



ePortfolio Guidelines

Grade 11

What is an e-Portfolio?

An electronic portfolio is a learning resource used to showcase reflective learning, and organize evidence of a student's best performance, show progress, and indicate program attainment in a multimedia format by using any HTML software, e.g. OneNote, Webs, Wix and Google Site. This is an excellent tool for compiling and organizing work and accomplishments without storing it in a bulky notebook that provides evidence for learning, course work or/and employment.

The electronic portfolio in education holds a collection of your work (assignments/projects) that show what you have learned and the educational standards that you have mastered.

e-Portfolio Content:

- The e-Portfolio will use the following theme: Covid-19 – and its impact on our daily lives
- Each page of the portfolio will be related to a subject (based on the Power standards covered in the content).
- Each student will research/investigate and reflect on completed task assigned by the subject teacher.

Guided Questions to help you plan your task:

- 1) Do you know the objectives? What do you want to achieve?
- 2) What is your plan to reach the target?
- 3) Did you use certain resources and feedback from others? Explain
- 4) How did you plan to finish your task on deadline?

Reflection after you completed your task:

- 5) What did you learn from your mistakes?
- 6) How do you evaluate your achievement?

How to create an ePortfolio using Wix

Part1: <https://www.youtube.com/watch?v=ulrSVHA73Sc>

Part2: https://www.youtube.com/watch?v=AFxCKkP_x-U

Part3: <https://www.youtube.com/watch?v=5cxdOPvu51Y>

How to create an ePortfolio using Google Sites

1. <https://www.youtube.com/watch?v=SKP1nRkoXQQ&feature=youtu.be>
2. https://youtu.be/EUVzf_SBZSQ



How to create an ePortfolio using OneNote

1. Introduction to create an e portfolio <https://www.youtube.com/watch?v=OZIXKobsaao>
2. Using one note <https://www.youtube.com/watch?v=-2AEohEB8M0>
3. Creating the ePortfolio <https://www.youtube.com/watch?v=yKy8wujTfbU>

What Will I Include in My e-Portfolio?

This e-portfolio assignment consists of several elements that are suggested by your teacher and determined (chosen) by you. The following are the requirements:

- (A) Index (your name, course, teacher, academic year, & email)
- (B) Table of Contents (can be included in the index)
- (C) Biographical sheet (e.g. resume)
- (D) Content:
 1. Includes one task per subject, based on the theme and task specified by your subject teacher. Students should keep subjects in different sections.
 2. Write a narrative self-reflection for each submitted task, connecting it to how you learned, using the sample self-reflection tasks below. You have the choice to choose one reflective task to answer per subject.

Try to address the following while writing your narrative reflection:

- a. I particularly enjoyed...
 - b. While completing my task, I demonstrated excellent inquiry skills when....
 - c. The role or the skill I learnt to develop in my research was ...
 - d. When seeking and evaluating a range of perspectives, I learnt ...
 - e. I experienced difficulties when ...
 - f. I learnt to overcome these difficulties by...
 - g. I realized I now need to work on ...
 - h. I still findunclear and confusing. I will further investigate about
 - i. I think this task will help me in the future.
 - j. I planned and managed by time using the following strategies to deliver good quality
- (E) You may add other features to your portfolio, that are not required, such as photos, animations.



When is the ePortfolio Due Date and what is the allocated marks?

The ePortfolio will be introduced during May and will be submitted in the week of June 28th. Each student will submit one ePortfolio compiling all key subjects with reflection using OneNote, Webs, Wix, Google Site or any tool as agreed with their teacher. Students will receive detailed criteria and rubric. The ePortfolio reflects 15% of your subject mark.

Assessment/ Evaluation of e-Portfolio:

Grading is based on accuracy and organization of content and artifact, quality of narrative and analytical reflections and presentation of electronic portfolio (See rubric below).

