit from further input and revision as we begin to put ePortfolios into practice. Therefore, be kind and be thoughtful in its use. I admit freely that plagiarism has taken place in its creation. Instead of trying to write our own guides at this time, I've attached several pdfs available on other college or university websites with the idea that you may adapt them for use with your students. This was done in the interest of time. I expect that we will develop our own as we move forward. Please feel free to provide input or suggestions in order that this guide may be more useful.

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What is an ePortfolio and What is its Value?

An ePortfolio is a digital collection of student learning, from experiences both in the classroom and outside the classroom. It is an opportunity for students to gather and showcase “artifacts” that represent themselves and their educational journey. Artifacts may include essays, videos, lab reports, lesson plans, pictures, group and individual project descriptions, certificates, etc. While writing is an important component, artifacts may reflect multiple modes of learning and expression.

In addition to showcasing artifacts, and probably more importantly, the ePortfolio requires students to reflect on what they have learned as well as how and why learning has occurred. The ePortfolio is meant to put their learning into a personal and professional context that has meaning for future employment, further educational pursuits, and personal growth. Through self-reflection, students build bridges between prior and current learning, between courses, and between curricular and co-curricular experiences. Through their ePortfolio, they discover how these multiple learning environments intersect and find meaning in programmatic coursework that may otherwise be looked upon as a checklist of requirements to be completed. Requirements to be checked off and possibly forgotten. The ePortfolio challenges students to find the connections and see their college program as a holistic experience through which they travel – studying, exploring, and creating. They emerge on the other end with a stronger understanding not only of their field of study and its application to real-life, but also of themselves.

The ePortfolio is an inherently public document/activity. It is an introduction to the student that is meant to be shared with instructors, peers, employers, scholarship grantors, university admissions, etc. While creativity is encouraged as well as the expression of individuality and personality, it should be noted that the ePortfolio is of a relatively academic/professional nature. Students should exercise caution regarding the inclusion of abundant social information that may be more appropriate to a Facebook page or similar form of social media. Students should always keep in mind who their audience will be as they build and grow their portfolio.

Finally, the ePortfolio is an assessment tool that can show student learning and growth. The potential benefit of this assessment is not limited to faculty or program administrators gauging individual student progress and achievement. It can provide institutional insight into the effectiveness of programmatic curriculum and its delivery as well as the overall success in teaching relevant student learning outcomes. From an instructor and/or an institutional perspective there is great value in this by itself. However, it

should also be recognized that the ePortfolio is an opportunity for students to self-assess and, ultimately, taking greater responsibility for their own learning as they develop a stronger understanding for what they are wanting to achieve and where they want their educational experiences to take them.

Required Components

Institutional Core Learning Outcomes (CLOs)

1. Responses for all five CGCC CLOs, to include:
 - Representational (Showcase) essay: includes details of how this content was learned throughout the student's course of study. It should include references to coursework and entry of specific artifacts.
 - Reflective entry: includes the student's interpretation of the CLO (its meaning, value, and purpose) as well as its personal and professional application.

Examples of addressing outcomes:

https://slcc.digication.com/suzanne_woods/Goals_and_Outcomes

<https://mac00740.wixsite.com/mysite/curricular-outcomes>

<https://daniellemcru.wixsite.com/eportfolio/written-communication>


<https://k224liu.wixsite.com/k224liu/projects>


<https://crodrigo3.wixsite.com/ca5rodri>

2. Student includes a scored self-assessment rubric/scale of proficiency for each CLO. The scale will provide an opportunity to show growth over the program duration.

Program/Degree Outcomes


1. Responses for all program/degree outcomes, to include:
 - Representational (Showcase) essay: includes details of how this content was learned throughout the student's course of study. It should include references to coursework and entry of specific artifacts.
 - Reflective entry: includes the student's interpretation of the program/degree outcome (its meaning, value, and purpose) as well as its personal and professional application.
2. Student includes a scored self-assessment rubric/scale of proficiency for each program/degree outcome. The scale will provide an opportunity to show growth over the program duration
3. Student includes summary reflection tying together all program/degree outcomes
 - Department provides a list of questions for what might be addressed in the summary

 Reflection on personal development related to educational choice. How have I grown as a person based on my studies? What are my next steps? Where am I at and where am I going?

