



Guidelines for your Credit Flexibility Grade



You have elected to do a Credit Flex experience, and to receive a grade and/or credit, the following requirements must be met. The details of each requirement are included in this packet, along with a rubric upon which your final grade will be determined.

Requirements

1.) Check-Ins with Ms. Shaffer to monitor progress

- If you plan to receive *quarterly* grades, you must meet with Ms. Shaffer once per week.
- If you plan to receive *one final grade* upon completion, you must meet with Ms. Shaffer once per month.
- Ongoing meeting days/times will be scheduled with Ms. Shaffer during your initial meeting.

2.) Speech/Presentation → 40% of your final grade

(See *Guidelines for Speech/Presentation* – pages 3 & 4)

3.) Reflection Paper → 30% of your final grade

(See *Guidelines for Reflection Paper* – page 5)

4.) Portfolio → 20% of your final grade

(See *Guidelines for Portfolio Development* – page 6)

- Your Portfolio must include:
 - Table of Contents
 - Credit Flex Proposal
 - Hours Log (see *Hours Log* – page 7)
 - Evidence of Learning
 - Résumé

5.) Mentor Evaluation Report → 10% of your final grade

(See page 8)

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You will receive a grade for your Credit Flex experience:

_____ Quarterly _____ Upon completion

Speech/Presentation/— 40% <i>(see pages 3 & 4)</i>	4 Distinguished	3 Satisfactory	2 Basic	0 Minimal/ Incomplete	Points Earned
Content Knowledge: Student demonstrates specific knowledge gained through the educational options experience (e.g. mastery of course standards/curriculum is evident).	(x3)	(x3)	(x3)	(x3)	
Use of Evidence of Learning: Student utilizes Evidence of Learning in Portfolio throughout presentation to exemplify learning.	(x4)	(x4)	(x4)	(x4)	
Quality of Presentation: Followed <i>Guidelines for Speech</i> in a professional manner.	(x3)	(x3)	(x3)	(x3)	
Total _____ /40					
Reflection Paper—30% <i>(see page 5)</i>	4 Distinguished	3 Satisfactory	2 Basic	0 Minimal/ Incomplete	Points Earned
Length: 1 ½ - 2 pages per quarter credit (6-8 pages for 1 credit)	(x1)	(x1)	(x1)	(x1)	
Conventions: Paper must be in MLA format.	(x1.5)	(x1.5)	(x1.5)	(x1.5)	
Content: The reflection paper follows the <i>Guidelines for Reflection Paper</i> .	(x5)	(x5)	(x5)	(x5)	
Total _____ /30					
Portfolio—20% <i>(see pages 6 & 7)</i>	4 Distinguished	3 Satisfactory	2 Basic	0 Minimal/ Incomplete	Points Earned
Hours Log: Student documented time spent on the experience with a Mentor signature verifying the hours.	(x1)	(x1)	(x1)	(x1)	
Evidence of Learning: Collection of artifacts is well organized and represents best efforts of the experience.	(x3)	(x3)	(x3)	(x3)	
Updated Résumé: Well organized résumé reflects the experience.	(x1)	(x1)	(x1)	(x1)	
Total _____ /20					
Mentor Evaluation—10% <i>(see page 8)</i>	4 Distinguished	3 Satisfactory	2 Basic	0 Minimal/ Incomplete	Points Earned
Role of Mentor: There is evidence that input, guidance, assessment, and evaluation has been provided throughout the experience by the approved mentor.	(x2.5)	(x2.5)	(x2.5)	(x2.5)	
Total _____ /10					

Committee Comments:

Final Grade:

Guidelines for Speech/Presentation – 40% of final grade

Length: Speeches should be 20-25 minutes.

Format: Presenters are welcome to use PowerPoint or any other media/technology he/she feels necessary. *Please notify your School Counselor at least one week prior to your presentation if you need a projector.*

OPENING:

Provide something attention-grabbing to interest the audience.

OVERVIEW:

Describe your Credit Flex plan:

- 1.) What did you do?
- 2.) What were your personal learning goals that you hoped to achieve with this opportunity?
- 3.) How was this a valuable learning experience for you?

Tell us about your mentor/teacher:

- 1.) How did you connect with him/her?
- 2.) What are his/her credentials/expertise?
- 3.) Where did your Credit Flex experience take place?

A DAY IN THE LIFE:

Describe a “typical” day/hour/morning/afternoon spent working on your Credit Flex experience.

- 1.) How did you begin work?
- 2.) What happened throughout the course of your time spent on the Credit Flex experience?

Elaborate on specific examples:

- 1.) Include an anecdote or story about your experience with this Credit Flex plan that stands out to you.
- 2.) Tell us about a time where you ran into a problem/question and consulted with your mentor.