Item	3	2	1	0
Student submitted task is relevant to the standard(s) and/or instructions				
Student demonstrated understanding of specific standard(s)/ Benchmark(s) and how it is related to the theme				
Student provided an adequate overall reflection narrative of the e-portfolio				
Student demonstrated use of appropriate language skills through choice of words, spelling, grammar, and formatting				
Student used appropriate application (OneNote, Google Site, Wix, Webs)				
Effective use of technology (links work, easy to maneuver within the portfolio, use of graphs, animations...)				
Student included the required artifacts	Yes (2)		No (0)	
Total Points	_____/ 20			



ePortfolio Planning Guide

Grade	11
Theme	Jobs and careers based on skills during pandemics
Subject & Task	
<p>English:</p> <p>Argue whether the current COVID-19 pandemic will affect job opportunities around the world with regard to work fields, job positions and the distribution of the number of employees.</p> <p>Present a clear claim that explains your perspective.</p> <p>Provide evidence to support your arguments. (Include ethos, pathos, and logos)</p> <p>Present your ideas in a clear and organized manner using proper transitional words.</p> <p>Edit your final piece of work for language mechanics, punctuation, and spelling.</p> <p>Share your final argument on your website of choice; example: Wix, one note, google sites.</p> <p>Provide animation, pictures or videos where needed.</p> <p>Be ready to present your work orally using an appealing approach.</p>	
<p>Math:</p> <p>Covid-19 has had unprecedented health and economic impacts on people and countries across the world. Health professionals, leaders and governments are working tirelessly to keep us safe and treat those of us who get infected. Never-before seen stimulus packages are presented to protect and support large enterprises, SMEs, as well as citizens. As a result, supply and demand</p>	



in many industries will shift and there will be many millions of the jobs that will change on a global scale.

In this task, become an entrepreneur and research the importance of exponential functions to show how different jobs and careers are affected during the covid-19 pandemic.

Instructions:

- You are an entrepreneur who plans to start a business during the COVID-19 pandemic.
- Choose a career that has been greatly impacted by the pandemic.
- Research how the rate of employment increased or decreased.
- Investigate and graph which function does the rate of employment model - linear, quadratic, or exponential.
- Based on your research, decide if this is a good business venture during the pandemic.
- Provide an explanation to support this decision.
- Construct and compare linear, quadratic, and exponential models and solve problems. [Include quadratic.]
- Observe by using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.
- A function of how the jobs are affected by the pandemic
- A graph of the function.

Tips to consider:

1. **Read the instructions carefully** to make sure you are aware of the learning outcome for this task. (Exponential functions, exponential growth, and exponential decay to represent variables in real life situation)



2. **Do the research!** Research what types of business not be affected by the pandemic and include Exponential functions to model a real life situation in the created business concept.

3. You can choose from the ICT class the platform (Wix, OneNote or Google sites) to present your product.

4. It should be typed with a font size of 14 (Arial, Calibri or Times New Roman) and single spacing.

Present your work with creativity, neatness and proper organization following the Creativity and Innovation rubric below.

Physics:

Explain how the introduction of tracing technology is essential during this pandemic to minimize the infection rates. Ex. A tracking bracelet for all new arrivals from airports.

Discuss the role of the new highly demanded job "Trackers" who trace contacts of people who are tested positive with Covid-19.

Investigate the technological means and the communication tools that are used during the tracing process.

Many countries has taken a strict approach to coronavirus quarantines by using wristbands to enforce a mandatory 14 day quarantine on anyone arriving from another country as well as to people who are tested positive for Covid-19 and their contacts.

In this task you will investigate the role of tracers and the technology they use in the tracing process.

How can I present my information?

Write a research/ Write a story/ Draw a comic/ design an infographic

What information should I include?

1-How the introduction of tracing technology is essential during this pandemic to minimize the infection rates. Ex. A tracking bracelet for all new arrivals from airports.

2-The role of the new highly demanded job "Trackers" who trace contacts of people who are tested positive with Covid-19.

3-The design/function of the technological means and the communication tools that are used during the tracing process.



What platform can I use?

OneNote, Google Site, Wix, Webs

What else should I include?

An adequate overall reflection narrative of the e-portfolio

What else should I know?

-Submitted task should be relevant to the standard and demonstrates adequate connections to the theme.

-It is important to use appropriate language through choice of words, spelling, grammar, and formatting.

-You should make effective use of technology (links work, easy to maneuver within the portfolio, use of graphs, animations...).

Any final words?

