Examples of School of Education Rubrics

Rubrics were downloaded from websites and sometimes were lightly reformatted to fit the printed page. I note when I excerpted segments from longer rubrics.

Assessing Teacher Technology Projects -- Cabrillo Tidepool Study

	Novice	Apprentice	Proficient	Expert
Content and Curricular Connections	The project has no connection to class content or curricular goals and does not support school or department goals for learning and technology.	The project has a tenuous connection to the course curriculum. The technology use addresses some but not all of the school and departmental goals.	The project's technology use effectively supports content and curriculum. It also addresses school and department goals.	The project's technology use effectively supports and links with curriculum. It affords new possibilities. The project's uses of technology directly support school and departmental goals for technology use and for student learning.
Student Learning Goals	There are no clearly stated learning goals.	Educational goals are present but may not be appropriate or measurable.	There are clear, age appropriate and measurable learning objectives. These goals accommodate different learning styles and abilities.	Educational objectives are clear, age appropriate, and measurable. These goals accommodate different learning styles and abilities. Students are able to set their own learning goals and achieve them within the context of the project.
Role of Technology	The project's use of technology treats students as passive recipients of information, is not well-defined, does not support student learning, or is a trivial or inappropriate use of the medium.	The project's use of technology is focused but does not take full advantage of the medium. Students use technology but do not learn to manipulate the technology to express ideas or concepts.	The project's use of technology is appropriate for the medium while helping students reach identified learning objectives. The choice of technology is age appropriate and supports different learning styles and abilities.	The project's use of technology helps students achieve learning objectives and is both an appropriate and creative use of the medium. The choice and integration of technology is age appropriate and supports different learning styles and abilities. Students are engaged and demonstrate a deeper conceptual understanding of

				key concepts. Student learning, thinking and communication skills show improvement as a result of this use of technology.
Ethical Issues	Students do not document sources, have little or no awareness of ethical issues and are not held accountable for unethical behavior. Teacher models unethical or questionable uses of technology.	Students document sources most of the time but may be not consistent or complete. Students understand some of the ethical uses of technology. The teacher models some ethical uses of technology	Students document sources effectively and correctly. Students understand and demonstrate a range of ethical uses of technology. The teacher models ethical uses of technology.	Students document all sources effectively and correctly. Students understand, demonstrate and discuss the complexities of ethical uses of technology. The teacher consistently models ethical technology use and has designed a project or lesson to support learning about ethical issues.
Project Design	The project seems incomplete or poorly conceived. The project's scope is too large or too small. The teacher has not considered student learning needs.	The project may be complete, but lacks depth. It does not offer strategies or adaptations for students with special needs or learning style preferences. The class time invested in the project may be too great given its education value.	The project is complete, goes into depth as appropriate and provides some adaptations for students with special needs or learning style preferences. The teacher has considered scaffolding learning for both beginning and advanced students and fades away when appropriate. Students explore concepts by designing and creating a product.	The project is complete, deep, well-scaffolded and adaptable. It offers extensions for more motivated or experienced learners and/or adaptations for students with special needs or learning style preferences. Students have opportunities to actively engage with the concepts and with technology by creating or designing a product themselves.
Role of the Teacher	The teacher models helpless terror in	The teacher has planned a lesson	The teacher has designed and	The teacher is well prepared and has

	the face of new technologies and gives up with faced with a problem. The teacher issues directions without encouraging students to understand and explore. The teacher has not planned an effective lesson and has not prepared or tested the necessary hardware and software.	with clear goals but has not anticipated how technology use will influence class dynamics, timing, learning and activities. The teacher may have tested some of the critical hardware and software. The teacher approaches technology with some trepidation but tries new or different approaches and asks for help.	prepared an appropriate lesson and models good problem solving techniques by trying multiple solutions and incorporating others' ideas. The teacher's role is more of a facilitator than a directive leader.	planned an engaging, effective and meaningful lesson. The teacher demonstrates effective problem solving, exploration, creativity, and multiple solutions and effectively facilitates student learning and experiences. The teacher actively explores and learns with the students.
Instructions	There are no written instructions or guidelines.	There are written guidelines but they are outdated or incomplete	Age-appropriate written guidelines reflect most of the curricular goals, provide clear directions, and may include assessment information or resources.	Age-appropriate written guidelines reflect the overall curricular goals, provide clear directions, include assessment information and offer resources. All instructions have been tested, revised and modified to best meet student needs and to reflect overall goals.
Assessment	There are no clear plans for formative or summative assessment or the forms of assessment do not match curricular goals.	The teacher has planned for assessment but the assessment is inadequate or incomplete, is only formative or only summative, and may not reflect or measure the learning objectives.	Both formative and summative assessment strategies are clearly articulated, logical, and fair. They are closely linked to the learning goals and adequately reflect student learning.	The teacher employs multiple and alternative assessment strategies which directly correlate to educational objectives. The assessment strategies are logical, fair, and clearly articulated. Students reflect on their own experiences and learning.

Comments
Content and curricular connections
Learning goals
Use of technology
Ethical Issues
Project Design
Role of the Teacher
Instructions
Assessment

Questions
What and how did students learn? Include both intentional and unintentional lessons.
What did you learn?
What would you do differently if you were to do this project again?
What were the greatest successes of this project?
How would you improve this project?
What advise would you give a teacher contemplating a similar project?
What kinds of questions did students ask?
Where were students most often confused?
How did you address the needs of different learners in this project?
What resources were most helpful as you planned and implemented this project?

