

## EDU271 Field Experience Signature Assignment: One-on-one Tutoring Sessions

The Signature Assignment for this course requires the following:

- Create a report of one-on-one tutoring sessions using the Action Reading program. (InTASC 6(a), 6(d))
- Creates a tutoring pre/post assessment of the students learning outcomes. (InTASC 6(b))
- Describe student strengths/weaknesses along with review, reinforcement, and remedial activities used throughout the tutoring sessions. (InTASC 6(c), 7(j))
- Identify the various assessments, both formal and informal, used throughout the tutoring sessions. (InTASC 6(g), 6(j))
- Compile a final report to present to parents and/or the classroom teacher. Write a follow-up reflection of the presentation to parents and/or classroom teacher. (InTASC 1(c), 1 (k))



Indicator	Exceeds	Meets	Approaches	Falls Far Below
<p><b>Creates a report of one-on-one tutoring sessions using the Action Reading program.</b></p> <p>A. The student balances the use of formative and summative assessment as appropriate to support, verify, and document learning. (InTASC 6(a))</p>	<p>The student creates a detailed report of the one-on-one tutoring sessions that uses formative and summative assessment as appropriate to support, verify, and document learning.</p> <p>10 points</p>	<p>The student creates a report of the one-on-one tutoring sessions that uses formative and summative assessment as appropriate to support, verify, and document learning.</p> <p>8 points</p>	<p>The student creates a partial report of the one-on-one tutoring that uses formative and summative assessment as appropriate to support, verify, and document learning.</p> <p>6 points</p>	<p>The student does not create a report of the one-on-one tutoring sessions that uses formative and summative assessment as appropriate to support, verify, and document learning.</p> <p>0 points</p>

<p>B. The student engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work. (InTASC 6(d))</p>	<p>The student creates a detailed report of the one-on-one tutoring sessions that engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.</p> <p>10 points</p>	<p>The student creates a report of the one-on-one tutoring sessions that engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.</p> <p>10 points</p>	<p>The student creates a partial report of the one-on-one tutoring that engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.</p> <p>10 points</p>	<p>The student does not create a report of the one-on-one tutoring sessions that engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.</p> <p>0 points</p>
<p><b>Creates a tutoring pre/post assessment of the students learning outcomes.</b></p> <p>C. The student designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. (InTASC 6(b))</p>	<p>The student designs detailed assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p> <p>10 points</p>	<p>The student designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p> <p>8 points</p>	<p>The student designs partial assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p> <p>6 points</p>	<p>The student does not design assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p> <p>0 points</p>

