

Marshall University Doctoral Portfolio Rubric (5-31-05 revised 6/1/12)

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

	<b>Unacceptable = 0</b>	<b>Acceptable = 1</b>	<b>Outstanding = 2</b>
<b>Collaboration</b>	Insufficient evidence of faculty collaboration or infrequent collaboration. Evidence provided is not applicable to the portfolio rationale or doctoral experience. <div></div>	Demonstrates collaboration with faculty, which might revolve around one in-depth experience or smaller, more frequent experiences. Collaborative experiences are applicable to the portfolio rationale. <div></div>	Clear evidence of extensive collaboration and interaction with faculty through multiple experiences. Demonstrates initiative in collaboration with peers and professional organizations. <div></div>
<b>Depth of Understanding</b>	Insufficient evidence of understanding or knowledge of the field. Limited integration of learning experiences. <div></div>	Demonstrates an understanding of the major tenets of the field and an integration of the learning experiences. Evidence of knowledge of the current issues, concepts, and research in the field. <div></div>	Clear evidence of application and integration of learning experiences and knowledge of the field. Demonstrates self-evaluation of understanding and its integration into the field. <div></div>
<b>Reflection</b>	Insufficient reflection or connection of the portfolio experiences. Portfolio work or learning has not occurred over time. <div></div>	Demonstrates evidence of reflection, critical thought, and learning over time in the development and rationale of the portfolio experiences. <div></div>	Clear evidence of the synthesis of material into one meaningful piece. Reflection is in-depth and demonstrates a clear connection between the doctoral program experiences and professional growth/development. <div></div>
<b>Scholarship</b>	Insufficient evidence of attempts to submit work for publication or presentation at the state, regional, or national level. Lack of involvement in the scholarly activities (a bystander). <div></div>	Demonstrates an integrated and synthesized knowledge of the field through course work, presentations, and publications. Evidence of involvement in scholarly activities. Submission of work for publication or presentation. <div></div>	Clear evidence of scholarship in the field through presentation, publications, and course work. Work has been accepted for publication in scholarly journals or presentation at regional or national conferences. <div></div>
<b>Communication</b>	Insufficient clarity, organization, or presentation in written and /or oral communication. Little evidence of composure, professionalism, or poise. Inability to adapt to changes. Limited working knowledge of multimedia. Inappropriate mechanics, grammatical errors, and/or lack of adherence to APA editorial guidelines. <div></div>	Demonstrates composure, professionalism, and poise in writing, speaking, and presentation in a variety of experiences. Demonstrates organization and flow of the material. Demonstrates of a basic working knowledge of multimedia. Demonstrates use of appropriate mechanics, grammar, and APA editorial guidelines. <div></div>	Clear, fluent, and effective presentation of thoughts. Creative application through a range of multimedia options. Demonstrates self confidence and awareness of audience involvement and feedback. Adapts quickly and smoothly to changes. Work is free from grammatical errors. <div></div>
<b>Research</b>	Insufficient evidence of the utilization or understanding of the research process. <div></div>	Demonstrates an understanding of the research process through the analysis and synthesis of information and/or data from course work, collaborative research activities, etc. <div></div>	Utilization of the research process through a variety of projects that is highly organized and thorough. Research process has been incorporated outside of the classroom. <div></div>

General Comments on back page → → → →

score = \_\_\_\_ of 12

General Comments: \_\_\_\_\_

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