Retrieved January 10, 2008 from http://ldt.stanford.edu/~tacyt/projectrubric.html

<u>Rubric for Administrative Technology Use</u>
Doug Johnson

These rubrics are part of the *The Indispensable Teacher's Guide to Computer Skills*, 2nd edition, Linworth Publishing.

Please note that the letters and numbers following the rubric name indicate with which ISTE's National Educational Technology Standards (NETS) or <u>Technology Standard for School Administrators</u> it can be correlated.

The Beginning (Basic) Rubrics have been validity tested. E-mail me if you want more information.
Self-evaluation Rubrics for Basic Administrative Technology Use (2002)

I. Personal Productivity (TSSA Standards III.B, III.D)
Level 1: I do not use a computer nor other related information technologies, nor do I expect my office staff to use such technologies. I am not aware of ways that technology can improve my productivity or the productivity of my office staff.

Level 2: I use a computer to keep a calendar to which my secretary has access; to track addresses and phone numbers of professional contacts; and to compose professional correspondence. I use technology to do routine tasks more effectively and efficiently, which gives me more time for work with staff and on long-term goals and major projects.

Level 3 I not only use technology to increase my productivity, but encourage my office staff to do so as well. All correspondence from my office looks professional. All building/district leaders use a shared calendar system for easy scheduling of meetings.

II. Information Systems Use (TSSA Standards IV.A, V.A, V.C)
Level 1: My office staff uses a stand-alone student information system to keep track of basic student data and information needed for district and state reports. Networked access is not given.

Level 2: My office uses a system to accurately track student information including parental contact information, grade reports, discipline reports, and health records. The system is used to build a master class schedule. Selected building personnel and I can access the system through the network and use it for decision-making purposes. The system is secure and back-up procedures are in place.

Level 3: Appropriate student information is used by all staff as well as by building leaders. The system is integrated with a district census database that is also tied to finance, transportation, and personnel/payroll records. I know the philosophy of SIF (School Interoperability Framework) and use it as a criterion when selecting new or upgraded information systems. The district information plan has these attributes:
• No data is entered manually more than once.
• All databases allow for easy importing and exporting of information into spreadsheets, graphic packages, word processors, and other databases.

• Electronic data replaces paper when possible, including forms and seldom-used or often-modified documents, such as policy manuals and curriculum guides.
• All staff members have the skills and access needed to use the system.

III. Record Keeping and Budgeting (TSSA Standards IV.B, IV.C)
Level 1: I rely on a district system with paper reports for keeping track of budgets, inventories, and other financial records. I keep track of my budgets in a paper ledger format.

Level 2: I use a spreadsheet or simple packaged record keeping system to track my department or building's budget accounts. It is accurate and kept up-to-date. I can use my accounting system to cross check the district's financial system if discrepancies arise.

Level 3: I use the district's online accounting system to track my budget accounts. I can submit purchase orders electronically. I use networked inventory databases to keep track of my building's textbooks, supplies, and equipment.

IV. Data Use (TSSA Standards I.E, III.A, IV.D)
Level 1: I do not use reports or data that can be produced by information systems in the district to help make operational or policy decisions.

Level 2: I can analyze census, discipline, scheduling, attendance, grading, and financial data reports produced by administrative systems to spot trends and highlight problems in my building or department. I can communicate the conclusions to staff, parents, and the community in understandable ways.

Level 3: I recognize areas in administration for which additional data is needed for the efficient and effective operation of the building, department, or district and can make recommendations about how that data can be gathered, stored, and processed electronically. I can use data mining techniques to draw conclusions about programs' effectiveness.

V. Communications and Public Relations (TSSA Standards I.A, I.C, III.B, VI.B)
Level 1: I ask that my secretary word-process out-going communications. Telephone messages are hand written. When I speak to the public, I use overhead transparencies or no audio-visual aids.

Level 2: I effectively use a variety of technologies to communicate with students, teachers, parents, and the public. I can use voice mail and the fax machine. I have an e-mail address, check my e-mail on a regular basis, and communicate with building and district staff using e-mail. When speaking, I can use presentation software and the necessary hardware to effectively communicate my message. I use the district's cable television capabilities for public information uses in the school and community.

Level 3: I contribute information and policy advice for our school's web pages. I encourage my staff to use technology to communicate with each other, students, parents, and the public. The public is encouraged to communicate electronically with the school.

VI. Online Research and Professional Development (TSSA Standards I.B, I.F, II.A, III.C)
Level 1: I do not use online resources to gather professional information or research.

Level 2: I can effectively search and extract information from online resources such as educational journal databases, ERIC, and the Internet. I subscribe to electronic journals and newsletters with news of professional relevance. I subscribe to electronic mailing lists (listservs) to gather information and problem solve with fellow professionals. I have participated in satellite-delivered educational forums.

Level 3: I understand and can use online interactive communications (chat or messaging) and have taken classes using the Internet or interactive television.

VII. Teacher Competencies (TSSA Standards I.F, II.E, V.B, V.D)
Level 1: I cannot identify any specific skills teachers in my school or district should have in order to use technology effectively.

Level 2: Our school or district has a set of technology skills that teachers are expected to master correlated to the NETS or other national standards. A formal staff development program that offers teachers a range of staff development opportunities in technology and a means for assessing the effectiveness of those opportunities is in place. Technology and training in its use for teachers has a high funding priority in my school/district.

Level 3: All teachers are expected to use technology to increase their pedagogical effectiveness and integrate high-level technology uses into their classes.

