

## THE EDUCATION UNIVERSITY OF HONG KONG

### University ePortfolio

#### Assessment Requirements for Individual University ePortfolio

**Weighting:** 55%

**Requirements:**

1. Identify and examine one theme or focus area for linking the CILOs to University ePortfolio (UePortfolio), and for accumulating, reflecting on and organising evidence/artefacts of your learning experiences.
2. Include both a reflective account of selected aspects of your undergraduate studies and a projection of your future goals and ideals, based on evidence and artefacts as well as your own personal interpretation of how you have developed (as learners, as thinkers, as socially caring citizens, etc.).
3. Connect your undergraduate learning experiences included in your selected theme or focus area with the GILOs of **Critical Thinking and Written Communication Skills** aiming to demonstrate your achievement of these GILOs.
4. Insert the **video recording** of your individual UePortfolio presentation as an artefact of your achievement in the GILO of Oral Communication Skills.
5. You may use artefacts and other relevant items written in Chinese, provided that your reflective and narrative commentaries are in English.
6. The word count requirement is 2200 words.

**Suggestions:**

1. You may structure your UePortfolio in different ways, such as: **(a)** draw on your own experiences and relevant materials in different courses to construct a single, unified narrative, or **(b)** produce several smaller pieces of learning experiences and tie them together with an introduction which aligns with GILOs (**Critical Thinking and Communication Skills in particular**) and gives an overview of the articulation of these GILOs with your learning activities and personal or professional development.
2. You may present the content using different styles and formats, such as a traditional essay, a connected narrative, a learning cycle or framework, a sequence of linked commentaries, illustrations using videos, and/ or photographs, the video of your individual presentation for the UePortfolio course, annotated artefacts, or any combination of these. However, from the reader's or viewer's points of view, your UePortfolio should "convey a story (narrative)" or "an articulated framework" about key aspects of your life as an undergraduate, including a sense of where you want to go "from here".
3. Whatever structure is adopted, the content of your UePortfolio should anchor with GELOs and the GILOs of **Critical Thinking and Written Communication Skills**.

### Individual UePortfolio Rubric

Assessment Criterion *	Grades #	Outstanding "A"	Proficient "B"	Developing "C"	Unsatisfactory ≤ "D"
		A + A A -	B+ B B -	C+ C	C - D
<b>1. Identify a relevant theme or focus areas and demonstrate linkage with CILOs</b>		Use substantial relevant information and materials to clearly identify a theme or focus areas and comprehensively describe it.	Use the most important and relevant information and materials to clearly identify and describe a theme or focus areas.	Use some relevant information and materials to identify a theme or focus areas, but do not clearly describe the connection between the theme or focus areas, and the CILOs.	Little clarification or description of the theme or focus areas when they are identified and selected. No/ limited description on linkage with CILOs.
<b>2. Portray suitable context and purpose of the UePortfolio</b>		Apply appropriate texts/ information aligned with the context and purpose of the UePortfolio in relation to the identified theme/ focused areas, displaying sophisticated understanding of texts/ information.	Apply appropriate texts/ information aligned with the context and purpose of the UePortfolio in relation to the identified theme/ focus areas.	Demonstrate adequate familiarity with the context, and purpose of the UePortfolio in relation to the identified theme/ focus areas.	Demonstrate superficial understanding of the context and purpose of the UePortfolio with or without any identified theme/ focus areas.
<b>3. Examine the relevance of the Learning Framework drawing on the Graduate Attributes and GELOs to form judgements</b>		Examine the Learning Framework and outcomes and all relevant contexts thoroughly and systematically.	Identify the Learning Framework and outcomes and several relevant contexts.	Identify some aspects of the Learning Framework and outcomes and several relevant contexts.	Demonstrate a limited or an emerging awareness of the Learning Framework and outcomes and start to identify some contexts.
<b>4. Demonstrate critical reflections in a logical flow on undergraduate learning experiences with the theme or focus areas identified</b>		Analyse the theme or focus areas on undergraduate learning experiences comprehensively using substantial relevant information, and evaluate them carefully with substantial evidence and logical reasoning, and strong reference to CILOs.	Analyse the theme or focus areas on undergraduate learning experiences with the most relevant information, and evaluate them with some evidence and logical reasoning and reference to CILOs.	Analyse the theme or focus areas on undergraduate learning experiences with some relevant information, and evaluate them with little evidence and simplistic reasoning, and some reference to CILOs.	Analyse the theme or focus areas on undergraduate learning experiences with little information, evidence or reasoning, and no or little reference to CILOs.
<b>5. Use relevant and sufficient supporting evidence</b>		Use a variety of relevant evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant literatures and authorities) and analyse them carefully and substantially to provide significant support for the points being made.	Use relevant and adequate evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant literatures and authorities) to provide good support for the points being made.	Use adequate, but sometimes irrelevant, supporting evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant literatures and authorities) that relates to the points being made.	Use little and irrelevant supporting evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant literatures and authorities) that weakly relate to and do not support the points being made.

