

## ePortfolio: Three Trials

<b>**</b> excellent <b>*</b> acceptable	<b>TS</b>	<b>Bb</b>	<b>TrueO</b>
Step-by-step instructions	*	*	*
Additional published guides	*	*	Absent in our trial
Built-in Resource Guide maker (to tie to program)	**	Could be designed	Guidelines were uploaded
Built-in communications via discussion board, email	**	Linkable through LMS	Not available
Ease of use by students	**	**	*
Ease of use by faculty	*	**	*
Built-in rubric maker	*	Absent in our trial	Rubrics were uploaded
Efficient online scoring	**	Absent in our trial	Not functioning in our trial

# Blackboard CMS / ePortfolio

Sample screenshot provided by Bb

Guided students in placing files after the files had been uploaded to the Bb Content Management System.

Portfolio Creation - Microsoft Internet Explorer

- Welcome
- Portfolio Information
- Portfolio Design
- Portfolio Welcome
- Add Content**
- Add Links
- Add Items
- Portfolio Availability
- Portfolio Comments
- Completion

### Add Content (Optional)

You may create links to Content System files or folders. Read permission will be added to each item for all Portfolio users.

Menu Link Name:   
Suggested Maximum 18 characters.

File or folder:

### Current Menu Links in Portfolio

There are currently no links in this Portfolio.

|  | Step 4 of 8 |  |

# TrueOutcomes Gateway Portfolio

Guidelines were blended with uploading directions.

## Standard 4: Family Law and Public Policy. Ethics

### Directions

Attach up to four pieces of evidence (products from course work) for this Competency Area. You may combine multiple files, such as a Word document and the accompanying PowerPoint presentation, in a zip (or stuffit) file and submit them as a single piece of evidence.

Attach a reflection that introduces each piece of evidence with a statement about how the work meets the competency requirement, why that evidence was chosen, and if it demonstrates scholarly writing.

### Potential Sources for Works to Include:

- Family Law, Public Policy, and Ethics
  - FS 5823 - Public Policy
  - FS 5133 - Family Law
  - FS 5693 - Res Methods

### Introduction and Reflection

[<click here to enter/attach>](#)

### Artifact #1: Evidence for Standard 4: Item 1

[Rubric](#)

Attachment: [<click here to attach>](#)

Source: No Specific Course

Reflection: [<click here to enter/attach>](#)

### Artifact #2: Evidence for Standard 4: Item 2

[Rubric](#)

# TrueOutcomes Rubric

TrueO personnel uploaded faculty-created rubrics.

Family Studies Rubric for Evaluating Completed Master's Portfolio (preview)					Close Window
Family Studies Rubric for Evaluating Completed Master's Portfolio					
<input checked="" type="radio"/> Check Performance Levels <input type="radio"/> Type in Points					
Element	Levels of Performance				Comments
1. Professional Development	<input checked="" type="radio"/> <b>Accomplished (4):</b> Outstanding articulation of philosophy, goals, and reflection on program provides clear evidence of professional development.	<input type="radio"/> <b>Proficient(3):</b> Articulation of philosophy, goals, and reflection on program provides adequate evidence of professional development.	<input type="radio"/> <b>Developing (2):</b> Articulation of philosophy, goals, and reflection is inadequate and does not serve as evidence of professional development.	<input type="radio"/> <b>Novice(0-1):</b> Philosophy, goals, and reflection are not articulated.	
2. Competency Area 1: <ul style="list-style-type: none"> <li>Families in Society</li> <li>Internal Dynamics of Families</li> <li>Interpersonal Relationships</li> </ul>	<input checked="" type="radio"/> <b>Accomplished (4):</b> Extensive content knowledge is demonstrated with an analytical approach or synthesis, as appropriate.	<input type="radio"/> <b>Proficient(3):</b> Sure content knowledge is demonstrated with some analysis or synthesis.	<input type="radio"/> <b>Developing (2):</b> Basic knowledge is demonstrated but analysis or synthesis is not evident.	<input type="radio"/> <b>Novice(0-1):</b> Errors in content.	
3. Competency Area 2: <ul style="list-style-type: none"> <li>Human Growth and Development</li> </ul>	<input checked="" type="radio"/> <b>Accomplished (4):</b> Extensive content knowledge is demonstrated with an analytical approach or	<input type="radio"/> <b>Proficient(3):</b> Sure content knowledge is demonstrated with some analysis or	<input type="radio"/> <b>Developing (2):</b> Basic knowledge is demonstrated but analysis or synthesis is not	<input type="radio"/> <b>Novice(0-1):</b> Errors in content.	

# TaskStream Resource Folio

Students use: Directed Resource Folio > Web Folio

M.S., Family Studies Program Resource  
Author: Mary Bold  
Last modified: 4/5/2006 12:54:46 AM CDT

[Home](#) ▪ [Help](#) ▪ [Start](#) ▪ [Products](#) ▪ [Planner](#) ▪ [Faculty Tips](#) ▪ [Tech Tips](#) ▪ [Glossary](#)

M.S., Family Studies Program Resource

Building your ePortfolio in TaskStream will be facilitated with resources that are labeled across the top of this folio.

We appreciate your participation in our experiment with this portfolio platform. An online Master's program attracts explorers!

Sample DRF & Web Folio: see links at bottom of this page

◆ **For assistance...**

The TWU HelpDesk is **NOT** your source for help in this platform. Click on the Help link on the blue bar at top of this page for information about how to get assistance for the ePortfolio project.

○ ○ ○ ○ ○

Web Links:

1. [Sample DRF](#) Jane Pioneer's short Practice ePortfolio in DRF format
2. [Sample Web / Presentation Portfolio](#) Jane Pioneer's Practice ePortfolio saved as a web folio (converted from DRF to Presentation Portfolio with no additional editing)

# TaskStream Rubric Maker

Rubrics created in TS are tied to the online evaluation system, which provides custom reports with demographic items, competency-specific scores from multiple rubrics, etc. TS can vary number of evaluators and reviewers, anonymous settings for evaluators, and releasing results to students.

Overall Folio Evaluation: M.S. Program Outcomes					
					Created with <a href="http://www.taskstream.com">www.taskstream.com</a>
Levels	Exemplary	Proficient	Developing	Unacceptable	Score
Criteria	Value: 4	Value: 3	Value: 2	Value: 1	
Critical Thinking: The student will think critically, demonstrated through analysis, problem-solving, and synthesis	Portfolio reflects critical thinking in assignments or projects completed in course work	Products are adequate reflection of critical thinking	Little critical thinking is evidenced by course products in the portfolio	No critical thinking is evidenced by course products in the portfolio	
Research: The student will interpret and utilize scholarly research	Portfolio includes numerous references to research that are used and cited appropriately	Adequate number of references to research appear in course products	Few references to research appear in course products or those that are present are seriously flawed in selection of citation	No references to research appear in course products in the portfolio	
Theory: The student will understand and apply theory	Products include frameworks of or references to family theories, developmental theories, and other pertinent theories	Products are adequate in use of theories	Few theories are mentioned or referenced in course products in the portfolio	No theories are mentioned or referenced in course products in the portfolio	
Professional Communication: The student will demonstrate professional level oral and written	Products reflect professional level of communication that allows effective transfer of content knowledge with various audiences	Products are adequate for communicating content knowledge with various audiences	Oral/written communication products suggest slight understanding of how to effectively present information	Oral/written communication products do not effectively present information for any audience	