Of course! Please

-Be creative

-Do not plagiarize (no copy paste, instead paraphrase and include reference)

-Stay organized

-Submit your work on time

Earth and Environmental Science:

Description:

Energy and environment landscape after COVID-19

My e-portfolio instructions:

As people shelter in place to slow the spread of COVID-19, daily carbon dioxide (CO₂) emissions have dropped by as much as 17 percent globally, according to a new study by the Global Carbon Project.

In your task, you are an environmental scientist that works with the United Nations and you were asked to envision energy and environment landscapes after COVID-19.

You should discuss what the current pandemic can teach us about behavior change, kick starting a recovery and more.



Your product should show recommendations that draw the outlines of a greener economy and healthier society.

Choose how to show your understating:

1. Make a TV or radio commercial
2. Create a poster/collage
3. Make an instructional video
4. Assemble a letter time capsule.

Below are some questions that will help you in your task:

1. Does the Global Carbon Project's study on daily declines in CO₂ emissions associated with COVID-19 reveal any surprises?
2. What does history tell us about how past shocks altered fossil fuel emissions?
3. Global organizations, such as the IMF and UN, have called for a post-pandemic recovery that tackles the climate-change crisis. How would you sell that idea to the average person?
4. How might this pandemic affect people's attitudes and behaviors related to emissions-producing activities?
5. Underprivileged communities are more vulnerable to COVID-19 and climate change impacts. What can we learn from this, and how should it inform our recovery strategy in terms of emissions?
6. What has COVID-19 shown you about the environment?

Anatomy:

Background information:

Initiatives such as Crowd fight COVID-19 and the COVID-19 Pandemic are connecting COVID-19 researchers to volunteer scientists, where tasks can include transcribing and manually annotating images.

Task description:

Construct an explanation, based on current and historical evidence, about the importance of biotechnology and the role biotech researchers play in during a pandemic.

Task Instructions:

- A. Choose **one** of the following options to work on:



1. **Prepare a Report** to explain the importance of biotechnology and biomedical innovations in facing a pandemic. Your essay should include historical and current evidence where data analysts and biotech researchers help scientists, doctors, and patients during pandemics.

2. **Film a short instructional video** explaining how biotechnology and biomedical innovations help during a pandemic and the importance of introducing these courses in high school science electives.

B. Your task should include reliable evidence such as historical and current facts, graphs, data charts, diagrams with captions ..etc

C. Authenticity and Creativity in designing your product whether it be the essay or the short film.

ICT:

Design a sketch about a product to help people building and improving their skills.

1. Think about an idea to develop a product that will help people to improve / develop their skills
2. Draw a sketch about your product showing different views and all the measurements related to your product
3. Write one paragraph to describe your product. Include HTML multimedia and graphics

Business 2:

COVID-19 had a major effect on all industries. Professions, careers and jobs are majorly affected along with the way that business is going to be practiced. Students will explore how careers and business practices are impacted by this pandemic.

The task will be to apply your knowledge and expertise based on the material covered in class and during online sessions to see how jobs in the future might be affected and the change that it will have on our daily practices in doing business.

- Compare the importance of online businesses before and after COVID-19.
- Analyze the effect of future careers on the current job market.
- Suggest which marketing tools will be more effective during the COVID-19 stage.
- Determine whether some marketing concepts and strategies might not be as effective



as they used to be before the COVID-19.

- Detail some of the advantages COVID-19 has on future careers.
- List some of the disadvantages Corona Virus has on future careers.

The project should be in word or pdf format, 2 to 3 pages ,1.5 spacing, and should include not less than 600 and maximum 700 words. You can include some videos, cartoons, or other creative tools/ resources.

Accounting 1:

Many businesses will alter their day to day activities from physical to virtual, digital and online due to the Covid19. This will impose a drastic change in the structure of every business which will affect the accounts used in every business and the type of business transactions.

Your e-portfolio will deal with how the chart of accounts and some of the business transactions will differ due to the impact of Covid19.

Task description:

Part 1: Many businesses are closing and finding a way to operate from home due to Covid19.

Do you think the charts of account will be different when you operate your business from home?

Do you think we will have more or less of accounts if the business is operating from home?

Do you think we will have buying and selling on accounts more or less?

Will we have the same type of expenses in post Covid-19 compared to pre-Covid 19 businesses (rent, salaries, utilities, deliveries) ?

