

Reading M.Ed. Portfolio—Alternative to Comprehensive Exams

Graduates in the M.Ed. in Reading Program must possess the knowledge, skills, and dispositions that will enable them to challenge students to excel in literacy strategies beyond basic skill and to engage students in complex and interesting texts with increased comprehension

In order to demonstrate the knowledge, skills, and expertise necessary for an effective reading specialist, students seeking a M.Ed. in Reading may choose to participate in written comprehensive finals or to create a Reading Portfolio and Presentation. Candidates must make this decision upon being fully admitted to the M.Ed. in Reading Program.

Portfolio:

The portfolio will be a compilation of evidence that demonstrates knowledge and expertise in the following areas and their subcomponents as set out by Section 8 VAC 20-21-600 Reading Specialist of the Virginia Licensure Regulations for School Personnel:

1. Assessment and Diagnostic Teaching
2. Oral Communication
3. Reading/Literature
4. Writing
5. Research
6. Literature

The portfolio will build over time and include artifacts, research, class materials, student-generated lesson plans, reflections from program coursework, and professional activities along with reflective narrative/explanation of the inclusion of the artifacts, etc.

Students are required to meet with their faculty advisor at the completion of 12, 24, and 30 hours of coursework to discuss and review portfolio progress.

Presentation:

In March for May graduation, in November, and in June, the candidate will present the portfolio and a summation of knowledge and expertise through oral presentation to two graduate faculty members. At least one of those faculty members must sit on the graduate reading faculty. The presentation will be approximately 30 minutes and must include a PowerPoint/Media presentation.

The candidate will be scored with the attached rubric. Similar to written comprehensive finals, the candidate can receive a score of High Pass, Pass or Fail. If a candidate fails, they may resubmit the portfolio and complete an amended presentation within three months time.

Rubric for Portfolio

Grade	Criteria	Explanation
High Pass	Exemplary	<p>All artifacts are present. The portfolio is neat, professional in appearance, logical and well organized. Student's narrative responses:</p> <ul style="list-style-type: none"> • Are complete and related to the Virginia State Competencies; • Include detailed descriptions and supporting examples throughout; • Are highly related to college classroom work/assignments, current knowledge base in field of teaching/learning; and clinical examples; • Show analyses/reflection demonstrating depth of understanding; • Are written in a clear, coherent, and concise manner connecting the artifact to the Competencies with no errors in mechanics; • Show a high degree of synthesis and commitment to professional growth and learning.
	Excellent	
Pass	Good	<p>Artifacts are present. Student's narrative responses:</p> <ul style="list-style-type: none"> • Are well-done, related to the Virginia State Competencies; • Include several detailed descriptions and supporting examples; • Are somewhat integrated with textbook learning, college classroom work/assignments, and clinical examples; • Show some analyses and reflection components demonstrating adequate understanding; • Show some degree of synthesis.
	Satisfactory	
Fail	Inadequate	<p>Artifacts are limited amount of significance is adequately articulated. Student's narrative responses:</p> <ul style="list-style-type: none"> • Have incomplete aspects of Virginia State Competencies addressed; • Are minimally integrated with textbook learning, college classroom work/assignments, and clinical examples; • Show little reflection and limited understanding of standard; • Include few supporting examples; • Show little if any synthesis characteristics.
Fail		<p>Artifacts are present, but no reason for their significance. • Student's response shows a lack of understanding of purpose of learning and reflection required in the portfolio. Student's narrative responses:</p> <ul style="list-style-type: none"> • Lack direction, insight, and intent; • Contain few or no supporting details.
Fail		<p>No artifact present or if present, no discussion about its significance. • Student's responses depict only an attempt to "do something": • There is no direction or purpose; consequently, learning and reflection are inadequate.</p>