


Inclusive Dual Enrollment Student Evaluation Tool (IDE)

Student Name:	Reporter:
District:	Semester:

- Timeframe for completion:
1. During the first week of the semester
 2. At mid-term
 3. At the end of the semester

KEY: LEVEL OF ASSISTANCE*

- HIGH** 1. **PHYSICAL ASSISTANCE** – ed coach provides “hands-on” assistance to help a student complete a task or skill
-  2. **VERBAL** – ed coach provides a spoken direction, reminder, or prompt (may be paired with a gesture)
3. **GESTURAL** – ed coach points or uses facial expressions/body language (may be subtle or overt)
4. **MONITOR** – ed coach observes student from a distance; able to jump in to assist if needed
- LOW** 5. **MASTERY/INDEPENDENT** – student completes skill or task on his/her own

**It is possible you may need to use two numbers to rate your student if he or she is progressing into a more independent mode. For example, “Student greets classmate” rated 2-3++, means he/she performs when provided either a verbal or gestural cue to complete this skill. (Use the comment box to relate any specific circumstances where the student performs either higher or lower on the scale.)*

Date of completion: _____

Campus Navigation & Travel

Able to navigate campus to get to a variety of places

Able to travel to college via non-school based transportation

Able to locate specific places on campus (bookstore, disabilities services, safety office, etc.) and use them for intended purpose

Time Management & Organization

Able to follow: class schedule, meeting schedule, internship schedule

Demonstrates time-management skills: arrives to campus on time, arrives to class on time, gets to meetings/activities/on time, gets to internship on time, turns in assignments on time

Effectively uses a planning tool such as an agenda book, calendar, e-calendar to keep track of activities, homework, and appointments

Able to create a plan for completion of homework/projects, and follow it

Demonstrates organizational skills by keeping class papers in designated folders (syllabus, handouts, etc.), having writing supplies in backpack, maintaining a schedule/agenda, having a lunch in backpack or money for food in wallet, having other necessities for the day

Classroom & Campus

Comes to class prepared with materials, books, homework, writing tool, etc.

Greets classmates

Makes or responds to small talk from classmates

Participates in class by joining in discussions and/or answering or asking questions

Takes notes

Understands and uses syllabus

Is observed to be attentive to the instructor

Carries college ID card daily and uses it for necessary campus activities – library, use of gym, etc.

Able to use the library effectively: checkout/return books; use computers; speak to librarian for info or assistance

Self-Advocacy & Self-Awareness

Able to request help or information from professor, ed coach, program staff, others

Can express concerns, express success, make choices, set goals, identify strengths, identify challenges

Uses self-reflection tool to self-evaluate work/classroom/social performance to determine personal areas of need for improvement

Social & Communication						
Demonstrates ability to access and use college email to communicate with ed coach, professors, program staff, peers, and others.						
Composes email with greeting, message, closing, signature						
Knows the names of other program students, professor, peer mentor, classmates, and others						
Engages in at least one social or club activity on campus each week						
Joins peers at lunch or free time						
Informs key people (ed coach, professor, bus driver, program staff, etc.) when going to be absent or late via phone call, text, or email						
Vocational/Internship						
Able to follow basic directions						
Attends to tasks without distraction or interruption						
Able to express need for assistance or need for clarification of directions						
Moves from one task to another independently, OR Asks "What's next?" OR Follows a checklist of tasks to be completed						
Uses the <u>Work Based Learning Plan</u> with the ed coach and Employment Specialist to track progress						
Lifeskills						
Dresses appropriately for the weather, or for the situation (internship, special activity, etc.)						
Has enough money for food desired						
Able to acquire food in the cafeteria following standard etiquette – waiting in turn, speaking clearly to server to state choices, managing tray, etc.						
Able to pay cashier and wait for change, while managing tray of food						
Cleans up table and throws out trash after eating						
Able to use restroom independently						
Covers mouth when coughing/sneezing						
Able to match voice loudness to the setting						
Notes / Comments						
#1.						
#2.						
#3.						
#4.						

NOTE: Adapted from documents obtained from MAICEI Program: Gateway Scholars program at Roxbury Community College, Boston, MA.