

The teacher as a responsive, reflective professional: a partner in learning

 Professionalism/Inquiry/Contextualism /Partnership

**EST 588 – Student Teaching: Moderate/Intensive Educational Needs**

 ***EST 588***

|  |  |  |  |  |
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| **Instructor:** | **Anne Price** |  | **Email:** | **a.e.price@csuohio.edu** |
| **Phone:** | **216-802-3043** |  | **Office Hours:** | **Monday – Friday, 8-5, by appt.** |
| **Office:** | **JH 187** |  | **Room:** | **Field site** |
| **Meeting Times:** | **Field hours, varied** |  |  |  |

1. **Course Description**

University-supervised student teaching experience in working with students with multiple handicaps, and/or emotional disturbances.; five days a week for one semester observing and teaching under the direction of a mentor teacher. Successful completion requires demonstration of competencies necessary for licensure as a Moderate/Intensive Intervention Specialist; includes seminar.

1. **Course Rationale**

This is the required student teaching course for the Moderate/Intensive Intervention Specialist licensure program.

1. **Texts**

There is no required text for this course.

1. **Course Goals and Objectives**
	1. – I can identify the Academic Content Standards and the Common Core.
	2. - I can identify the Ohio Teacher Evaluation System (OTES).

1.1 - I can provide evidence that shows my knowledge of how students with moderate/intensive disabilities learn and of the developmental characteristics of the age groups with which I am working.

(Knowledge)

1.2 - I can use on-going evaluation of students’ knowledge and abilities to revise lessons to the needs of each unique student.

(Knowledge, Skills)

1.3 - I can create and implement lessons that allow for students to achieve their full potential.

(Disposition)

1.4 - I can model respect for students’ diverse cultures, language skills, and experiences through the cognitive, social and Emotional and physical environment I create using students differences to support learning. ­

(Disposition)

1.5 - I can identify characteristics of gifted students, students with disabilities and at risk students in order to assist in appropriate identification, instruction and intervention.

(Knowledge, Skills)

2.1 - I can use the knowledge of content area concepts, assumptions and skills to plan instruction consistently.

(Knowledge, Skills)

2.2 - I can plan and implement content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.

(Knowledge, Skills)

2.3 - I can select school and district curriculum priorities and the Ohio Academic Content Standards that support the lesson’s objectives.

(Knowledge)

2.4 - I can create and implement lessons that connect multiple content areas.

(Knowledge)

2.5 - I can lead students to make connections between content and relevant life experiences or career opportunities. (Higher level questioning)

(Skills)

3.1 - I can analyze assessment types, their purposes and the data they generate

(Knowledge)

3.2 - I can select, develop and use a variety of diagnostic, formative and summative assessments.

(Skills)

3.3 - I can analyze data to monitor student progress and learning to plan, differentiate and modify individualized instruction.

(Skills)

3.4 - I can collaborate with Mentor teacher to communicate student progress to students, parents and colleagues.

(Skills)

3.5 - I can facilitate learners self-assessment and goal setting to address gaps between performance and potential.

(Skills)

4.1 - (A) I can create developmentally appropriate instructional goals evidenced through isolated lessons/units aligned with school/district policies and Ohio’s academic standards.

4.1 - (B) I can create developmentally appropriate learning activities that align with the instructional goals and school/district priorities and Ohio academic content standards.

(Knowledge, Skills)

4.2 - (A) I can identify and record students’ learning and performance information to plan and deliver effective instruction.

4.2 - (B) I can plan and deliver effective lessons that provide evidence of differentiated instruction addressing the achievement gap.

(Knowledge, Skills)

4.3 - (A) I can state and post clear learning goals/objectives and provide opportunities for students to explain learning goals/objectives throughout lesson.

4.3 - (B) I can provide evidence that learning activities are linked to defined goals.

(Knowledge, Skills)

4.4 - I can plan and deliver effective instruction using task analysis and other relevant tools to include a range of behavioral and academic strategies that keep students motivated, engaged, focused in sustained instruction.

(Knowledge, Skills)

4.5 - I can demonstrate differentiated instructional techniques to support learning needs of all students when teaching large and small groups or individuals.

(Knowledge, Skills)

4.6 - I can create and utilize multiple teaching and learning strategies that engage students in active learning opportunities that promote:

a. independent learning

b. individual choice

c. student exploration and discovery

d. critical thinking

e. successful inclusion of children with moderate/intensive educational needs.