How do you think the mode of payment will be in post Covid 19 compared to pre-Covid 19?

How the business transaction will be different from post Covid 19 to Pre Covid 19?

Write a paragraph explaining the above questions based on what you know in accounting.

Part 2: let us assume that you have your own business; a bakery shop. And due to Covid 19 you were obliged to shift your business to operate from home.

-Write down the chart of accounts during Covid 19(operating from home) comparing it with pre Covid 19(physical store)

-Write down 10 business transaction for your bakery shop during Covid 19 (operating from home)

- Write down your conclusion.

You may add other features to your portfolio, not required, such as photos, animations...



Time Plan and Checklist

Date	Tasks	Notes
/05/2020	Introducing the ePortfolio	
/06/2020	First checkpoint	
/06/2020	Second checkpoint	
/06/2020		
/06/2020		
/06/2020	Submission & Discussion/Presentation	

توجيهات الحافظة الإلكترونية/ ملف الإنجاز الإلكتروني - اللغة العربية

الصف	الحادي عشر
الموضوع العام	المهن والوظائف و المهارات التي ظهرت في ظل فيروس كوفيد 19 والعمل عن بعد في مختلف المجالات. كوفيد 19 يطيح بأساليب العمل التقليدية ويؤسس لآليات عمل جديدة

ستجد أدناه التعليمات اللازمة لإنجاز المهمة المطلوبة.

المادة	اللغة العربية (تعبير)
التوصيف	<p>النتائج الخاص بالمعيار: 1.1.1.4 يكتب المتعلم ورقة بحثية مطبقاً خطوات البحث العلمي.</p> <p>توصيف المهمة المطلوبة:</p> <p>عزيزي الطالب: اكتب ورقة بحثية في حدود 400 كلمة حول المهن والوظائف التي ظهرت في المجتمعات والدول بسبب جائحة فيروس كورونا، وطريقة العمل عن بُعد في مختلف المجالات، ملتزماً سلامة اللغة وصحة التراكيب، والتنظيم والتفكير والتوثيق للمعلومات .</p> <p>واحرص - عزيزي الطالب - على الكتابة بأسلوبك الخاص، مُبدياً رأيك فيما توصلت إليه من معلومات.</p> <p>بإمكانك تضمين الورقة البحثية صوراً أو جداول إحصائية أو ما تراه مناسباً لدعم معلوماتك</p>
تعليمات المحفظة الإلكترونية	<p>1- تتضمن مهمة واحدة لكل مادة بناء على الموضوع والمهمة التي حددها المدرس، ويجب حفظها (رفع الملف) في الأماكن المخصصة لها.</p> <p>2- اكتب المطلوب الخاص بك، رابطاً إياه بما تعلمته ومستخدماً انطباعاتك الخاصة حوله.</p>



المدة الزمنية والمتابعة

التاريخ	المهام	ملاحظات
31 /05/2020	تقديم الحافظة الإلكترونية للطلاب	
3 /06/2020	المتابعة الأولى	
/06/2020	المتابعة الثانية	
/06/2020	المتابعة الثالثة	
/06/2020	التسليم النهائي والعرض التقديمي/المناقشة	



Rubric

CREATIVITY & INNOVATION RUBRIC for PBL (for grades 6-12; CCSS ELA aligned)