VIII. Student Competencies (TSSA Standards I.F, II.A, II.B. II.C, II.D, V.D)
Level 1: I cannot identify any specific skills students in my school or district should have in order to use technology effectively after graduation.

Level 2: My district has a well-articulated and well-taught information literacy curriculum that integrates technology into a problem-solving research process. Students have a wide-variety of opportunities in nearly all classes to practice the use of technology in meaningful ways. Benchmarks for student technology proficiency are written and understood by the staff and public. Our curriculum is based on national standards such as NETS or AASL's Information Literacy Standards for Student Learning.

Level 3: I serve on curriculum committees comprised of both educators and community leaders that help identify the skills and competencies future graduates will need to successfully participate in society. I can clearly articulate how technology use impacts student achievement.

IX. Envisioning, Planning, and Leading (TSSA Standards I.A, I.B, I.C, I.D, V.D)
Level 1: I let others in my district or school create technology plans. We purchase equipment, software, and technical support on an "as needed" basis.

Level 2: I use software to facilitate brainstorming activities, to plan and conduct meetings, and to create decision-making models. I take an active leadership role in building and district

technology planning efforts helping make decisions about hardware acquisition, staff development in technology, and integration of technology into the curriculum. Our school and district have a model long-range plan and short-term goals for technology use that are regularly assessed and updated.

Level 3: I have a leadership role in my professional organization that stresses the effective use of technology in education. I write and speak for my fellow practitioners on technology issues.

X. Ethical Use and Policy Making (TSSA Standards VI.A, VI.B, VI.C, VI.D)
Level 1: I am not aware of any ethical or policy issues surrounding computer use.

Level 2: I clearly understand copyright and fair use issues as they apply to information technology resources. I understand the school board policy on the use of copyrighted materials. I demonstrate ethical usage of all software and let my staff know my personal stand on legal and moral issues involving technology. I know and enforce the school's technology policies and guidelines, including its Internet Acceptable Use Policy. I am aware of the issues as technology relates to student safety and security and the physical health and environmental risks associated with technology use. I have a personal philosophy I can articulate regarding the use of technology in education.

Level 3: I am aware of other controversial aspects of technology use including data privacy, equitable access, and free speech issues. I can speak to a variety of technology issues at my professional association meetings, to parent groups, and to the general community.

Retrieved January 10, 2008 from http://www.doug-johnson.com/dougwri/rubric-for-administrative-technology-use.html

National Educational Technology Standards (NETS) for Teachers: Achievement Rubric

Learning Point Associates NETS for Teachers: Achievement Rubric—2
[This is the first page of an eight-page rubric.]

NETS for Teachers I	Novice	Basic	Proficient	Advanced
A. Demonstrate knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Educational Technology Standards for Students).	A1. Teachers **identify functions of the computer describing access, control, and use** of classroom computer hardware including input devices (e.g., keyboard, track-pad, and mouse), output devices (e.g., monitors and printers), and internal and external storage options (e.g., hard drive, floppy drive, portable drive, compact disks). A2. Teachers **describe general uses of** computerbased curriculum materials; applications programs (e.g., word processor, drawing program, presentation software, e-mail); online reference materials; Internet browser; and school administrative reporting software. A3. Teachers **identify** graphical	A1. Teachers **identify and use** common peripheral devices found in the classroom (e.g., printer, monitor, scanner, digital camera, video projector) and **describe how to locate information** on uses, care, and basic maintenance of these classroom A2. Teachers **describe teacher and student uses** for application software; network-based curriculum resources; spreadsheets, database, and e-mail application software; and common utilities software. A3. Teachers **identify and apply** GUI menu options to select, create, edit, manage and maintain computer files on a hard drive, floppy disk, or networked location.	A1. Teachers **compare and evaluate hardware components and software resources** used to provide access to local area networked curriculum materials, Web resources, and multimedia resources (e.g., computer system, printers, monitors, video projectors, external drives, scanners, digital cameras, speakers, browsers, plug-ins, media players, movie, photo, and music utilities). A2. Teachers **identify, describe, and solve** simple hardware, software, and networking problems that occur during everyday use and know how to clearly **communicate** more serious technical difficulties, need for support, or technical assistance to appropriate A3. Teachers **recognize, manage, and maintain** computer files in a	A1. Teachers **know how to connect and use** common peripherals, **identify and describe** uses, advantages, and challenges for advanced resources (e.g., digital probes, artificial intelligence, virtual reality, simulations) and advanced network resources (e.g., compressed video, video server, video conferencing software, and Web casting). A2. Teachers **know how to access and use** help desks, online help, and user documentation to recognize common hardware or software and network problems. A3. Teachers **select advanced utilities** (e.g., compression, antivirus, **spam blocker**) based on specific system needs.

	user interface (GUI) **functions represented by menus, symbols, and icons** commonly used to navigate and control computer- and Internet-based curriculum software; and identify drawing, editing, menu selection, or other options within a program.		variety of different media and formats on a hard drive, network, and Web location.	

Retrieved January 10, 2008 from http://www.ncrel.org/tech/nets/nets-t-rubric.pdf
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Professional Preparation Standards for Secondary Computer Science Education
Professional studies culminating in computer science education endorsements provide studies of and experiences in the methods, techniques, and strategies related to teaching computer science at the secondary level. (It is recommended that these experiences be equivalent in depth to at least the level achieved in three or more semester hours of instruction, i.e., a methods course. However, the specific number of hours recommended should not be construed as a requirement.) Teaching involves at least the activities of planning, delivering and managing, and assessing instruction. Prospective teachers should prepare to do each of these. They should also be prepared for the role of professional computer science educator.

