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## First Trimester:

-  Checked *The Way of the Program* for policy updates and syllabus alignment
-  Cleared calendar for attending Comp Program meetings
-  Submitted policy statement and syllabus to Tracy
-  Declined or postponed magic number requests until the first day of class
-  Verified via PeopleSoft that all 100A students are officially enrolled in a 60 section prior to the first week's final class meeting
-  Introduced *CompPort*
-  Resisted the urge to duplicate and distribute portfolio forms—scoring guide, formatting handout, cover letter guidelines—to students during the first trimester, sending students to *CompPort* for information and promising hard copies later in the term, when students are less likely to lose them




















## Second Trimester:

-  Reviewed attendance records and notified endangered students
-  Promptly completed and returned midsemester reporting forms
-  Notified lab instructors when English 100A students reach the point of no return
-  Alerted students to the impending CR/NC and drop deadlines













## Third Trimester:

-  Retrieved portfolio supplies—batch control sheet(s), scoring guides, and cover letter guidelines and portfolio formatting handouts—from department mailbox
-  Located assigned portfolio numbers and confirmed reader number, CRN(s), course day(s)/time(s) on batch control sheet(s)
-  Distributed the *Formatting Your Portfolio* and the *Cover Letter Guidelines* handouts
-  Prepared students who appear destined for English 200
-  Warned students in danger of failing
-  Distributed student portfolio numbers in such a way as to avoid an alpha-numerical correlation
-  Distributed cover letter guidelines and portfolio formatting handouts


## Portfolio Week:

-  Located James Bond pen in office mailbox
-  Confirmed all students' portfolio eligibility, limiting submission rights to those earning a course grade of C- or better
-  Announced that portfolio scores will be available on the bulletin board across from the department office after 4:00 on Monday and that any earlier or alternate method of learning scores is available through the instructor only (office door, Moodle, etc.)
-  Impressed upon students that information about their portfolio scores is available only from their instructor—not from the office staff
-  Made arrangements to return portfolios to students during finals week—arrangements that do not include boxes outside office doors or in the department office
-  Collected completed portfolios from students on or before Wednesday
-  Limited any office mailbox deliveries to Wednesday between 1:00 and 3:00
-  Reviewed student portfolios for completeness; Included scoring guides in students' portfolios
-  Confirmed that portfolio numbers appear in the slot reserved for them on the reverse of the scoring guide and on the manila folders' tabs
-  Fixed funky (illegal) folders: cut legal sizes into letter, removed submissions from pocket folders, etc.
-  Penciled my reader number in the upper right-hand corner of the folders' fronts and in the slot reserved for it on the reverse of the scoring guide
-  Attended Thursday's Misery Loves Company session (mandatory for TAs and new faculty, optional for continuing faculty) armed with James Bond pen, batch control sheet(s), and portfolios
-  Scored student portfolios with the magic (James Bond) pen in the slot reserved for in on the reverse of the scoring guide—except for 0 portfolios. If I want verification of a portfolio's 0 status, I have noted that score in pencil (rather than in magic pen) and included it in my portfolio batch. If I do not need verification of the portfolio's zerohood, I have noted both readers' zeros in pencil, using my own portfolio number and the "dummy reader" number (45)
-  Recorded the portfolio numbers (twice), names, student identification numbers, and the total number of portfolios—everything but the score and score break down—on the appropriate batch control sheet(s), and I have done so neatly
-  Limited student information on the batch control sheet(s) to students who are actually submitting portfolios, listing only those portfolios included in the batch(es)—including 0 portfolios
-  Banded the *intact* batch control sheet(s) to the appropriate portfolio bundle(s)
-  Deposited scored portfolio bundle(s) with attached batch control sheet(s) in the designated boxes behind the counter in the English Department office well before 7:00 a.m. on Friday
-  RSVPed intention to serve on *either* the Schlep and Prep Team or the Clean-up Crew
-  Set alarm clock and planned a good night's sleep




## The Big Day:

-  Cleared calendar, prepared to remain on campus until every last portfolio has been scored
-  Packed James Bond pen; a pot-luck contribution; and enough orthopedic devices, pharmaceuticals, prayer beads, and/or dietary support to stay comfortably productive all day
-  Arrived in sufficient time to deposit pot-luck contribution, find designated seat, and get comfortable by the stroke of morning
-  Kept discussion to a crucial and quiet minimum, moving conversations out of the reading room
-  Pencil my reader number in the upper right-hand corner of the folders and in the second-reader slot on the reverse of the scoring guides, and used the James Bond pen to record my scores
-  Trusted that each instructor has vetted all portfolios that have made it to Friday's scoring session, reading as quickly as possible and referring questionable and/or short portfolios (including those already marked with a 0) to Barbara or Tracy
-  Avoided making any marks on the portfolios themselves
-  Inserted a blank permission slip in benchmark-quality portfolios
-  Collected scored portfolios at the end of the session, checking to make sure that all portfolios listed on the batch control sheet(s) are present and accounted for and that no other instructor's portfolios have sneaked into the batch(es)
-  Left James Bond pen with the rest of the portfolio supplies in the reading room
-  Transferred combined portfolio scores from scoring guides to batch control sheet(s)
-  Slept on troubling scores, content in the knowledge that 7s, 11s, and other baffling scores can be reevaluated and help deciding how to discuss disappointing scores with students can be provided during Monday's adjudication session







## Saturday:

-  Emailed Barbara with the full name of each student earning an *E* portfolio in my class(es), taking care to represent the name as the student would most like to see it on the certificate

## Monday of Finals Week:

-  If necessary, presented portfolios for adjudication during the early portion of the adjudication session
-  Submitted the **original**, *intact*, and completed batch control sheet(s) to Tracy no later than noon, remembering to provide score totals at the bottom of the sheet(s) and the information required on the reverse of the sheet
-  Retrieved *E*-Portfolio certificates from office mailbox (after 9:00 a.m.) for distribution to students

## Finals Week:

-  Returned portfolios to students personally (without leaving them outside office door or in department office)
-  Forwarded any remaining failing portfolios to Erin with the scoring guide and a completed 200 Bound form
-  Collected permission slips from students whose work will be retained for future use
-  Provided Tracy with copies of portfolios and permission slips suitable for the Program's benchmark/norming collection
-  Assigned an *F* or *NC* to students who were ineligible to submit a portfolio due to absences and/or course performance
-  Assigned a *RP* to students who did not submit a passing portfolio
-  Assigned a grade of *C-* or better to students who passed portfolio