Creativity & Innovation Opportunity at Phases of a Project	PROCESS			
	Below Standard	Approaching Standard	At Standard	Above Standard ✓
Launching the Project Define the Creative Challenge	<ul style="list-style-type: none"> may just "follow directions" without understanding the purpose for innovation or considering the needs and interests of the target audience 	<ul style="list-style-type: none"> understands the basic purpose for innovation but does not thoroughly consider the needs and interests of the target audience 	<ul style="list-style-type: none"> understands the purpose driving the process of innovation (Who needs this? Why?) develops insight about the particular needs and interests of the target audience 	
Building Knowledge, Understanding, and Skills Identify Sources of Information	<ul style="list-style-type: none"> uses only typical sources of information (website, book, article) does not offer new ideas during discussions 	<ul style="list-style-type: none"> finds one or two sources of information that are not typical offers new ideas during discussions, but stays within narrow perspectives 	<ul style="list-style-type: none"> in addition to typical sources, finds unusual ways or places to get information (adult expert, community member, business or organization, literature) promotes divergent and creative perspectives during discussions (CC 11-12.SL.1c) 	
Developing and Revising Ideas and Products Generate and Select Ideas	<ul style="list-style-type: none"> stays within existing frameworks; does not use idea-generating techniques to develop new ideas for product(s) selects one idea without evaluating the quality of ideas does not ask new questions or elaborate on the selected idea reproduces existing ideas; does not imagine new ones does not consider or use feedback and critique to revise product 	<ul style="list-style-type: none"> develops some original ideas for product(s), but could develop more with better use of idea-generating techniques evaluates ideas, but not thoroughly before selecting one asks a few new questions but may make only minor changes to the selected idea shows some imagination when shaping ideas into a product, but may stay within conventional boundaries considers and may use some feedback and critique to revise a product, but does not seek it out 	<ul style="list-style-type: none"> uses idea-generating techniques to develop several original ideas for product(s) carefully evaluates the quality of ideas and selects the best one to shape into a product asks new questions, takes different perspectives to elaborate and improve on the selected idea uses ingenuity and imagination, going outside conventional boundaries, when shaping ideas into a product seeks out and uses feedback and critique to revise product to better meet the needs of the intended audience (CC 6-12.W.5) 	
Presenting Products and Answers to Driving Question Present Work to Users/Target Audience	<ul style="list-style-type: none"> presents ideas and products in typical ways (text-heavy PowerPoint slides, recitation of notes, no interactive features) 	<ul style="list-style-type: none"> adds some interesting touches to presentation media attempts to include elements in presentation that make it more lively and engaging 	<ul style="list-style-type: none"> creates visually exciting presentation media includes elements in presentation that are especially fun, lively, engaging, or powerful to the particular audience 	

Creativity & Innovation Rubric / Grades 6-12 / Page 2

	PRODUCT			
	Below Standard	Approaching Standard	At Standard	Above Standard ✓
Originality	<ul style="list-style-type: none"> relies on existing models, ideas, or directions; it is not new or unique follows rules and conventions; uses materials and ideas in typical ways 	<ul style="list-style-type: none"> has some new ideas or improvements, but some ideas are predictable or conventional may show a tentative attempt to step outside rules and conventions, or find new uses for common materials or ideas 	<ul style="list-style-type: none"> is new, unique, surprising; shows a personal touch may successfully break rules and conventions, or use common materials or ideas in new, clever and surprising ways 	
Value	<ul style="list-style-type: none"> is not useful or valuable to the intended audience/user would not work in the real world; impractical or unfeasible 	<ul style="list-style-type: none"> is useful and valuable to some extent; it may not solve certain aspects of the defined problem or exactly meet the identified need unclear if product would be practical or feasible 	<ul style="list-style-type: none"> is seen as useful and valuable; it solves the defined problem or meets the identified need is practical, feasible 	
Style	<ul style="list-style-type: none"> is safe, ordinary, made in a conventional style has several elements that do not fit together; it is a mish-mash 	<ul style="list-style-type: none"> has some interesting touches, but lacks a distinct style has some elements that may be excessive or do not fit together well 	<ul style="list-style-type: none"> is well-crafted, striking, designed with a distinct style but still appropriate for the purpose combines different elements into a coherent whole 	

Note: The term "product" is used in this rubric as an umbrella term for the result of the process of innovation during a project. A product may be a constructed object, proposal, presentation, solution to a problem, service, system, work of art or piece of writing, an invention, event, an improvement to an existing product, etc.