 Introduction/welcome: may include biographical information, personal goals, interests

Optional Components Decided by Student

 Resume

 Personal goals/direction

 Co-curricular activities that relate to programmatic or personal goals

 Personal experiences at or outside of CGCC that relate to programmatic or personal goals

- ✚ Course list with short summary describing relevant content, purpose, value
- ✚ Other

Other Notes/Guides

- ✚ Students should be encouraged to build their portfolio throughout their program. Don't wait until the end. Add as each course is completed. At the end of the program, it is easier to edit items that are found to be unnecessary than to try and create items at the last minute.
- ✚ Instructors, particularly those in the program field, may suggest or require specific assignments/projects from their course to be entered as artifacts. However, exercise caution in becoming too proscriptive in what artifacts students may include. An ePortfolio is meant to be managed by the student. Part of the learning activity is in figuring out what makes a good example.
- ✚ Arrange times throughout program for student peer review of portfolios.
- ✚ Portfolio grading is part of the summative/culminating course – capstone or practicum. Make the portfolio a sufficient enough part of the course grade that not doing it, or not doing it adequately, would make it impossible to pass the course and so complete the program. For students that fail to complete the portfolio requirement satisfactorily, faculty may give an incomplete for the course as long as the student has completed sufficient coursework in order to satisfy incomplete requirements.
- ✚ Students may use multiple forms of expression in order to fulfill some of the portfolio requirements. For example, a reflective entry may be provided in the form of a video rather than an essay. At the same time, the ability to provide written responses is required as having written communication skills is a desired outcome for CGCC graduates.

Free Website-Building Platforms

GoogleDocs –

Wix – <https://www.wix.com/>

Weebly – <https://www.weebly.com/>

WordPress – <https://wordpress.com/>

Pathbrite – <https://pathbrite.com/portfolio/PXiFPyq/collection-of-example-portfolios>

Examples from Other Colleges/Universities

- ✚ <http://eportresource.weebly.com/examples.html>
- ✚ <http://wp.auburn.edu/writing/eportfolio-project/eportfolio-examples/>
- ✚ <https://uwaterloo.ca/centre-for-teaching-excellence/resources/integrative-learning/eportfolios/examples-student-eportfolios>
- ✚ <https://sites.google.com/cgcc.edu/ecefs-eportfolio/home>

Guides/Information for Building ePortfolios

- ✚ <https://www.aacu.org/eportfolios>
- ✚ <http://wp.auburn.edu/writing/eportfolio-project/student-resources/>
- ✚ <https://www.edutopia.org/blog/11-essentials-for-excellent-eportfolios-vicki-davis>

- ✚ <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/planning-courses-and-assignments/course-design/critical-reflection>
- ✚ CGCC CLO #1 [Written Communication Rubric](#) and CGCC [Oral Communication Rubric](#)
- ✚ CGCC CLO #2 [Critical Thinking Rubric](#) and CGCC [Problem Solving Rubric](#)
- ✚ CGCC CLO #3 [Quantitative Literacy Rubric](#)
- ✚ CGCC CLO #4 [Cultural Awareness Rubric](#)
- ✚ CGCC CLO #5 [Community and Environmental Responsibility Rubric](#)
- ✚ Artifact examples (pdf from Auburn University attached)
- ✚ Reflective Writing Guide (pdf from Auburn University attached)
- ✚ Plagiarism and ethical uses of other people's work (pdf from Auburn University attached)
- ✚ ePortfolio Rubric (pdf from Auburn University attached)
- ✚ Summative Rubric (pdf from Auburn University attached)

Below are examples of a range of possible artifacts you could include in your ePortfolio. Since artifacts act as evidence of your unique combination of skills, experiences, and knowledge, you may want to use artifacts not listed. Pictures can also be used to represent most experiences.