Have you had the opportunity to meet other people interested in this same area?

- 1.) If so, how do you plan to utilize your new contacts?

FINAL THOUGHTS:

Reflect on your learning goals:

- 1.) What goals did you achieve?
- 2.) What was the single most worthwhile part of your Credit Flex experience?
- 3.) If you could do this experience over again, what would you change/do differently?

Other opportunities:

- 1.) What other opportunities have presented themselves for you to further expand on your learning?
- 2.) What other areas *could* you branch into as a result of this experience?

CLOSING:

Wrap up with a summary of your overall thoughts and feelings toward your experience.

How will you apply your new knowledge/skills to real-life situations?

Allow time for questions.

TIPS:

- 1.) Remember the five P's → Pause, Pitch, Pace, Power, and Punch
- 2.) Practice!
- 3.) Remember to notify your School Counselor if you are going to utilize a projector.
- 4.) Verify the time and date of your presentation at least three days in advance.

Guidelines for Reflection Paper – 30% of final grade

Reflection Paper – Your reflection paper should show thoughtful evaluation of your learning.

Length: Papers should be 1 ½ - 2 pages per quarter credit (6-8 pages for 1 credit).

Content:

Introduction: Provide background basic details about the credit flex opportunity – what did you do, where did you go and how often, and with whom did you work?

Body:

1. ***Fit*** - Discuss how this learning opportunity fits with your personal learning style and future goals.
2. ***Positive Experiences*** – Discuss the highlights of your experience and its effect on you (e.g. personal story of something that happened during your learning opportunity).
3. ***Areas for Improvement*** – Reflect on aspects of your experience that could be improved.
4. ***Knowledge Gained*** – Discuss new knowledge gained and/or resources discovered as a result of your experience.
5. ***Application of new skills*** – Reflect on how your new skills and/or knowledge apply to real-life situations that you may encounter

Conclusion: Reflect on the overall experience and how it impacts your future plans

Guidelines for Portfolio Development – 20% of final grade

The student will submit his/her portfolio in an organized and focused format to provide evidence of learning that meets the criteria established at the time of the Credit Flex approval. The following components must be included within the portfolio:

- 1.) **Table of Contents** - The portfolio's Table of Contents will give the Educational Options Committee a view of the whole collection.
- 2.) **Credit Flex Proposal** - Provide a detailed description of why you proposed your Credit Flex experience. Explain the purpose of your experience and your educational goals.
- 3.) **Hours Log** – Use the *Hours Log* template (page 7) to record the number of hours you spend working on your Credit Flex experience. You must have your mentor sign off on your hours.
- 4.) **Evidence of Learning** - When collecting evidence of learning, select items that add new information related to the attainment of your learning goals. The collection of artifacts must be well organized and represent your *best efforts* of the work you are doing. Evidence can include:
 - learning log
 - documentation of interviews or activities
 - journaling
 - letter of recommendation from your mentor detailing your work
 - drawings and/or photos
 - laboratory results
 - video and/or audio
 - written work samples
 - copies of specific tests and/or data
 - reading logs
 - self-assessmentsThere is no limit to what you can include. The Educational Options Committee is looking for evidence that documents growth over time toward achievement of your learning goals.
- 5.) **Updated Résumé** – Your new and improved résumé should now include this Credit Flex experience.

Mentor Evaluation Report – 10% of final grade

Credit Flexibility allows students to engage in educational experiences where the primary acquisition of knowledge and skills takes place outside of the high school's classrooms. You have agreed to mentor a student throughout their Credit Flex experience. Please complete the following form which will be part of the student's final evaluation. Your responses will be viewed *only* by the Educational Options Committee, not the student.

Your Name: _____ **Title/Position:** _____

Qualifying Credentials: _____

Name of Student: _____ **Date:** _____

- 1.) Briefly describe your role as Mentor for this experience. (EX: How did you assist the student? What was asked of you? How were your talents used?)

- 2.) Briefly describe how well the student followed the process for his/her learning experience. (EX: Was the student reliable? Did the student complete all required work asked of him/her? Was completion of work timely/within deadlines?)

- 3.) In your opinion, what were the student's strengths as they relate to this experience?

- 4.) In your opinion, what were the student's weaknesses as they relate to this experience?

- 5.) In your opinion, did the student meet the objectives he/she expressed to you when initially setting up his/her educational experience?

- 6.) Please provide us with any final thoughts as they relate to your work with this student.

Thank you for assisting our student with his/her educational experience.

Mentor Signature: _____ **Date:** _____

This form must be returned as a part of your student's final grade for his/her experience. If you would prefer a digital copy, please have your student provide counselor contact information. Emailing this form back to a GHS School Counselor will serve as your electronic signature.