**PhD in Education**

**Portfolio Guidelines**

**College of Education and Human Development**

George Mason University  
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Fairfax, VA 22030

Website: <http://gse.gmu.edu/programs/phd/>

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**Portfolio Guidelines**

**Purpose**

The PhD Portfolio is a required program document that provides concrete evidence of a PhD in Education student’s learning and knowledge development throughout the pre-dissertation phase of a student’s doctoral work. The purpose of the PhD in Education Portfolio is two-fold. First, it is designed for the doctoral student to document academic and professional growth and development in an organized, coherent, and selective record in order to facilitate evaluation by the student’s Program Advisory Committee. The portfolio represents the scope and depth of a student's goals, plans, and accomplishments in coursework, independent study, research experiences, internships, and other advanced learning activities. It also provides both a vehicle for self-reflection and a comprehensive account of a doctoral student's experiences and ongoing progress toward his or her academic and professional goals. Second, the portfolio serves as an anchor point for the student’s Program Advisory Committee as they assist the student to reach each of the three important portfolio meetings that are required. The review and evaluation process includes three presentations by the student to the Program Advisory Committee over the course of the program. The final portfolio review serves as the assessment required for advancement to candidacy.

**Expectations of the Student**

In the Portfolio process, each student will:

* Define academic and professional goals, revisiting them at each of the three meetings with the Program Advisory Committee;
* Formulate specific plans to achieve those goals through coursework, research experiences, and field-based activities;
* Demonstrate growth in understanding knowledge in the specialization and how knowledge is advanced through inquiry;
* Synthesize and reflect upon the process and results of learning activities;
* Modify goals and plans as needed based on academic and reflective self-evaluation as well as feedback from the student’s Program Advisory Committee; and
* Demonstrate readiness to proceed to the dissertation phase of the doctoral program.

As students progress through the program, they will periodically meet with their Program Advisory Committee Chairperson, as well as the other members of their Program Advisory Committee to review and assess their goals, plans, understandings, and accomplishments, and to discuss possible modifications and additional work needed to facilitate continued progress in the doctoral program. It is required that the students make three separate presentations of their Portfolios to their Program Advisory Committee: the first after completion of approximately 15 credits, the second after approximately 36 credits, and the third at the completion of the doctoral coursework and prior to advancing to candidacy. Students are not allowed to conduct two portfolio reviews on the same date or within the same semester. They are expected to adhere to the schedule. When students complete the coursework phase of the program, a final meeting is held with the Program Advisory Committee. This meeting is the context for conducting the third portfolio review, the **Comprehensive Portfolio Assessment,** a formal evaluation of a student's readiness to proceed to the dissertation phase of the PhD in Education program. This is analogous to the traditional doctoral comprehensive exam.

**Expectations of the Program Advisory Committee**

The student will identify a Program Advisory Committee made up of a chair and two members representing the specialization and the secondary emphasis. The chair of the committee should be chosen first and should be from your primary specialization. The chair will assist and advise students’ choice for the other members of the committee. The other members of your committee should be from your secondary specialization and should have expertise that is complementary to the chair’s expertise. The committee may also

* Facilitate course selection to help students reach professional and academic goals
* Provide feedback on progress toward degree and goals
* Provide guidance on academic activities beyond your courses
* Provide feedback on academic writing

Committee membership can be changed during pre-dissertation, however, students should demonstrate professional courtesy and inform all people involved in a timely manner when this occurs. Consult the chair or PhD Director if you feel that changes need to be made to your committee.

**Portfolio Process**

In the PhD in Education Program, a portfolio is a selective and organized electronic record of coursework advancement, documented accomplishments, and growth as a scholar as z proceed through the PhD in Education program. It provides your Program Advisory Committee with the information it needs to assess your growth and development, and to suggest changes that more closely tie your goals to your program.

It is required that all students create electronic portfolios. In addition to providing a demonstration of technological competence, electronic portfolios can be more easily referenced with links to coursework documents, and are available readily to committee members. Students creating electronic portfolios are not required to include personal information such as addresses, phone numbers or social security numbers, but can present any such information, if needed, in the portfolio meetings. Students often use tools such as Google Sites, WordPress or http://onmason.com/ to create their portfolio. Students may protect their portfolio with a password for privacy as long as the password is shared with the Program Advisory Committee

**Scheduling a Portfolio Presentation.**

Prior to presenting each of the three portfolios, the student should meet with the Program Advisory Committee chairperson to ensure that the materials are addressing the expectations for each portfolio and to review drafts of the materials. Once your chair has agreed, contact all members of the committee to locate dates for the presentation. The entire Committee must have a minimum of two weeks to read and review the portfolio. It is important that the student is aware of and responsive to each of the Program Advisory Committee Member’s suggested comments and edits.

