CTE Employability Assessment

Supporting and Measuring the Success of Meaningful College and Career Preparation

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Chicago Public Schools
Career and Technical Education
Training Agenda

1. Activate prior knowledge and interest
2. Define Readiness and Employability
3. Review Employability Assessment
4. Experience activity options for how to roll it out to your students and use it in the classroom
5. Examine a curriculum that helps a teacher remediate employability behaviors
Objectives: I will be able to...

- Define terms: Employability Skills, Technical Skills, and Academic Skills
- Understand the Employability Assessment and how to implement it
- View activity options for how to roll it out to your students and use it in the classroom
- Examine a curriculum that helps a teacher remediate Employability behaviors and skills
- Know how to access the Path Ways Support Workshops to deliver to my students throughout the year
Icebreaker: Happiness Index

Can an assessment make you happier?

Name three things students do that makes you happy
Objective #1

Define terms: Employability Skills, Technical Skills, and Academic Skills
What does it mean to be ready?

What is a student’s Estimated Time of Arrival at Readiness Junction?

\[ \text{ETA} = \]

\[ \text{RP} = (E \times T \times A) \]

*Readiness Pace= RP*
<table>
<thead>
<tr>
<th>Term/Concept</th>
<th>My Definition</th>
<th>“Dictionary” Definition</th>
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</thead>
<tbody>
<tr>
<td>Employability Skills</td>
<td></td>
<td>The skills necessary for getting, keeping, and doing well on a job in the 21st-Century economy</td>
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<tr>
<td>Technical Skills</td>
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<td>Job-specific skills related to a specific career pathway</td>
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<td>Academic Skills</td>
<td>Math and literacy skills that allow a person to be successful in post-secondary education without remediation</td>
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Objective #2

- Understand the Employability Assessment and how to implement it
Employability Assessment Goals

✓ Make skills **concise, concrete and transparent** to all teachers, counselors, students, employers and parents

✓ Allow a teacher/instructor to record performance on non-cognitive skills that drive classroom behavior and college and career readiness – *skills they are already teaching but may not be measured or rewarded*

✓ Use teacher observation to verify behavior... *does the student consistently exhibit the skills over a course of time*; rather than does a student know what the skill means as might be recorded on a self test

✓ Can be done in **less that 10 minutes**
Existing models researched before deciding to develop customized assessment

The following is a sampling of the key national work-readiness models and assessments researched in development of the CPS CTE Employability Assessment:

Note: Additional detail on comparison of assessments provided in Appendix.
The CPS/CWIC Employability Assessment (EA) focuses on non-cognitive skills often referred to as soft skills, employability skills, behavioral skills, and 21st century skills.

EA targets 16 essential skills in 5 categories:

1. Fundamentals
2. Work Ethic | Character
3. Problem Solving
4. Interpersonal
5. Computer Literacy
CWIC reviewed all major work-readiness and employability assessments to create a core set of 21st Century Skills aligned to youth capability and entry-level employment requirements. The source data was derived from over 10,000 employer interviews.

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<thead>
<tr>
<th>FUNDAMENTAL</th>
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<tbody>
<tr>
<td>Appearance/Hygiene</td>
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<tr>
<td>Timeliness</td>
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<tr>
<td>Oratory/Speaking</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>WORK ETHIC / CHARACTER</th>
<th>1 = Below Standard/Expectation</th>
<th>2 = Meets Standard/Expectation</th>
<th>3 = Exceeds Standard/Expectation</th>
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<tbody>
<tr>
<td>Attitude</td>
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<td>Accountability/Integrity</td>
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<td>Self Control</td>
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<tr>
<td>Ambition/Initiative</td>
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| PROBLEM SOLVING         |                               |                               |                                 |
| Supervision             |                               |                               |                                 |
| Procedure/Rule Following|                               |                               |                                 |
| Problem Solving Approach|                               |                               |                                 |
| Information Management  |                               |                               |                                 |

| INTERPERSONAL           |                               |                               |                                 |
| Verbal Communication    |                               |                               |                                 |
| Active Listening        |                               |                               |                                 |
| Feedback                |                               |                               |                                 |
| Teamwork ≥2 people      |                               |                               |                                 |

| COMPUTER                |                               |                               |                                 |
| Computer Literacy       |                               |                               |                                 |
## CPS CTE Employability Assessment – Detailed Rubric

<table>
<thead>
<tr>
<th>FUNDAMENTAL</th>
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<tbody>
<tr>
<td>Appearance</td>
<td>Dresses according to the defined norms of the workplace or school activity. Categories are business casual, business (coat and tie), and business formal (suit). Understands that appropriate appearance impacts cultural fit at the workplace.</td>
</tr>
<tr>
<td>Timeliness</td>
<td>Arrives on time and is rarely absent without cause. Understands the relationship between punctuality and how people perceive them.</td>
</tr>
<tr>
<td>Oratory/Speaking</td>
<td>Uses appropriate language, volume, clarity and tone based on the norms of the environment. Uses friendly tone and smiles when conversing with others.</td>
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### WORK ETHIC/CHARACTER

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<th>3 = Exceeds Standard/Expectation</th>
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<tr>
<td>Attitude</td>
<td>Is often negative and struggles to reorient negative outlook into a positive outlook. Does not understand or is not concerned with how attitude affects performance and group dynamics.</td>
<td>Is usually optimistic and can reorient negative outlook into a positive outlook. Understands how attitude affects performance and group dynamics.</td>
</tr>
<tr>
<td>Accountability/Integrity</td>
<td>Rarely acknowledges responsibility for own actions and decisions. Does not complete assignments and is not concerned with quality of work. Has a generally low standard of performance.</td>
<td>Acknowledges responsibility for own actions and decisions. Completes assignments and is concerned with quality of work. Works towards a high standard of performance.</td>
</tr>
<tr>
<td>Self Control</td>
<td>Does not have control over emotional reactions. Responds to difficult individuals or situations with an agitated and defensive manner. Struggles to keep personal matters from interfering with performance.</td>
<td>For the most part, controls emotional reactions. Responds to difficult individuals or situations with a calm and non-defensive manner. Usually keeps personal matters from interfering with performance.</td>
</tr>
<tr>
<td>Ambition/Initiative</td>
<td>Has difficulty setting and achieving short term goals. Rarely takes initiative and waits for others to give work. Is only motivated under excessive influence or threats. Has a low expectation for self.</td>
<td>Can set and achieve short and moderate term goals. Takes initiative and does not wait for others to give work. Is self motivated but needs encouragement at times. Sets moderate expectations for self.</td>
</tr>
</tbody>
</table>
## CPS CTE Employability Assessment – Detailed Rubric (continued)

<table>
<thead>
<tr>
<th>INTERPERSONAL</th>
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<th>3 = Exceeds Standard/Expectation</th>
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</thead>
<tbody>
<tr>
<td><strong>Verbal Communication</strong></td>
<td>Does not effectively express his/her ideas in a clear and logical manner. Has difficulty building on information presented during a conversation. Usually responds with yes/no answers. Often uses communication destructively to gossip or cause harm.</td>
<td>Effectively expresses his/her ideas in a clear and logical manner. Can have a two-way conversation building on information obtained during the conversation. Uses communication constructively to promote goals not to gossip or cause harm.</td>
<td>Effectively promotes his/her ideas in a clear and logical manner. Supports his/her ideas with data and research versus personal opinion. Is a skilled conversationalist and can successfully engage others in brainstorming and conflict resolution. Uses communication constructively to promote goals not to gossip or cause harm.</td>
</tr>
<tr>
<td><strong>Active Listening</strong></td>
<td>Struggles to understand, interpret, and evaluate what he or she heard. Does not accurately recall information. Does not ask clarifying statements. Does not maintain eye contact. Does not use listening cues such as nodding and verifying statements.</td>
<td>Can understand what he or she heard. Can accurately recall information. Asks clarifying statements. Maintains eye contact. Uses listening cues such as nodding.</td>
<td>Can understand, interpret, and evaluate what he or she heard. Accurately recalls and summarizes information. Asks clarifying statements. Maintains eye contact. Uses listening cues such as nodding and verifying statements.</td>
</tr>
<tr>
<td><strong>Feedback</strong></td>
<td>Responds defensively to constructive criticism. Often deflects by providing excuses. Resists being redirected to appropriate behavior. Does not defer judgment.</td>
<td>Responds civilly to constructive criticism. Absorbs feedback as a learning tool. Can be redirected to appropriate behavior. Reflects on feedback and defers immediate judgment.</td>
<td>Proactively seeks feedback and responds positively to constructive criticism. Absorbs feedback and seeks new ways to perfect behavior or performance. Easily redirected to appropriate behavior. Reflects on feedback and defers immediate judgment.</td>
</tr>
<tr>
<td><strong>Teamwork ≥2 people</strong></td>
<td>Does not work well in a team situation. Does not share responsibility for team deliverables. Deflects workload onto other team members. Often seeks to reduce level of quality. Is critical of other team members. Disrespects other team members’ input. Is unwilling to compromise to achieve overall team success.</td>
<td>Works with other team members to accomplish shared goals. Shares responsibility for team deliverables and accomplishes an equal portion of the workload. Respects and values other team members’ input. Willing to compromise to achieve overall team success.</td>
<td>Works with other team members to accomplish shared goals and often takes on team leadership position. Shares responsibility for team deliverables and accomplishes an equal portion of the workload. Provides team members with constructive guidance, encouraging others to do high quality work. Respects and values other team members’ input. Supports negotiated compromise to achieve team success.</td>
</tr>
</tbody>
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Extremely Positive Feedback from Employers

372 Employers rated CTE Job Shadow Students

EMPLOYABILITY EMPLOYER FEEDBACK:
372 evaluations currently submitted out of 672

- 99.8% of students were rated at standard or above on appearance/hygiene
- 96.7% of students were rated at standard or above on timeliness
- 97.5% of employers rated student at standard or above on oratory
- 99.4% of employers rated student at standard or above on attitude
- 99.2% of employers rated student at standard or above on ambition/initiative
- 95.4% of employers rated student at standard or above on verbal communication
- 98.6% of employers rated student at standard or above on active listening
- 96.6% of employers rated student at standard or above on feedback

KEY EVALUATION QUESTIONS:

- 86.5% of employers strongly agreed or agreed that the student had a strong sense of his/her college and career goals
- 93.2% of employers strongly agreed or agreed that they enjoyed mentoring the student and personally benefitted from the engagement
- 79.9% strongly agreed or agreed that if they had an open internship for a high school student they would considering hiring this student
Icebreaker: Happiness Index Revisited

Can an assessment make them more successful?

Name three things students should know or be able to do to make them more successful in school or career.
Objective #3

- View activity options for how to roll it out to your students and use it in context
Using Employability Assessment in the Classroom

- **Set Context:** Create a culture of career by having students take on the persona of a particular career chosen through the exploration process; link all activities to role

- **Be Explicit:** Review employability skills during the first week; engage students in truly understanding not just repeating definitions

- **Modeling:** Employability skills are habit forming and often learned through modeling adult behavior; use role playing to have students model skills

- **Proximity Praise:** Whenever possible have students role play within their college, company or career setting (classroom as simulation) and praise groups rather than individuals

- **Broken Record:** “I understand, but a college or employer recruiter would not accept this.”; once a student identified a career option use this context as much as possible

- **Behavior Narration:** Use the 16 skills as key words throughout the day as you comment on their work and behavior; referencing the skills wall “map”

- **Peer to Peer Feedback:** Have students conduct performance reviews using 16 skills
Are you ready?
Ready for What?
Are you getting ready for your own future?

OK, let’s imagine for a second that...

- You are 21 years old.
- It is Friday at 2pm.
- Where are you?
- What are you planning for the weekend?
Have you thought about all the angles?

When you were imagining your weekend...

? Where were you Friday afternoon? What were you doing? Were you at work or at a college/training class?
? What were the key weekend activities?
? Did you think about how you were going to pay for it? How much money did you need?
? Who were you hanging out with?
? Did you see yourself driving your own car?
? Were you hanging out in your own apartment?
? Were you volunteering somewhere?
? Are you married?
? Do you have a child?
Why is everyone obsessed with making me ready now? I am still really young.
Readiness is where skills meet opportunity

**High School Readiness** means that when you go from elementary to high school, you can be successful and take on new challenges.

**College Readiness** means that when you go to college or a training program, you can channel your strengths to fly even higher.

**Career Readiness** means that when enter a career path, you can be successful and make a difference in your life, family and community.
Who really cares if I am really ready or not?
Readiness defines what skills are needed to be successful in college, career and life. What are they?

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COLLEGE ADMISSIONS</strong></td>
<td><strong>EMPLOYER</strong></td>
</tr>
<tr>
<td>1. Create a name and slogan for your college</td>
<td>1. Create a name and slogan for your company</td>
</tr>
<tr>
<td>2. Decide what subject areas you want your college to be best at such as sciences, sports, arts, English, sociology. Think about how you want people to say about your school to other people.</td>
<td>2. Decide what you want your company to do. Technology, Health Care, Food Service…</td>
</tr>
<tr>
<td>3. Decide what ranking your want your college to have compared to other schools. Select from a scale of 1 to 100 (1 being highest)</td>
<td>3. What should your customers expect form your product or service.</td>
</tr>
<tr>
<td>4. Come up with a profile of the type of student you want to recruit: what skills and personal behaviors do they have.</td>
<td>4. Decide how you want your company to be ranked against your competitors? Select from a scale of 1 to 100 (1 being highest)</td>
</tr>
<tr>
<td></td>
<td>5. Come up with a profile of the type of employee you want to recruit:</td>
</tr>
</tbody>
</table>
Employability Skills

FORMAL DEFINITION:
Personal-behavior skills that help you succeed in school or on a job. These skills help you unlock what you have learned in school to solve real world problems. These skills help you get a job and move up a career ladder. For example: Learning how to manage a team to complete a class project.

CLASS DEFINITIONS:
Technical Skills

FORMAL DEFINITION:
The special skills you learn to be able to be successful in a specific occupation or job. For example: A plumber may need to learn welding but a doctor will not.

CLASS DEFINITIONS:
Academic Skills

FORMAL DEFINITION:
Skills you learn in math, English, science, and all other school courses. For example, learning punctuation in English will help you write a powerful resume or business plan.

CLASS DEFINITIONS:
Appearance
Hygiene

Timeliness

Oratory
Speaking

Fundamentals
Work Ethic: The belief in the importance of work

• **Attitude:** the way a person views or feels about something
• **Accountability:** to take responsibility
• **Integrity:** to follow moral or ethical ideas
• **Self Control:** to be in control of one’s actions
• **Ambition:** a desire for work or achievement
• **Initiative:** the ability or attitude to begin something
ATTITUDE

SCORECARD DEFINITION OF MEETS STANDARD:
Is usually optimistic and can reorient negative outlook into a positive outlook. Understands how attitude affects performance and group dynamics.

CLASS DEFINITIONS:
SCORECARD DEFINITION OF MEETS STANDARD:
Acknowledges responsibility for own actions and decisions. Completes assignments and is concerned with quality of work. Works towards a high standard of performance for self.

CLASS DEFINITIONS:
SELF CONTROL

SCORECARD DEFINITION OF MEETS STANDARD:
For the most part, controls emotional reactions. Responds to difficult individuals or situations with a calm and non-defensive manner. Usually keeps personal matters from interfering with performance.

CLASS DEFINITIONS:
SCORECARD DEFINITION OF MEETS STANDARD:
Can set and achieve short and moderate term goals. Takes initiative and does not wait for others to give work. Is self motivated but needs encouragement at times. Sets moderate expectations for self.

CLASS DEFINITIONS:
Problem Solving: the process of how to figure something out

- **Supervision**: to watch over someone to make sure they do what they are supposed to do.
- **Procedure/ Rule Following**: to respect rules and procedures.
- **Problem Solving Approach**: a step-by-step process to solve problems.
- **Information Management**: a process of how to get information and how to organize it so that it can be understood.
Interpersonal: the relationship between people

• **Verbal Communication:** to talk in a clear, respectful way

• **Active Listening:** to pay attention to what someone else is saying

• **Feedback:** to give an opinion of someone’s work

• **Teamwork:** the ability to work with other people to accomplish a task
Computer Literacy
Computer Literacy: to be able to work on a computer and perform most tasks needed in the workplace
Rate Yourself Using the Employability Skills Assessment and Rubric

1. Think about your regular behaviors and not just one time when you’ve acted a certain way
2. Give yourself a rating on your copy of the Employability Assessment
3. Make a list of 3 strengths and 3 challenges

*** You will not be asked to share this with anyone except for your teacher***
Objective #4

- Examine a curriculum that helps a teacher remediate Employability behaviors and skills
TRANSITIONS:
Employability Soft Skills Preparation Program
A Project Collaboration between ASCL Educational Services, Inc. and Chicago Public Schools