Computer Science Standard V. (CS-V)
Planning Instruction. Prospective teachers will demonstrate an understanding of the teaching tasks and approaches and be able to apply and evaluate them with respect to the students in their computer science classes. Candidates will:

Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
CS-V.A	Observe instructional activities and note strategies, activities, etc. used in the instruction.	**Identify resources and strategies for teaching a specific concept, skill, etc.**	Differentiate between resources, strategies, etc. for effective teaching and learning on a given lesson.
CS-V.B	Examine online lesson plans for the various kinds of instruction in computer science.	**Prepare lesson plans for the various kinds of instruction in computer science.**	Critique lesson plans for the various kinds of instruction in computer science offering specific suggestions for improvement.
CS-V.C	Examine assessments activities suggested in lessons plans.	**Prepare assessment activities appropriate to the lesson type and goals for a given lesson.**	Compare and contrast various assessment activities for a given topic in discussions with peers.
CS-V.D	Identify strategies for addressing differences in student populations.	**Develop lesson plans that meets needs of a diverse student population.**	Compare and contrast various approaches to meeting needs of diverse student populations in discussions with peers.

Computer Science Standard VI. (CS-VI)			
Classroom and Field Experiences in Computer Science--Delivering Instruction. Candidates will observe and participate in instructional planning and delivery in secondary computer science classrooms. Candidates will:			
Performance Indicator	Approaches Standard	**Meets Standard**	Exceeds Standard
CS-VI.A	Identify possible computer science classes for observation and prepare an observation plan.	**Observe an actual secondary computer science class noting items in the observation plan as well as any unexpected events.**	Participate in group discussions of the observations noting effective combination of techniques and instructional goals.
CS-VI.B	Identify possible opportunities for participation and plan the experience.	**Carry out planned participation in a school setting.**	Reflect on the participation identifying positive and negative aspects of the experience.
CS-VI.C	Identify an opportunities for teaching a unit and plan the instruction.	**Deliver the planned instructional unit in a school setting.**	Reflect on the instructional activity suggesting modifications to it.

Computer Science Standard VII. (CS-VII)			
Classroom & Course Management. Candidates will apply methods and skills appropriate to the management of the secondary computer science classroom. Candidates will:			
Performance Indicator	Approaches Standard	**Meets Standard**	Exceeds Standard
CS-VII.A	Identify topics where lab-based instruction is appropriate after observing such instruction.	**Plan instruction for a lab-based lesson.**	Compare and contrast, in discussions with peers, various techniques for engaging students while conducting lab-based instruction.
CS-VII.B	Identify topics where independent student laboratory work is appropriate.	**Plan an instructional activity involving independent student laboratory work.**	Compare and contrast, in discussions with peers, various techniques for facilitating learning in independent laboratory situations.

Computer Science Standard VIII. (CS-VII)			
Instructional Assessment. Reflection upon one's own performance as a teacher is essential for improving that performance. Thus, prospective teachers will examine and work to improve their teaching practice. Candidates will:			
Performance Indicator	Approaches Standard	**Meets Standard**	Exceeds Standard
CS-VIII.A	Examine techniques for self-assessment of instruction.	**Prepare a plan for self-assessment of an instructional activity.**	Critique self-assessment plans of peers.
CS-VIII.B	Discuss implementation strategies for self-assessment with someone with experience in classroom instruction.	**Use a prepared plan for self-assessment to evaluate an instructional activity.**	Assist peers in developing and implementing self-assessment plans.

Computer Science Standard IX. (CS-IX)			
Professional Development. Prospective computer science teachers will recognize and plan for ongoing professional development that will be needed to sustain themselves and their students. Candidates will:			
Performance Indicator	Approaches Standard	**Meets Standard**	Exceeds Standard
CS-IX.A	Identify resources for computer science career guidance.	**Discuss enrichment activities common to secondary computer science classes.**	Organize and implement an actual enrichment activity for secondary school computer science students.
CS-IX.B	Identify professional computer science education organizations at local, state, and national levels.	**Develop a plan for professional development utilizing resources of professional organizations.**	Participate in professional activities offered by professional organizations.

Retrieved January 10, 2008 from http://cnets.iste.org/ncate/n_cs-rubrics.html#5

Computer Science Standard IV. (CS-IV)
Social Aspects of Computing. We live within a cultural environment and interact daily with other people. Computing specialists need to communicate and work with each other and with non-specialists. Specialists and non-specialists alike need to be cognizant of issues and risks related to computing in our society and to learn independently as new developments in technology arise. Candidates will demonstrate skills and understanding relative to social aspects of computing that are appropriate for specialists and non-specialists.