Academic Experiences

- Artwork or designs
- Blueprints, renderings, or models
- Essays or papers
- Excerpts from scholarly articles
- Products from capstone projects
- Recorded presentations or slideshows
- Reports or case studies
- Senior theses or dissertations
- Video or audio projects

Lab or Research Experiences

- Grant proposals
- Lab reports
- Posters
- Recorded conference presentations or slideshows
- Research philosophy

Skills or Awards

- Certificates or awards
- Newspaper articles or press releases
- Videos (demonstrating skill)

Teaching Experiences

- Assignments
- Lesson plans
- Recorded lectures or slideshows
- Syllabi
- Teaching philosophy

Study Abroad Programs

- Blog or journal entries
- Products from collaborative or individual projects
- Videos (participating in program)

Internship, Work, Leadership, or Volunteer Experiences

- Flyers or brochures
- Leadership or service philosophy
- Products from collaborative or individual projects

In addition to descriptions of your skills, experiences, and knowledge, your ePortfolio should also include reflective writing. Reflective writing allows you to articulate why an experience is important, what you learned during the process, and how you plan to apply your skills to future projects or endeavors. Below are examples of topics you could discuss in your reflective writing. As you craft your reflective writing, try to answer at least one question from each category.

What?

- What context/background information is important or relevant to your audience?
- What happened? What did you do? What were the results?

So What?

- How does this skill, experience, or knowledge matter? What insights did you gain?
- How does this relate to your education? Career aspirations? Personal interests?
- What did you learn about yourself? Your goals, values, or perceptions? Your environment, subject matter, or community?
- How does this connect to other skills, experiences, or knowledge?
- What skills did you use or acquire?
- What challenges did you encounter? How did you overcome them?
- What part are you most proud of? Why?
- What would you do differently?
- How was your experience different from what you expected?

Now What?

- How might you use this skill, experience, or knowledge in future projects or endeavors?
- How will this influence the way you approach future projects or endeavors?
- What will change as a result of this?
- What would you like to learn more about?

Before adding content to your ePortfolio, you should take into account several legal and ethical practices. Use this handout to determine when and how you should use images, videos, and music.

Copyright




Copyright is designed to protect original authorship and it begins the moment a work is created. As a result, nearly every piece of media on the web is copyrighted, even if it does not have a visible copyright symbol. For images, the best way to ensure you do not violate copyright is to take your own pictures. You can also ask a friend or colleague to take pictures of you participating in events or activities. If you use a picture or recording taken by a friend or colleague, make sure to ask permission to use their media and include a credit in your ePortfolio.





Sometimes, artists and photographers will waive their rights and encourage others to use their work. If you prefer not to use your own media, or if your subject matter prevents you from creating your own media, try searching in the databases below. Creative Commons is the most popular database for images, videos, and music. Remember, even if you use these databases, you will probably still need to credit the artist.

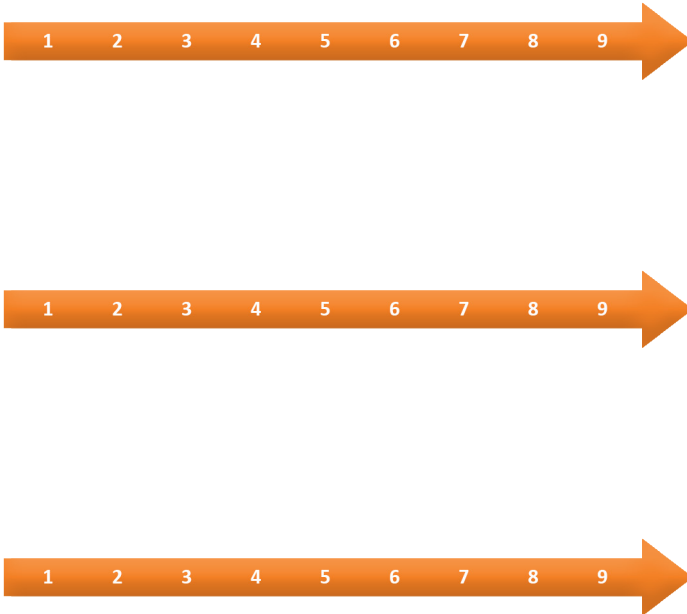
- search.creativecommons.org
- pixabay.com
- commons.wikimedia.org
- pexels.com

