

## 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** Silvia E. Moore **G#** 00339296

**First semester in the program** Fall 2011 **Current Semester** Spring 2014

Number of credits student has taken to date (including this semester) 44

**Section 1: Vita**

1	2	3	4	5
Unacceptable		Competent		Advanced
Comments: <u>Modify content to an academic CV.</u>				

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

1	2	3	4	5
Unacceptable		Competent		Advanced
Comments: <u>Silvia's effort and motivation have contributed to her growth personally &amp; professionally</u>				

**Section 3a: Knowledge Representation Essay**

1	2	3	4	5
Unacceptable		Competent	3.5	Advanced
Comments: <u>We recommend that she continues to review the literature &amp; synthesize relevant studies.</u>				

**Section 3b: Knowledge Application**

1	2	3	4	5
Unacceptable		Competent		Advanced
Comments: <u>Silvia has taken every course very seriously &amp; has tried to incorporate her experiences/interests into these courses in a very reflective manner.</u>				

**Section 4: Program Plan**

1	2	3	4	5
Unacceptable		Competent		Advanced
Comments:				

**Section 5: Academic Archive**

1	2	3	4	5
Unacceptable		Competent		Advanced
Comments:				

**Language and Writing**

1	2	3	4	5
Unacceptable		Competent		Advanced
Comments: Encourage Silvia to find her academic, formal voice. Transition to academic/scholarship writing.				

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

Additional comments, recommendations, and required actions:

\* Continue reviewing/reading the literature, given that you have only research oriented classes left.

Johi C. Alcorn 2/11/2014  
 Student Date

[Signature] (Kibantas) 2/11/14  
 Chair, Doctoral Advising Committee (please sign legibly) Date

Angela McEllen 2/11/14  
 Committee Member (please sign legibly) Date

[Signature] for Marge Mastropieri 2/11/14  
 Committee Member (please sign legibly) Date  
 (attended via conference call)

**PROPOSED DATE FOR COMPREHENSIVE EXAMINATION OR COMPREHENSIVE PORTFOLIO ASSESSMENT FOR: 2015**

**PROGRAM RATIONALE:**

This program of studies has been framed to develop the analytical and scholarly approach for critically assessing research and practices while also allowing a deeper understanding of self-regulated learning.

The study of Self-Regulated Learning (SRL) is a passion born from my work with students in the field of special education. I have chosen educational psychology as my primary specialization in order to acquire a better understanding of the principles of learning, cognition, and motivation. These skills will be pivotal in the pursuit to reinforce my practical knowledge in special education and research interest on the learning problems faced by struggling students. The projected date for completing the program of studies is scheduled for the year 2015.

*Silvia Moore* 2/11/2014  
 Student Signature Date

*Ann Kramer* (Kibans) 2/19/14  
 Chair, Date  
 Doctoral Advising Committee

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 Gary Galluzzo, Director Date  
 Ph.D. in Education Program

*Angela Miller* 2/11/14  
 Member, Date  
 Doctoral Advising Committee  
 (Minor area representative)

*Anthony Kibans for Mary Madhuprat (attended via phone)*  
 Member, Date  
 Doctoral Advising Committee

<b>Fall 2011</b> EDUC 800 EDUC 805	<b>Spring 2012</b> EDEP 821 EDRS 810 EDUC 802	<b>Summer 2012</b> EDUC 897
<b>Fall 2012</b> EDEP 820 EDRS 811	<b>Spring 2013</b> EDEP 822 EDRS 812	<b>Summer 2013</b> N/A
<b>Fall 2013</b> EDRS 820 EDRS 821 EDRS 824	<b>Spring 2014</b> EDEP 823 EDUC 994	<b>Summer 2014</b>
<b>Fall 2014</b> EDEP 824 EDRS 830	<b>Spring 2015</b> EDUC 998 EDRS 831	<b>Summer 2015</b> EDUC 999