Performance Indicator	Approaches Standard	**Meets Standard**	Exceeds Standard
CS-IV.A. Societal Impact and Issues. In order to prepare high school graduates to make informed decisions regarding computing in their personal lives and with respect to societal laws and norms, prospective teachers will demonstrate an understanding of computing and potential issues and skill at recognizing, researching, and analyzing issues to reach defensible conclusions. Candidates will:			
CS-IV.A.1	Identify a variety of societal issues relating to the use of computers in our society.	**Describe a reasonable process for reaching conclusions about societal issues of computing.**	Identify computing issues with respect to societies other than one's own. Compare and contrast various processes for examining social issues.
CS-IV.A.2	Identify the major aspects of societal issues of computing (with pros and cons) and suggest a resolution for each.	**Present various aspects of societal issues and provide a coherent rationale for a particular resolution for each.**	Critique arguments for various positions on societal issues of computing.
CS-IV.A.3	Identify significant events, people, and artifacts in the history of computing.	**Discuss seminal developments and trends that exist in the field of computing.**	Analyze developments and trends in the field of computing to determine possible impact on society.
CS-IV.B. Independent Learning and Communication. Candidates will demonstrate ability to help students develop their ability to learn independently about computing and to communicate their newly developed understanding. Candidates will:			
CS-IV.B.1	Identify resources appropriate for learning about a given topic in computer science.	**Demonstrate independent learning on an assigned topic.**	Assist others in applying independent learning techniques.
CS-IV.B.2	Develop a report based on independent learning.	**Make a presentation of a report based on independent learning.**	Prepare and submit for publication or formal presentation a paper developed through independent learning.
CS-IV.C. Collaborative Software Development. Prospective teachers will demonstrate knowledge and experience in collaborative software			

development. Candidates will:			
CS-IV.C.1	Describe basic software engineering principles and techniques for applying collaborative software development.	**Participate in team software development projects.**	Evaluate group work results by describing behaviors and activities that enhance and detract from successful efforts

Retrieved January 10, 2008 from http://cnets.iste.org/ncate/n_cs-rubrics.html#4

MOSTEP STANDARDS FOR PROFESSIONAL SCHOOL COUNSELORS RUBRICS
As Approved by MO Counselor Educators, April 2001

[This is a set of rubrics, each corresponding to one standard. Two are provided here.]

1.4.1 The professional school counselor candidate knows and understands learners and how they develop, and facilitates learners' academic, interpersonal, social and career growth.
Quality Indicators:
1.4.1.1 Human Growth and Development: The professional school counselor candidate knows and understands human development and
personality and how these domains affect learners, and applies this knowledge in his or her work with learners.
Performance Indicators: The professional school counselor candidate:
- knows and understands theories of individual and family development, transitions across the life-span, and the range of human developmental variation
- knows developmental stages of individual growth
- knows and understands theories of learning and personality development
- applies factors that affect behavior, including but not limited to, developmental crises, disability, addiction, psychopathology, and environmental factors, in assisting learners to develop healthy life and learning styles
- applies developmental principles in working with learners in a variety of school counseling activities

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The professional school counselor candidate demonstrates *an adequate depth of knowledge and understanding* of theories of individual and family development, transitions across the lifespan, and the range of human developmental variation; of developmental stages of individual growth; and of learning and personality development. She/he *consistently applies* factors that affect behavior, including but not limited to, developmental crises, disability, addiction, psychopathology, and environmental factors, in assisting learners to develop healthy life and learning styles. He/she *routinely applies* developmental principles in working with learners in a variety of school counseling activities.	The professional school counselor candidate demonstrates *inadequate depth of knowledge and understanding* of theories of individual and family development, transitions across the lifespan, and the range of human developmental variation; of developmental stages of individual growth; and of learning and personality development. She/he *occasionally applies* factors that affect behavior, including but not limited to, developmental crises, disability, addiction, psychopathology, and environmental factors, in assisting learners to develop healthy life and learning styles. He/she *inconsistently applies* developmental principles in working with learners in a variety of school counseling activities.	There is insufficient evidence upon which to make a determination about this standard.

1.4.4.3 Professional: The professional school counselor candidate knows, understands and implements methods to promote his or her professional development and well-being.
Performance Indicators: The professional school counselor candidate:

- participates in professional organizations
- develops and implements a professional development plan
- uses personal reflection, consultation, and supervision to promote professional growth and development
- knows, understands, uses and models techniques of self-care
- evaluates her or his practice, seeks feedback from others, and uses this information to improve performance

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The professional school counselor candidate *actively participates* in professional organizations*; develops and fully implements* a professional development plan; *routinely uses* personal reflection, consultation, and supervision to promote professional growth and development. He/she *knows, understand and regularly uses and models* techniques of selfcare, and *systematically evaluates* her or his practice, seeks feedback from others, and uses this information to improve performance.	The professional school counselor candidate *is beginning to participate* in professional organizations*; has yet to develop and implement* a professional development plan; *occasionally uses* personal reflection, consultation, and supervision to promote professional growth and development. He/she *inconsistently uses and models* techniques of self-care, and *informally evaluates* her or his practice, seeks feedback from others, and uses this information to improve performance.	There is insufficient evidence upon which to make a determination about this standard.

Retrieved January 10, 2008 from
http://dese.mo.gov/divteachqual/teached/MoStep_Examiners_Manual_2003.pdf

Rubrics for Pre-Service Teachers
Missouri
[This is a set of rubrics, each corresponding to one standard. Three examples are provided here.]

Quality Indicator 1.2.1: The pre-service teacher understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The pre-service teacher demonstrates strong knowledge of relevant central concepts, tools of inquiry and structures of the discipline(s) with no serious gaps or inaccuracies in understanding.	The pre-service teacher demonstrates a basic knowledge of the discipline(s), possibly only exhibiting the knowledge or skills of a discipline rather than the central concepts that unify the discipline or the tools of inquiry used in the discipline. The pre-service teacher's work, however, may demonstrate flaws or gaps in disciplinary understanding. Lesson preparation and instruction reveal the ability to make connections between and among the content, other disciplines, and student background and life experiences.	There is insufficient evidence upon which to make a determination.
Lesson preparation and instruction reveal the ability to make connections between and among the content, other disciplines, and student background and life experiences.	There is little or no evidence of teaching content in a meaningful context that connects to students' interests and lives or to connect subject matter within and across disciplines.	