Once a date and time have been identified, please contact Ms. Joan Stahle ([jstahle@gmu.edu](mailto:jstahle@gmu.edu)) in the PhD office to secure a location.

Standards and recommended scoring rubrics for each portfolio review are included at the end of this document (pp. 8-20). Portfolio Assessment Review forms can also be found here: <https://education.gmu.edu/phd-in-education/portfolio-review-information>.

**Portfolio I**

**Present at about 18 credits**

**Purpose:** The purpose of Portfolio I is to provide evidence of a developing research interest and to show how this has evolved through coursework.

Students must present their first Portfolio when they have successfully completed 18 credits of coursework, or before the end of their third semester of study. It is required that you gain the approval of your Program Advisory Committee chairperson in advance of submitting your portfolio to your committee, and that you give the entire Committee two weeks to read and review your portfolio.

There are three main goals for your first Portfolio review meeting:

1. To present your current understanding about your research area of interest

2. To inform your committee about your professional goals (CV and Goals Statement)

3. To gather recommendations to complete your Program of Study

At this first portfolio meeting, you are expected to have set up the electronic portfolio and include links to the following five sections:

* ***Section 1: Current Vita***
* ***Section 2: Statement of Professional Goals***
* ***Section 3: Knowledge Discussion Essay***
* ***Section 4: Proposed Program of Study***
* ***Section 5:******Academic Archive***

***Section 1: Current Vita***

A Curriculum Vitae (CV) represents who you are as an academic and will change over time as you accumulate research, teaching and service activities during your PhD studies and beyond. In order to gain an understanding of how CVs change over time and for different purposes, it is suggested that you examine the CVs of professionals, academics, or other educational researchers at different ranks in your field to understand how CVs progress. To create your academic CV, consult with your committee and committee chair because different fields have different requirements. For example, you may find that your professional resume is not the same as your academic CV required for this portfolio process. Remember that CVs contain three main areas (order depends on the audience): research, teaching, and service. See this Mason website for general tips on creating an academic CV. <https://stearnscenter.gmu.edu/for-graduate-students/developing-your-cv>

***Section 2: Statement of Professional Goals***

In this section, you will present a short paper detailing your academic, research, and professional goals. One of the purposes of this section is to help your committee understand what you want to accomplish with your PhD in the future. Different professional paths require different preparation during the program. For example, the skills for pursuing an academic position at a research university are different from the skills needed to run a consulting business, serve as an analyst at a research and evaluation firm, or work in a school district.

In order to communicate your professional goals clearly, you should first reread the original goals statement you prepared for admission into the program. Then, address how you are now viewing your role, and how your work in the PhD program will help you reach your professional goals. Highlight evidence of changes from the original goal statement to your current thinking and indicate relevant work accomplished. Include in this section:

A. A copy of your original Goals Statement from your admissions file.

B. A 3-5 page written description detailing your academic goals (specialization and supporting areas of study), research goals (problems, topics, theories, concepts, approaches, interests), and professional goals.

C. An optional pictorial representation of how your interests, experiences, and plans fit together into a coherent conceptual framework. This creative diagram should concisely portray the intellectual substance of your developing identity as a scholar-practitioner.

***Section 3: Knowledge Discussion Essay***

The purpose of this section is for you to communicate to your committee your current understanding of your area(s) of research interest, making connections among coursework you have taken. In 3-5 pages, analyze what you have learned about your area of research interest to this point in your academic career and to situate this knowledge into the courses you have taken. You will want to address the major connections and themes you are seeing in your specialization. Please hyperlink relevant evaluated pieces of evidence from your **Academic Archive**.