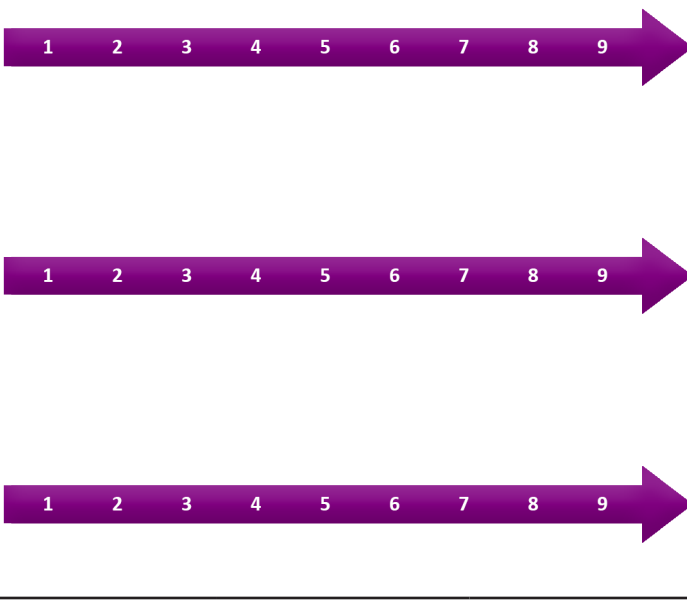
Permission

In general, you should ask others for permission to include a picture or recording of them in your ePortfolio. Even if you created the media yourself, this step honors the safety, privacy, and personal preferences of others. This is especially important if individuals are easily identifiable. Examples of contexts when you should ask for permission include but are not limited to: study abroad programs, volunteer activities, class or research projects, and teaching experiences. You can also ensure the safety and privacy of others by modifying camera angles or cropping pictures to ensure they are no longer easily identifiable.

EFFECTIVE COMMUNICATION	These skills are rarely present and when attempted they are of poor quality.	The presence of these skills is variable and when present the quality of these skills is inconsistent.	These skills are consistently present and demonstrate mastery through high quality work.
	NOVICE	DEVELOPING	PROFESSIONAL
<p>The ePortfolio demonstrates strong and consistent communication skills</p> <p>Message:</p> <ul style="list-style-type: none"> The central message of the ePortfolio is consistently clear Artifacts have been carefully selected to support a central message and consistently function as evidence that supports the claims made in the ePortfolio <p>Audience and purpose:</p> <ul style="list-style-type: none"> The number and kinds of artifacts are well selected and demonstrate careful attention to audience and disciplinary expectations <p>Revision and editing:</p> <p>All components of the ePortfolio show consistent attention to conventions and proofreading:</p> <ul style="list-style-type: none"> Artifacts have been revised to demonstrate mastery Where unrevised artifacts are included, they have been purposefully selected to exhibit growth and their presence is explained 			
			
			
	<p>Score or level for this student outcome:</p>		

TECHNICAL COMPETENCY	These skills are rarely present and when attempted they are of poor quality.	The presence of these skills is variable and when present the quality of these skills is inconsistent.	These skills are consistently present and demonstrate mastery through high quality work.
	NOVICE	DEVELOPING	PROFESSIONAL
<p>The author uses technical features to enrich the delivery of the message</p> <p>Navigation and user experience:</p> <p>Navigation is thoughtful and intuitive, adds to user experience, and demonstrates the ability to think about the user's needs:</p> <ul style="list-style-type: none"> Navigation guides the user within the ePortfolio, connecting artifacts and experiences across pages or relevant details Components of the ePortfolio are clearly labeled and easily used Information like resumes and contact information is easily located <p>Intentional use of technology:</p> <p>Technical features of the site:</p> <ul style="list-style-type: none"> Effectively reinforce the central message Convey a consistent professional identity to the intended audience Demonstrate a thoughtful application of technical features (slide shows, scroll bars, hyperlinks, animation, etc.) <p>Attention to technical details:</p> <p>Attention has been given to ensure that technical features work as intended and support the professional identity. Possible examples include:</p> <ul style="list-style-type: none"> Photos and graphics are of high quality with attention paid to size, resolution, and color Artifacts that utilize video or sound are well edited and of good quality Care has been taken to ensure the entire site works in different browsers and devices Links are active and well labeled and artifacts are easily accessed Strategies for making the ePortfolio accessible to different users have been utilized effectively <p>Ethical literacy:</p> <p>There is clear consideration of intellectual property and fair use:</p> <ul style="list-style-type: none"> When another's work is used, credit is given with correct formatting There is reference to personal authorship and ownership of materials There is consistent and appropriate use of others' likeness, work, and/or images <p>The content of the ePortfolio itself reflects an awareness of the public nature of the internet:</p> <ul style="list-style-type: none"> Careful consideration of privacy issues is evident Anonymous individuals are not treated as objects in service of the author's message 			
			
