TABLE 1 Reliability of Reader Ability to Determine Competency Levels

Core Competencies	*N*	Cronbach's Alpha		Pearson's *r*					
		Non-Adju[a]	Adjudicated	Non-Adjudicated			Adjudicated		
				r	*P* Met?[b]	*P*[c]	*r*	*P* Met?[b]	*P*[c]
Writing and Editing	16	.656	.761	.490	Yes	.027*	.615	Yes	.006*
Document Design	16	.602	.736	.430	Yes	.048**	.587	Yes	.008*
Rhetoric	17	.656	.656	.494	Yes	.022**	.494	Yes	.022**
Problem Solving	17	.221	.680	.128	No	.312	.523	Yes	.016**
Collaboration	14	.631	.887	.462	Yes	.048**	.797	Yes	.000*
Inter-Personal Communi-cation	13	-.923	.419	-.330	No	.135	.278	No	.17
Specialized Expertise	16	.691	.795	.528	Yes	n.d.**	.660	Yes	.003*
Technology	16	-.024	.5	-.012	No	.428	.335	No	.335
Overall Score	17	.730	.842	.580	Yes	n.d.*	.727	Yes	.000*

[a] Column heading Non-Adju is abbreviated from Non-Adjudicated
[b] One-tailed value
[c] n.d. - No data available
**p* < .01 ***p* < .05

As illustrated in table 1, the ability of the readers to discern levels of competency in the Core Competencies Writing and Editing, Document Design, Rhetoric, Collaboration, and Specialized Expertise all achieved acceptable to high levels of correlation and met the 95% confidence interval, thus allowing us to reject the null hypothesis and conclude that the readers were making similar judgments on the portfolios. Cronbach's Alpha Adjudicated for the Overall Score (.842) was especially strong. Indeed, of these eight Core Competencies, five were able to be captured by our readers before adjudication; only the Problem Solving Core Competency achieved the necessary level of significance by means of Pearson's *r* Adjudicated scoring (.523). However, two Core Competencies—Inter-Personal Communication and Technology—were not able to be read with consistency. The Cronbach's Alpha for the Adjudicated scores were low (.419 and .5, respectively) and both failed to achieve the 95% confidence interval demanded by the use of Pearson's *r* (*P* = .17 and *P* = .335, respectively).