<p><b>6. Formulate a conclusion or position (perspective or understanding or hypothesis or thesis) of one's own values and goals, and connect it to a personal vision of developing oneself into a person displaying professional excellence and living a worthwhile life</b></p>	<p>Produce a conclusion or position (perspective or understanding or hypothesis or thesis) that takes into account the complexities of the undergraduate learning experiences on one's own values and goals, and clearly displays with substantial evidence a vision of developing oneself into a person displaying professional excellence and living a worthwhile life; acknowledges the limits of that conclusion/ position and synthesise peers' points of view within the conclusion/ position.</p>	<p>Produce a conclusion or position (perspective or understanding or hypothesis or thesis) that takes into account the complexities of the undergraduate learning experiences on one's own values and goals, and displays adequate evidence of a vision of developing oneself into a person displaying professional excellence and living a worthwhile life; acknowledges peers' points of view within the conclusion/ position.</p>	<p>Produce a conclusion or position (perspective or understanding or hypothesis or thesis) that acknowledges different sides of the undergraduate learning experiences on one's own values and goals; display some evidence of a vision of developing oneself into a person displaying professional excellence and living a worthwhile life.</p>	<p>Produce a conclusion or position (perspective or understanding or thesis or hypothesis) that is subjective; display no/ little evidence of a vision of developing oneself into a person displaying professional excellence and living a worthwhile life.</p>
<p><b>7. Express ideas coherently and present messages in an organised way</b></p>	<p>Display exemplary organisational structure in terms of paragraphs, sections, length and overall coherence and awareness of the audience.</p>	<p>Display good organisational structure in terms of paragraphs, sections, length and overall coherence.</p>	<p>Demonstrate adequate awareness of a recognisable organisational structure.</p>	<p>Demonstrate a low level of awareness of a basic organisational structure.</p>
<p><b>8. Use proper language/ grammar and format</b></p>	<p>Use graceful and error-free language/ grammar and format accurately, fluently and eloquently; display a good alignment with the context, audience and purpose of UePortfolio construction.</p>	<p>Use straightforward language/ grammar and format that are accurate but not completely fluent or error-free; display a suitable alignment with the context, audience and purpose of UePortfolio construction.</p>	<p>Use language/ grammar and format adequately, but with some usage errors that impede meaning; display some alignment with the context, audience and purpose of UePortfolio construction.</p>	<p>Use language/ grammar and format superficially, with meaning often impeded by usage errors; display no/ little alignment with the context, audience and purpose of UePortfolio construction.</p>

## THE EDUCATION UNIVERSITY OF HONG KONG

### University ePortfolio

#### Individual University ePortfolio Assessment Form

Name of Student : _____										
Theme of UePortfolio : _____ <b>(Must be provided)</b>										
Criteria	*High ← ----- → Low								^Fail	
1. Identify a relevant theme or focus areas and demonstrate linkage with CILOs	4	3.5	3	2.5	2	1.5	1	0.5	0	
2. Portray suitable context and purpose of the UePortfolio	4	3.5	3	2.5	2	1.5	1	0.5		
3. Examine the relevance of the Learning Framework drawing on the Graduate Attributes and GELOs to form judgements	4	3.5	3	2.5	2	1.5	1	0.5		
4. Demonstrate critical reflections in a logical flow on undergraduate learning experiences with the theme or focus areas identified	4	3.5	3	2.5	2	1.5	1	0.5		
5. Use relevant and sufficient supporting evidence	4	3.5	3	2.5	2	1.5	1	0.5		
6. Formulate a conclusion or position (perspective or understanding or hypothesis or thesis) of one's own values and goals, and connect it to a personal vision of developing oneself into a person displaying professional excellence and living a worthwhile life	4	3.5	3	2.5	2	1.5	1	0.5		
7. Express ideas coherently and present messages in an organised way	4	3.5	3	2.5	2	1.5	1	0.5		
8. Use proper language/ grammar and format	4	3.5	3	2.5	2	1.5	1	0.5		
<b>Feedback to student:</b>										
<b>Final score (aggregate score of Criteria 1 to 8) :</b>										
Level # : <input type="checkbox"/> Outstanding <input type="checkbox"/> Proficient <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Fail										
Grade :										
Name of Assessor: _____								Date: _____		

# GILO level for each criterion ranges from 4 to 1 which corresponds to the Performance/ KPI levels from “Outstanding” to “Unsatisfactory”. Students who fail in the UePortfolio due to non- or late submission would receive KPI Level 0 (FAIL).

^ Grade descriptors of Level 0 for each criterion are not provided given this KPI Level is given to those students who fail due to non- / late- submission of their UePortfolios.