• Focuses on the "soft skills" necessary for obtaining and maintaining employment
• Five modules addressing Self-Improvement Skills, Interpersonal Skills, Communication Skills, Career Preparation Skills, and On the Job Skills
• Sequential and increase in complexity providing valued guidance and supplementary resources
• Include a pre-quiz, anecdotes and quotes, engaging video vignettes, small and whole group exercises, role play activities, student self-assessments, and situational judgment questions.
• Lessons vary from 5 to 50 minutes in length, and accommodate print and/or electronic, web-based formats.
<table>
<thead>
<tr>
<th>Click links below to go to lesson summaries</th>
<th>Self Improvement</th>
<th>Communication</th>
<th>Interpersonal</th>
<th>Career Prep</th>
<th>On the Job</th>
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<tbody>
<tr>
<td>Find Direction from Someone Who's Lost! The Drift(s) (A Play)</td>
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<td>Know Thyself: Interest Values and Skills – Inventories</td>
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<td>What Do You Want to Be When You Grow Up? Mapping Long-Term Perspectives</td>
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<td>The ABCs of Dressing for Success: Always Be Conservative</td>
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<td>The First Stage of Success is Just Showing Up! Proper Workplace Attendance</td>
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<td>Working Hard or Hardly Working: Defining Your Work Ethic</td>
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<td>First Impressions Only Happen Once: Make Them Great!</td>
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<td>Anger is One Letter Short of Danger! Controlling Your Emotions</td>
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<td>What You Say is What You Are! Workplace Verbal Communication</td>
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<td>R-E-S-P-E-C-T: Cultural Sensitivity</td>
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<td>Cultural Sensitivity: Knowing Not to Cross the Line</td>
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<td>Time is a Tyrant: Managing it is a Key to Success! (Part 1)</td>
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<td>Time is a Tyrant: Managing it is a Key to Success! (Part 2)</td>
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<td>Attitude Adjustments: Do You Need an Overhaul or Just a Tune-Up?</td>
<td><img src="image66" alt="Image" /></td>
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<td>Can We Talk? How to Use Informational Interviews to Your Advantage</td>
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<td>Resume Writing: Get Your Foot in the Door - Part 1</td>
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<td>Juggling Plates and Spinning Bananas: The Importance of Learning Multitasking!</td>
<td><img src="image91" alt="Image" /></td>
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<td>How Do You Act When No One is Looking? Integrity in the Workplace- Part 1</td>
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Fundamentals - Timeliness
Lesson 10-2

Know Thyself:
Identifying Skills for an Attainable Career Objective

MODULE

Self Improvement

SUMMARY

In this module, students will learn the importance of assessing their skills and interests as they relate to developing short-term and long-term career objectives. In addition to a pre-quiz and the Role Play Center video, the lesson includes exercises on developing short-term and long-term career objectives, and a student self-assessment.

LESSON MATERIALS

- Lesson
- Interest Inventory Exercise
- Social Interest Inventory Exercise
- Role Play Center Video
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The New CTE Pathways Programs

• College AND Career Readiness Programs that will provide you with:
  – Planning Roadmap with time lines
  – Five Workshops
  – Curriculum Guides with lesson plans and support materials
  – Rubric to measure the workshop outcomes
  – We have attempted to connect as much of these programs as we can to current tools and practices (we are counting on you to tell us what is good and what isn’t)

What else do you need to make this successful?
The New CTE Pathways Programs

• Your Roadmap- Goal Setting and creating a College or Career Pan.

• Your Next Move- Researching your vision, how much will it cost and what do you need to apply for your chosen path? Creating an Elevator Speech.

• Effective Resume Writing Skills- How to write or update your resume to use for college and career purposes.

• Job Shadow Dress Rehearsal - Preparation for job shadowing and college visits.

• Making the Most of Your Experience- What is your plan for the summer- Internships, jobs, College/ Career School visits, researching application requirements.
WHEN/WHERE

• You decide
• Flexibility
• In your school’s context and culture- what works best?
WHY

• Student’s Success
• Your Success
• Your School’s Success
Application
Make a plan!!!

1- Plan a day to present the assessment and rubric to the students.
2- Plan an opportunity for students to self-assess.
3- Plan a for a mid-point for feedback.
4- Plan for a summative assessment for feedback and documentation.

1- When? How?
2- When? How?
3- When? How?
4- When? How?
Any Questions?
Questions, Comments, Concerns?

Sarah Rudofsky
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