

Admissions Portfolio Scoring Rubric

Candidate Name: _____

Sections	10	20	30	40
Statement of Purpose	Candidate exhibits weak writing and communication skills in terms of organization, clarity, communication of ideas, and mechanics.	Candidate demonstrates adequate writing and communication skills in terms of organization, clarity, communication of ideas, and mechanics.	Candidate demonstrates graduate level writing and communication skills in terms of organization, clarity, communication of ideas, and mechanics.	Candidate demonstrates excellent writing and communication skills in terms of organization, clarity, communication of ideas, and mechanics.
Exhibition of Writing Ability	Candidate did not provide evidence of their role in leadership activities, instructional strategies employed to increase student achievement, and use of data to solve problems.	Candidate provided an example that supported limited activities and/or contributions in their role in leadership activities, instructional strategies employed to increase student achievement, and use of data to solve problems.	Candidate provided multiple examples of supporting school-wide leadership and/or contributions in their role in leadership activities, instructional strategies employed to increase student achievement, and use of data to solve problems.	Candidate provided supporting evidence that demonstrates capacity building at the school level in their role in leadership activities, instructional strategies employed to increase student achievement, and use of data to solve problems.
Artifacts	References indicate that candidate is viewed as a good teacher. References do not indicate information supporting current teacher leadership contributions.	References indicate that candidate is viewed as a very good teacher. References support candidate's pursuit of leadership roles, but provide limited information outlining leadership attributes.	References identify leadership qualities & clearly documents the impact the candidate's leadership has had on classroom and/or school. Provides clear statements outlining leadership attributes.	References detail extensive leadership qualities possessed by candidate, as well as, provides multiple examples of school leadership contributions and detail the impact his/her leadership has had on the school.
Exhibition of current leadership activities and skills, instructional strategies employed, and use of data to solve problems.	References indicate that candidate is viewed as a good teacher. References do not indicate information supporting current teacher leadership contributions.	References indicate that candidate is viewed as a very good teacher. References support candidate's pursuit of leadership roles, but provide limited information outlining leadership attributes.	References identify leadership qualities & clearly documents the impact the candidate's leadership has had on classroom and/or school. Provides clear statements outlining leadership attributes.	References detail extensive leadership qualities possessed by candidate, as well as, provides multiple examples of school leadership contributions and detail the impact his/her leadership has had on the school.
Reference Letters	References indicate that candidate is viewed as a good teacher. References do not indicate information supporting current teacher leadership contributions.	References indicate that candidate is viewed as a very good teacher. References support candidate's pursuit of leadership roles, but provide limited information outlining leadership attributes.	References identify leadership qualities & clearly documents the impact the candidate's leadership has had on classroom and/or school. Provides clear statements outlining leadership attributes.	References detail extensive leadership qualities possessed by candidate, as well as, provides multiple examples of school leadership contributions and detail the impact his/her leadership has had on the school.

Interviewer Comments: