In support of the University of Oregon's overall effort to enhance and improve formative assessment practices, this project seeks to actively explore the efficacy of eportfolio processes in several academic disciplines at the University of Oregon: LCB Honors Program, the Arts and Administration Program, and School of Architecture. Through a Design-based Research (DBR) framework, faculty are investigating best practices in portfolios, selecting tools and practices that best align with their programs and student learning goals, and developing active communities of students to demonstrate and reflect on learning and present their accomplishments. Faculty are building capacity to archive and showcase instruction and student work, collecting information on student progress and achievements.