



EPSY Qualifying Portfolio Rubric

Ph.D. in Educational Psychology (EPSY Option)

Student Name: _____

Committee Member: _____

Date: _____

<i>Category</i>	<i>Does not meet expectations</i>	<i>Meets expectations</i>	<i>Exceeds expectations</i>	<i>Totals</i>
Research 40 pts.	Has submitted fewer than two proposals to national conferences. Is not an active member of a research team. Failed to produce two writing samples. Annotations are incomplete or fail to clearly describe the student's contributions. The work fails to demonstrate a strong understanding of research skills, the phenomena under investigation, or its place in the literature. Little evidence of growth in research skills during the program. Has not applied for scholarly support.	Has submitted at least two proposals to a national conference (e.g., AERA, APA). Has applied for scholarly support (e.g., travel grant). Is involved in a research team or GRA position. Has included at least two writing samples—one of which is an example of the student's best work (and may include the aforementioned proposal), and one that provides a context to highlight competency and development. Annotations clearly describe the student's contributions. The work demonstrates a strong understanding of research skills, the phenomena under investigation, and its place in the literature, and shows growth during the program.	Has a peer-reviewed publication (or manuscript in press) and at least two proposals to a national conference as lead author (e.g., AERA, APA). May include other published work (non-referred publication). Has applied for multiple grants or awards—at least one of which is not a travel grant. Is actively involved in a research team or GRA position. Has included at least three writing samples—one of which is an example of the student's best work (and may include a proposal or published manuscript), and one that provides a context to highlight development. Annotations clearly describe the student's contributions and reveal how the student's program of study is	

	(≤ 31 pts.)	(35-32 pts.)	reflected in the artifact and/or how the artifact was influenced by what the student has learned in the program. The work demonstrates exceptional understanding of research skills, the phenomena under investigation, and its place in the literature. (40-36 pts.)	
Teaching 40 pts.	Has submitted one philosophy of teaching statement. Annotations are incomplete or nonexistent. Has not accumulated significant teaching experience, and has no more than one ITLE workshop.	Has submitted at least two philosophy of teaching statements—a recent one, and one from the first year of the program with a clear annotation explaining how the student has developed in her or his understanding of teaching and learning. Has served as a GTA or other teaching role for at least two semesters. Demonstrates adjustment to teaching in response to student evaluations of instructions or other forms of feedback. If the student does not have teaching experiences, has attended at least two ITLE workshops and submitted at least two artifacts from course work that demonstrate knowledge of, and growth in, the scholarship of teaching.	Has submitted at least three philosophy of teaching statements—a recent one, and one from the first year of the program with a clear annotation explaining how the student has developed in her or his understanding of teaching and learning. Has served as a GTA or other teaching role for at least two semesters. Has invited ITLE or other qualified individuals (e.g., faculty supervisor) to obtain feedback on teaching practices and demonstrates adjustment to teaching in response to these observations or student evaluations of instructions. If the student does not have teaching experiences, has attended at least two ITLE workshops and submitted at least three artifacts from course work that demonstrate knowledge of, and	

	(≤ 31 pts.)	(35-32 pts.)	growth in, the scholarship of teaching. (40-36 pts.)	
Service 20 pts.	Has no professional service activity or service is limited to one level (e.g., local, but not regional or national). Annotation is non-existent or fails to adequately describe duties associated with these roles. (≤ 15 pts.)	Has professional service experience at least two levels (national-, regional-, or local-level) as officer, committee member, or student representative. Annotation describes specific duties associated with these roles. Has served as a conference proposal reviewer for a national organization (e.g., AERA, APA) or worked with a faculty member to review a manuscript. (17-16 pts.)	Has professional service experience at the national-, regional-, and local-level as officer, committee member, or student representative. Annotation describes specific duties associated with these roles. Has served as a conference proposal reviewer for a national organization (e.g., AERA, APA). This service includes either multiple organizations or multiple years. (20-18 pts.)	
				Total:

Overall Comments: