10th Grade Passage Logistics

Spring 2017

**When during the day should I schedule my crew’s presentations?**

* Late days, preps

**How long should each presentation take?**

* **20-30 minutes:** Students should plan to keep the presentation to 15-20 minutes plus 5-10 minutes of questions from the panel.
* **5-10 minutes:** Once the presentation is finished, the student steps outside and the panel discusses feedback for the student.
* **5 minutes:** Student returns to the room to get feedback and possibly the presentation grade (depending on what teachers decide together).
* So, plan on 45 minutes, but we recommend scheduling them in 1 hour slots.

**Where will they happen?**

* You can use your crew room or set up another space with the appropriate person (i.e. Karen for the conference room, Pat for guidance, Teresa for library).

**Can other students attend passages?**

* Outside of school hours, anyone can attend.
* During the school day, only the assistant, siblings (with teacher permission), and up to TWO other 10th graders can attend. In order to miss t Students who present during the school day cannot invite other students to attend.

**What is the appropriate dress for passage?**

* Presenters and assistants may dress UP for passages.
* Please review with your crew what it means to dress UP.
* Wearing a uniform rather than dressing up is always an option.
* Student audience members must be in uniform.

**How can we help students find a community member for their panel?**

* All students are expected to have a community member from outside of the school at their presentation.
* The purpose of this is to build important networking skills and to create a “high stakes” atmosphere for the presentation.
* Help kids brainstorm thinking about church, sports, former teachers from elementary school, parents of friends, friends of their own parents, neighbors, etc.
* You can also support them by helping them write letters and emails or make phone calls in crew.

**Grading**

* Binder Deadline: Completed, polished binder must be turned in to crew leader at least one week before scheduled presentation.
* Second Readers: Crew leader grades the binder and then gives the binder to the assigned second reader. **The purpose of the second reader is to help the crew leader stay true to the standard.** If the second reader’s grade is different, it’s up to the crew leader to reconcile them. The second reader should communicate with the crew teacher, not the student, unless other arrangements are made by the crew teacher.
* Two Separate Grades: Give two separate grades, one for the binder and one for the presentation.
* Determining the Grade using the Rubric: When grading the binder or presentation, only the grades from our school-wide grading policy should be given. Three’s should not be given if the work does not fully meet the target; all students should be held to the standard of what it means to meet the target.
* In order to present: Binders must be **meeting** the target.
* Presentation Grade: The presentation grade is determined by the crew teacher. Some teachers get input from the panel. This is not required. Discuss as a crew teacher team. In any case, the teacher gets the final say.
* Learning Target 2 Grade: For the crew LT grade, weight the binder 2x more than the presentation.
* Communicating with Students: Please make this grading system clear to students early on, before presentations begin.

**Deadlines and Incentives**

* We need to decide on a way to celebrate passage. Last year we had ice cream in the courtyard. Discuss this as a crew teacher team.
* Consider creating other incentives. For example, once a week, students who have met deadlines can go outside, while other students stay inside with some crew teachers and work on reflections.

**DRAFT Second Reader Plan**

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| **Crew** | **Second Reader** |
| Letellier | Danby |
| Dill | Camara |
| Coburn | Engebretson |
| Cinelli | Cote |
| Bertrand | Slabich |
| Krieger | Maitinsky |
| Brown | Thomas |