محكات و معايير الأداء لتقييم مشاريع الإبداع و الابتكار

الأداء

أعلى من المستوى المتوقع	حقق المستوى المتوقع	قارب المستوى المتوقع	أقل من المستوى المتوقع	فرص التعاون و الإبداع خلال مراحل المشروع
	* فهم الغرض الرئيسي الذي يقود للابتكار (من يحتاج هذا / لماذا) * تطور الرؤية والوصول لاحتياجات و أهداف الجمهور المستهدف	* فهم الغرض الأساسي للابتكار لكن دون الاهتمام أو الوصول لغرض و هدف الجمهور المستهدف	* اتباع التوجيهات فقط دون فهم الغرض من الابتكار أو النظر في احتياجات الجمهور المستهدف	* (فكرة المشروع) - محددات مدى الإبداع و التحدي في الفكرة
	* يضيف للمصادر الاعتيادية مصادر جديدة و غير تقليدية وطرق أو أماكن مبتكرة في تحصيل المعلومات (خبراء / أعضاء في المجتمع / رعاة أعمال تجارية / مثقفين)	* إيجاد مصدر أو مصدرين غير اعتياديين لتحصيل المعلومات * تقديم أفكار جديدة أثناء البحث و النقاش لكن لا زال في المستوى المطلوب	* اعتماد المصادر الشائعة و الاعتيادية في تحصيل المعلومات (المواقع الالكترونية / الكتب/الصحف) * عدم تقديم أي أفكار جديدة أثناء البحث و النقاش	* البناء المعرفي على أساس القدرات و المهارات * تحديد الهدف و المصادر
	* يستخدم أفضل الاستراتيجيات لتوليد و تطوير الأفكار لتحسين و تطوير مشروع . * يقيم بعناية نوعية الأفكار ويختار الأفضل في تشكيل مشروع . * يطرح أسئلة جديدة ، و يطرح وجهات نظر متعددة لتحسين و تعديل فكرة مختارة . * يستخدم الخيال و الإبداع و التطوير و الخروج عن المألوف عند تشكيل الأفكار للمشروع . * يسعى و يستخدم ردود الفعل و النقد لتفكيح المشروع و لتلبية احتياجات أفضل للجمهور المستهدف	* يطور بعض الأفكار الأصلية لتحسين المشروع ، لكن يمكن أن تتطور أكثر مع استخدام تقنيات توليد الأفكار بشكل أفضل * يقيم الأفكار لكن ضمن خيار واحد * يسأل بعض الأسئلة الجديدة لكنها تحدث تغيرات طفيفة على الفكرة المختارة . * يظهر بعض الابتكار عند تشكيل الأفكار في المشروع لكنها تبقى الحدود التقليدية . * يأخذ بعض تعليقات النقد و التحسين بعين الاعتبار ، لكن لا يبحث عنها .	* يظل مقيد بالأنظر الموضوعية له ، فلا يستخدم أية تقنيات لتوليد و تطوير أفكار جديدة تخدم مشروعه . * يختار فكرة واحدة دون تقييم * لا يطرح أسئلة جديدة أو تفصيلات على الأفكار المطروحة . * يستنسخ و يكرر أفكار سابقة ولا يبتكر أو يضيف ما هو جديد * لا يأخذ بعين الاعتبار ردود الأفعال و التغذية الراجعة المقدمة له لتحسين المشروع	* تطوير و مراجعة الأفكار والمنتجات * إنشاء و تحديد الأفكار
	* يقدم عرضاً تفاعلياً مثيراً جاذباً . * يتضمن العرض عناصر متمعة ، حية ، جذابة ، قوية ، مؤثرة لجمهور معين .	* يضيف بعض اللمسات الفاعلة و الجاذبة في وسائل العرض . * يحاول تضمين العرض ما يجعله أكثر حيوية و تفاعلية .	* يقدم أفكاره و مشروعه بطريقة تقليدية (نص / عرض شرائح / تدوين ملاحظات) دون استخدام أي طرق تفاعلية جاذبة .	* عرض المشروع و الإجابة عن الأسئلة * تقديم العمل / الهدف / الجمهور

