

Educational Leadership Program  
Cohort IV  
Checklist for Assessing Portfolios

Name \_\_\_\_\_  
Date: \_\_\_\_\_  
Reviewer: \_\_\_\_\_

1. Cover Sheet \_\_\_\_\_
2. Resume \_\_\_\_\_
3. Self-Assessment Document (optional) \_\_\_\_\_
4. Chronology of Field Work \_\_\_\_\_
5. Standard 10  
    Vision of Learning Paper \_\_\_\_\_  
    Reflection Paper \_\_\_\_\_  
    Matrix for Standard—courses \_\_\_\_\_; current work: \_\_\_\_\_ fieldwork/doc. \_\_\_\_\_  
    SUMMARY \_\_\_\_\_
6. Standard 11  
    Reflection Paper \_\_\_\_\_  
    Matrix for Standard—courses \_\_\_\_\_; current work: \_\_\_\_\_ fieldwork/doc. \_\_\_\_\_  
    SUMMARY \_\_\_\_\_
7. Standard 12  
    Reflection Paper \_\_\_\_\_  
    Matrix for Standard—courses \_\_\_\_\_; current work: \_\_\_\_\_ fieldwork/doc. \_\_\_\_\_  
    SUMMARY \_\_\_\_\_
8. Standard 13  
    Reflection Paper \_\_\_\_\_  
    Matrix for Standard—courses \_\_\_\_\_; current work: \_\_\_\_\_ fieldwork/doc. \_\_\_\_\_  
    SUMMARY \_\_\_\_\_
9. Standard 14  
    Reflection Paper \_\_\_\_\_  
    Matrix for Standard—courses \_\_\_\_\_; current work: \_\_\_\_\_ fieldwork/doc. \_\_\_\_\_  
    SUMMARY \_\_\_\_\_
10. Standard 15  
    Reflection Paper \_\_\_\_\_  
    Matrix for Standard—courses \_\_\_\_\_; current work: \_\_\_\_\_ fieldwork/doc. \_\_\_\_\_  
    SUMMARY \_\_\_\_\_
11. Professional Development \_\_\_\_\_

Exhibit 2.10 Administrative Services Portfolio Rubric

California State University Channel Islands  
Rubric for Final Assessment

	<b>Excellent</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>
<b>Reflective Papers on Each Standard</b>	Depth of understanding based on breadth of research and application to work of principal. Professional development plan integrates advanced level work with future development.	Clearly understands the meaning and importance of the standard to the work of the principal. Professional development integrates self-assessment and clearly defined steps for future development	Limited understanding of the meaning and importance of the standard in the work of the principal. Professional development plan does not integrate self assessment and future development plans.
<b>Integration of learning from courses and professional development</b>	Evidence shows creative integration in linking learning from courses and a range of professional development to the key component. Addresses all elements within the key component.	Evidence shows breadth and depth in linking learning from course work and professional development to the key component. Clear linkage to most elements within the key component.	Limited evidence in linking course work to the key components. Limited integration of professional development to standard. Lack of reference to elements within the key component.
<b>Application of standard in current assignment</b>	Evidence shows depth and breadth integrating the key component into current work as an educator. Applies many elements within the key component to current assignment	Evidence shows relevant, though limited, application integrating the key component into current work as an educator. Applies or references some elements within key component.	Evidence shows very limited application integrating the key component into current work as an educator. Does not apply or reference key elements with key component.
<b>Application of standard in field work or course work</b>	Evidence shows direct application of the standard in fieldwork activity with analysis linked to meaning and importance of the key component. Elements are evident. Application is at advanced level.	Evidence shows direct, though limited in depth, application integrating the key component fieldwork and coursework. Activity is at novice level performance with recognition of need for growth.	Evidence shows indirect or very limited application integrating the key component into fieldwork and coursework. Elements are not evident. Activity is at beginner level without recognition of need for growth.
<b>Professional Development Plan</b>	Plan shows self-assessment and reflection leading to a logical sequence of activities that demonstrate depth of understanding and careful planning. Plan is challenging	Plan shows self-assessment and reflection leading to a logical sequence of activities based on a developing level of understanding of professional growth. Plan is challenging	Plan fails to link self-assessment and reflection to a logical sequence of activities based on an understanding of professional growth. Plan is not challenging
<b>Mechanics</b>	<p>All components are present and match the order given in checklist. Portfolio is reader friendly and easily accessible.</p> <p>Each standard has a well written reflection on the standard.</p> <p>Writing demonstrates excellent prose style with no grammatical errors.</p> <p>Includes a self-assessment showing entry level and current level of administrative knowledge and skill mastery using the Portfolio Personal Assessment.</p> <p>Evidence presented and contents of portfolio is clearly focused showing thoughtful selection and relevance to the standards.</p>	<p>All components are present and match the order given in the checklist. Portfolio is reader friendly and easily accessible.</p> <p>Each standard has a well written reflection on the standard.</p> <p>Writing demonstrated satisfactory prose style and no more than two grammatical errors.</p> <p>Includes a self-assessment showing entry level and current level of administrative knowledge and skill mastery using the Portfolio Personal Assessment.</p> <p>Evidence presented and contents of portfolio is focused showing thoughtful selection and relevance to the standards.</p>	<p>Some components are missing or do not match the checklist. Portfolio is difficult to access.</p> <p>One or more of the reflections are poorly written. Writing demonstrates unsatisfactory prose style and more than two grammatical errors.</p> <p>Self-assessment of administrative knowledge and skill mastery using the Portfolio Personal Assessment is missing or incomplete.</p> <p>Evidence presented and contents of portfolio is unfocused showing casual selection and lack of relevance to the standards.</p>