

UNIVERSITY OF ILLINOIS – SPRINGFIELD  
EDL CANDIDATE PORTFOLIO RUBRIC

<b>SCORING</b>				
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>GENERAL</b>				
<b>Statement of Purpose Exhibition of Writing Ability</b>	Candidate exhibits weak writing and communication skills in terms of organization, clarity, communication of ideas and mechanics	Candidate exhibits adequate writing and communication skills in terms of organization, clarity, communication of ideas and mechanics	Candidate exhibits graduate level writing and communication skills in terms of organization, clarity, communication of ideas and mechanics	Candidate exhibits excellent writing and communication skills in terms of organization, clarity, communication of ideas and mechanics
<b>ARTIFACTS</b>				
<b>Oral and Written Communication Skills</b>	Candidate exhibits weak writing and communication skills in terms of organization, clarity, communication of ideas and mechanics	Candidate exhibits adequate writing and communication skills in terms of organization, clarity, communication of ideas and mechanics	Candidate exhibits graduate level writing and communication skills in terms of organization, clarity, communication of ideas and mechanics	Candidate exhibits excellent writing and communication skills in terms of organization, clarity, communication of ideas and mechanics
<b>Leadership Roles in Schools</b>	Candidate did not provide evidence of leadership roles	Candidate provided an example that supported limited activities and/or contributions in their role in leadership activities	Candidate provided multiple examples supporting school-wide leadership and/or contributions in their role in leadership activities	Candidate provided supporting evidence that demonstrates school level capacity-building in their leadership role
<b>Support of Student Learning</b>	Candidate did not provide evidence of using instructional strategies to increase student achievement	Candidate provided an example that supported limited contributions to instructional strategies increasing student achievement	Candidate provided multiple examples of supporting contributions to instructional strategies employed to increase student achievement	Candidate provided supporting evidence demonstrating capacity- building in instructional strategies employed to increase student achievement
<b>Ability to Collect and Analyze Data</b>	Candidate did not provide evidence of the use of data to solve problems	Candidate provided an example that supported limited activities related to using data to solve problems	Candidate provided multiple examples that supported multiple activities related to using data to solve problems	Candidate provided supporting evidence demonstrating capacity- building in using data to solve problems
<b>Demonstrated Respect for Family and Community</b>	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 school-wide capacity-building addressing respect for family and community
<b>Strong Interpersonal Skills</b>	Candidate did not demonstrate the use of interpersonal skills	Candidate demonstrated weak interpersonal skills	Candidate provided multiple examples of using interpersonal skills	Candidate provided strong evidence of using interpersonal skills
<b>Demonstrated Leadership</b>	Candidate did not provide evidence of leadership	Candidate provided an example that supported limited leadership activities	Candidate provided multiple examples supporting demonstrated leadership	Candidate provide evidence of demonstrated leadership resulting in school-wide capacity-building
<b>REFERENCE LETTERS</b>				
	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 document the impact the candidate's leadership has had on classroom and/or school; provide clear statements outlining leadership attributes.	References detail extensive leadership qualities possessed by the candidate; multiple examples of school leadership contributions; and the impact of his/her leadership on the school