محكات و معايير الأداء لتقييم مشاريع الإبداع و الابتكار

المنتج

أعلى من المستوى المتوقع	حقق المستوى المتوقع	قارب المستوى المتوقع	أقل من المستوى المتوقع	
	* جديد ، فريد من نوعه ، مثير ، تظهر اللمسة الشخصية في الإبداع * نجاح في كسر القواعد و الخروج عن المألوف و التقليدي في توليد الأفكار و استخدام المواد بطريقة ذكية و مدهشة و ملفتة .	* هناك بعض الأفكار أو التحسينات الجديدة ، لكن بعض الأفكار يمكن التنبؤ بها أو انها تقليدية . * تظهر بعض المحاولات المؤقتة للخروج عن القواعد و المألوف في توليد الأفكار أو استخدام المواد	* تعتمد على النماذج المتاحة و الأفكار ، ليست جديدة أو فريدة من نوعها * يستخدم المواد و الأفكار بطريقة تقليدية	* أصالة الفكرة المقدمة
	* مفيدة و قيمة ، تحل مشكلة محددة أو تلبى حاجة واضحة . * عملية و قابلة للتطبيق	* مفيدة و قيمة إلى حد ما ، لكنها لا تحل جوانب معينة في مشكلة محددة ، أو تلبى حاجة واضحة * من غير الواضح إذا ما كان المنتج سيكون عملي وقابل للتطبيق	* غير مفيدة و غير ملائمة للجمهور أو المستخدم المقدم له المشروع * غير فاعلة و غير قابلة للتطبيق في العالم الواقعي .	* قيمة الفكرة المقدمة
	* جيد مصمم بطريقة مناسبة ، و ينمط متميز مناسب لغرض بعينه. * يجمع بين عناصر مختلفة و متماسكة و متكاملة تماماً .	* هناك بعض اللمسات المثيرة للاهتمام ، لكنه يفتقر لنمط متميز واضح . * هناك بعض العناصر المستخدمة بشكل زائد ، أو غير منسجمة معا بشكل جيد	* آمنة ، عادية مصممة بطريقة تقليدية . * تحوي الكثير من العناصر التي لا تتناسب سوياً ، مشتتة و غير مرتبة	* (الأسلوب) طريقة تقديم الفكرة

Balancing the Two Faces of E-Portfolios

Helen C. Barrett

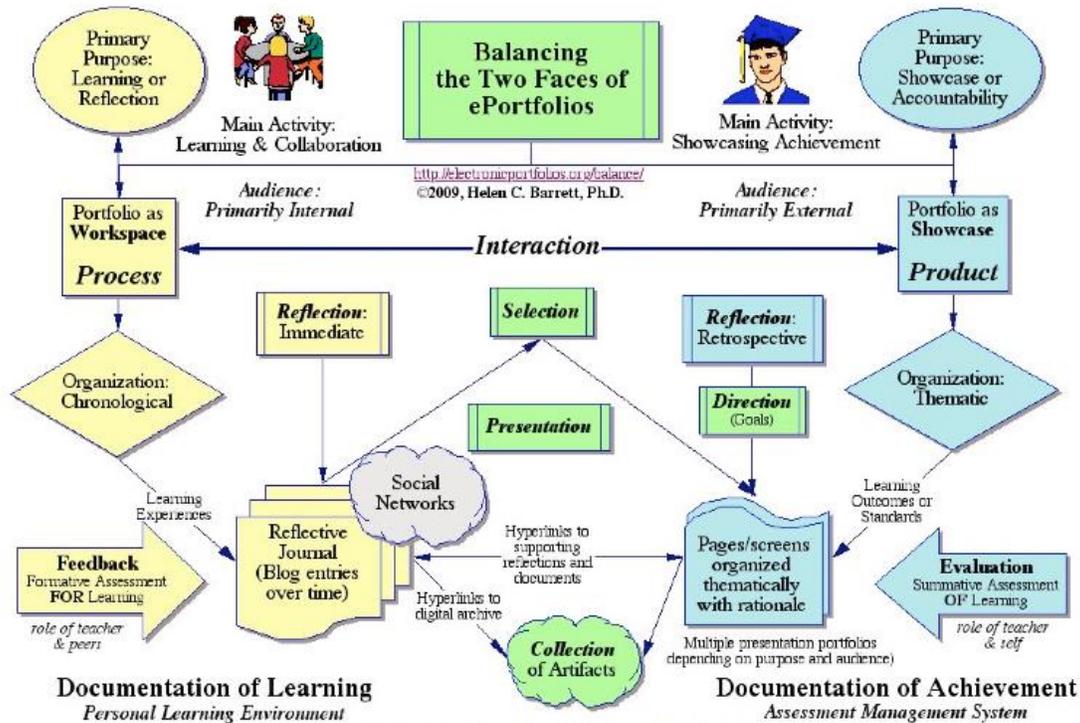


Figure 1. Balancing the Two Faces of E-Portfolios