



# Career Development & Occupational Studies

## PART III.2

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**NOTE:** This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: The Career Development & Occupational Studies Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).



<http://www.nysed.gov>

# Local Assessment Examples

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## Introduction

*E*xamples of Assessments are included in the Resource Guide to provide teachers with a glimpse of assessment practices that are available from a variety of sources. In some instances, only a portion or selected portions of an assessment are included in order to comply with copyright restrictions or because of space constraints.

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## Vision

The Venture Program, a four-year alternative program at Carthage Central High School requires students to demonstrate independent learning skills, responsible behavior, and quality work. Cooperating adults and teacher advisors work with students toward the achievement of 38 indicators for certificate success. These 38 indicators developed by a district-wide committee of teachers, administrators, parents, and community members have been grouped in graduation benchmark categories as follows.

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## Graduation Benchmark Categories

**Each Carthage Central student will:**

1. be able to communicate effectively and appropriately;
2. understand and practice a healthy lifestyle;
3. participate in the community (global, national, local, inter-personal) in a responsible manner;
4. be academically prepared for post-graduate endeavors;
5. possess skills for managing independent living;
6. demonstrate a positive self-image;
7. appreciate our dependence upon and responsibility to the environment; and
8. understand and appreciate the fine arts.

“

*We didn't develop the indicators, and that turned out to be an advantage. We developed a school to meet them.*

*Teaching in the Venture Program has really redefined the day for me. It took a while to change, but now I know I won't be a traditional science teacher again. Instead I'll be a facilitator, the way I am in the Field Study Block Course.*

Teacher

Students progress through a program of integrated “block courses,” traditional high school courses, and supervised independent studies which result in their achievement of 38 indicators for certificate success. Students demonstrate their achievement at regular “indicator conferences” and “exhibitions.”

Source: New York Assessment Collection, Volume 2: High Schools. © 1995. Coalition of Essential Schools, Brown University.  
Venture Program, Tom Yousey (Program Coordinator), Carthage Central High School, Carthage Central Schools, Carthage, NY.

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## Context

Approximately 100 9th through 12 graders at Carthage elect to participate in the Venture Program which attracts students with diverse interests and academic backgrounds. Students progress through a program of integrated “block courses,” traditional high school courses, and supervised independent studies as they work to achieve the 38 Indicators for Certificate Success. They demonstrate achievement at regular “indicator conferences” and exhibitions.”

Block courses form the heart of the students’ schedule. These 10-week courses meet for the first four periods of the school day, integrate all academic disciplines, and culminate with an exhibition of the students’ work. There are no required courses for Venture students beyond block courses, however students may take traditional courses, mini-courses, undertake internships or community service, or attend courses at BOCES or the community college.

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## Indicators for Certificate Success

### Each 12th grader will:

1. read, write, and speak mature, standard English;
2. be able to choose a medium appropriate to his/her audience;
3. be able to use modern communication technology;
4. be able to state and defend a personal position;
5. be able to dialogue;
6. be able to judge the intent and validity of messages;
7. know where to seek help for physical and emotional problems;
8. practice stress management techniques;
9. know basic first aid practices;
10. know the basics of good nutrition;
11. exhibit knowledge of hygiene;
12. complete a comprehensive course in physical fitness;
13. understand the causes and symptoms of diseases and addictions;
14. be aware of the physical and emotional responsibilities of sexuality;
15. be a cooperative participant in school and community groups;
16. accept personal responsibility for improving his/her community at every level;
17. make active, considered decisions regarding voting;
18. understand community affairs at every level, including the causes of and possible solutions to their problems;
19. be able to represent opposing viewpoints without demonstrating or creating hostility;
20. treat with respect the property, rights, and freedoms of others;
21. demonstrate competence in reading, writing, computation, and appropriate technology;
22. demonstrate proficiency in summarizing information, monitoring his/her own work, and using analytical and critical thinking skills;
23. demonstrate understanding of skills necessary to obtain and hold a job;
24. be able to identify, organize, and allocate resources (time, money, materials, facilities, and human resources);
25. understand the skills necessary to maintain positive personal relationships;
26. develop parenting skills;

“

*Venture is another program, not better than the others. It's an alternative pathway to graduation.*

Teacher

27. demonstrate responsibility for personal behavior;
28. be able to cite specific positive personal characteristics and those which need improvement, and develop a personal growth plan;
29. present him/herself to the public in an appropriate fashion;
30. demonstrate responsible judgment with regard to peer pressure;
31. achieve near the level of his/her potential;
32. be able to evaluate the ecological impact of decisions;
33. understand the terminology and concepts related to environmental issues;
34. demonstrate a personal commitment to improving the environment;
35. have experienced the fine arts in many situations;
36. be able to assess the quality of classical and current art forms;
37. be open to the diversity of the fine arts; and
38. be able to identify means of staying involved in the fine arts after graduation.

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## Prompt

### Object Study and Exhibition

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*Its greatest impact is that it taught me how to find my own resources. It helped me to research a topic so that I could learn something about something that I wanted to learn about.*

Daryl

Each student in a block course completes an “Object Study.” Students are assessed by the exhibitions of their “Object Study” which is the culminating event of each block course. The object study chosen may be natural or human-made; must relate to the students’ life and learning plans; must consist of six portrayals of the object selected by both student and teacher; must incorporate use of at least 20 resources. The Success Indicators for Object Study Exhibition are:

#### *Success Indicators for Object Study Exhibition:*

1. Exhibition provides at least six different impressions of the object.  
Related Certificate Indicators: 1, 2, 3, 4, 5, 15, 20, 21, 22, 23, 24, 25, 27, 28, 29, 31, 33, 34, 35, 36, 37, and 38.
2. Exhibition shows that the student utilized multiple forms of presentation.  
Related Certificate Indicators: 1, 2, 3, 22, 23, 24, 25, 26, 27, 28, 29, and 31.
3. Non-fictional portrayals represent the specific traits of the object.  
Related Certificate Indicators: 1, 2, 3, 5, 6, 23, 24, and 28.
4. Fictional portrayals are individually produced.  
Related Certificate Indicators: 1, 2, 3, 21, 22, 27, 29, 30, 35, 37, and 38.
5. The student can answer questions about the object and his/her productions.  
Related Certificate Indicators: 1, 2, 4, 5, 16, 17, 21, 22, 25, 27, 29, 31, and 36.
6. The student relates the object to his/her life and learning plans.  
Related Certificate Indicators: 1, 2, 3, 4, 5, 6, 8, 22, 27, 28, 29, and 31.
7. The student has documented at least 20 resources which contributed to the exhibition.  
Related Certificate Indicators: 1, 2, 3, 20, 21, and 22.
8. All block course requirements have been met.  
Related Certificate Indicator: 31.

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# Performance

This sample of an Object Study prepared by a student named Daryl includes work from his research paper on planing and from his biography of Ethan Allen. [Please note: spelling, punctuation, and usage are as submitted by the student.]

## DARYL'S WORK

### I. TYPES OF HANDPLANES

Working with rough lumber is not easy. Smooth lumber is easier and requires fewer finishing materials. Rough lumber is smoothed with a plane or scraper. The four most common planes include the block, smooth, jack and fore planes.

If one doesn't have a power jointer/planer, a jack or fore plane can be used to match the edges of stock to be edge glued. Because of their length, these planes are easily used to true the edges of long boards, as in fitting large doors.

A jack plane also works well for smoothing rough stock. It ranges in size from 14" to 17" long and 2" wide.

The fore plane is larger than the smooth and jack planes. It is 18" - 24" long and 2 3/8" wide. It is often used to plane door and window edges.

The smooth plane has blade control mechanisms similar to the jack and fore planes. It is 6" to 10" long and 1 1/2" wide. A smooth plane is used to take fine cuts. It smoothes mill marks from power planers, and smoothes saw cuts on board edges well.

A block plane, easily slipped into a tool box, can be used to make final adjustments on end grain and plywood, or to trim doors and windows, and join the ends of molding. The block plane has a low blade angle and its blade has its bevel or cutting edge turned upward. Carpenters and cabinetmakers often use block planes to trim pieces that do not fit.

There are also many specialty planes designed for specific planing operations. The most common of these are the rabbet and router planes. The rabbet plane cuts rabbets on stock edges. Rabbet size is controlled by the fence and depth stop. A spur on the rabbet plane is lowered when cutting rabbets across end grain. This spur cuts the wood fibers and stops tear out. This spur must also be kept sharp. One type of rabbet plane is the tongue-and-groove plane.

Side rabbet planes are used to enlarge a rabbet or to trim the sides. They have two blades, and are always used toward the center of the cut.

A router plane is used to deepen a "dado", or groove. It is often used for inlay work.

### II. ETHAN'S PLANE

The handplane was an invaluable tool in any old time carpentry shop. The smooth plane was especially useful in smoothing lumber for fine furniture. But, the mark of a master craftsman was his workbench. The quality of his bench was reflected in the quality of his furniture.