Hints for the process of writing your Field of Interest Discussion Essay:

* Start by writing about your area(s) of interest, what is already known, and cite the researchers you have been reading, much like a short literature review;
* Once you feel you have captured the essence of the relevant research area, think about which major papers you have written in courses fit in this overview;
* Hyperlink the relevant papers in your Academic Archive; and
* Consider which major papers you have written that do not link to this paper. Write about how you have moved from those topics on to this current topic

From the information you provide in this essay and your presentation during the portfolio meeting, you should expect your committee to make recommendations for other articles, journals, and authors for you to read as you make progress to Portfolio II.

***Section 4: Proposed Program of Study***

Complete the Program of Study document found on the PhD website.

Be prepared to answer the question “How does your proposed program of study help you accomplish your goals?” at the portfolio meeting. Your committee will make recommendations to be sure that your Program of Study will include the necessary courses to give you the skills you need to complete your dissertation and other professional goals. You and your committee may agree to program changes at this meeting. All members of the Committee and you should sign the Program of Study, thereby accepting it as your approved program. Once signatures are secured, please submit this document to the PhD in Education Office for your permanent files. From this point forward, you will include the Program of Study in all three of your portfolios, and adjust it as necessary as you proceed (and file each change with the PhD in Education office.

If you are seeking to use credits previously earned elsewhere or at George Mason University, e.g., non-degree courses, please provide a rationale. Information on applying these credits can be found in the Program Guidelines on the PhD website. <https://cehd.gmu.edu/assets/docs/forms/PhD%20Program/PhD_Program_Guidelines.pdf>

***Section 5:******Academic Archive***

The Academic Archive is a repository of all of the major course products from each course you have taken to date. Please include in the Archive the major course assignment you were given and your evaluated paper with the professor’s comments.

**Transcripts.** In each portfolio, please include copies of your transcripts at the time of application to the PhD program. To facilitate your degree audit, update your Mason transcripts (unofficial is acceptable) for each portfolio presentation. These should be included in your Academic Archive, along with a statement explaining why you received any grades of C or lower, or an Incomplete.

**Evaluation of Portfolio I**

At your portfolio meeting, sign and have your committee sign the **Portfolio Assessment and Feedback I form**(PAF I*)*, and submit it to the PhD in Education Office. The PAF I is in the appendix of this document. Please bring one copy of the rubric and scoring sheet (PAF I) to the Portfolio Meeting for the committee. Should you not pass this portfolio assessment, you can conduct this review once more within three months of the date of the first Portfolio I presentation. Students who are unable to provide acceptable evidence of readiness to continue in the program at that second presentation will not be permitted to continue in the doctoral program.

Insert your copy of the PAF I in your portfolio. Use the feedback you receive from your Program Advisory Committee from Portfolio Review I in preparing for Portfolio Review II by including the form in the Academic Archive section for the Portfolio II review.

**Portfolio II**

**Present at about 36 credits**

**Purpose:** The purpose of Portfolio II is to provide evidence of a student’s ability to summarize the foundational and contemporary literature related to area(s) of interest, situate their area of study within their field, synthesize and analyze major contributors to area(s) of interest, and to elaborate and/or reflect on professional and academic selves since Portfolio I.

Students must complete Portfolio Review II after they have accumulated 36 credit hours of coursework. After this review, submit the signed Portfolio Assessment Form (PAF) II to the PhD in Education Office. Include a copy of the PAF II in the portfolio. Use the feedback received from your Program Advisory Committee from Portfolio Review II in preparing for the Comprehensive Portfolio Assessment.

***Section 1: Updated vita***

***Section 2: Professional Update and Reflection Essay***

Questions to inform this essay of approximately 1000 words follow:

* How have you addressed the feedback discussed and received in Portfolio I?
* How have your academic, research, and professional goals evolved since portfolio I?
* Since Portfolio I, how have your courses influenced your thinking and current area(s) of interest? Since Portfolio I, in what ways have you engaged in your professional community? In what ways do your areas of interest and professional community influence each other?

***Section 3: Foundational and Contemporary Literature Essay***

The purpose of this essay is to demonstrate the student's breadth of understanding in the area(s) of interest. Questions to inform this approximately 1000-1500 word essay could include:

* What key issue(s) form your developing research interest(s)?
* Who are the major thinkers in your developing area(s) of research interest? What foundational and contemporary literature forms your understanding of your developing research interest(s)? In what ways are they complementary? In what ways do they disagree?
* Who has most influenced your thinking and how is that their work integrated into your thinking?
* Situate your area of interest in your field. The scope of this essay should be discussed with your chair as it will be different in various specializations.