(Knowledge, Skills)

4.7- I can use available resources to promote student growth and performance by incorporating:

a. variety of instructional strategies and materials

b. technology tools

c. valid assessment measures

d. outside materials, experts, community resources

(Knowledge, Skills)

5.1 - I can treat all students equally by establishing a respectful, supportive and caring environment by:

a. establishing and maintaining routines, procedures and expectations

b. providing equity of response opportunities for students

c. promoting positive relationships and supportive interactions with students

d. collecting and using information on the cultural backgrounds and values of the students to prepare culturally responsive learning activities

(Knowledge, Skills, Disposition)

5.2 - I can create a physically and emotionally safe environment by providing:

a. modeling of positive interactions amongst students and adults

b. validating student contributions and thinking

c. proactive, and consistent responses to student behavior.

(Knowledge, Skills, Disposition)

5.3 - I can motivate students to work productively and assume responsibility for their own learning by:

a. utilizing positive public praise and private correction techniques

b. implementing cooperative and collaborative learning activities that involve

choice

c. providing relevant, real-world application to learning

d. providing self-monitoring tools

(Knowledge, Skills)

5.4 - I can create positive learning situations by organizing, preparing, and monitoring independent and group work allowing for full and varied participation of all individuals.

(Knowledge, Skills)

5.5 - I can take responsibility for establishing and maintaining a positive classroom climate by:

a. demonstrating effective classroom management strategies promoting positive

relationships

b. providing organization and consistent management of time, space, activities,

and resources

c. providing active and equitable engagement of all students

(Knowledge, Skills, Disposition)

6.1 - I can communicate clearly and effectively through verbal, non-verbal and media communication techniques to promote positive relationships, cooperation and purposeful learning.

(Skills)

6.2 - I can develop and utilize active partnerships amongst teachers, parents/guardians and leaders in the community to support student learning emotional and physical development and mental health.

(Skills)

6.3 - I can develop and utilize active partnerships among parents/ guardians, teachers, administrators and school and district staff.

(Disposition)

6.4 - I can collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

(Knowledge, Skills)

7.1 - I can act professional at all times by following the professional ethics, policies and legal codes of professional conduct, including the need for confidentiality, as informed by the Council for Exceptional Children Standards.

(Disposition)

7.2 - I can use self-reflection as a professional development tool to assess my instructional effectiveness and attend professional development opportunities that will enhance my skills and knowledge.

(Disposition)

7.3 - I can advocate for students needs and differentiate lessons for student learning in the least restrictive environment as well identify advocacy groups that support the change I see needed in the education field.

(Skills)

1. **Instructional Strategies/Activities Related to Technology and Diversity**

In keeping with CSU’s commitment to preparing effective urban educators, candidates are required to complete at least one major field experience (practicum or student teaching) in a city designated by the Ohio Department of Education as “urban.”

As part of every lesson plan, candidates are expected to explain how their learning outcomes are based on a thorough knowledge of the educational contexts and the students they teach. They need to demonstrate responsiveness to a wide variety of student diversity, including gender, race, ethnicity, ability, and interest. Prompts for some Guided Reflections explicitly require candidates to reflect on the social issues that impact education in diverse educational settings.

Candidates are assessed on their effective use of technology in each formal observation.

1. **Course Requirements**
	1. ***Field Requirements***
* Student teaching candidates complete a minimum of 450 hours working with moderate/intensive intervention specialists in grades K-12. These hours are composed of the full school day plus all contractual obligations of the mentor teacher for the entire 15-week semester. Candidates will have either a multiple handicapped (MH) or Emotionally Disturbed (ED) placement. Over the course of practicum and student teaching, candidates will also have experiences in a range of K-12 grade levels.
* All candidates will attend five seminars with their supervisors during the semester.
* Candidates are expected to observe, assist, and co-teach with the mentor teacher to complete the assignments listed below. Candidates will be observed a total of six times in the classroom by the CSU supervisor and twice by the mentor teacher. **For each observation, the candidate must provide a full lesson plan 48 hours in advance and is expected to complete post observation reflections.**
* At the midpoint and end of the semester, the candidate will participate in a “triad meeting” with the university supervisor and mentor teacher to assess progress in the course and to determine the final aggregated observation scores.
* All candidates are expected to attend all field seminars during the semester.
	1. **Assignments/Assessments-**further assignment supports will be in Taskstream
* **edTPA -** Candidates in student teaching are required to submit their edTPA for national scoring following due dates set by the Office of Field Services.  This is a high-stakes requirement which must be submitted to receive a passing grade in student teaching.  Information about cut scores and consequences for failure will be listed on the OFS website. You will receive a comprehensive handbook providing full details of this assignment from the Office of Field Services. You will prepare the materials for this assessment with guidance from your supervisor. The TPA includes three tasks: planning, instruction, and assessment. The assessment is focused on student learning and is designed around the principles that successful teachers follow including the need to: apply knowledge of subject matter (either academic or non-academic) and subject-specific pedagogy, develop and apply knowledge of their learners’ varied needs, consider research/theory about how learners learn, and reflect and act on evidence of the effects of their instruction on learning and/or performance. As a performance-based assessment, the edTPA is designed to engage you in demonstrating your understanding of teaching and learning in authentic, experiential ways.
* **IEP -** Develop an IEP for at least one child. Use the Ohio Department of Education IEP form. If the school district in which you are matched uses a different form, you may use the district’s IEP. School districts develop IEP at various times of the year; some write them in the spring, some in the fall, and others develop them around the students’ birthdays. If IEPs are being written for students in your matched classrooms during your experience there, select one student and draft an IEP for him or her. Your mentor teachers may want to use this as the basis for the actual IEP that will be finalized in the meeting. However, even if they do not want to use it in this way, you should develop the IEP to give you experience in this process. If IEPs are not being developed for students during your internship, you should select a student and develop an IEP to give you practice with this process.
* **Employment Portfolio –** This assignment will be created using the folio tool in Taskstream. Directions are located on the OFS website**.** This folio is a useful tool to demonstrate your teaching competencies for your supervisor.  You also have the option to publish your Employment Portfolio to the web to provide potential employers with a URL so they can access your materials.
* **Post-observation Reflections** – Candidates will complete written reflections following each supervisor observation. The prompts for these reflections are found on the post observation reflection sheet which can be found on the OFS website.
* *In addition to these written assignments, candidates must complete and satisfy the criteria for a Taskstream Checkpoint 3 portfolio to be eligible for licensure. For complete guidelines, refer to the Taskstream handbook and template, or contact the Associate Dean of Academic Programs.*
1. **Grading criteria**

A field grade is earned through a calculation of three separate variables:

|  |  |
| --- | --- |
| **DESCRIPTION** | **% OF FINAL GRADE** |
| **ASSIGNMENTS** | **40%** |
| **CANDIDATE PRE-SERVICE ASSESSMENT OF** **STUDENT TEACHING (CPAST)** | **40%** |
| **C.O.E.H.S./SPA** | **20%** |

All field assignments are graded on a scale of 0-3, with 2 being a proficient level.

Scale for converting graded components to a CSU letter grade

|  |  |
| --- | --- |
| Grade | Points or% |
| A | >2.14 |
| A- | 2.13-2.02 |
| B+ | 2.01-1.90 |
| B | 1.89-1.78 |
| B- | 1.77-1.66 |
| C+ | 1.65-1.54 |
| C | 1.53-1.42 |
| D | 1.41-1.30 |
| F | 1.29 > |

**ASSIGNMENTS MUST BE SUBMITED THROUGH TASKSTREAM IN THE OFS DRF, PROGRAM AREA DRF, OR EDTPA DRF.**

1. **Course Outline**

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Topic | Activity/Assignment  | Due Date |
| 1 |  |  |  |
| 2 | Seminar 1 Supervisor Observation 1 | Context for LearningPost observation reflection |  |
| 3 | Mentor Observation 1 | Lesson plans for learning segment (plans, instructional materials, assessment tools)Distribute video consent forms |  |
| 4 | Supervisor Observation 2 | Planning commentaryCollect video consent formsPost observation reflection |  |
| 5 | Seminar 2 |  |  |
| 6 | Full co-teaching begins (occurs during weeks 6-14) Supervisor Observation 3 | VideotapingPost observation reflection |  |
| 7 | Midterm triads held by the end of week 8 | IEP |  |
| 8 | Seminar 3 Supervisor Observation 4 | Instructional CommentaryPost observation reflection |  |
| 9 |  | Student Work Samples/Evidence of Feedback |  |
| 10 | Mentor Observation 2Seminar 4 | Assessment Commentary Checkpoint self-analysis submitted to checkpoint assessors. |  |
| 11 | Supervisor Observation 5 | ***Complete edTPA submitted***Post observation reflection |  |
| 12 |  |  |  |
| 13 | Seminar 5 Supervisor Observation 6 | Employment portfolioPost observation reflection |  |
| 14 |  | Taskstream checkpoint portfolioBy this week Students will Complete OBR survey regarding their teacher preparation program. |  |
| 15 | Final triads completed |  |  |
| Finals |  |  |  |

1. **Course Policies**
	1. Attendance and Punctuality

The following policy applies to all Field Experiences. Regular attendance is required according to the requirements of the experience. **This policy includes all field hours as well as orientations, associated seminars, and other professional activities affiliated with the internship.**

All students are expected to:

|  |  |
| --- | --- |
| 1 | **Sign in and out** of placement daily, using schools designated system. |
| 2 | Complete the **Intern Attendance Form** daily. (File with Mentor Teacher) |
| 3 | Make available the **Intern Attendance Form** during supervisor’s visits.  |
| 4 | **Be present for the full duration** of the time scheduled for each day. Leaving early or arriving late is not permissible without advanced notification and permission. Missing over an hour on any day is considered an unexcused absence. |
| 5 | **Arrive early or stay late as required** for preparation and discussions with a mentor teacher. |
| 6 | Receive mentor teacher and supervisor’s **advance approval for any anticipated absences**, *See Below for information regarding absences.*  |
| 7 | **Notify** the mentor teacher, school secretary, and university supervisor of any anticipated absences *See Below for information regarding absences.* |
| 8 | **Leave detailed plans** and materials for the mentor teacher who will ‘cover’ for the intern during an excused absence. *See Below for information regarding absences.* |
| 9 | Make-up each excused absence beyond three. *See Below for information regarding absences.* |
| 10 | Attend a concern conference, if attendance or punctuality becomes an issue. (e.g. more than 3 absences.) Failure to make-up absences may require Intern to withdraw from field experience. **Any intern facing such a possibility should confer with the Office of Field Services.** |

**Absences**

Mentors and children expect you to be consistent and reliable with attendance and punctuality.

**Unexcused absences** are not permitted for any reason

**Excused absences** - With proper communication to university supervisor and mentor teacher, in extenuating circumstances, interns are permitted up to three (3) excused absences. Each excused absence beyond three must be made-up. *See* ***Personal Leave Policy*** *below for definition of excused absences*. If more than 3 absences occur**, and these absences cannot be made-up,** interns may be required to withdraw from practicum or student teaching.

**PERSONAL LEAVE** **(excused absence) POLICY**‑

 In extenuating circumstances, interns are permitted up to three (3) excused absences during placement. For practicum interns, this shall be taken to mean the daily length of that member’s work schedule, e.g., a 4 hour teacher is eligible for three 4 hour days of personal leave. Personal leave must be approved in advance and shall be used only for such purposes or in connection with activities of the type listed immediately below and which cannot be accomplished during the non-working hours.

**Use of such leave may be for the following:**

A. Intern illness

B. Religious Holidays

C. Personal business matters that cannot be taken care of outside school hours.

D. Attendance at set graduation ceremonies in the immediate family.

E. A son, daughter, spouse, or other person residing in the employee's household leaving for military service or college as a freshman.

F. Weddings of the employee or in his or her immediate family.

G. Attending funerals not covered in the Bereavement Leave Policy.

H. Attendance at ceremonies where the teacher or his/her immediate family is receiving an award of major significance.

I. Appointments required by academic programs or educational requirements.

J. Emergencies affecting the teacher or a member of his/her immediate family.

K. Moving from one permanent residence to another.

* 1. Late assignment policy. All assignments must be submitted by due dates.
	2. Professionalism. Students should act as professionally as possible to impress mentor teachers and supervisors. Professionalism encompasses many areas of behavior, including dispositions, courtesy, attendance and punctuality, appearance, initiative, fulfillment of responsibilities, ethical behavior, and protection of student confidentiality. For complete guidelines on professional behavior, refer to the Office of Field Services Handbook. **Failure to demonstrate professional behavior at any point in the experience may jeopardize an intern’s continuation in his/her program.**
	3. Ethics. Cleveland State requires all interns to follow the professional guidelines set by the College of Education and Human Services and the Code of Ethics established by the National Education Association.
	4. Ethical and Responsible Technology Use. All interns must adhere to the CSU Information and Technology Resources General Policy when using computer equipment on campus or at the field site. **In addition to the CSU policies, interns are responsible for learning and following the technology policies and procedures of the district in which they are placed.** The application of these policies includes, but is not limited to, any of the following activities:
		1. Use of computer, tablets, or personal electronic devices
		2. Access to computer systems
		3. Possession of computer software or data
		4. Copying or use of computer software or data
		5. Use of computer accounts
		6. Use of computer-related equipment
		7. **NOTE: While cell phones are widely used for personal mass multimedia communication, interns should consult with their mentor teacher and district policies to establish an agreement about the acceptable professional use of these devices as part of their internship experience.**
	5. Plagiarism/Academic Integrity. The CSU Student Handbook describes plagiarism as stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.
		1. Minor infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the grade of an individual class assignment or project of lesser (<25% of grade) importance. Multiple instances of minor infractions within a course or across courses constitute a major infraction.
		2. Major infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the overall course grade, such as a major/comprehensive exam, term paper or project, final grade evaluation, or academic standing and status. Major infractions automatically result in an entry on the student's permanent record that the student has engaged in academic misconduct.
		3. Procedures of reporting plagiarism are described in the Student Handbook, available at <http://www.csuohio.edu/studentlife/>. Additional information on plagiarism is available at the CSU Writing Center, RT Library 124; (216) 687-6981 or <http://www.csuohio.edu/academic/writingcenter>.
	6. Students with Disabilities. Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216)687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.
	7. Technical Help*.* If you have a question about Taskstream or require technical assistance with videotaping or editing, you should visit the Center for Educational Technology in JH 118 during posted hours or contact Heather Gallacher (687-3743; h.gallacher@csuohio.edu) or Brian Yusko (875-9774; b.yusko@csuohio.edu)
	8. Professional Dispositions. One important aspect of your education is the development of professional dispositions—ways of working, thinking, and interacting with others—in three areas: Professionalism, Work Ethic, and Communication Skills. You should be monitoring your own development beginning now and continuing throughout your teaching career. The Student List of Professional Dispositions can be found in the handbook on the OFS website.

**OFFICE OF FIELD SERVICES STUDENT TEACHING RECORD AND EVALUATION FORM**

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| --- | --- | --- |
| **EST****588** | **INTERN:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ EXP: ST PR****SCHOOL\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SEMESTER/YEAR\_\_\_\_\_\_\_\_\_\_\_****GRADE LEVEL/SUBJECT\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **EST** **588** |

***This form should be distributed to the student upon completion of experience and turned into the OFS at the final supervisor meeting.***

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| --- | --- | --- | --- |
| **ASSIGNMENTS** | **DESCRIPTION****(A SCORE OF “2” IS CONSIDERED PROFICIENT)** | **TASKSTREAM****DRF** | **SCORE****(0-3)** |
| **edTPA** | **TPA** |  |
| **IEP\*** | **LICENSURE** |  |
| **Employment Portfolio\*** | **LICENSURE** |  |
| **Post-observation Reflections** | **OFS** |  |
|  |  |  |
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| **\*SPA REQUIREMENTS** |  |  |
| **OBR** | **SURVEY****(STUDENT TEACHING)** | **SURVEY COMPLETED: YES NO** |
|
| **OBSERVATIONS** | **DATE/TIME** | **W/T OR OBS** | **LESSON PLAN** | **REFLECTION** | **SCORE/COMMENTS** |
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| **TRIAD** |  | **DATE OF TRIAD** | **STUDENT SCORE** | **MENTOR SCORE** | **MEDIATED SCORE** |
| **Midterm** |  |  |  |  |
| **Final** |  |  |  |  |
| **RECOGNITIONS** | **AWARD/RECOGNITION** | **NOMINATION****YES NO** | **APPLICATION****YES NO** | **LETTERS SUBMITTED****YES NO** |
| **OUTSTANDING STUDENT TEACHER** |  |  |  |  |  |  |
| **GOLDEN APPLE** |  |  |  |  |  |  |
| **EXCEPTIONAL STUDENT TEACHER** |  |  |  |  |  |  |
| **CRITERIA FOR EACH RECOGNITION CAN BE FOUND ON THE OFS WEBSITE** |

|  |  |
| --- | --- |
| **MENTOR LETTER-CIRCLE ONE** | **SUPERVISOR LETTER-CIRCLE ONE** |
| RECOMMENDATION COMPLETION | RECOMMENDATION COMPLETION |

**SIGNATURES:**

**INTERN:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **(DATE)**

**MENTOR:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **(DATE)**

**SUPERVISOR:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **(DATE)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  **FINAL GRADE TOTALS** | **DESCRIPTION** | **GRADE** | **% OF FINAL GRADE** | **GRADE CALCULATOR CAN BE****FOUND AT** **(INSERT LINK)** |
| **ASSIGNMENTS** |  | **40%** |
| **CANDIDATE PRE-SERVICE ASSESSMENT OF** **STUDENT TEACHING (CPAST)** |  | **40%** |
| **C.O.E.H.S./SPA** |  | **20%** |

**GRADE KEY**

|  |  |
| --- | --- |
| Grade | Points or% |
| A | >2.14 |
| A- | 2.13-2.02 |
| B+ | 2.01-1.90 |
| B | 1.89-1.78 |
| B- | 1.77-1.66 |
| C+ | 1.65-1.54 |
| C | 1.53-1.42 |
| D | 1.41-1.30 |
| F | 1.29 > |