Quality Indicator 1.2.2: The pre-service teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The pre-service teacher applies knowledge of how students learn and develop to create developmentally appropriate learning opportunities that not only strengthens prior knowledge and encourages student responsibility, but also supports the intellectual, social, and personal development of all students.	The pre-service teacher demonstrates a basic knowledge of theories and principles of human development and learning (e.g., paraphrases the most major developmental and learning theorists). However, there is little or superficial evidence of using this knowledge to create developmentally appropriate instruction.	There is insufficient evidence upon which to make a determination.

Quality Indicator 1.2.3: The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The pre-service teacher demonstrates the ability to adapt instruction and assessment to meet the diverse physical, intellectual, and cultural needs of individual students.	The pre-service teacher demonstrates a recognition that students differ in their approaches to learning but offers only occasional or narrow evidence of the ability to implement even the most basic adaptations to meet the needs of individual learners.	There is insufficient evidence upon which to make a determination.
Based in high expectations, activities connect with and build upon students' individual strengths, prior experiences, family, culture, and community heritages.	The pre-service teacher may assert a belief in the individuality of learners (possibly considering only ability differences), but instruction appears predominantly designed for the whole class	
The candidate demonstrates knowledge of when and how to access specialized services.	Overt knowledge of when and how to access specialized services is superficial or absent.	

Retrieved January 10, 2008 from
http://dese.mo.gov/divteachqual/teached/MoStep_Examiners_Manual_2003.pdf

Teaching Philosophy Statement Scoring Rubric

Criterion	Undocumented 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable	Score
Idea Development	The statement is incoherent or extremely brief or contains major logical inconsistencies	Statement expresses several ideas about teaching that are ambiguous or not connected	Statement meets one of the following criteria: logical, elaborated, consistent	Statement meets two of the following criteria: logical, elaborated, consistent.	Statement is logical, elaborated, and internally consistent	**Score:** ____
Illustrative Examples	No illustrative examples are included	The statement includes at least one example, but the relationship to teaching experience or plans is unclear	Examples from the writer's experience show only one of ○ detail ○ clear relevance, ○ vividness or memorability	Examples from the writer's experience or plans are ○ detailed and pertinent, ○ but not memorable	Illustrative examples from the writer's experience or plans are detailed, pertinent, and memorable	**Score:** ____
Quality of Writing	The statement is very difficult to read because of its style, usage, mechanics, or organization	Two of the following apply: ○ Organized, ○ Unified, ○ Free from errors of mechanics and usage, ○ Appropriate academic style, ○ Strongly suggestive of voice	Three of the following apply: ○ Organized, ○ Unified, ○ Free from errors of mechanics and usage, ○ Appropriate academic style, ○ Strongly suggestive of voice	Four of the following apply: ○ Organized, ○ Unified, ○ Free from errors of mechanics and usage, ○ Appropriate academic style, ○ Strongly suggestive of voice	Writing is clear, well organized, unified, free from errors of mechanics and usage, an appropriate academic style, with a strong suggestion of the author's individual voice	**Score:** ____

Total: _____
Mean: _____
Comments:
Evaluator: _____ Date: _____

Retrieved January 26, 2008 from page 7 of
http://academics.uww.edu/cni/docs/Phase%203%20StdntPckt%20011007.pdf. This document contains detailed instructions for student preparation of their portfolio.

University of Minnesota Teaching Philosophy Rubric

Persuasiveness					
It is "authentic," focused on the teacher, personal	1	2	3	4	5
It gives specific examples of theories and strategies/methods used to achieve teaching and learning goals	1	2	3	4	5
It is specific to the field of study but avoids relying on trite phrases or jargon	1	2	3	4	5
It conveys a sense of the teacher's personal development / shows continuous self evaluation and improvement	1	2	3	4	5
It defines the student/teacher relationship	1	2	3	4	5
It recognizes possible problems & possible solutions	1	2	3	4	5
Their enthusiasm for teaching is evident	1	2	3	4	5
Format					
It is well organized, with an introduction, body with clear main points and a conclusion	1	2	3	4	5
It is reader friendly, concise, clear, direct	1	2	3	4	5
It defines the teacher's expectations of students and what is done to help students meet those expectations	1	2	3	4	5
It is specific rather than abstract	1	2	3	4	5
It does define or describe the teacher's goals and/or objectives; make them clear?	1	2	3	4	5
It uses bullets, italics or headings to make important points stand out	1	2	3	4	5
The relationship between the writer's discipline, students & personal beliefs about teaching and learning are clear	1	2	3	4	5
It avoids passive language (i.e., students should…; it is widely known..)	1	2	3	4	5

Retrieved April 2, 2008 from
http://www1.umn.edu/ohr/teachlearn/tutorials/philosophy/rubrics.html