As a young carpenter, Ethan Allen had learned many carpentry skills and techniques from his father. Now, on his own, Ethan had to develop and perfect his skills. The first tool he needed was a handplane. He already had a hammer, a bucksaw, a level, a brace and bit, and many other useful tools, handed down to him from his grandfather, so he made a trip into town to the tool-craftsmen.

“

*It gives you some freedom that isn't necessarily always offered in the traditional courses. It gives you the freedom and the time to go outside the classroom and be innovative with your ideas.*

Student

After a careful examination of all the finely-crafted tools, many of which were far too expensive, young Ethan chose the NO. 35 Union Pat. smooth plane. The tool was to be made and ready for him on Oct. 22, 1889.

“

*“They have more homework, but we have more responsibility. . . . Venture is a community. If you need something from someone, you can go and get it.*

Student

Two weeks later, he took the trip into town again to pick up his newly patented tool. He examined it for any flaws before making the trip home. On the package was a hand-written label that described the plane. The wood parts were crafted of ash, and the finely detailed adjusting nut was made of brass.

In the previous weeks, Ethan had been designing the most elaborate workbench ever. It included a laminated maple top, and shoulder and tail vices made with sliding dovetails. At the back of the bench top was a tray 2” deep and 6” wide. The frame was constructed of birch 4” x 4’s” jointed with mortise and tenons and through lap joints. Below the bench for storage, Ethan designed compartments including four drawers and two cabinets. This bench is now known as the traditional Scandinavian style bench.

When his bench was completed, word spread about his work, Ethan Allen furniture became famous, and on all of Ethan’s furniture he used his first handplane to smooth the lumber.

When Ethan died in 1950, all of his tools were handed down to his son so that he too could continue the traditional line of fine furniture. That is how I, as the fifth generation of Allen carpenters, came to own this beautifully crafted tool.

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## Evaluation

Student exhibitions—presented to the students’ Cooperating Adult, Teacher Advisor, and others invited by the student—are evaluated by a 2 point scale exhibition rubric developed to assess five areas of proficiency. Exhibitions are considered works-in-progress; thus, students receive feedback and are able to revise their work based on suggestions from the Cooperating Adult and Teacher Advisor. The quality assessment follows. Because Daryl’s exhibition received an A in each of five areas, he earned an overall grade of A for his work.

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## Rubric

*Exhibition Indicator Requirements:*

**A-level:**

1. All of the indicators have been exceeded with one or more identifiable traits.
2. More than half of the indicators have been exceeded by one or more identifiable traits.

**B-level:**

1. Half of the indicators have been exceeded by one or more identifiable traits.
2. One or two of the indicators have been exceeded by one or more identifiable traits.
3. The exhibition requirements have been met.

*Exhibition Presentation Requirements:*

**A-level:**

1. Presentation is exemplary with research supported by examples in a variety of mediums and related graphics.
2. Presentation communicates clearly with understanding and applies concepts to processes.

**B-level:**

1. Presentation is effective with sound supporting evidence that meets exhibition indicators.
2. Presentation is complete and without flaws.
3. Presentation has minor flaws but is acceptable.

*Learning Management Requirements:*

**A-level:**

1. Documented evidence of the use of multiple resources and experiences in the accumulation and management of data and information in meeting exhibition indicators.
2. Evidence of research, analysis, and the application of collected data and information to meet exhibition indicators.

**B-level:**

1. Evidence of independently designed, self-directed learning activities that enabled exhibition success.
2. Evidence of independent learning skills being used in meeting exhibition indicators.
3. Evidence of sufficient learning to satisfy exhibition indicators.

“

*If we miss out on something, it's our responsibility to make it up.*

Student

*Written Material Requirements:*

**A-level:**

1. Written material is of exemplary quality, with supporting graphics, and incorporates multiple desktop publishing skills.
2. Written material is accurate, well-composed, and communicates clearly.

**B-level:**

1. Written material is grammatically correct in mature standard English.
2. Written material contains minor grammatical errors.
3. Written material satisfies exhibition requirements but contains minor typographical and grammatical errors.

*Supporting Activities Requirements:*

**A-level:**

1. Activities are exemplary in design and execution with results of high quality.
2. Activities are original and creative with results accurate as planned.

**B-level:**

1. Activities are functionally correct, producing reliable results.
2. Activities enabled independent exhibition success.
3. Activities were relevant to meeting the exhibition indicators but have minor flaws.

“

*The students are very engaged in the work because they see it as real. As they move up they become more independent, and they can cut it and fit it to their needs, e.g., for college they can take courses from the traditional program in the afternoon. Exhibition by presentation means real life skills: communication, cooperation, a sense of responsibility, presentation—how to speak knowledgeably about work you've done. The traditional transcript reflects very little of the skills they're using. We've had a very positive response from schools. Our students present themselves very well at an interview.*

Teacher



## SAMPLE EVALUATION 1: DARYL

### *Exhibition Indicator Requirements:*

Grade: A

1. All of the indicators have been exceeded with one or more identifiable traits.

### *Exhibition Presentation Requirements:*

Grade: A

1. Presentation is exemplary with research supported by examples in a variety of mediums and related graphics.

### *Learning Management Requirements:*

Grade: A

2. Evidence of research, analysis, and the application of collected data and information to meet exhibition indicators.

### *Written Material Requirements:*

Grade: A

1. Written material is of exemplary quality, with supporting graphics, and incorporates multiple desktop publishing skills.

### *Supporting Activities Requirements:*

Grade: A

1. Activities are original and creative with results accurate as planned.

**Overall Grade: A**

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## Indicator Conferences

Work completed in block courses provides opportunities for students to demonstrate proficiency of the certificate indicators. But students may draw on work completed in traditional courses, independent study, mini-courses, internships, community service, and other relevant

experiences. They must demonstrate completion of indicators at three levels: Demonstrate, Apply/Evaluate, and Create/Teach. Students present their evidence, called *exemplars*, at quarterly indicator conferences with the Teacher Advisor and Cooperating Adult. The Teacher Advisor determines whether the indicator has been met at an acceptable level. If exemplars do not represent a level of quality appropriate to a particular indicator, feedback to improve the work is offered by the Teacher Advisor and the Cooperating Adult. Such exemplars are considered to be works-in-progress, and, the student continues to revise his/her work until acceptable.

Graduates of the Venture Program receive traditional and Venture transcripts which cite all course work completed during their high school careers. For a more detailed description of the Venture Program, contact Carthage Central Schools.

“

*You can see skill level going up with time. Our Level I exhibitions are much better this year than last year.*

*Grouping the kids heterogeneously makes them all better people. The gifted and talented get to use their skills in working with all kinds of people—a real-world situation. The program also functions as a kind of safe haven for students with disabilities. The class functions as a support team for these students.*

*Feedback is a very important part of the process; we try to speak to the work. We added individual indicators at Level I and II, where there is a lot of group work, because we were responding to parent concerns that kids who don't do as much work get the same grade as those who do.*

Teacher



# Career Major: Human and Public Services

During one unit of the Careers in Human Services course, offered at Shaker High School, students participate in a one-day job shadowing experience to take a closer look at the daily activities of their particular career choice. One component of the evaluation of this work-based experience, is the assessment of students by shadowing supervisors. Students and supervisors are given an evaluation rubric prior to shadowing. Another component is the evaluation of the shadowing program performance by the shadowing supervisors. Both grading rubrics are attached.

Dear

Thank you for agreeing to supervise a family and consumer science student as he/she participates in the job shadowing portion of the Careers in Human Services course. This course provides students with an extensive exploration of a variety of career opportunities in the field of human services and is geared toward 11th and 12th grade students wishing to pursue a career working with or helping people. Students also study the needs of individuals and families, the ways which community agencies help them fulfill their needs, and the skills necessary to work effectively in this field.

During one unit of the course, students are given the opportunity to take a closer look at the daily activities of your particular career by “shadowing” you for one day. Through this exposure, students develop a more realistic view of the day-to-day tasks, personal contacts, and responsibilities that are an essential part of a career that is of interest to them.

I appreciate your willingness to give some of your time to help make this a valuable experience for these young adults as they continue setting, revising, and working toward future personal and career goals. If you have any questions or concerns please contact me at Shaker High School (785-5511 ext. 632).

Sincerely,

Source: Adapted from: Siena College Education Department Field Experience Program by Rosemarie Z. Posillico, Shaker High School, North Colonie Central Schools, Latham, NY.

Rosemarie Z. Posillico  
**The Job Shadowing Experience**

During this experience, it is *your* decision, as site supervisor, what you would like the student's role to be as they shadow you. They would like to be actively involved in as many aspects of your job as possible but they also understand how issues of confidentiality and other logistical problems will prevent them from experiencing some portion. This is not intended to increase your work load; discussions with you and observation are also powerful learning tools!