***Section 4: Depth of Knowledge Essay***

The purpose of this essay is to demonstrate a more in-depth investigation within the broader parameters defined in the previous essay and for a more specific area of study. The essay should include references to relevant literature. Questions to inform this approximately 1000-1500 word essay may include:

* How might your developing work contribute to improved practice or the profession? Consider ethical, methodological, and theoretical contributions.
* What gaps occur in the foundational and contemporary literature? Consider gaps such as theoretical or methodological. Why do these gaps occur?
* How might you address these gaps in your developing area(s) of interest?
* What is it about these issues that influence your thinking? Why are you compelled to address these issues?

**Section 5:** Update your Program of Study (document found on the PhD website) based on requirements or changes since Portfolio 1.

**Section 6: *Academic Archive***

In addition to the major evaluated assignment from each course you have taken in the program (with your professor’s feedback to you), please also include in this portfolio a link to your most recent transcript.

**Evaluation of Portfolio II**

Please see the rubric and scoring sheet (PAF 2) for Portfolio II in the Appendix of this document. Please bring one copy of the rubric and scoring sheet (PAF 2) to the Portfolio Meeting for the committee. Should you not pass this portfolio assessment, you can conduct this review once more within three months of the date of the first Portfolio II presentation. Students who are unable to provide acceptable evidence of readiness to continue in the program at the second presentation will not be permitted to continue in the doctoral program.

**Portfolio III**

**Comprehensive Portfolio**

**Present after about 45 credits and prior to proposal**

**Purpose:** The purpose of Portfolio III is to provide comprehensive evidence of in-depth knowledge in the field prior to advancement to candidacy. The student should demonstrate broad knowledge of an area and be able to narrow to a specific area of inquiry. The goal is to assess whether the student is prepared to advance to candidacy and enroll in the dissertation proposal course.

The Comprehensive Portfolio III is presented when all coursework is completed, with the one exception being an advanced research methods course (if requirement has not yet been met). The Comprehensive Portfolio must be presented within the timeline for coursework completion prior to advancement to candidacy.Students should work with the Program Advisory Committee members to prepare these documents. All committee members should receive the full portfolio a minimum of two weeks prior to the scheduled meeting. At the meeting, students must provide all updated forms (e.g., Program of Study, Portfolio Assessment Review Sheet) for signature by committee members*.* Students should submit all signed documents to the PhD in Education Office at the end of the portfolio III meeting.

***Section 1: Updated vita***

***Section 2: Analytic Personal and Professional Essay***

In an essay of approximately 1000 words, please address the following questions:

* Since Portfolio Evaluation II, in what ways have you continued to be engaged in your professional community?
* How have you addressed the gaps or deficiencies noted in the Portfolio II Evaluation?
* What are your scholarly achievements and how have you advanced your knowledge and experience beyond coursework?
* How have your courses influenced your thinking and work?
* Provide evidence of these changes through your coursework products and assignments (provide hyperlinks within text to your evaluated course products). If other scholarly products are available, they should also be hyperlinked.

***Section 3: Knowledge Evidence Paper***

Building and expanding upon your essays from portfolio II, the Knowledge Evidence Paper is a substantive document (approximately 30 pages in length) that serves as an in-depth investigation and identifies an area (or areas) of inquiry. It should synthesize major lines of research and demonstrate a strong understanding of relationships between and among the major paradigms in your area of study. This paper should be scholarly in nature (e.g., following APA 7th style, appropriate use of citations, representative of an academic style of writing in publication). The paper should provide the background for a proposal for a dissertation.

As you work toward preparing your documents for portfolio III, you should meet regularly with your advisory committee chair and committee members to discuss the issues and areas of emphasis that are specific to your field.

The following may help to guide your discussion:

* Discuss how your breadth and depth of knowledge narrows to a specific area of inquiry
* Consider how your area of proposed study is situated in the broader literature
* Address the history of the research in this area.
* Ensure that the major theorists and principal researchers are adequately represented.
* Articulate the significance of your proposed research to your field
* Provide an empirically based justification for your proposed research
* Situate how your proposed study will be carried out with a brief overview of proposed methods and procedures that would address key or central questions guiding your study

This comprehensive Knowledge Evidence Paper should be evaluated, in addition to other evidence, to determine that the student possesses comprehensive knowledge of the selected field, can demonstrate the capacity for scholarly writing, and is prepared to undertake original research as a doctoral candidate. At the successful completion of the Comprehensive Portfolio III assessment, the student is advanced to candidacy and may enroll in EDUC 998, Doctoral Dissertation Proposal.