Portfolio Reflective Narrative Rubric

Areas Assessed	Undocumented 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable	Score
Relationship of the Artifact or Performance to the Standards	No discussion of how the artifact relates to the WTS standards or specialty organization Standards.	The discussion is inadequate to clearly understand (or the discussion misjudges) how the artifact/ or performance relates to the WTS and/or specialty organization standards.	Briefly describes the artifact or performance. Discusses in general, impersonal terms how the artifact or performance relates to the WTS and/or specialty organization standards.	Briefly describes the artifact or performance and its context of use. Discusses in specific, personal terms how the artifact or performance relates to the WTS and/or specialty organization standards.	Briefly, yet perceptively describes the artifact or performance and its context of use. Discusses how the artifact or performance offers a personal and original insight into the WTS and/or specialty organization standards.	**Score:** _____
Reflection on Learning	Provides no self assessment of one's learning or impact of one's teaching on student achievement.	Provides very limited or confusing assessment of one's learning and the impact of one's teaching on student achievement.	Provides vague or incomplete assessment of one's learning with only a limited statement of the impact of one's teaching on student achievement.	Provides assessment of one's learning with some statement of impact of one's teaching on student achievement.	Provides a careful and detailed assessment of one's learning and the impact of one's teaching on student achievement.	**Score:** _____
Reflection on Professional Goals	Provides no reflection about future goals.	The discussion is inadequate to Clearly understand what general or specific goals have resulted from the experience and how they can be reached.	Discusses general directions for future growth in the WTS in general impersonal terms OR gives specific goals out of context.	Discusses general directions OR specific goals for future growth in the WTS with examples of how they can be reached.	Discusses general directions AND specific goals for future growth in the WTS. Explains reasons for choosing specific means of reaching these goals. Recognition of the interconnectedness of the WTS evident.	**Score:** _____
Quality of Writing	The narrative is very difficult to read because of its style, usage, mechanics, or organization	Two of the following apply: ○ Organized, ○ Unified, ○ Free from errors of mechanics and usage, ○ Appropriate academic style,	Three of the following apply: ○ Organized, ○ Unified, ○ Free from errors of mechanics and usage, ○ Appropriate	Four of the following apply: ○ Organized, ○ Unified, ○ Free from errors of mechanics and usage, ○ Appropriate academic	Writing is clear, well organized, unified, free from errors of mechanics and usage, an appropriate academic style, with a strong suggestion of the author's individual	**Score:** _____

		○ Strongly suggestive of voice	academic style, ○ Strongly suggestive of voice	style, ○ Strongly suggestive of voice	voice	

Mean:

Evaluator: _____ Date: _____

On subsequent pages of this document are rubrics for each of the ten Wisconsin teaching standards:

1. Teachers know the subjects they are teaching.

The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

2. Teachers know how children grow.

The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

3. Teachers understand that children learn differently.

The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

4. Teachers know how to teach.

The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

5. Teachers know how to manage a classroom.

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. Teachers communicate well.

The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. Teachers are able to plan different kinds of lessons.

The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

8. Teachers know how to test for student progress.

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

9. Teachers are able to evaluate themselves.

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

10. Teachers are connected with other teachers and the community.

The teacher fosters relationships with school colleagues, parents, and agencies in the larger

community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

Here are the first of these (from pages 11 and 12):

Standard	Incomplete 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable
WTS 1 Subject matter competency Score: _____	☐ No evidence or materials are incomplete	☐ Materials indicate only a rudimentary grasp of the subject matter as an accumulation of facts, standard procedures, and assigned tasks. ☐ Materials rely only a single method of representation. ☐ No rationale for selection of resources and curriculum; opinion used as basis or making decisions.	☐ Materials suggest a concept of the subject matter as an additive accumulation of facts, standard arguments, central generalizations, and study procedures. ☐Materials rely on only two or three methods of representation. ☐ Thin rationale for the selection of resources and curriculum, typically reference authority or tradition as a basis for making decisions.	☐ Materials exhibit a solid grasp of the subject matter and its complexity and study or inquiry methods. ☐ Materials incorporate multiple representations, and inquiry methods; little concern for core assumptions of the subject matter or impact that representation method(s) has (have) on the subject matter. ☐ Strong, careful rationale for the selection of resources and curriculum.	☐ Materials exhibit a solid grasp of the culture and complexity of the subject matter and the core assumptions and study or inquiry methods associated with the subject matter. ☐ Materials show recognition of the impact on the subject matter of the representation methods, core assumptions, and inquiry methods. ☐ Insightful, carefully argued rationale for the selection of resources and curriculum.
WTS 2 Growth and Development Score: _____	☐ No evidence or materials are incomplete	☐ Materials show only a rudimentary concept of developmental domains and the impact on student learning or students' progression across them. ☐ Materials show an exclusive concern for content coverage.	☐ Materials indicate that instructional decisions are based on limited consideration of the influence on learning of students' progression across the cognitive domain. ☐ Materials show a greater concern for content coverage than for how students construct knowledge, make meaningful connections, and acquire skill.	☐ Materials show that instructional decisions are based on a careful consideration of the influence on learning of students' progression across the cognitive domain. ☐ Materials show a functional understanding of how students construct knowledge, make meaningful connections, and acquire skills.	☐ Materials indicate that instructional decisions are based on careful consideration of the influence on learning of students' progression across multiple developmental domains. ☐ Materials show a clear understanding of how students construct knowledge, make meaningful connections, acquire skills, and develop habits of mind.

Kentucky State University
Faculty Assessment of Teacher Candidate Dispositions

Disposition assessment performed by: (Check one and enter your name)
___ KSU Faculty – Name: _____
___ Cooperating Teacher – Name: _____
Student: _____ Date: _____

Procedures: For each of the nine (9) KSU dispositions for teacher candidates, rate each student using the scale to the right of each stated disposition. The behavioral indicators below each disposition are included to assist you in determining the different behaviors expected of the teacher candidate for that disposition. For example, if the teacher candidate has progressed in most or all of the behaviors, the rating would be high. If the teacher candidate has progressed in few or none of the expected behaviors, the rating would be low.