			
			
	<p>Score or level for this student outcome:</p>		

VISUAL LITERACY	These skills are rarely present and when attempted they are of poor quality.	The presence of these skills is variable and when present the quality of these skills is inconsistent.	These skills are consistently present and demonstrate mastery through high quality work.
<p>The ePortfolio uses visual elements to enhance the effectiveness of the site</p> <p>Message in visual elements: The author has utilized visual features to further develop elements of the ePortfolio and enhance the overall impact. Possible examples include:</p> <ul style="list-style-type: none"> To enhance text descriptions of experiences To convey a message not immediately evident As a new way to represent meaning or insight To integrate experiences, explanations, and demonstrate connections To connect an overall message to individual artifacts <p>Intentional use of visual elements: The author demonstrates the ability to evaluate effectiveness both within visual elements and across the site itself, demonstrating:</p> <ul style="list-style-type: none"> Consideration of how the audience will interpret the elements themselves Consistent formatting from page to page Layout uses white space, alignment, and placement to appropriately organize content Headings, subheadings, and paragraphs contribute to easy identification of elements and readability Background and text color are aesthetically pleasing, consistent across the site, and contribute to easy scanning Images and icons explain the relationships between these visual elements and the artifacts they accompany <p>Difference from social media: The visual elements demonstrate:</p> <ul style="list-style-type: none"> An overall professional identity reflecting careful consideration of purpose and audience that differentiates the ePortfolio from a social media site A consistent understanding of how visual elements contribute to the audience's interpretation of the author's professional identity 	NOVICE	DEVELOPING	PROFESSIONAL
			
	Score or level for this student outcome:		

CRITICAL THINKING THROUGH REFLECTION	These skills are rarely present and when attempted they are of poor quality.	The presence of these skills is variable and when present the quality of these skills is inconsistent.	These skills are consistently present and demonstrate mastery through high quality work.
<p>The ePortfolio demonstrates critical thinking through reflection across a variety of elements</p> <p>Selection of artifacts: The selected artifacts in the ePortfolio demonstrate the result of an evaluative process because they:</p> <ul style="list-style-type: none"> Represent various experiences both in and out of class in a coherent way Analyze the selected artifacts to demonstrate an intended meaning Demonstrate the ability to examine how the artifacts contribute to the overall message of the ePortfolio Successfully demonstrate the ability to curate a collection of artifacts that creates a clear sense of identity, purpose, and audience <p>Arrangement: The organization of the ePortfolio:</p> <ul style="list-style-type: none"> Demonstrates careful arrangement of artifacts to draw meaningful connections across experiences Represents an analytic process to determine placement of experiences based on significance and the order is consistent and effective <p>Reflective writing: The writing throughout the ePortfolio:</p> <ul style="list-style-type: none"> Reinforces the central message of the ePortfolio Justifies the presence of artifacts by explaining why they are included Explains the relationship between experiences and their visual representations Critically examines experiences, perceptions, interpretations, and identity Demonstrates a professional identity that simultaneously integrates past experiences and projects into the future 	NOVICE	DEVELOPING	PROFESSIONAL
			
	Score or level for this student outcome:		

ePortfolios can take many forms, but for the purpose of assessing the outcomes associated with this project, we expect an ePortfolio to tell a coherent story about the student’s learning experiences both in and out of classes, synthesize and present those experiences for a general, external, professional audience. ePortfolios of this kind provide evidence of skills and interests through a curated selection of artifacts and craft in the process a professional identity.