Please note that the Knowledge Evidence Paper does not bind the student to that particular topic for the dissertation; nor should the Comprehensive Portfolio Assessment be regarded as a Proposal Defense.

***Section 4: Program of Study Final Review***

At this time, your program of study and your academic transcript should be identical. It is incumbent upon you to be sure you have satisfied all University and program requirements in order to proceed to the dissertation phase of the program. Should you have failed to take a required course, or still have Incomplete(s) for a grade, or have outstanding bills with the University, you will not be allowed to proceed to EDUC 998: Dissertation Proposal.

***Section 5: Academic Archive***

In addition to the major evaluated assignment from each course you have taken in the program (with your professor’s feedback to you), please also include in this portfolio a link to your most recent transcript.

**Evaluation of Comprehensive Portfolio**

If any weaknesses or gaps in evidence of readiness for dissertation work are noted in the Comprehensive Portfolio Assessment, use feedback from this meeting to address each area of concern. In order to give you guidance, the Portfolio Assessment and Feedback (PAF 3) form ***must***specify any and all actions that your committee requires youto complete before you are judged to have fully passed the Comprehensive Portfolio Assessment.

**Note**: You will be given no more than three months to complete these requirements from the date of the first Portfolio III presentation, at which time your Program Advisory Committee will reconvene for another review. Students who are unable to provide acceptable evidence of dissertation readiness at that second presentation will not be permitted to continue in the doctoral program.

**Portfolio Process Overview and Timeline**

Throughout the scheduling of portfolio reviews and your construction of documents for the portfolio, communication with your committee members is essential to the portfolio process. In particular, it is important to give committee members and the chair sufficient time to read and review materials.

Portfolio I (at approximately 18 credits)

* Identify committee chair and committee members - 2 months prior to portfolio meeting
* Draft essays for review by committee chair
* Schedule meeting with portfolio committee upon approval - 1 month prior to expected meeting date
* 2 weeks prior to meeting - submit final materials to committee, prepare presentation
* At the meeting - have committee sign program of study and review form

Portfolio II (at approximately 36 credits)

* Draft essays for review by committee chair
* Schedule meeting with portfolio committee - 1 month prior to expected meeting date
* 2 weeks prior to meeting - submit final materials to committee, prepare presentation
* At the meeting - have committee sign program of study and review form

Portfolio III (45 credits - must be completed prior to enrollment in Dissertation Proposal)

* Draft paper for review by committee chair
* Schedule meeting with portfolio committee - 1 month prior to expected meeting date
* 2 weeks prior to meeting - submit final materials to committee, prepare presentation
* At the meeting - have committee sign program of study and review form

NOTE: Students are not allowed to conduct two portfolio reviews on the same date or within the same semester.