Rating Scale: 0 – Not Applicable 1 – Not At All 2 – Sometimes 3 – Usually 4 – Mostly

DISPOSITION	SCALE
The teacher candidate… **1. Is committed to the pursuit of knowledge** Is committed to study and self-discipline to gain knowledge. Seeks the most current thought and modes of practice in the field of education**.** Maintains an open mind to new ideas**.** Participates in opportunities for professional development**.** Demonstrates a willingness to learn	**(Circle the Number)** **0 1 2 3 4**
2. Is committed to diversity as a cardinal principle of equitable education. • Demonstrates equitable treatment and respect for all individuals. • Exhibits a caring attitude toward others. • Accepts and adapts to differences in learning styles, intelligence, and behaviors of others. • Is open to consideration of alternative ideas. • Adapts teaching to accommodate the needs of exceptional learners. • Treats others with diverse values, languages, cultures, and traditions with respect.	**0 1 2 3 4**
3. Demonstrates respect and enthusiasm for both the practice and profession of teaching • Believes that all children can learn. • Embraces positive attitudes and a commitment to quality education. • Builds working relationships with others in the profession. • Participates in professional organizations. (SNEA) • Approaches any professional task energetically. • Develops positive skills of leadership.	**0 1 2 3 4**
4. Respects the accepted legal and ethical norms and values of education. • Complies with all legal requirements of the education profession.	**0 1 2 3 4**

• Follows high standards of honesty and truthfulness. • Refrains from the use of profane language. • Respects the ethical and moral values of the school and community. • Abides by the strictest standards of confidentiality with student records, parent communications, and collegial personal information. • Creates and maintains a safe learning environment.	
5. Actively collaborates with colleagues, parents, and students. • Participates in group assignments, projects, or activities. • Contributes positively to group projects. • Serves as leader in group projects and workshop activities. • Designs and uses instructional collaborative activities and assessments.	0 1 2 3 4
6. Knows and utilizes effective assessment strategies. • Knows and uses different kinds of assessments. • Applies assessments before, during, and after the instructional process to evaluate learning progress. • Knows how to prepare and use authentic assessments to measure performance-based learning tasks. • Understands norm-referenced testing and its applications to instruction. • Recognizes the necessity of matching assessments to learning objectives. • Uses formative assessments to track leaning progress. • Creates and uses scoring guides/rubrics to guide assessments.	0 1 2 3 4
7. Exercises professionally valued personal management behaviors. • Practices punctuality in all professional activities (Include KSU class attendance) • Prepares thoroughly for assigned tasks. • Completes assigned work on time. • Exhibits self-control amid stressful circumstances. • Takes personal responsibility for one=s own successes and shortcomings. • Makes effective use of time. • Practices organizational skills.	0 1 2 3 4
8. Practices reflective thinking for continuous professional and personal improvement • Practices meaningful reflective self-assessment. • Applies reflective thinking following instruction of a lesson. • Seeks feedback from colleagues and supervisors for improvement of teaching skill. • Responds proactively to assessments by supervisors to address areas of concern.	0 1 2 3 4
9. Demonstrates effective communication skills. • Uses correct grammar in both oral and written forms. • Speaks with acceptable voice, tone, and volume. • Demonstrates mastery of editorial skills (capitalization, punctuation,	0 1 2 3 4

| spelling) in all written communication.
• Exhibits knowledge and use of appropriate oral and written registers, formal and casual. | |

Mean Score _____

Retrieved January 10, 2008 from
http://www.kysu.edu/colleges_schools/cps/education_human_services/Teacher_Education_Hand
book.pdf

Delta State University
College of Education
Center for Rural School Leadership & Research
Doctoral Entrance Portfolio Evaluation Rubric

	3	**2**	**1**	**0**
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.	Goal statement is **clearly linked**	Goal statement is **mostly linked to**	Goal statement **is somewhat linked**	Goal statement is **not clearly linked**

Personal and professional Goals.	**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 information, problem solve, and organize a specific behavioral plan for improving productivity and a method for continued self-evaluation **is clear**	**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 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**	**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 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 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 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;	**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	**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

		good command of the written word	vocabulary is limited; **basic command of the written word**	limited; **poor command of the written word**

Candidate name: _____ **Doctoral Track:** _____ **Semester of application:** _____

Reviewer name: _____ **Doctoral Track:** _____ **Date of Review:** _____

Section I. Professional Resume/Vita. Rating: _____ **Comments:**

_____

_____

Section II. Personal philosophy and/or theory of teaching and learning. Rating: _____ Comments:

_____

_____

Section III. Self Evaluation. Rating: _____ Comments:

_____

_____

Section IV. Personal and professional Goals. Rating: _____ **Comments:**

_____

_____

Section V. Statement of purpose for pursuing doctoral study. Rating: _____ Comments:

_____

_____

Section VI. Sample of academic writing. Rating: _____   Comments:

_____

_____

Section VII. Evidence of leadership ability. Rating: _____   Comments:

_____

_____

Section VIII. Writing Mechanics. Rating: _____   Comments:

_____

_____

Total Score: _____ (Sum of all section ratings)

Final Portfolio Score: _____   (Total score ÷ 8)

Retrieved January 26, 2008 from http://www.deltastate.edu/pages/2203.asp and lightly reformatted to fit the printed page.