Critical Thinking Through Reflection

Critical Thinking Through Reflection focuses on evidence of critical thinking (analysis, synthesis, evaluation, creation) as it exists in within artifacts, arrangement, and reflective writing and across the ePortfolio as a whole.

	Beginner: 1	Developing: 2	Mature: 3	Professional: 4
A: Artifacts	Included artifacts show little connection to the overarching story or the story itself is missing. Artifacts are not contextualized so their meaning is supplied more by the viewer than the author. There is little variety of skills, experiences, and learning represented and not enough evidence to support the claims being made. Most artifacts are of the same kind or from the same kind of experience (for example course papers or images of design work).	Some artifacts contribute to the story being told, but some may not. The story is present, but limited and individual artifacts have little contextual information to support their inclusion. There is some variety of skills, experiences, and learning represented. While the overarching story is not supported by all of the artifacts, there are some moments where artifacts do substantiate the claims.	Most artifacts provide evidence of the story being told and most support the claims being made. Artifacts are contextualized so that the reason for their inclusion is almost always clear. The artifacts provided demonstrate a variety of skills, experiences, and learning across a range of courses or co-curricular experiences.	Artifacts provide strong evidence of the story being told and claims being made. Artifacts are well contextualized so that their presence in support of a message is clear throughout. The artifacts provided demonstrate a variety of skills, experiences, and learning and draw from a wide range of experiences both in and out of formal courses.
B: Arrangement	Arrangement is overly simplistic, for example organized by the course or level or presented as a simple gallery or list. There is no evidence of synthesis of learning and the arrangement of artifacts makes the overarching story confusing.	Arrangement is mostly logical though predictable. Some items may be misplaced, disconnected, or underdeveloped. There is limited evidence of synthesis in learning so that the overarching story is vague or in places confusing. The reader has to do too much of the work to interpret the connections.	Arrangement usually reinforces the story and the ePortfolio almost always functions as a curated collection of evidence. There is some evidence of synthesis of learning experiences through the use of repeated themes, links within the ePortfolio, or other motifs that are not overly cliched.	Arrangement consistently reinforces the story. The ePortfolio functions as a carefully curated collection of evidence intentionally assembled to demonstrate synthesis of, and sophisticated thinking about, various learning experiences. The story is clear and nuanced.
C: Reflective Writing	Reflective writing is limited to description. Where attempts to go beyond description occur, they seem simplistic, formulaic, or cliched. The writing is often repetitious and may have numerous errors at the sentence level.	Reflective writing is present and occasionally includes more than description by connecting artifacts together, saying why an experience was important, or connecting lived experience to other sources of knowledge. The writing is almost always correct, but does not fully construct a coherent individual identity.	Reflections often make connections, explains importance, or project into the future, but not consistently so. Where the writing indicates critical thinking, it does so by making connections to specific artifacts and to the story being told across the ePortfolio as a whole. The writing is generally correct and constructs a sense of individual identity, though at times it is overdone or repetitious.	Reflections are insightful and work together to consistently synthesize learning experiences and demonstrate critical thinking about the meaning and application of these experiences without being overdone or repetitious. Across the whole ePortfolio the writing constructs a sophisticated and nuanced identity.

Visual Literacy

Visual Literacy focuses on how the author uses visual elements to provide evidence, construct deeper meaning, and support and enhance the message of the ePortfolio. "Visual elements" refer to any non-text elements such as boxes, icons, buttons, or photographs.

