



Nova Southeastern University  
Department of Family Therapy

Academic/Research Portfolio Evaluation of Written Component

Paper Title: \_\_\_\_\_

Author: \_\_\_\_\_

Faculty Reviewer: \_\_\_\_\_

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

**Overall Outcome: Pass or In Progress**  
(circle one)

The Academic/Research Portfolio is considered a capstone experience assessing the student learning outcome associated with research, scholarship and academic development. The Academic/Research Portfolio written component is intended to assess a student’s ability to communicate in writing as is customary in the professional/academic arenas. Students are assessed on a total of 10 criteria, each of which is given a score of “P” (Pass) or “IP” (In Progress.) **For students to pass the written component of the Academic/Research portfolio, they must earn a “P” (Pass) on seven out of ten components from each faculty reviewer.**

Criteria 1 and 2 (Writing skills and Adherence to APA conventions) are divided into a five subcategories, each of which addresses a specific component of the criterion as a whole. Each subcategory is given a “P” (Pass), when there are fewer than three errors of this type noted throughout the paper. When three or more errors on a particular subcategory are present in a paper, that subcategory is given an “IP” (In Progress). The assessment of criteria 1 and 2 is determined by the number of P’s and IP’s given to the subcategories within them. When fewer than three “IP”’s are assigned within a criterion, it is assessed as a “P”. When three or more “IP”’s are given to subcategories in a criterion the overall criteria translates into an “IP.”

If a student earns an “IP” for their overall Outcome on the written component, they should review the results with the faculty reviewers and resubmit the written component within 30 days. Students pass the entire Academic/Research Portfolio once both the presentation and the written components have been scored as “Pass.”

\_\_\_\_\_ **1. Writing skills: (P for “Pass” or IP for “In progress.” )**

- \_\_\_\_\_ Accurate grammar/spelling
- \_\_\_\_\_ Predominant use of active voice
- \_\_\_\_\_ Agreement of subjects and verbs
- \_\_\_\_\_ Non-sexist and non-ethically biased language
- \_\_\_\_\_ Correct use of punctuation

\_\_\_\_\_ **2. Adherence to APA conventions: (P for “Pass” or IP for “In progress”)**

- \_\_\_\_\_ Headings and subheadings
- \_\_\_\_\_ Appropriate Quotations
- \_\_\_\_\_ Reference list construction
- \_\_\_\_\_ Citations in text correspond to sources in reference list

\_\_\_\_\_ Appropriately used Citations

(P for “Pass” or IP for “In progress”)

- \_\_\_\_\_ 3. Writing appropriate for a juried journal and the intended audience
- \_\_\_\_\_ 4. Concise, well constructed, and coherent paragraphs
- \_\_\_\_\_ 5. A clear relationship between introduction, body of paper, and conclusion
- \_\_\_\_\_ 6. A comprehensive literature review with appropriate citation of sources
- \_\_\_\_\_ 7. A literature review appropriate to the topic and the balance of the paper
- \_\_\_\_\_ 8. Relevance of the topic to family therapy
- \_\_\_\_\_ 9. Issues related to diversity, culture and inclusion are addressed.
- \_\_\_\_\_ 10. Comprehensive coverage of relevant theoretical/clinical/research/historical issues

COMMENTS: \_\_\_\_\_  
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Faculty Reviewer’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Program Director’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_