Grading and Evaluating a *TCE 1* Scripture Memory Practicum

 I. Setting up practicum groups
   A. Create group with different experience levels
   B. Rotate the order students present

II. Considerations for virtual courses
   A. TCE Student Pack materials
      1. Use flashcard
      2. PPT available for virtual courses/club practicums. When sending in your *TCE* registration, inform the *TCE* Program Director if the course is virtual, and/or if students will be completing their out of class practicums virtually. A link will be provided for you so you can provide this material for the students on their flash drives.
      Note: Neither the link nor the PPT visuals may be shared with others.

   B. Repetition step
      1. "Children" should mute their microphones, but participate
      2. Adjust repetition to accommodate virtual learning

III. Written evaluation
   A. Be familiar with the evaluation sheet and point values of each section
   B. Write words rather than check/tick marks
   C. Evaluate concepts not words
   D. Develop a system for recording strengths and weaknesses

IV. Verbal evaluation
   A. Give verbal evaluation immediately after each student
   B. Focus on the presentation not the *TCE* student
      1. Use the sandwich approach - positive, something to improve, positive
           See "Positive Language in Evaluations"
      2. Remind how it will benefit the child

V. Watch Scripture Memory video

VI. Grading
   A. Each instructor should assign grades to his/her own practicum students

   B. Consider the level of understanding when figuring a grade

Word Grading Guide

Excellent (A)	Content is all included or very little is left out. It was a smooth presentation. Extremely well-done.
Very Good (B)	Some minor points of content were left out. Student shows good understanding and is communicating well. Very well-done.
Good (C)	Some major teaching is left out. The student needs further practice. Enough content is included that the child could understand the basic concepts. The overall presentation is acceptable.
Poor—No Pass (D or F)	So much content is missed that concepts could not be understood by the child. The presentation is not smooth. It needs to be redone. The final re-do grade is the one that should be recorded. At least a good (C) is required on the re-do to pass the course.
Incomplete	The student drops out, misses too many sessions, or refuses to do the practicums.
Note: A re-do grade must be dropped one full grade, a very good (B) would become good (C). If the re-do grade is good (C) it should only drop to a C- so the student can still pass the course.	

C. Notice point values of each section

See "Grading Guide Scripture Memorization"

D. On student evaluation form:
- Write the points for each section - either 8/10 or -2 next to the area where points were deducted.
- Give an explanation of what was wrong and how to improve it for the future.
- Comment on strengths in the margin
- Timing (3 minutes grace given) [-1 point for every 3 minutes over/under after the grace period]
- Add up points - consult the grading guide scale
- In comments section - give a few encouraging words

E. Assign grades on the evaluation form
1. Words in non-academic settings (excellent = A, very good = B, good = C)
2. Grades in academic settings use A, B, C

F. Record grades on "Student Record Sheet"
1. Record letter grade, points out of 100, and percentage of course grade
   (15% - Memory verse, 35% Wordless Book, 40% Bible lesson, 10% homework)

2. See "Instructors' Grading Scale" to determine percentage of the course grade
The percentage grade will be included on the Request for Certificate form.

G. Return evaluation sheets to all students at the same time
1. Prior to next practicum
2. Virtual classes - send via email or snail mail