	Beginner: 1	Developing: 2	Mature: 3	Professional: 4
D: Visual Elements	Visual elements <i>decorate</i> the ePortfolio without attention to how they function. They do not support the message or help create identity.	Visual elements <i>illustrate</i> the message but inconsistently or visual elements exist mostly because they are artifacts of design or artistic creation. <i>In either case</i> , visual elements do not consistently contribute to the message or identity.	Visual elements function to illustrate the message or provide evidence of experiences or skills, <i>and</i> almost always sync together with the text to provide additional meaning and craft an identity maintained throughout the ePortfolio.	Visual elements are used both to illustrate and provide evidence, <i>but always</i> with attention to syncing the image and the text and to constructing an appropriate identity. The visual elements included are unique, creative, sophisticated, and convey another layer of the meaning without functioning simply as artifacts.
E: Design Choices	Design choices like color, font, space, and layout are haphazard and distract from the message and identity.	Design choices are often appropriate, but some choices of color, font, space, or layout are ineffective in supporting the message or distract from the identity being created.	Design choices are consistently appropriate, support the message, and aid in the construction of identity. Some of these choices are sophisticated, original, or creative.	Design choices are consistently appropriate, support the message, and aid in the creation of identity. These choices are consistently sophisticated and original/creative.

Technical Competency

Technical Competency focuses on the application of technical elements that should enhance the way information is conveyed to an audience, differentiating an ePortfolio from other products (social media sites, blogs, commercial websites) to construct identity. "Navigation" refers to the way the site is set up to let users move through the site and within individual pages. "Technical details" include features like slide shows, scroll bars, hyperlinks, quality or size of graphics, etc.

	Beginner: 1	Developing: 2	Mature: 3	Professional: 4
F: Navigation	Navigation in the ePortfolio is confusing or awkward suggesting little consideration of user experience or limited technical skill.	Navigation is not always consistent or intuitive. There are repetitions in navigation that do not enhance the user's experience or navigation choices that make the user's experience more difficult.	Navigation is thoughtful and facilitates the user's experience, but isn't consistently sophisticated or effective.	Navigation is thoughtful, supports the story being told, and is original/creative even if a template has been used. Navigation within the ePortfolio is sophisticated and improves the user's experience.
G: Attention to Technical Details	Major technical issues detract from the effectiveness of the ePortfolio.	Minor technical issues occur, but these generally do not interfere with the effectiveness of the ePortfolio. Some features are inappropriate <i>or</i> do not contribute to the message or the construction of identity.	No technical issues are detected with the ePortfolio. It is clear how to use the technical features of the ePortfolio. The features used are mostly appropriate <i>and</i> usually contribute to the message and construction of identity.	No technical issues are detected, the features used are appropriate and consistently contribute to the message and identity.
H: Ethical Literacy	Choices in <i>both</i> texts and images are ethically problematic demonstrating little awareness of the public nature of ePortfolios or the necessity for respecting others in this public format. Citations are missing.	Choices in <i>either</i> texts <i>or</i> images are ethically problematic. Questions arise about fair use, ownership, or appropriateness because of the lack of credits <i>or</i> their inconsistency.	Choices in either texts or images are <i>mostly</i> respectful of others and <i>generally</i> demonstrate an awareness of the public nature of ePortfolios. Credits and acknowledgement exist but are not consistent across the ePortfolio <i>or</i> are not well-handled.	Choices in texts and images <i>consistently</i> respect others <i>and</i> demonstrate awareness of the public nature of ePortfolios. <i>No</i> questions arise about fair use, ownership, or appropriateness because credits and acknowledgements are well-handled throughout the ePortfolio.

Effective Communication

Effective Communication is focused on the message of the overall ePortfolio rather than individual components.

	Beginner: 1	Developing: 2	Mature: 3	Professional: 4
I. Coherent Message for Intended Audience	The textual and visual elements do not work in unison to construct a consistent identity and central message. The purpose of the ePortfolio as a whole is unclear or overtly clunky (I want a job) or the reader has to do too much of the work to supply that message.	Some elements of the ePortfolio as a whole obscure the message or create confusion about the purpose or the author’s identity. There are several moments of public disclosure that do not serve to support the author’s message or contribute positively to the construction of identity.	The ePortfolio as a whole is almost always effective in both its message and the construction of identity. Most elements work well together so that the reader is drawn in and feels engaged in learning more about the author and his or her experiences, but there are some points where the pieces do not all work together to demonstrate sophistication in the message or construction of identity.	There is a coherent and effective message being told by the ePortfolio as a whole and an identity is consistently and effectively constructed because all elements work together and demonstrate sophistication and originality/creativity.