<p><b>Describe student strengths and/or weaknesses along with review, reinforcement, and remedial activities used throughout the one-on-one tutoring sessions.</b></p> <p>D. The student works independently to examine test and other performance data to understand each learner’s progress and to guide planning. (InTASC 6(c))</p> <p>E. The student understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs. (InTASC 7(j))</p>	<p>The student describes in detail how he/she examined test and other performance data to understand each learner’s progress and to guide planning.</p> <p>10 points</p> <p>The student describes in detail the strengths and needs of individual learners and how he/she planned instruction that is responsive to these strengths and needs.</p> <p>10 points</p>	<p>The student describes how he/she examined test and other performance data to understand each learner’s progress and to guide planning.</p> <p>8 points</p> <p>The student describes the strengths and needs of individual learners and how he/she planned instruction that is responsive to these strengths and needs.</p> <p>10 points</p>	<p>The student partially describes how he/she examined test and other performance data to understand each learner’s progress and to guide planning.</p> <p>6 points</p> <p>The student partially describes the strengths and needs of individual learners and how he/she planned instruction that is responsive to these strengths and needs.</p> <p>10 points</p>	<p>The student does not describe how he/she examined test and other performance data to understand each learner’s progress and to guide planning.</p> <p>0 points</p> <p>The student does not describe the strengths and needs of individual learners and how he/she planned instruction that is responsive to these strengths and needs.</p> <p>0 points</p>
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<p><b>Describe the various assessments, both formal and informal, used during the tutoring sessions.</b></p> <p>F. The student effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences. (InTASC 6(g))</p> <p>G. The student understands the differences between formative and summative applications of assessment and knows how and when to use each. (InTASC 6(j))</p>	<p>The student provides a detailed description of formal and informal assessments used during the tutoring sessions.</p> <p>10 points</p> <p>The student provides a detailed description of the differences between formative and summative applications of assessment and knows how and when to use each.</p> <p>10 points</p>	<p>The student provides a description of the formal and informal assessments used during the tutoring sessions.</p> <p>10 points</p> <p>The student provides a description of the differences between formative and summative applications of assessment and knows how and when to use each.</p> <p>10 points</p>	<p>The student provides a partial description of the formal and informal assessments used during the tutoring sessions.</p> <p>10 points</p> <p>The student provides a partial description of the differences between formative and summative applications of assessment and knows how and when to use each.</p> <p>10 points</p>	<p>The student does not provide a description of the formal and informal assessments used during the tutoring sessions.</p> <p>0 points</p> <p>The student does not provide a description of the differences between formative and summative applications of assessment and knows how and when to use each.</p> <p>0 points</p>
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<p><b>Compile a final report to present to parents and/or the classroom teacher, that assesses student progress.</b></p> <p>H. The student collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. (InTASC 1(c))</p> <p>I. The student values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development. (InTASC 1(k))</p>	<p>The student creates a detailed final report to present to parents and/or classroom teacher that demonstrates collaboration with families, communities, colleagues, and other professionals to promote learner growth and development.</p> <p>20 points</p> <p>The student creates a detailed reflection of the final report presentation that demonstrates the value of input contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.</p> <p>6 points</p>	<p>The student creates a final report to present to parents and/or classroom teacher that demonstrates collaboration with families, communities, colleagues, and other professionals to promote learner growth and development.</p> <p>16 points</p> <p>The student creates a reflection of the final report presentation that demonstrates the value of input contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.</p> <p>5 points</p>	<p>The student partially creates a final report to present to parents and/or classroom teacher that demonstrates collaboration with families, communities, colleagues, and other professionals to promote learner growth and development.</p> <p>12 points</p> <p>The student partially creates a reflection of the final report presentation that demonstrates the value of input contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.</p> <p>3 points</p>	<p>The student does not create a final report to present to parents and/or classroom teacher that demonstrates collaboration with families, communities, colleagues, and other professionals to promote learner growth and development.</p> <p>0 points</p> <p>The student does not create a reflection of the final report presentation that demonstrates the value of input contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.</p> <p>0 points</p>
<p><b>Grammar/Mechanics</b></p>	<p>Nearly error-free. Reflects thorough proofreading for grammar and spelling.</p> <p>4 points</p>	<p>Occasional grammatical errors. Spelling has been proofread.</p> <p>3 points</p>	<p>Frequent errors in spelling, grammar, and punctuation.</p> <p>2 points</p>	<p>Unacceptable/incomplete grammar and spelling.</p> <p>0 points</p>
<p><b>Total: 100 points</b></p>				

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Rubric Notes:

"Detailed" = Exceeds	<ul style="list-style-type: none"><li>• Responds to the assignment in an exemplary fashion.</li><li>• Maintains a strong sense of purpose and organization throughout.</li><li>• Provides relevant, specific, and convincing supporting details.</li></ul>
"Meets"	<ul style="list-style-type: none"><li>• Follows directions adequately.</li><li>• Is primarily presented in a purposeful and well-organized manner.</li><li>• Contains mostly relevant supporting details.</li></ul>
"Partially" = "Approaches"	<ul style="list-style-type: none"><li>• Follows directions at a minimum.</li><li>• Purpose and organization are existent but weak.</li><li>• Elaboration and explication are minimal where necessary.</li></ul>
"Vague, Limited, or does not attempt" ="Falls Far Below"	<ul style="list-style-type: none"><li>• Follows directions unevenly.</li><li>• Purpose is not clear and answer is disorganized.</li><li>• Makes very general statements or repeats ideas; lacks elaboration and explication where necessary.</li></ul>