As a result of the job shadowing experience, students will be better prepared to make a decision about whether your career is one which suits them and one for which they are suited. In some instances, your student does not intend to pursue your career but feels some common experiences exist. Therefore, your honesty about the advantages and disadvantages of your particular career would be greatly appreciated.

**Site Supervisor's Responsibilities:**

- Notify me or your student of the times your work day begins and ends so they can plan their transportation for the day of shadowing.
- Initial the student time sheet at the conclusion of their visit to verify their attendance. Although I will be making a visit to each student's site during the shadowing day, please notify me if your student did not arrive at their scheduled time or if you have any other concerns.
- Have student conduct an interview. Questions are included for your information. Questions dealing with salary refer to what can be anticipated as a first year salary in your job.
- Complete the evaluation form and send it directly to me at the high school. I will be sharing this with each student so your feedback is helpful.

**Student's responsibilities:**

- To be prompt and dependable in terms of arriving at the site and carrying out responsibilities.
- To abide by the Student Contract of Agreement and Driving Guidelines.
- To conduct an interview of the site supervisor.
- To have time sheet initialed.
- To complete all required paperwork associated with shadowing.

# Job Shadowing Evaluation

(pre-occupational student evaluation)

STUDENT'S NAME: \_\_\_\_\_

SHADOWING SITE: \_\_\_\_\_ SHADOWING SUPERVISOR: \_\_\_\_\_

DIRECTIONS: PLEASE EVALUATE THE STUDENT'S PERFORMANCE USING THE FOLLOWING SCALE.

**APPEARANCE:** Dress, hygiene, and grooming appropriate for occupation.

- 5  Superior: portrays a professional image
- 4
- 3  Acceptable: meets minimum requirements of job, some improvement needed
- 2
- 1  Unsatisfactory: inappropriate dress, poor hygiene, and/or grooming

**JOB PERFORMANCE/INTEREST:** Motivation, initiative and effort demonstrated when completing tasks (if applicable). Interest displayed when observing.

- 5  Superior: highly involved, inquires as to work to be done, persevering, intense interest when observing
- 4
- 3  Acceptable: generally motivated, does assigned work, shows satisfactory effort, appears interested when observing
- 2
- 1  Unsatisfactory: apathetic, requires constant prodding, minimal effort evident, distracted or unfocused when observing

**COMMUNICATION/INTERPERSONAL SKILLS:**

Includes ability to follow directions, and interact with people.

- 5  Superior: asks questions, quickly acts on directions, positive, seems to enjoy people
- 4
- 3  Acceptable: accepts supervision, follows directions, cooperates with others, courteous
- 2
- 1  Unsatisfactory: resists criticism and direction, source of friction, discourteous, negative

**DEPENDABILITY:** Includes attendance, punctuality, and fulfilling the pre-arranged visit.

- 5  Superior: consistently on-the-job and punctual, followed up on agreed upon schedule of visits
- 4
- 3  Acceptable: rarely absent and usually punctual, some changes made in initial schedule by student
- 2
- 1  Unsatisfactory: late or excessive absenteeism, multiple schedule changes

1. Did the student complete the required full day of shadowing?  
 Yes  
 No (approximately what portion of the day was completed?)

2. One strength I noticed in my student was. . .

3. One area I feel my student could improve upon if considering my career is. . .

Additional comments are welcome!

Please return to: Rosemarie Posillico  
Shaker High School  
445 Watervliet-Shaker Rd.  
Latham, New York 12110

# Evaluation of the Job Shadowing Program

Dear Supervisor,

The “job shadowing” component of the careers in human services course is designed to expose students to a realistic view of the day-to-day tasks and responsibilities of a career that is of interest to them. It is also hoped that students become more aware of general employment skills that help them get and keep jobs. Thank you for participating in this program.

Would you assist in helping with its evaluation in order to make it more meaningful for future students and supervisors? If so, please complete the form below and return it to me at the high school. Thank you again for the time, energy, and kindness you have shown my students.

Sincerely,

Rosemarie Z. Posillico

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1. Did the supervisor’s packet adequately inform you about the “job shadowing” experience prior to your student arriving?	yes	no
2. Did the student seem to be aware of the objective of the “job shadowing experience?”	yes	no
3. Was the “job shadowing” evaluation appropriate in assessing the student’s time with you?	yes	no
4. In your judgment, do you feel the “job shadowing” provided valuable experience for high school students?	yes	no
5. Do you feel that one full day was more or less valuable than several short visits at the same time of day?	more	less
6. Would you or anyone else you know be willing to supervise a student in the future?	yes	no
7. Do you have any comments or suggestions?	yes	no

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signature (optional)



# Career Awareness Graduation Portfolio

In the Tri-Valley Central School District, all students submit a graduation portfolio. One piece of the portfolio is the students' own career plan. There are seven components to the Career Awareness section of the Graduation Portfolio. Rubrics have been developed to assess each of these components. The seven components of the portfolio are listed, followed by two examples of components.

## Components of the Portfolio:

1. **Essay** Demonstrating an Awareness of the Value and Purpose(s) of Work
2. **Self-Evaluation**
  - A. Will contain evidence of understanding and acceptance of *real* skills levels and knowledge possessed
  - B. Will assess appropriateness of career goals in light of *real* ability and skills
3. **Occupational Research**
  - A. Will contain evidence of personal knowledge about career field
  - B. Will include the following specific materials:
    1. Description of activities, duties, products, etc.
    2. Working environment and geographic location
    3. Skills and training required
    4. Sources for training or apprenticeship
    5. Benefits and rewards available
    6. Current and future employment potential
    7. Other related occupational opportunities and options
    8. Prospective employers
    9. Interview with person already in field (recommended)
    10. Shadowing of person now in field (as available)
    11. Internship with person now in field (as available)
4. **Resume**
  1. Will include all pertinent information in a professionally acceptable format
  2. Will be typed
  3. Will be free of typographical, grammatical, spelling, or factual errors
  4. Will include career objective or goal
  5. Will conform to industry or career norms

Source: Steven D. Schoonmaker, (Primary Consultant); Neil Bright; Kenneth Sherman; and George Vanderzell. Tri-Valley Central School District, Grahamsville, NY.

5. **Cover Letter**

1. Will be typed
2. Will be in proper form
3. Will be error free

6. **Simulated Employment Interview**

1. Will be conducted with an interviewer familiar with career field
2. Will display career appropriate attire
3. Will display appropriate attitude
4. Will show evidence of general career and employer knowledge
5. Will exhibit poise and evidence of preparation
6. Will be videotaped

7. **Futures Plan**

1. Will include an Employment Application
2. Will include a College and/or Trade/Technical School Application
3. Will include a five year future career vision
4. Will include a 10 year future career vision
5. Will include an organized plan for pursuing and achieving these visions



**COMPONENT: Occupational Research**

**DIMENSION: CONTENT RUBRIC**

**RATING: CHARACTERISTICS**

*Distinguished:* evaluates, in-depth, a career field or occupation including: activities and/or duties performed, products or services generated, working environment, skills and training required for entry and advancement, sources of training, internships or apprenticeships, benefits and rewards, current and future employment potential, other related occupations and options, prospective employers, and geographic limitations  
includes discussion of contact with person(s) currently in career and/or shadowing at workplace  
may provide personal, first hand experience from actual employment or volunteerism  
projects self into career placement and evaluates career activities based on personal values and preferences, talents, abilities, and goals.

*Proficient:* thoroughly discusses career field or occupation including: activities and/or duties performed, products or services generated, working environment, skills and training required for entry and advancement, benefits and rewards available, current and future employment potential, other related occupations and options, and geographic limitations  
evaluates career as a personal option based on personal preferences and goals.

*Competent:* provides information on career field or occupation including: activities and/or duties performed, products or services generated, working environment, skills and training required for entry, benefits and rewards available, current and future employment potential, and geographic limitations  
identifies personal like or dislike for career field or occupation.

*Supported:* lists facts about career field or occupation which are incomplete from above  
provides limited or no discussion of personal preferences or interest about career field or occupation.

**COMPONENT:** Futures Plan

**DIMENSION:** Rubric

**RATING:** CHARACTERISTICS

*Distinguished:*

Includes completed Employment Application and a College/Trade or Technical School Application (without essay) as follows:

- \* typed or neatly printed in black ink
- \* contains no spelling, grammatical, factual, or typographical errors
- \* includes all legally required information

Includes a specific career goal statement and supporting rationale

Includes a detailed vision of personal growth and career status at five and 10 years into the future (format optional)

- \* typed if in written form
- \* contains no spelling, grammatical, or typographical errors

Includes an organized, detailed plan for pursuing and achieving the personal career goal (format optional)

- \* typed if in written form
- \* contains no spelling, grammatical, or typographical errors

*Proficient:*

Includes a completed Employment Application and College/Trade or Technical School Application (without essay) as follows:

- \* typed or neatly printed in black ink
- \* contains no spelling, grammatical, factual or typographical errors
- \* includes all legally required information

Includes a specific career goal statement

Includes a vision of career status five and ten years into the future (format optional)

- \* typed if in written form
- \* contains no spelling, grammatical, or typographical errors

Includes a general plan for pursuing and achieving career goal (format optional)

- \* typed if in written form
- \* contains no spelling, grammatical, or typographical errors

*Competent*

Contains a completed Employment Application and a College/Trade or Technical School Application (without essay) as follows:

- \* typed or neatly printed in black ink
- \* contains few spelling, grammatical, factual, or typographical errors
- \* includes all legally required information

Includes a general career goal statement

Includes a statement of career status five and 10 years into the future

- \* typed if in written form
- \* contains few spelling, grammatical, or typographical errors
- \* lists at least three school and/or work related activities which he/she can undertake to pursue or achieve career goal
- \* typed if in written form

*Supported:*

Contains a completed Employment Application as follows:

- \* typed or neatly printed
- \* contains few spelling, grammatical, factual, or typographical errors
- \* includes all significant legally required informatio

States a general career goal or occupation

States desire for career position or occupation five and 10 years into the future

- \* typed if in written form
- \* contains few spelling, grammatical, or typographical errors

Lists at least one school and/or work related activity which he/she can undertake to improve future career position

- \* typed if in written form
- \* contains few spelling, grammatical, or typographical errors

## Other Samples/Models

The New Standards project, a joint venture of several education organizations, agencies, and institutions, has been refining standards and developing various assessment pieces. Their portfolio work in the “applied learning” area incorporates SCANS (United States Department of Labor Secretary’s Commission on Achieving the Necessary Skills) philosophies and objectives and reflects important concepts of the State’s integrated learning and universal foundation skills standards. The materials define for both teacher and student at the various levels what critical attributes in developing products, services, or systems must be documented in exhibit projects.

New Standards has evolved a comprehensive system for collecting and rating portfolio exhibits in applied learning. The materials, geared toward the three levels (elementary, middle, and high school), share a thematic thrust which spans the grades, with increasing complexity. Students are encouraged to relate their work in English language arts, mathematics, and science, to other academic areas, in completing their “applied learning” portfolios.

In the New Standards system, students are asked to design a *product, service, or system*, improve a *system, project, or plan* and organize an *event project*. Tools and techniques they are expected to exhibit through this process include *communication, information, tools and techniques, learning and self-management, and working with others*. The system includes both teacher and student checks: students complete entry slips that cause them to reflect upon their own work as they prepare it or a representation of it for inclusion in a portfolio. Ascore profile serves to make visually accessible the various benchmarks by which components of the portfolio will be judged. The portfolio system complements additional on-demand evaluation tasks designed by the New Standards project or can be used independently or in conjunction with other assessments, depending upon the needs of the individual educational program.

- Applied Learning 1 corresponds with Elementary grades
- Applied Learning 2 corresponds with Intermediate grades
- Applied Learning 3 corresponds with Commencement grades

Teachers advocated the above labeling strategy because in some cases it may be productive to start a group of students on applied learning with the materials designed for a grade span below the student’s actual grade level. Note that Applied Learning 1 *exhibit instructions* are written to the teachers, while Applied Learning 1 *entry slips* treat the students as the audience.

New Standards™ was founded by Lauren Resnick, Director of the Learning Research and Development Center (LRDC), University of Pittsburgh, and Marc Tucker, President of the National Center on Education and the Economy. New Standards™ engages subject matter expertise from the American Association for the Advancement of Science, the Fort Worth Independent School District, the National Council of Teachers of English, and the University of California Offices of the President. Technical studies are based at LRDC and Northwestern University, advised by leading psychometricians from across the nation.

Complete portfolio materials may be ordered for elementary, middle, school, and/or high school students by contacting the National Center on Education and The Economy (NCEE); 700 11th St. NW, Suite 750, Washington, DC 20001 (phone 1-888-361-6233 or website: <http://www.ncee.org>). The project has been developed by NCEE in conjunction with the Learning Research and Development Center, University of Pittsburgh.

Source: Applied Learning Standards Portfolio, 1996. New Standards Project.

# Improve a System Project Exhibit

## Purpose

The purpose of this exhibit is for students to show that they have completed a project in which they solved a genuine problem, met an identified need by finding ways of making a system work better, or made a system that had broken down work again.

Systems are ways by which people, machines, and processes are organized to get work done. A project to improve a system involves developing an understanding of the way a particular system works, troubleshooting problems in its operation, and devising strategies for improving its effectiveness.

The project may be one the student completed on his or her own or may be a project for which the student shared responsibility with other students. However, if the project was done in a group, the student must explain his or her contribution to the work.

## Improve a System Project Exhibit

### Applied Learning Portfolio 1

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## Exhibit Requirements

There are three “Project” exhibits:

- Design a Product, Service, or System Project
- Improve a System Project
- Plan and Organize an Event Project

You must complete *two* of these three exhibits.

Select *one* project for this exhibit.

The work that forms the student’s record of the project needs to be organized in a way that will make it easy for people who read the project to understand what the student did and how the project turned out. There are three entry slips to help the student organize the work;

1. Aim of the Project

Evidence is provided to show what the student set out to achieve through the project.

2. Plan and Action

Evidence is provided to show how the student planned and went about the work involved in the project.

3. Result and Evaluation

The student provides evidence to show the result of the project and his or her evaluation of how well it turned out.

The instructions on the entry slips provide more detail about the kinds of work from the project that the student should include.

The student must complete all *three* entry slips for his or her chosen project.

Encourage students to keep both their in-school and out-of-school activities in mind when they choose a project to include. A student could do an Improve a System Project as part of English language arts, mathematics, science, or any other subject in school, or through a combination of subjects. The project could also come from things students do outside school, for example, through community activities, such as Boy Scouts, Girl Scouts, 4-H, Junior Achievement, religious organizations, or sporting clubs.

If students are also preparing a portfolio for English language arts, mathematics, or science, it is possible that some of the work they include in this exhibit may also meet the requirements for the portfolio in one of those subjects.

## Entry Slip #1

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### Aim of the Project

In this entry, the student includes information that explains the purpose of his or her project.

The information could be:

- the project proposal, or
- a statement of intent, or
- a letter commissioning the project to be done, or
- notes written about the purpose of the project.

The information must explain the following things:

- the system you worked on,
- the problem you were trying to solve,
- how you discovered that problem,
- why you decided to work on this project, and
- your role in the project. If you worked on the project with other students, make sure to explain:
  - which parts you worked on together,
  - which parts you did on your own, and
  - which parts were done by other students.

## Entry Slip #2

---

### Plan and Action

In this entry, include information that explains how you planned your project and how you put your plan into action.

The information could be:

- your plan for the project,
- your journal for the project, or
- the research you did to figure out what needed to be done and how you would go about it.



The information must explain the following things:

- the parts of the system,
- how the parts of the system connect with each other,
- the parts of the system that had broken down or were not working very well, and
- the ideas you came up with for making the system work again, or making it work better, and how you came up with those ideas.

## Entry Slip #3

---

### Result and Evaluation

In this entry, you must include information that explains the result of your project and your evaluation of how well the project turned out.

Make sure you include evidence of the way the project turned out.

The information must explain the following things:

- the result of your project,
- the criteria you used to judge how well the project turned out,
- how well you think the result matched your criteria,
- evidence that backs up your evaluation, and
- the advice you would give to someone else who was thinking of doing a project like the one you did.

# New Standards™ Portfolio Scoring Profile • Applied Learning 1

Student Code: \_\_\_\_\_ Date: \_\_\_\_\_

Reader Name: \_\_\_\_\_ Reader:  One  Two  Three

*Each step is a prerequisite for those that follow*

	<b>Step 1 Submitted:</b> Has work been submitted for this entry?				<b>Step 2 Readable:</b> Can you read the student work and make sense of it?				<b>Step 3 Fits the Definition:</b> Is this the right kind of evidence for this entry/exhibit?				<b>Step 4 Quality Judgment:</b> Does it meet the criteria for the exhibit and entry instructions?			
<b>Improve a System Project Exhibit</b>																
<b>Aim of the Project</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has evidence of: <i>(needs all)</i>					<ul style="list-style-type: none"> <li>the system the student worked to improve,</li> <li>the problem to be solved or the need to be met by improving the system, and</li> <li>the student's role in the project.</li> </ul>						
<b>Plan and Action</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has evidence of: <i>(must include the asterisked criteria)</i>					<ul style="list-style-type: none"> <li>identification of the parts of the system,*</li> <li>explanation of the connections among the parts of the system,*</li> <li>identification of the points of breakdown in the system or points affecting operation, and</li> <li>strategies devised to put the system back in operation or improve its performance.</li> </ul>						
<b>Result and Evaluation</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has evidence of: <i>(must include the asterisked criteria)</i>					<ul style="list-style-type: none"> <li>the result of the project,*</li> <li>the criteria used to judge how well the project turned out,*</li> <li>evaluation of the result in terms of the criteria,* and</li> <li>advance preparation for others thinking of doing a similar project.</li> </ul>						

# Improve a System Project Exhibit

## Purpose

The purpose of this exhibit is to show that you have completed a project in which you solved a genuine problem, met an identified need by finding ways of making a system work better, or made a system that had broken down work again.

Systems are ways by which people, machines, and processes are organized to get work done. A project to improve a system involves developing an understanding of the way a particular system works, troubleshooting problems in its operation, and devising strategies for improving its effectiveness.

The project may be one you completed on your own or may be a project on which you shared responsibility with other people. However, if the project was done in a group, you must explain your contribution to the work.

## Improve a System Project Exhibit

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## Applied Learning Portfolio 2

### Exhibit Requirements

There are three “Project” exhibits:

- Design a Product, Service, or System Project
- Improve a System Project
- Plan and Organize an Event Project

You must complete *two* of these three exhibits.

Select *one* project for this exhibit.

You need to organize the work you did for the project in a way that will make it easy for people who read the project to understand what you did and how your project turned out. There are three entry slips to help you do this:

1. Aim of the Project  
Provide evidence to show what you set out to achieve through the project to improve a system.
2. Plan and Action  
Provide evidence to show how you planned and went about the work involved in the project.
3. Result and Evaluation  
Provide evidence to show the result of the project and your evaluation of how well it turned out.

The instructions on the entry slips provide more detail about the kinds of work from your project that you should include.

You must complete all three entry slips for your chosen project.

Keep both your in-school and out-of-school activities in mind when choosing a project to include. You can do an Improve a System Project as part of English language arts, mathematics, science, or any of your other subjects in school, or through a combination of subjects. The project could also come from things you do outside school, for example, through your community activities, such as Boy Scouts, Girl Scouts, 4-H, Junior Achievement, religious organizations, or sporting clubs.

If you are also preparing a portfolio for English language arts, mathematics, or science, it is possible that some of the work you include in this exhibit may also meet the requirements for the portfolio in one of those subjects.

## Entry Slip #1

---

### Aim of the Project

In this entry, include information that explains what you set out to achieve through your project to improve a system.

The information may be:

- the project proposal, or
- a statement of intent, or
- a letter commissioning the project to be done.

The information should provide evidence about the following things:

- the system you worked to improve,
- the problem you were trying to solve or the need you were trying to meet by improving the system,
- how you identified that problem or need,
- why you decided to work on this project, and
- your role in the project. (If you worked on the project with other students, make sure the information includes an explanation of which parts you worked on together, which parts you did on your own, and which parts were done by other students.)

## Entry Slip #2

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### Plan and Action

In this entry, include information that explains how you planned your project to improve a system and how you went about the work involved in the project.

Examples of appropriate information include:

- a plan for the project,
- a journal recording the work you did on the project, and
- how you would go about it.

The information should provide evidence about the following things:

- What made the system you worked on a “system”—the parts of the system and how the parts connect with each other?
- What are the big ideas that drive the way the system works. For example, is it based on scientific ideas or on ideas about organization, or on some other ideas?
- How well did the system work when you started and how did you know that?
- What are the strategies you devised to make the system work better (or to make the system work again if it had broken down)? How did you figure out those strategies?

## Entry Slip #3

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### Result and Evaluation

In this entry, include information that explains the result of your project and your evaluation of how well the project turned out.

Make sure you include evidence of the way the project turned out and evidence to back up your evaluation of the result.

The information should provide evidence about the following things:

- the result of the project,
- the criteria you used to judge the effectiveness of your strategies for improving the system,
- how well the result matched your criteria, and
- the advice you would give to someone else thinking of doing a similar project.

# New Standards™ Portfolio Scoring Profile • Applied Learning 2

Student Code: \_\_\_\_\_ Date: \_\_\_\_\_

Reader Name: \_\_\_\_\_ Reader:  One  Two  Three

Each step is a prerequisite for those that follow

## Improve a System Project Exhibit

	Step 1 Submitted: Has work been submitted for this entry?				
	Step 2 Readable: Can you read the student work and make sense of it?				
	Step 3 Fits the Definition: Is this the right kind of evidence for this entry / exhibit?				
	Step 4 Quality Judgment: Does it meet the criteria for the exhibit and entry instructions?				
	Improve a System Project Exhibit Criteria				Comments
<b>Aim of the Project</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has evidence of: <i>(needs all)</i> <ul style="list-style-type: none"> <li>the system the student worked to improve,</li> <li>the problem to be solved or the need to be met by improving the system, and</li> <li>the student's role in the project.</li> </ul>
<b>Plan and Action</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has evidence of: <i>(must include the asterisked criteria)</i> <ul style="list-style-type: none"> <li>identification of the parts of the system,*</li> <li>explanation of the connections among the parts of the system,*</li> <li>identification of the points of breakdown in the system or points affecting operation, and</li> <li>strategies devised to put the system back in operation or improve its performance.</li> </ul>
<b>Result and Evaluation</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has evidence of: <i>(must include the asterisked criteria)</i> <ul style="list-style-type: none"> <li>the result of the project,*</li> <li>the criteria used to judge how well the project turned out,*</li> <li>evaluation of the result in terms of the criteria,* and</li> <li>advance preparation for others thinking of doing a similar project.</li> </ul>



# Applied Learning Portfolio 3

## Exhibit Requirements

There are three “Project” exhibits:

- Design a Product, Service, or System Project
- Improve a System Project
- Plan and Organize an Event Project

You must complete *two* of these three exhibits.

Select *one* project for this exhibit.

You need to organize the work you did for the project in a way that will make it easy for people who read the project to understand what you did and how your project turned out. There are three entry slips to help you do this:

### 1. Aim of the Project

This is where you provide evidence to show what you set out to achieve through the project to improve a system.

### 2. Plan and Implementation

This is where you provide evidence to show how you planned and went about the work involved in the project.

### 3. Result and Evaluation

This is where you provide evidence to show the result of the project and your evaluation of how well it turned out.

The instructions on the entry slips provide more detail about the kinds of work from your project that you should include.

You must complete all three entry slips for your chosen project.

Keep both your in-school and out-of-school activities in mind when you choose a project to include. You can do an Improve a System Project as part of English language arts, mathematics, science, or any of your other subjects in school, or through a combination of subjects. The project could also come from things you do outside school, for example, through your community activities, such as Boy Scouts, Girl Scouts, 4-H, Junior Achievement, religious organizations, or sporting clubs.

If you are also preparing a portfolio for English language arts, mathematics, or science, it is possible that some of the work you include in this exhibit may also meet the requirements for the portfolio in one of those subjects.

## Entry Slip #1

---

### Aim of the Project

In this entry, include information that explains what you set out to achieve through your project to improve a system. Depending on the nature of your project, this might be the project proposal, a statement of intent, or a letter commissioning the project to be done.

The information should provide evidence about the following things:

- the system you worked to improve,
- the problem you were trying to solve or the need you were trying to meet by improving the system,
- how you identified that problem or need,
- why you decided to work on this project, and
- your role in the project. (If you worked on the project with other students, make sure the information includes an explanation of which parts you worked on together, which parts you did on your own, and which parts were done by other students.)

## Entry Slip #2

---

### Plan and Implementation

In this entry, include information that explains how you planned and went about the work involved in your project to improve a system.

Examples of appropriate information include:

- a plan for the project,
- a journal recording the work you did on the project, and
- evidence of the research you did to figure out what needed to be done and how you would go about it. The information should provide evidence about the following things:
  - the structure of the system, including its logic, the sequences of movement through the system, and the things that control how it works,
  - the big ideas that drive the way the system works, (For example, is it based on scientific ideas or on ideas about organization, or on some other ideas?)
  - how well the system was working when you started and how you knew that,
  - the kind of modeling or systems analysis you used to analyze the operation of the system, and
  - the strategies you devised to make the system work better (or to make the system work again if it had broken down). How did you figure out those strategies?

## Entry Slip #3

---

# Result and Evaluation

In this entry, include information that explains the result of your project and your evaluation of how well the project turned out.

Make sure you include evidence of the way the project turned out and evidence to back up your evaluation of the result.

The information should provide evidence about the following things:

- the result of the project,
- the criteria you used to judge the effectiveness of your strategies for improving the system,
- how well the result matched your criteria,
- the evidence on which you based your judgments about the effectiveness of the strategies you used, and
- the advice you would give to someone else thinking of doing a similar project.

# New Standards™ Portfolio Scoring Profile • Applied Learning 3

Student Code: \_\_\_\_\_ Date: \_\_\_\_\_

Reader Name: \_\_\_\_\_ Reader:  One  Two  Three

*Each step is a prerequisite for those that follow*

	<b>Step 1 Submitted:</b> Has work been submitted for this entry?				
	<b>Step 2 Readable:</b> Can you read the student work and make sense of it?				
	<b>Step 3 Fits the Definition:</b> Is this the right kind of evidence for this entry / exhibit?				
	<b>Step 4 Quality Judgment:</b> Does it meet the criteria for the exhibit and entry instructions?				
	<b>Improve a System Project Exhibit Criteria</b>				<b>Comments</b>
<b>Improve a System Project Exhibit</b>					
<b>Aim of the Project</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has evidence of: <i>(needs all)</i> <ul style="list-style-type: none"> <li>the system the student worked to improve,</li> <li>the problem to be solved or the need to be met by improving the system, and</li> <li>the student's role in the project.</li> </ul>
<b>Plan and Action</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has evidence of: <i>(must include the asterisked criteria)</i> <ul style="list-style-type: none"> <li>understanding of the structure of the system, including its logic, sequences, and controls,*</li> <li>understanding of the operating principles underlying the system,*</li> <li>evaluation of the operation of the system at the outset,*</li> <li>the use of modeling or systems analysis to analyze the operation of the system, and</li> <li>strategies devised to put the system back in operation or improve its performance.</li> </ul>
<b>Result and Evaluation</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has evidence of: <i>(must include the asterisked criteria)</i> <ul style="list-style-type: none"> <li>the result of the project,*</li> <li>the criteria used to judge the effectiveness of the strategies for improving the system,*</li> <li>the information collected as the basis for evaluation,*</li> <li>evaluation of the result in terms of the criteria and with reference to data,* and</li> <li>advice prepared for others thinking of doing a similar project.</li> </ul>

# Occupational Student Leadership Organizations

This section contains a sample of competitive events from the seven Occupational student leadership organizations, DECA, FBLA(Future Business Leaders of America), FFA, FHA/HERO (Future Homemakers of America/Home Economics Related Occupations), HOSA(Health Occupation Students of America), TSA(Technology Students of America), and VICA(Vocational Industrial Clubs of America).

The matrix and competitive event samples provided on the following pages demonstrate how the universal foundation skills as well as technical skills can be delivered and assessed through applied, action-oriented activities that are an important teaching-learning component of these organizations. Each of the events listed in the matrix have been developed through cooperative efforts of educators and business and industry. Student results in these events have, over time, provided criteria that can be used to assess process skills that are not easily measured with paper and pencil tests.

*Competitive event guidelines are updated frequently. Specific rules may have changed since publication of this document. For the most up-to-date guidelines, contact the organization directly. Addresses are listed at the bottom of each competitive event.*

Additional information about these organizations and their educational activities is available from the following State Advisors:

DECA	-	Mary Ellen Colella (518) 474-8892
FBLA	-	Dennis Kagel (518) 474-4809
FFA	-	Ken DeCerce (518) 474-5506
FHA/HERO	-	Connie Centrello (518) 474-5506
HOSA	-	Patricia Hodgins (518) 474-5506
TSA	-	Eric Suhr (518) 473-9471
VICA	-	Al Silverman (518) 474-5506

# Universal Foundation Skills

<i>This grid indicates where the CDOS Universal Foundation Skills are reinforced by student participation in leadership organizations competitive events.</i>	Extemporaneous Public Speaking - FFA	Researched Persuasive Speaking - HOSA	Technology Problem Solving - TSA	Food Service - FHA	Community Service - FBLA	Broadcast Advertising - DECA	Blueprint Reading - VICA
<b>BASIC SKILLS</b>							
• Reading	▲	▲	▲	▲			▲
• Writing		▲		▲	▲		
• Arithmetic				▲			▲
• Mathematics							▲
• Listening					▲		
• Speaking	▲	▲				▲	
<b>THINKING SKILLS</b>							
• Problem Solving			▲	▲	▲		▲
• Experimenting							
• Decision Making	▲	▲	▲	▲	▲	▲	▲
• Application of Knowledge	▲	▲	▲	▲	▲	▲	▲
<b>PERSONAL QUALITIES</b>							
• Responsibility				▲	▲	▲	▲
• Work Independently	▲	▲		▲			▲
• Self-management	▲	▲		▲			▲
• Organize	▲	▲		▲	▲	▲	▲
• Plan	▲	▲		▲	▲	▲	▲

	Extemporaneous Public Speaking - FFA	Researched Persuasive Speaking - HOSA	Technology Problem Solving - TSA	Food Service - FHA	Community Service - FBLA	Broadcast Advertising - DECA	Blueprint Reading - VICA
<b>INTERPERSONAL SKILLS</b>							
• Work as Team Member			▲	▲	▲		
• Negotiate							
• Relate to People from Diverse Backgrounds				▲	▲	▲	
• Serve Customers					▲	▲	
• Teach Others	▲	▲					
• Demonstrate Leadership		▲			▲		
<b>TECHNOLOGY</b>							
• Select Appropriate Technology for Job				▲	▲	▲	▲
• Use Appropriate Technology to Complete Task	▲	▲		▲	▲		▲
• Use Technology to Identify and Solve Problem							
<b>MANAGING INFORMATION</b>							
• Access and Use Information to Make Decisions		▲					▲
• Interpret Information	▲	▲	▲				▲
• Communicate Information	▲	▲	▲				▲
• Organize and Maintain Information							
• Use Technology to Process Information							
<b>MANAGING RESOURCES</b>							
• Time	▲	▲	▲	▲	▲	▲	▲
• Money							
• Facilities							
• Materials	▲		▲	▲		▲	▲
• Human Resources				▲	▲		

	Extemporaneous Public Speaking - FFA	Researched Persuasive Speaking - HOSA	Technology Problem Solving - TSA	Food Service - FHA	Community Service - FBLA	Broadcast Advertising - DECA	Blueprint Reading - VICA
<b>SYSTEMS</b>							
• Understand Systems							
• Evaluate and Modify Systems							
• Design Systems							
• Improve Systems							



# National FFA Extemporaneous Public Speaking Career Development Event

## Purpose

The National FFA Extemporaneous Public Speaking Career Development Event is designed to develop the ability of all students to express themselves on a given subject without having prepared or rehearsed its content in advance.

Copies of the rules and score sheet are supplied to participants in advance of the national event.

## Subjects

1. The selection of topics shall be held 30 minutes before the event. The participants will draw three specific topics, selected at random from one pool of 12, relating to the industry of agriculture. After selecting the topic they desire to speak on, all three topics will be returned for the next drawing.
2. Twelve topics shall be prepared by the event superintendent and will include three each from the following categories:
  - a) agriscience and technology;
  - b) agrimarketing and international agricultural relations;
  - c) food and fiber systems; and
  - d) urban agriculture.
3. Participants will be admitted to the preparation room at 15-minute intervals and given exactly 30 minutes for topic selection and preparation.
4. Reference material will be screened by the officials in charge of the event on the following basis:
  - a. Shall be limited to five items.
  - b. Must be printed material such as books or magazines and/or a compilation of collected materials. To be counted as one item, a notebook or folder of collected materials may contain no more than 100 pages, single side (cannot be notes or speeches prepared by the participant or notes prepared by another person for the purpose of use for this event). (Copies must reference the origination point).
5. Each speech shall be the result of the participant's own effort using approved reference material, which the participant may bring to the preparation room. No other assistance may be provided. Participants must use the uniform note cards provided. Any notes for speaking must be made during the 30-minute preparation period.
6. A list of all possible topics will be given to and reviewed by the judges prior to the beginning of the event.

Source: Permission to use this information has been granted by National FFA Center, PO Box 15160, Alexandria, VA 22309-0160.

## Time Limit

Each speech shall be not less than four nor more than six minutes in length with five minutes additional time allowed for related questions, which shall be asked by the judges. The program chairman of the event shall introduce the participant by name and state, and the participant may introduce his or her speech by title only. Participants will be penalized one point per second on each judge's score sheet for being over six minutes or under four minutes. Time commences when the speaker begins talking. Speakers may use a watch to keep a record of their time. No time warnings will be given by event officials or observers.

## Event Procedures

1. Speaking order will be randomly drawn by event officials. The program chairman shall introduce each participant by name and in order of the drawing. A participant will be permitted to use notes while speaking, but deductions in scoring may be made for this practice if it detracts from the effectiveness of the presentation. Applause shall be withheld until all participants have spoken.
2. The event will be conducted in three rounds: preliminary, semifinals, and finals. No ranking will be given except for the final four.
3. Two timekeepers shall be designated to record the time each participant delivers his or her speech, noting undertime or overtime, if any, for which deductions will be made. Timekeepers should sit together.
4. Three competent and impartial persons will be selected to judge the event. At least one judge should have an agricultural background.
5. At the time of the event, the judges will be seated in different sections of the room in which the event is held. They will score each participant on the delivery of the production, using the score sheet provided.
6. Each judge shall formulate and ask questions. Questions shall pertain directly to the speaker's subject. Questions containing two or more parts should be avoided. Judges will score each participant on the ability to answer all questions asked by all judges. The full five minutes should be used.
7. When all participants have finished speaking, each judge will total the score on each speaker. The timekeeper's record will be used in computing the final score for each participant. The judges' score sheets will then be submitted to event officials to determine final ratings of participants.
8. Participants shall be ranked in numerical order on the basis of the final score to be determined by each judge without consultation. The judges' ranking of each participant then shall be added, and the winner will be that participant whose total of rankings is the lowest. Other placings shall be determined in the same manner (low point score method of selection). In case of a tie, that individual who has the highest grand total score shall have the higher rating.

## Explanation of Score Sheet Points

1. *Content Related to Topic includes:*
  - Appropriateness of the total speech content to the topic selected
  - Extent to which the speaker addressed the topic selected
  - Suitability of the material used
  - Accuracy of the statements included
  - Relationship of the content to agriculture
2. *Organization of Material includes:*
  - Organization of the content
  - Unity of thought
  - Logical development
  - Language used
  - Sentence structure
  - Accomplishment of purpose/ conclusions
  - Material related to subtopic
3. *Power of Expression includes:*
  - Fluency
  - Emphasis
  - Directness
  - Sincerity
  - Communicative ability
  - Conveyance of thought and meaning
4. *Voice includes:*
  - Quality
  - Pitch
  - Articulation
  - Pronunciation
  - Force
5. *Stage Presence includes:*
  - Personal appearance
  - Poise and body posture
  - Attitude
  - Confidence
  - Personality
  - Ease before audience
6. *General Effect includes:*
  - Extent to which the speech was interesting, understandable, convincing, pleasing, and held attention
  - Evidence of purpose
7. *Response to Questions includes:*
  - Ability to answer the questions related to the speech that are asked by the judges, indicating originality, familiarity with subject, and ability to think quickly\*

\*NOTE Judges will meet prior to the event to prepare and clarify the types of questions to be asked.

# National FFA Extemporaneous Public Speaking Career Development Event

## Judges Score Sheet

Items To Be Scored	Max. Points	1	2	3	4	5	6	7	8
Content Related to Topic	300								
Organization of Material	100								
Power of Expression	100								
Voice	100								
Stage Presence	100								
General Effect	100								
Response to Questions*	200								
<b>TOTALPOINTS</b>	1,000								
Less Time Deductions**	1 pt./sec								
<b>TOTALPOINTS (Net)</b>	1,000								
Rank of Participant									

\*Note: Judges should meet prior to the event to prepare and clarify the types of questions to be asked.

\*\* From the timekeeper's record.

### Explanation of Score Sheet Points

**1. Content Related to Topic** includes:  
 Appropriateness of the total speech content to the topic selected  
 Extent to which the speaker addressed the topic selected  
 Suitability of the material used  
 Accuracy of the statements included  
 Relationship of the content to agriculture

**2. Organization of Material** includes:  
 Organization of the content  
 Unity of thought  
 Logical development  
 Language used  
 Sentence structure  
 Accomplishment of purpose/ conclusions  
 Material related to subtopic

**3. Power of Expression** includes:  
 Fluency  
 Emphasis  
 Directness  
 Sincerity  
 Communicative ability  
 Conveyance of thought and meaning

**4. Voice** includes:  
 Quality  
 Pitch  
 Articulation  
 Pronunciation  
 Force

**5. Stage Presence** includes:  
 Personal appearance  
 Poise and body posture  
 Attitude

Confidence  
 Personality  
 Ease before audience

**6. General Effect** includes:  
 Extent to which the speech was interesting, understandable, convincing, pleasing, and held attention  
 Evidence of purpose

**7. Response to Questions** includes:  
 Ability to answer the questions on the speech that are asked by the judges indicating originality, familiarity with subject, and ability to think quickly

# HOSA Researched Persuasive Speaking

## Purpose:

The National HOSA Researched Persuasive Speaking Event encourages students to improve their skills in researching a health issue, preparing written documentation supporting a thesis, and presenting information orally.

## Description of Event

Competitors shall write a paper and develop a speech in which they must take a stand, either in favor of or opposed to a health related issue. Three topic areas will be selected by the teacher.

## Rules and Procedures:

1. Contestant numbers and order of competition will be pre-assigned on a random selection basis (a computer may be used).
2. Competitors shall report at the appropriate time to a holding area room until their number is called. Competitors shall be introduced to the judges by the contestant number.
3. The oral presentation may or may not be worded exactly as written in the researched written paper. The content must remain the same. The judge will have 10 minutes to read the paper prior to the oral presentation.
4. Use of index cards for the oral presentation is permitted. The speech shall be three (3) to five (5) minutes in length. Five (5) bonus points will be awarded by each judge for speeches that fall within the time limits.
5. The timekeeper shall present flash cards advising the competitor of the time remaining at four (4) minutes, three (3) minutes, two (2) minutes, and one (1) minute.
6. Following the oral presentation, each judge will ask the competitor one question regarding the topic of the speech. The competitor will answer these questions in an extemporaneous manner, based on their knowledge of the topic. The total amount of time allowed for the question/answer period is five (5) minutes.

## Time Schedule:

10 minutes for judge to read paper  
5 minutes for competitor's speech  
5 minutes for questions from judges and for rating

7. The written research paper must be typed or word-processed and double-spaced. It must be on white, 8" X 11" paper and must be stapled in the top left corner. The cover paper must

Source: Permission to use this information has been granted by Health Occupations Students of America, 1621 Moriss Road, Suite 110, Flower Mound, TX 75028.

include the title only. The final page of the paper will be a bibliography and list of works cited in the paper.

8. The resource for the use of parenthetical citations will be the current issue of the *Harbrace College Handbook*, *MLA Handbook*, or *APA Style Manual*.
9. Three (3) copies of the written researched paper must be taken to the NLC and turned in by the competitor to the event section leader immediately prior to the delivery of the oral presentation. The cover page of each copy of the paper will be covered with a dark sheet of paper to preserve anonymity of the contestant.
10. The written researched paper may be a maximum of 400 words. Words of three (3) or less letters will not be counted. Five bonus points will be awarded for papers within the 250-400 word limit. The maximum number of words will include all charts and graphs.
11. Should a tie occur within a section, judges will use scores on the rating sheet section(s) with the highest point value(s), in descending order, to break the tie.

### **Required Personnel (Per Section)**

1. One Chairman
2. One Section Leader
3. One Timekeeper
4. Three to five judges (It is recommended that at least one judge have a background in a health profession and one be a teacher educator.)

### **Facilities, Equipment, and Materials (Per Section)**

1. Room with lectern, microphone (optional), desk, chairs, or table and chairs for judges
2. Holding room with sufficient number of chairs
3. Two (2) stopwatches; flash cards (4, 3, 2 and 1 minute)
4. Hand calculator(s)
5. Note pads and pencils for judges
6. Cups and water
7. A copy of the *Harbrace College Handbook*, *MLA Handbook*, or *APA Style Manual* for use by the judges

# Researched Persuasive Speaking

## Judge's Rating Sheet

Section # \_\_\_\_\_ Level SS PS/Collegiate  
 Competitor # \_\_\_\_\_ (Team # \_\_\_\_\_) Competition Order # \_\_\_\_\_  
 Judge's Signature \_\_\_\_\_

Items Evaluated	Points Possible					Points Allocated	Comments
	Superior	Excellent	Good	Fair	Poor		
<b>1. Oral Presentation</b>							
a. Opening	5	4	3	2	1		
b. Quality of Information	10	8	6	4	2		
c. Persuasiveness	10	8	6	4	2		
d. Cohesion of Body	5	4	3	2	1		
e. Closing	5	4	3	2	1		
<b>2. Delivery</b>							
a. Voice (pitch, tempo)	5	4	3	2	1		
b. Poise, Posture, and Presentation	5	4	3	2	1		
c. Diction	5	4	3	2	1		
d. Grammar	5	4	3	2	1		
e. Punctuation	5	4	3	2	1		
<b>3. Question/Answer Period</b>							
a. Quality of Answers	10	8	6	4	2		
<b>4. Written Paper</b>							
a. Coverage of Topic	10	8	6	4	2		
b. Organization of Info.	5	4	3	2	1		
c. Grammar, Structure, Punctuation	5	4	3	2	1		
d. Citations/Bibliography	5	4	3	2	1		
e. Neatness	5	4	3	2	1		
<b>Total Points</b>	100	80	60	40	20		

Dress Points \_\_\_\_\_

Actual Time: \_\_\_\_\_ /Points

Essay: \_\_\_\_\_ Words/Points

**Final Score** \_\_\_\_\_

# TSA Technology Problem Solving

## Overview:

Teams (two members per team) in the TSA Technology Problem Solving Event are required to use a team approach to provide an adequate solution to a given problem within a specified and limited time frame. Design, function, cooperative teamwork, and originality are the primary elements evaluated.

## I. Purpose

The Technology Problem Solving event provides an opportunity for students to demonstrate their skill in problem solving. Students working in teams of two use critical thinking skills in order to develop a satisfactory solution to the stated problem.

## II. Limitations

Two hours allotted for design and construction. All participants in this event must arrive and be in place at the specified time and location.

## III. Specific Regulations

- A. There are two members per team, no more, no less.
- B. All work must be done in the specified area.
- C. All materials are provided. No additional materials are allowed during construction of the solution.
- D. All tools are provided.
- E. Participants are given the problem and evaluation criteria when entering the event room. The event problem and criteria for evaluation are available to TSA chapter advisors after the event is complete.
- F. Event problems are selected from areas such as, but not limited to:
  1. Transportation solutions
  2. Communication solutions
  3. Production solutions
  4. Construction solutions
  5. Societal/ future solutions
  6. Applications of technology

## IV. Required Event Personnel

- A. Event coordinator
- B. Event evaluators, minimum of three
- C. Timekeeper/ monitor

Source: Permission to use this information has been granted by Technology Student Association, 1914 Association Drive, Reston, VA 20191-1540.



## V. Required Materials and Supplies

- A. Tables and chairs for event evaluators
- B. Tables and chairs for participants while constructing their solution
- C. Adequate conditions for the prescribed problem, inside or outside
- D. Stopwatch or clock for timekeeper
- E. Technology problem and evaluation criteria
- F. Tools and supplies needed for developing solutions

<b>Technology Problem Solving</b>													
Official Rating Form	High School Form												
<b>Team Captain's ID#</b>													
<b>Evaluate Criteria</b>													
Creativity of Solution _____ 25 points max.													
Function of Solution _____ 25 points max.													
Design of Solution _____ 25 points max.													
Originality of Solution _____ 25 points max.													
Subtotal _____ 100 points max.													
Rules Violation _____ Minus 20 points													
Total _____ 100 points max.													

I certify these results to be true and accurate to the best of my knowledge and ability.

Evaluator's Signature \_\_\_\_\_

# Food Service Event

**F**ood Service, an individual and team event, of the FHA recognizes participants enrolled in occupational food service training programs for their ability to work individually and as members of teams to produce quality meals using industrial food service techniques and equipment.

## Event Category

1. Occupational: grades 10-12

Participants will be evaluated on the following criteria for the Food Service Event:

### Team Score

- development of a precise, written planning sheet
- ability to follow planning sheet and adapt plan to situations as necessary
- written team evaluation
  - \* product
  - \* results
  - \* group work
  - \* individual contributions
- food production
  - \* garnish

### Individual Score

- demonstration of industry standards in usage of equipment, tools, and techniques
- the ability to follow directions and recipes
- the ability to keep work area organized and clean
- demonstration of appropriate safety and sanitation procedures
- food production meets industry standards for
  - \* appearance
  - \* taste
- personal appearance
  - \* appropriate clothing and head covering
  - \* grooming
- the ability to work as an effective team member and
- responses to evaluator questions

## Preparation

1. Participants should be proficient in the preparation of three or more food products. Any of the following food products may appear on the menu:
  - \* appetizers
  - \* sauces

Source: Permission to use this information has been granted by Future Homemakers of America, Inc., 1910 Association Drive, Reston, VA20191-1584.



- |              |              |
|--------------|--------------|
| * soups      | * vegetables |
| * salads     | * breads     |
| * sandwiches | * beverages  |
| * entrees    | * desserts   |

- Teams of three individuals will prepare three food products and a garnish. If the number of students entered in the event is not divisible by three, a limited number of two member teams will participate under these same rules. Teams will be formed by random selection. Students from different states will be working together as teams.
- An equipment and tool requirements list will be sent to participants after the registration form is received at national headquarters. Only items on the list may be brought to the event. Any necessary large equipment will be provided. Participants must use industrial food service procedures and handle tools properly.
- Participants will receive individual scores on their work habits, food production, personal appearance, and team work. A group score will be assigned for planning, food production, garnish and team evaluation. Participants' final ratings will be determined by a combination of individual and group scores. Persons within a team may receive different ratings. Teams in which all three participants receive gold medal ratings will also be recognized.

## Participation

- Participants will report to the designated room at the specified time with all required equipment and wearing appropriate, clean attire including:
  - cook's jacket or light shirt with washable skirt or slacks or commercial uniform;
  - apron;
  - hair covering or hair restraint; and
  - closed-toe, low heel, nonskid shoes.
- Teams will be given a menu and all required recipes. Food items will be available at a central supply area. Teams will determine how to use the food items to create the required menu. Identical food items will be available to each team. All food will be provided. No other food products, garnish, or condiments may be brought to the event.
- Teams will have up to 30 minutes to fill out the planning sheet (divide duties, make a time schedule, etc.), organize the work area, and obtain supplies.
- Following the signal to begin, participants will have up to 60 minutes to prepare and complete the food products. A signal will be given when preparation time is over. All food preparation must cease when the signal is given.
- Each team will prepare three identical plates. The team will present all plates for evaluation of appearance. One serving will be used for tasting.
- Participants will have 10 minutes to write a team evaluation. Teams will evaluate group work, individual contributions to group effort, results, and suggestions for improvement.
- Participants will have 15 minutes to clean up their work stations and return unused food to the central station.
- Evaluators will rate participants throughout the session by observing work habits and techniques used. Evaluators will also rate each team's planning sheet, product presentation, appearance, taste, and creativity as well as team evaluation sheet. After consultation among themselves, evaluators will briefly review 5 strengths and areas of improvement of 5 individual and group performances with 5 the teams. Teams will remain at the station until dismissed.
- Total time required for participation in this event is approximately 2 hours and 25 minutes for planning, food preparation, group evaluation, and meeting with evaluators.



# FOOD SERVICE TEAM EVALUATION SHEET

Name of member \_\_\_\_\_ State \_\_\_\_\_

Name of member \_\_\_\_\_ State \_\_\_\_\_

Name of member \_\_\_\_\_ State \_\_\_\_\_

**PRODUCT APPEARANCE:**

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**RESULTS:**

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**TEAM WORK:**

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**INDIVIDUAL CONTRIBUTORS:**

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# FOOD SERVICE RATING SHEET

Name of member \_\_\_\_\_ State \_\_\_\_\_

INSTRUCTIONS: Write the appropriate rating in the "Score" column. Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary. Note whether the scoring is for the "Group" or "Individual." Total the points.

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	Comments			
<b>PLANNING: Team</b>										
Developed precise, written planning sheet	1	2	3	4	5					
Followed group plan and adapted plan to situation as necessary	1	2	3	4	5					
<b>WORK HABITS: Individual</b>										
Used proper equipment, tools, and techniques	1-2	3-4	5-6	7-8	9-10					
Followed directions and recipes	1	2	3	4	5					
Kept work area organized and clean	1	2	3	4	5					
Demonstrated appropriate safety and sanitation procedures	1-2	3-4	5-6	7-8	9-10					
<b>PERSONAL APPEARANCE: Individual</b>										
Appropriate clothing and head covering; well groomed	1	2	3	4	5					
<b>TEAMWORK: Individual</b>										
Worked as an effective team member	1-2	3-4	5-6	7-8	9-10					
<b>FOOD PRODUCTION: Individual</b>										
Product: Appearance	1-3	4-6	7-9	10-12	13-15					
Taste	1-3	4-6	7-9	10-12	13-15					
<b>FOOD PRODUCTION: Team</b>										
Garnish: Appearance	1	2	3	4	5					
Creativity	1	2	3	4	5					
<b>TEAM EVALUATION: Team</b>										
Evaluated product, results, group work, and individual contributions, in a written format	1	2	3	4	5					
<div style="border: 1px solid black; padding: 10px; background-color: #f3e5f5; display: inline-block;"> <p style="text-align: center; margin: 0;">CIRCLE RATING ACHIEVED</p> <table style="width: 100%; text-align: center; margin-top: 10px;"> <tr> <td style="width: 33%;">Gold: 90-100 points</td> <td style="width: 33%;">Silver: 70-89 points</td> <td style="width: 33%;">Bronze: 1-69 points</td> </tr> </table> </div>						Gold: 90-100 points	Silver: 70-89 points	Bronze: 1-69 points	<p><b>TOTAL SCORE</b> _____</p> <p><b>VERIFICATION OF TOTAL SCORE (please initial)</b></p> <p>Evaluator _____</p> <p>Room Consultant _____</p> <p>Lead Consultant _____</p>	
Gold: 90-100 points	Silver: 70-89 points	Bronze: 1-69 points								