



Details

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General Information

| | | | |
|--------------------------|---|----------------------|-----------|
| Civic Objective#: | 14 | Program Year: | 2018-2019 |
| Civic Objective: | Identify educational opportunities and research education/training required to achieve a personal goal. | | |
| TOPSpro Form #: | 014 | AAP #: | 14.5 |
| Assessment Type: | Oral | | |
| Level Range | | | |
| From: | Beginning High | To: | Advanced |

Language and Literacy Objectives

| | |
|--|--|
| Language and literacy objectives with an asterisk (*) are suitable for beginning low level students. | |
| 2 | Research educational opportunities at resources such as "Tomorrow's Jobs" at U.S. Department of Labor web site. |
| 3 | Identify one job of interest and the education/training required. |
| 4 | Research the education/training providers available in the local community, such as local adult schools and ROPs. Present findings of special interest to class. |

Additional Assessment Plan Tasks

| | |
|---------------------|---|
| Task: 1 | |
| Description: | <p><u>Present an Oral Report About a Chosen Job</u> After doing level-appropriate research on a job/career of interest using resources such as the internet or a career center, student will give an oral report to the class about student's chosen job/career.</p> <p><u>Content (25 points possible)</u> The report will include up to 5 pieces of information (BH=3, IL=4, IH-A=5) such as the following:</p> <ol style="list-style-type: none"> 1. State reasons (appropriate for the level) why student is interested in the job/career. 2. State the education/training required for the job/career and where it can be received. 3. State the potential earnings for the given job/career. |

4. State the advantages and disadvantages of this job/career.
5. State whether or not this job/career is available in student's local community and if not, where it is available.

Presentation (5 points possible)

Student will make a relevant visual aid to support the report and refer to it during the oral report.

Points Possible: 30 **Level:** Beginning High - Advanced

| Scoring Rubric | | Points |
|--|--|--------|
| Content | | |
| Report is appropriate, clear and has correct content. All five pieces of information are included. There may be errors, but they do not interfere with meaning. | | 25 |
| Report is appropriate, clear and has correct content. Four pieces of information are included. There may be errors, but they do not interfere with meaning. | | 22 |
| Report is appropriate and has correct content but may lack clarity and may require some inference. At least three pieces of information are included. There may be errors, but they do not interfere with meaning. | | 19 |
| Report has correct content but lacks clarity and may require substantial inference. At least two pieces of information are included. There may be errors which interfere with meaning but the response can be understood with inference. | | 16 |
| Report is inappropriate, unclear, incorrect, no relevant information is presented or there is no report. | | 0 |
| Presentation | | |
| Student uses effective speech and body language through most of the presentation and refers to a relevant visual aid. | | 5 |
| Learner reads the entire report or speaks too softly to be heard and/or does not refer to or have a visual aid. Body language detracts from the report. | | 0 |

Task: 2

Description: Develop a Path to a Personal Goal

Given informational resources (e.g., internet webpage, pamphlet, or brochure with courses and training opportunities, etc.) student will list a personal goal and create a ladder that describes up to 5 steps (BH=3, IL=4, IH-A=5) to reach that goal. Ladder could include classes or training to be taken; work experience; necessary steps to gain employment; and where and when student plans to take classes or training, get work experience, or take necessary steps to gain employment. (Example of steps for BH: Take workplace ESL class at the adult school next term, apply to community college by Sept 1, enroll in Personal Care Assistant class at local community college etc.)

Optimally, the task will be created on a computer and sent to the assessor electronically.

Points Possible: 20 **Level:** Beginning High - Advanced

| Scoring Rubric | | Points |
|--|--|--------|
| Content | | |
| Description is appropriate, clear, complete and has correct content. There may be errors but they do not interfere with meaning. | | 4 |
| Description is appropriate and has correct content. It may be partially complete. There may be errors which interfere with meaning but the description can be understood with inference. | | 2 |
| Description is inappropriate, incomprehensible or incorrect or there is no description. | | 0 |

Rating Scale

| | |
|---|-----------|
| Total Points Possible: | 50 |
| Advanced: | 45 |
| Intermediate High: | 40 |
| Intermediate Low: | 34 |
| Beginning High: | 25 |
| Beginning Low: | |
| View Civic Obj & AAP List | |

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