

## ILAS 300 Grading Policy

Your final grade in ILAS 300 will be based on 3 elements: Teacher Communication Assignments; Attendance; and Participation. Each element will be graded on a 4 to 1 scale (Exceeds, Meets, Approaches, Fails to Meet). To pass ILAS 300, a student needs a minimum of 9 points.

TEACHER COMMUNICATION and TUTOR REFLECTION ASSIGNMENTS, attached.

ATTENDANCE (workshops and tutoring)

**Exceeds Expectations:** Candidate attends all workshops and scheduled tutoring sessions except in the case of a serious illness or emergency; candidate contacts Judy Cox-Henderson immediately if an illness or emergency necessitate an adjustment to tutoring schedule or missed workshop arrives early, allowing plenty of time to prepare for the tasks of the day; is well-prepared and ready to work or discuss.

**Meets Expectations:** Candidate does not miss more than one workshop or scheduled tutoring session except in the case of a serious illness or emergency; candidate contacts Judy Cox-Henderson immediately if an illness or emergency necessitate an adjustment to tutoring schedule or missed workshop.

**Approaches Expectations:** Candidate misses one workshop or two scheduled tutoring sessions, and notifies Judy Cox-Henderson within 48 hours of absence.

**Fails to Meet Expectations:** Candidate misses two or more workshops or scheduled tutoring sessions, or fails to notify Judy Cox-Henderson of absence or change in schedule.

PARTICIPATION (workshops and tutoring)

**Exceeds Expectations:** Candidate is engaged and actively involved in workshop trainings and de-briefing discussions. Discussion responses demonstrate exceptional insight into the tutoring experience and show clear evidence that the candidate has read and reflected on the assigned readings. Candidate assumes leadership role in tutoring lab. Candidate is a self-starter who consistently creates opportunities for tutoring through communicating with students and DHS teachers. Candidate demonstrates significant growth in tutoring and communication strategies throughout the semester and plans for the continued learning of his or her tutees.

**Meets Expectations:** Candidate is engaged and actively involved in workshops and de-briefing discussions. Discussion responses demonstrate an understanding of the issues raised. Candidate tutors effectively on scheduled days. Candidate demonstrates adequate growth in tutoring and communication strategies throughout the semester.

**Approaches Expectations:** Candidate participates in workshop discussions and activities, but may not be actively engaged at all times; discussion contributions lack insight or analysis of the issues at hand; candidate must be prompted by instructor to participate in discussions or to communicate with DHS faculty about students' learning needs. Candidate demonstrates limited growth in tutoring and communication strategies throughout the semester.

**Fails to Meet Expectations:** Candidate does not participate in workshop discussions and activities unless directly prompted; discussions and group activities indicate lack of preparation and/or a superficial understanding of the topic or the tutoring experience. Candidate does not engage in communication with DHS teachers. Candidate demonstrates little to no growth in tutoring and communication strategies throughout the semester.

## **Teacher Communication Assignments and Tutor Reflections**

### **Pre-tutoring reflection**

Discuss what you hope to gain and what you hope to give as an ILAS 300 tutor. In other words, speculate on the following:

1. How might a structured tutoring experience help you grow as a teacher?
2. What do you think you will learn about high school students?
3. What kinds of real-world experiences will you gain that can help you develop your classroom teaching skills?
4. What impact do you hope you will have on your tutees?
5. What impact might this program have on the culture and climate of DeKalb High School?

### **Post-tutoring reflection**

Reflect on your growth as a tutor during ILAS 300. Consider the following:

1. In what ways, if any, did your tutoring experience develop your teaching skills?
2. What did you find different about real tutoring, as opposed to your initial idea?
3. What did you learn about high school students?
4. What gave you problems at first? What did you do to eliminate/ameliorate these problems?
5. What is your biggest problem now?
6. What is your biggest achievement as a tutor?
7. Please provide 5 key pieces of advice for our next group of tutors.

### **Teacher interviews**

Each tutor will be required to do one teacher interview and to write a brief report on the interview. All interviews will be collected and added to the Tutor Binder, to be used as a resource in the Tutoring Lab.

### **Teacher folders**

Each tutor will be responsible for keeping one teacher's assignment folder up-to-date. These folders will be checked weekly by Judy Cox-Henderson for currency and accuracy.