*George Mason University*

*College of Education and Human Development*

*Ph.D. in Education Program*

***Portfolio Assessment and Feedback I***

**Scoring Rubric for Assessment I**

|  |  |  |  |
| --- | --- | --- | --- |
| **Portfolio I Sections** | **Unacceptable** | **Competent** | **Advanced** |
| Section 1: Vita | Does not correspond to accepted features of the model vita.  Entries not in APA style | Corresponds to accepted features of the model vita.  Entries in APA |  |
| Section 2: Statement of professional goals | Student role and place in PhD program is missing or unclear.  Essay does not provide clear examples of change and is missing examples of connections between courses and professional life.  Relevant work is missing in the essay. | Student role and place in PhD program clearly stated.  Essay provides clear examples of change including connections between courses and professional life.  Relevant work is woven throughout the essay. | Student role and place in PhD program clearly stated.  Essay provides clear examples of change including connections between courses and professional life.  Relevant work is woven throughout the essay.  Essay provides evidence of deep analytical thinking about current doctoral work and professional life. |
| Section 3: Knowledge Discussion Essay | Connections among coursework taken in the foundations class, the research methods classes taken, and the student’s specialization and emphasis area or concentration are missing or disjointed. Analysis of the field is missing or only makes minor connections.  Hyperlinks are not functional. | Essay includes clear connections among coursework taken in the foundations class, the research methods classes taken, and the student’s specialization and emphasis area or concentration. Analysis of the field includes broad connections.  Hyperlinks are functional. | Essay includes clear connections among coursework taken in the foundations class, the research methods classes taken, and the student’s specialization and emphasis area or concentration. Analysis of the field includes broad connections.  Hyperlinks are functional.  Student has made more connections than usual at this point in her/his doctoral career. |
| Section 4: Program of Study | POS and student’s goals are not aligned | POS fits with student’s goals |  |
| Section 5: Academic Archive | Incomplete | Complete |  |
| Language and Writing | Unacceptable | Competent | Advanced |
|  | Numerous errors or error patterns in grammar, mechanics or spelling distract the reader from the content. Language is appropriate but may not be fluent or engaging. Writing approaches that of graduate level quality, but may need additional development.  Current APA format is not applied accurately. | Minimal to few errors in grammar, mechanics or spelling. Uses elaboration to express ideas. Writing is at the graduate level, but may benefit from more careful editing.  Current APA format is applied accurately | Student makes no or very few errors in grammar, spelling or mechanics. Uses language masterfully to express ideas. Writing is clearly at the graduate level and shows careful editing.  Current APA format is applied accurately |

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***Portfolio Assessment and Feedback I***

In Portfolio I, the focus is on ensuring that a strong foundation of coursework, research preparation, and professional self-reflection are being built, and that activities and plans in the doctoral program are well-aligned with the student’s academic and professional goals.

**Note to faculty**: Please use the scoring rubric to guide your evaluation of the student’s portfolio, and then score and use the comment boxes for feedback.

**Student’s Name**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **G#**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**First semester in the program**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Current Semester**\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of credits student has taken to date (including this semester) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Section 1: Vita**

|  |  |
| --- | --- |
| 1 | 2 |
| Unacceptable | Acceptable |
| Comments: | | |

**Section 2: Statement of Professional Goals**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| Unacceptable | Marginal | Competent | Proficient | Advanced |
| Comments: | | | | |

**Section 3: Knowledge Discussion Essay**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| Unacceptable | Marginal | Competent | Proficient | Advanced |
| Comments: | | | | |

**Section 4: Program Plan**

|  |  |
| --- | --- |
| 1 | 2 |
| POS and goals are not aligned | POS and goals are aligned |
| Comments: | | |

**Section 5: Academic Archive**

|  |  |
| --- | --- |
| 1 | 2 |
| Incomplete | Complete |
| Comments: | | |

**Language and Writing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| Unacceptable | Marginal | Competent | Proficient | Advanced |
| Comments: | | | | |

\_\_\_\_\_\_\_ The student has not met the Committee’s expectations and should resubmit and redefend Portfolio I by three months from today.

Additional comments, recommendations, and required actions:

Student Date

Chair, Doctoral Advising Committee (please sign legibly) Date

Committee Member Date

Committee Member Date

|  |
| --- |
| *George Mason University*  *College of Education and Human Development*  *PhD in Education Program*  ***Portfolio Assessment and Feedback II*** |

