

# Digital Portfolio Assessment

This rubric, developed by Melissa Purcell, is intended to help school librarians work with others to develop and evaluate digital portfolios as an assessment tool for student learning. See Purcell's article, "Digital Portfolios: A Valuable Teaching Tool" on pages 21-22.

Elements of a Digital Portfolio				
Digital Portfolio Elements	Exemplary 3	Satisfactory, but lacking in some areas 2	Needs improvement 1	Score
Content	All chosen documents are good examples of the student's work and progress. All components are clearly and directly related to the portfolio's purpose. Creativity and original content enhance the purpose in an innovative way.	There are 1-2 occurrences of inaccurate or difficult to interpret artifacts and work samples. There are 1-2 components that lack a clear, direct relation to the portfolio's purpose. Portfolio shows some creativity and originality, but needs improvement.	Missing artifacts or work samples. Components lack a clear and direct relation to the portfolio's purpose. Portfolio lacks creativity and originality. Most artifacts and work samples are incomplete or inaccurate.	
Organization	All of the components demonstrate the use of clear, well-organized, and accurate written communication. Complete table of contents outlines the organization. The portfolio is formatted in a way that makes navigation clear and easy.	The components lack some organization or contain some inaccurate written communication. Table of contents is present, but lacks some components or organization. The format of the portfolio makes navigation unclear or difficult.	Components are unorganized and/or sloppy. Table of contents is missing or incomplete. There is no format set up for navigating the portfolio.	
Use of Multimedia	All of the multimedia used enhance the purpose of the portfolio, create interest, engage the user, and are appropriate. The content of the portfolio is enhanced in an original and creative way.	Multimedia is integrated and is generally engaging for the user. Most of the multimedia used enhance the purpose of the portfolio, create interest, and are appropriate. The content of the portfolio lacks some originality and creativity.	The multimedia used does not enhance the purpose of the portfolio, does not create interest, does not engage the user, and/or is inappropriate. The content of the portfolio lacks originality and creativity.	
Readability	The portfolio is easy to read. Fonts, point size, bullets, italics, bold, indentations, background, color, etc. enhance the readability of the portfolio. There are no errors in grammar, capitalization, punctuation, and spelling.	The portfolio is generally easy to read. Fonts, point size, bullets, italics, bold, indentations, background, color, etc. generally enhance the readability of the portfolio, but there are some minor format changes needed. There are less than 3 errors in grammar, capitalization, punctuation, and spelling.	The portfolio is hard to read. Fonts, point size, bullets, italics, bold, indentations, background, color, etc. generally distract the reader or make the portfolio unreadable altogether. There are 4 or more errors in grammar, capitalization, punctuation, and spelling.	
Reflection	Self-reflections are present on each artifact or work sample chosen for the portfolio. All reflections clearly identify and describe growth goals towards meeting all learning standards and goals. Constructive feedback or comments are included from the teachers, peers, and/or others.	Simple overall self-reflection on the portfolio as a whole. Reflections lack a clear link towards meeting learning standards and goals. Little constructive feedback or comments from teachers, peers, and/or others.	Little or no self-reflection. Little or no mention of meeting learning standards or goals. No feedback from others.	
Total Score (out of 15)				