

Candidate Portfolio Rubric

Scoring				
	10	20	30	40
General				
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 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.
Artifacts				
Oral and written communication skills	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.
Leadership roles in schools	Candidate did not provide evidence of their leadership role.	Candidate provided an example that supported limited activities and/or contributions in their role in leadership activities.	Candidate provided multiple examples of supporting school-wide leadership and/or contributions in their role in leadership activities.	Candidate provided supporting evidence that demonstrates capacity building at the school level in their role in leadership.
Support of student learning	Candidate did not provide evidence of using instructional strategies to increase student achievement.	Candidate provided an example that supported limited to increase student achievement.	Candidate provided multiple examples of supporting contributions in instructional strategies employed to increase student achievement.	Candidate provided supporting evidence that demonstrates capacity building at the school level in instructional strategies employed to increase student achievement.
Ability to collect and analyze data	Candidate did not provide evidence of the use of data to solve problems.	Candidate provided an example that supported limited activities relating to using data to solve problems.	Candidate provided multiple examples that supported multiple activities relating to using data to solve problems.	Candidate provided supporting evidence that demonstrates capacity building at the school level in using data to solve problems.

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Demonstrated respect for family and community	Candidate did not provide evidence of respect for family and community	Candidate provided an example that supported limited activities relating to respect for family and community.	Candidate provided multiple examples that supported school-wide activities relating to respect for family and community.	Candidate provided supporting evidence that demonstrates capacity building at the school level addressing respect for family and community.
Strong interpersonal skills	Candidate did not demonstrate the use of interpersonal skills.	Candidate demonstrated weak interpersonal skills.	Candidate provided multiple examples of the use of interpersonal skills.	Candidate provided strong evidence of using interpersonal skills.
Demonstrated leadership	Candidate did not provide evidence of leadership.	Candidate provided an example that supported limited activities relating to leadership.	Candidate provided multiple examples that supported demonstrated leadership.	Candidate provided supporting evidence of demonstrated leadership resulting in capacity building at the school level.
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 and 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.