**Scoring Rubric for Assessment II**

|  |  |  |  |
| --- | --- | --- | --- |
| **Portfolio II Sections** | **Unacceptable** | **Competent** | **Advanced** |
| Section 1: Vita | Does not correspond to accepted features of the model vita.  Entries not in APA style | Corresponds to accepted features of the model vita.  Entries in APA |  |
| Section 2: Professional Update and Reflection Essay | Intellectual and professional goals are not clearly stated.  Gaps from Portfolio 1 not addressed.  Influence of coursework on student thinking is not stated.  Engagement in professional community missing. | Intellectual and professional goals are updated and clearly stated.  Gaps from Portfolio 1 addressed.  Influence of coursework on student thinking is clearly stated.  Engagement in professional community presented and described. | Integration and synergy of intellectual, professional goals, research experiences and coursework are well-articulated and addresses gaps from Portfolio 1. Student makes a conceptual link between her/his academic work and engagement in the professional community. |
| Section 3: Foundational and Contemporary Literature Essay | Understanding of the specialization(s) and research in the field is underdeveloped at this point in the program and is not clearly expressed. | Understanding of the specialization(s) and research in the field is appropriate at this point in the program and is clearly expressed. | Understanding of the specialization(s) and research in the field is advanced at this point in the program and is clearly expressed. |
| Section 4: Depth of Knowledge Essay | A key issue in the field is not identified. Historically influential and contemporary articles are not cited or not interpreted appropriately. | A key issue is clearly expressed and both historically influential and contemporary articles are cited and interpreted appropriately. | In addition to all expectations for a competent essay, this paper is written at a potentially publishable level. |
| Section 5: Program of Study | POS and student’s goals are not aligned | POS fits with student’s goals |  |
| Section 6: Academic Archive | Incomplete | Complete |  |
| Language and Writing | **Unacceptable** | **Competent** | **Advanced** |
|  | Numerous errors or error patterns in grammar, mechanics or spelling distract the reader from the content. Language is appropriate but may not be fluent or engaging. Writing approaches that of graduate level quality, but may need additional development.  Current APA format is not applied accurately. | Minimal to few errors in grammar, mechanics or spelling. Uses elaboration to express ideas. Writing is at the graduate level, but may benefit from more careful editing.  Current APA format is applied accurately | Student makes no or very few errors in grammar, spelling or mechanics. Uses language masterfully to express ideas. Writing is clearly at the graduate level and shows careful editing.  Current APA format is applied accurately |

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*College of Education and Human Development*

*Ph.D. in Education Program*

***Portfolio Assessment and Feedback II***

In Portfolio II, the focus is on ensuring that the student has acquired, or has specific plans to acquire, all of the competencies for dissertation work and successful completion of the doctoral program, including a strong capacity for self-reflective thinking about these competencies.

Note to faculty: Please use the scoring rubric to guide your evaluation of the student’s portfolio, and then score and use the comment boxes for feedback.

**Student’s Name**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **G#**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**First semester in the program**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Current Semester**\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of credits student has taken to date (including this semester) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Section 1: Vita**

|  |  |
| --- | --- |
| 1 | 2 |
| Unacceptable | Acceptable |
| Comments: | | |

**Section 2: Professional Update and Reflection Essay**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| Unacceptable | Marginal | Competent | Proficient | Advanced |
| Comments: | | | | |

**Section 3: Foundational and Contemporary Literature Essay**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| Unacceptable | Marginal | Competent | Proficient | Advanced |
| Comments: | | | | |

**Section 4: Depth of Knowledge Essay**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| Unacceptable | Marginal | Competent | Proficient | Advanced |
| Comments: | | | | |

**Section 5: Program Plan**

|  |  |
| --- | --- |
| 1 | 2 |
| Goals and POS are not aligned | Goals and POS are aligned |
| Comments: | | |

**Section 6: Academic Archive**

|  |  |
| --- | --- |
| 1 | 2 |
| Incomplete | Complete |
| Comments: | | |

**Language and Writing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| Unacceptable | Marginal | Competent | Proficient | Advanced |
| Comments: | | | | |

\_\_\_\_\_\_\_ The student has not met the Committee’s expectations and should resubmit and redefend Portfolio II by three months from today.

Additional comments, recommendations, and required actions:

