

Doctoral Portfolio Rubric

Evaluation Standards



COLLEGE OF EDUCATION

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Section I. Professional Resume/Vita	Vita contains all components required; outstanding and relevant experience in all areas (education, work history, professional associations/ activities) Vita is well-organized; evidence that candidate attends to essential detail (form and content) creating an impressive product	Vita contains all components required; experience is strong in most areas (education, work history, professional associations/ activities) Vita is well-organized; evidence that development was intentional; evidence that candidate produces a good product	Vita lacks some essential components; experience is marginal in most areas (education, work history, professional associations/ activities) Vita is somewhat organized but not impressive; evidence that attention was not paid to producing a good product	Vita lacks in many or all essential components; experience is minimal in most areas (education, work history, professional associations/ activities) Vita is poorly organized; evidence that attention was not paid to obvious detail and the result is not productive
Section II. Personal philosophy and/or theory of teaching and learning	Statement is clear, succinct and understandable; expression demonstrates superior command of the written word; All essential areas (teacher/student roles, impact of beliefs/values/attitudes on learning, ethical functioning, learning and developmental theory, importance of effective teaching) are included and well-developed; evidence exists that candidate puts into practice what is discussed	Statement is well-written in most areas and understandable; expression demonstrates strong use of the written word; All required areas (teacher/student roles, impact of beliefs/values/attitudes on learning, ethical functioning, learning and developmental theory, importance of effective teaching) are included and well-developed; some evidence exists that candidate puts into practice what is discussed	Statement is well-written in some areas and mostly understandable; expression demonstrates some potential in use of the written word; Most required areas (teacher/student roles, impact of beliefs/values/attitudes on learning, ethical functioning, learning and developmental theory, importance of effective teaching) are included and somewhat developed; some evidence exists that candidate puts into practice what is discussed	Statement lacks in most or all essential areas and is somewhat understandable; expression demonstrates minimal ability in the use of the written word; required areas (teacher/student roles, impact of beliefs/values/attitudes on learning, ethical functioning, learning and developmental theory, importance of effective teaching) may be included but poorly organized and developed; little evidence exists that candidate puts into practice what is discussed
Section III. Self Evaluation	Statement is clear, succinct and understandable; expression demonstrates superior command of the written word; demonstrates candidate's ability to express perceived strengths and weaknesses realistically; demonstrates superior potential for doctoral study	Statement is well-written in most areas and understandable; expression demonstrates strong use of the written word; demonstrates candidate's ability to express perceived strengths and weaknesses fairly realistically; demonstrates strong potential for doctoral study	Statement is fairly well-written and understandable; expression demonstrates average use of (or good potential in) the written word; demonstrates candidate's ability to express perceived strengths and weaknesses fairly realistically; demonstrates moderate potential for doctoral study	Statement is poorly-written and/or organized; expression demonstrates minimal use of (or little potential in) the written word; candidate's ability to express perceived strengths and weaknesses realistically is minimal; demonstrates minimal potential for doctoral study
Section IV. Personal and professional Goals	Goal statement is clearly linked to self-evaluation (section III) and relates to the objective of becoming a strong educator and leader; a clear plan is included to address perceived weaknesses and utilize perceived strengths; the importance of continuous self-assessment is included and well-expressed; candidate's ability to process	Goal statement is mostly linked to self-evaluation (section III) and relates to the objective of becoming a strong educator and leader; a fairly clear plan is included to address perceived weaknesses and utilize perceived strengths; the importance of continuous self-assessment is included and	Goal statement is somewhat linked to self-evaluation (section III) and relates to the objective of becoming a strong educator and leader; a vague plan is included to address perceived weaknesses and utilize perceived strengths; the importance of continuous self-assessment is marginally included	Goal statement is not clearly linked to self-evaluation (section III) and vaguely relates to the objective of becoming a strong educator and leader; a plan to address perceived weaknesses and utilize perceived strengths is vague or absent; the importance of continuous self-assessment is not included or vaguely addressed; candidate's ability

	information, problem solve, and organize a specific behavioral plan for improving productivity and a method for continued self-evaluation is clear	addressed; candidate's ability to process information, problem solve, and organize a specific behavioral plan for improving productivity and a method for continued self-evaluation is fairly clear	and addressed; candidate's ability to process information, problem solve, and organize a specific behavioral plan for improving productivity and a method for continued self-evaluation is minimally clear	to process information, problem solve, and organize a specific behavioral plan for improving productivity and a method for continued self-evaluation is vague or absent
Section V. Statement of purpose for pursuing doctoral study	Statement of purpose is clear, succinct and understandable; expression demonstrates superior command of the written word; clearly demonstrates candidate's strength of commitment and desire to pursue doctoral study	Statement of purpose is mostly well-written; expression demonstrates strong use of the written word; mostly demonstrates candidate's strength of commitment and desire to pursue doctoral study	Statement of purpose is fairly well-written; expression demonstrates good use of (or good potential in) the written word; moderately demonstrates candidate's strength of commitment and desire to pursue doctoral study	Statement of purpose is poorly written; expression demonstrates minimal use of (or minimal potential in) the written word; minimally demonstrates candidate's strength of commitment and desire to pursue doctoral study
Section VI. Sample of academic writing	Writing sample is appropriate for portfolio; sample is clear, succinct and understandable; expression demonstrates superior command of the written word and rich, complex, and creative thought	Writing sample is mostly appropriate for portfolio; sample is mostly well-written; expression demonstrates good command of the written word and complex and well-articulated thought	Writing sample is fairly appropriate for portfolio; sample is fairly well-written; expression demonstrates fair use of (or potential in) the written word and fairly well-articulated thought	Writing sample is not appropriate for portfolio; sample is poorly written; expression demonstrates minimal use of (or minimal potential in) the written word and poverty of thought
Section VII. Evidence of leadership ability	Strong evidence of leadership (honors, awards, school/community leadership responsibilities); superior potential as a leader in the educational field	Some evidence of leadership (honors, awards, school/community leadership responsibilities); strong potential as a leader in the educational field	Minimal evidence of leadership (honors, awards, school/community leadership responsibilities); moderate potential as a leader in the educational field	No evidence of leadership (honors, awards, school/community leadership responsibilities); minimal potential as a leader in the educational field
Section VIII. Writing Mechanics	Superior use of grammar, spelling, syntax and structure; writing is varied and expression of complex concepts is apparent; writing has logical flow; writing demonstrates a strong and varied vocabulary; superior command of the written word	Strong and competent use of grammar, syntax and structure with few minor errors; writing is appropriately varied and ability to express thoughts is apparent (potential to improve writing is also apparent); writing has logical flow and demonstrates a good vocabulary; good command of the written word	Fairly competent use of grammar, syntax and structure with some errors; writing style and structure is redundant and ability to express thought is somewhat limited (some potential to improve writing is also apparent); writing has some problems in logical flow and vocabulary is limited; basic command of the written word	Poor use of grammar, syntax and structure with multiple errors; writing style and structure is redundant and ability to express thought is limited (potential to improve writing is very limited); writing has multiple problems in logical flow and vocabulary is very limited; poor command of the written word