Student Date

Chair, Doctoral Advising Committee (please sign legibly) Date

Committee Member (please sign legibly) Date

Committee Member (please sign legibly) Date

|  |
| --- |
| *George Mason University*  *College of Education and Human Development*  *PhD in Education Program*  ***Comprehensive Portfolio Assessment III*** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Portfolio III Sections** | **Unacceptable** | **Competent** | **Advanced** |
| Section 1:  Updated Vita | Does not correspond to accepted features of the model vita.  Entries not in APA style | Corresponds to accepted features of the model vita.  Entries in APA style |  |
| Section 2: Analytic Personal and Professional Essay (Update from Portfolio 2) | Intellectual and professional goals are not clearly stated.  Gaps from Portfolio 2 not addressed.  Influence of coursework on student thinking is not stated.  Engagement in professional community missing. | Intellectual and professional goals are clearly stated.  Gaps from Portfolio 2 addressed.  Influence of coursework and literature on student thinking is clearly articulated.  Evidence demonstrates continuous engagement in professional community. | Analytic and personal and professional essay demonstrated a sophisticated and holistic understanding of the student’s integration of her/his intellectual and professional goals. Professional and research experiences evident beyond the scope of coursework requirements. |
| Section 3: Knowledge Evidence Paper | 1) Rationale for the significance or importance of the problem area is provided but lacks clarity.  2) Connections to the research and literature in the student’s specialization(s) are not well-articulated. | 1) Rationale for the significance or importance of the problem area, or issue, is clearly identified and articulated leading to a researchable question(s). The study of the problem/issue represents a contribution to the field.  2) Clear connections to the research and literature in the student’s specialization(s) are well-articulated and gaps in the literature are identified/presented. | In addition to all expectations for a competent essay, an advanced essay also includes sophisticated analyses and critiques of theories, methods and conclusions mentioned in the literature. Student analyzes the gaps in the literature and proposes an inquiry agenda to address those gaps. |
|  |  | *continued*  3) Student includes the data bases and search history for this research. The analysis of the literature is clearly and convincingly presented with the positions of the major scholars presented and discussed. | *continued*  In addition to all expectations for a competent essay, the student also includes a thorough and clearly presented history of the data bases and search history conducted for this problem area/issue. Resulting essay meets the standards for a research publication. |
| Section 4: Program of Study | POS and student’s goals are not aligned with the transcript | POS fits with student’s goals and is aligned with the official transcript |  |
| Section 5: Academic Archive | Incomplete | Complete |  |
| Language and Writing | **Unacceptable** | **Competent** | **Advanced** |
|  | Numerous errors or error patterns in grammar, mechanics or spelling distract the reader from the content. Language is appropriate but may not be fluent or engaging. Writing approaches that of graduate level quality, but may need additional development.  Current APA format is not applied accurately. | Minimal to few errors in grammar, mechanics or spelling. Uses elaboration to express ideas. Writing is at the graduate level, but may benefit from more careful editing.  Current APA format is applied accurately | Student makes no or very few errors in grammar, spelling or mechanics. Uses language masterfully to express ideas. Writing is clearly at the graduate level and shows careful editing.  Current APA format is applied accurately |

*George Mason University*

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*Ph.D. in Education Program*

***Portfolio Assessment and Feedback III***

In the Comprehensive Portfolio Assessment meeting the focus shifts from academic and professional development to formal evaluation of the student’s readiness to proceed to the dissertation phase of the doctoral, thereby gaining ***doctoral candidacy*** status.

Note to faculty: Please use the scoring rubric to guide your evaluation of the student’s portfolio, and then score and use the comment boxes for feedback.

**Student’s Name**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **G#**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**First semester in the program**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Current Semester**\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of credits student has taken to date (including this semester) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Section 1: Vita**

|  |  |
| --- | --- |
| 1 | 2 |
| Unacceptable | Acceptable |
| Comments: | | |

**Section 2: Analytic Personal and Professional Update**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| Unacceptable | Marginal | Competent | Proficient | Advanced |
| Comments: | | | | |

**Section 3: Knowledge Representation Essay**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| Unacceptable | Marginal | Competent | Proficient | Advanced |
| Comments: | | | | |

**Section 4: Program Plan**

|  |  |
| --- | --- |
| 1 | 2 |
| POS and transcript are not aligned | POS and transcript are aligned |
| Comments: | | |

**Section 5: Academic Archive**

|  |  |
| --- | --- |
| 1 | 2 |
| Incomplete | Complete |
| Comments: | | |

**Language and Writing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| Unacceptable | Marginal | Competent | Proficient | Advanced |
| Comments: | | | | |

The results of the comprehensive assessment are summarized below:

\_\_\_\_\_ The student has demonstrated readiness to proceed to the dissertation phase of the program (non-binding recommendations for modifications or additional work may be specified here):

\_\_\_\_\_ The student may proceed to the dissertation phase of the program when required actions are completed; a second meeting is not required; non-binding recommendations or additional work, along with specific procedures for verifying completion may be specified here:

\_\_\_\_\_ The student may **not** proceed to the dissertation phase of the program and a second comprehensive assessment meeting will be scheduled when the following required actions are completed **in no more than 3 months from today**:

Student Date

Chair, Doctoral Advising Committee chair (please sign legibly) Date

Doctoral Advising Committee member (please sign legibly) Date

Doctoral Advising Committee member (please sign legibly) Date

Director, PhD in Education Program Date