



Details

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General Information

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|--------------------------|--|----------------------|-----------|
| Civic Objective#: | 52 | Program Year: | 2018-2019 |
| Civic Objective: | Research, identify and utilize workplace readiness or soft skills (Personal Qualities, Customer Care Skills, Leadership Skills) necessary to succeed in post-secondary education, training and career. | | |
| TOPSpro Form #: | 052 | AAP #: | 52.1 |
| Assessment Type: | Written | | |
| Level Range | | | |
| From: | Beginning Low | To: | Advanced |

Language and Literacy Objectives

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| Language and literacy objectives with an asterisk (*) are suitable for beginning low level students. | |
| 1 | *Identify and demonstrate personal qualities such as responsibility, self-esteem, sociability, self-management, integrity and honesty. |
| 3 | *Identify and demonstrate leadership skills such as communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies. |
| 4 | *Identify problems, devise solutions and implement a plan of action. |
| 6 | Identify and demonstrate effective decision making. |
| 8 | *Identify and demonstrate strategies to organize, plan and allocate resources including time, money, materials, facilities and human resources. |
| 9 | *Identify and demonstrate strategies to work well with others such as communicate effectively, contribute to group effort, teach others new skills, negotiate, collaborate, be diplomatic, work well with persons from diverse backgrounds. |
| 10 | *Identify and demonstrate adaptability and flexibility skills. |
| 11 | *Identify and demonstrate an effective work ethic. |

Additional Assessment Plan Tasks

Task: 1

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| Description: | <p><u>Identify and Describe Workplace Readiness Skills/Soft Skills</u> Content A (BL-A): Given level appropriate agency created scenarios, videos and/or pictures (BL-BH=3, IL=4, IH=5, A=6) that demonstrate a lack of workplace readiness/soft skills on a part of a worker in the United States, student names, orally or in writing, the key workplace readiness/soft skill(s) that are lacking in each. Example Skills: <u>Personal Qualities</u> Responsibility Integrity Initiative Flexibility <u>Customer Care Skills</u> Responds to customer’s needs Negotiates to resolve conflict <u>Leadership Skills/Teamwork</u> Working cooperatively Contributing to group with ideas Participate in group decision making Respect for different opinions, customs, preferences.</p> <p>Content B (BL-A): After identifying the workplace readiness/soft skills lacking in Content A, describe orally or in writing (BL= words and phrases, BH=simple sentences, IL= sentences, IH-A= extended written sentences or extended oral descriptions) how learning that/those workplace readiness/soft skill(s) could effectively change each situation (BL-BH=3, IL=4, IH=5, A=6).</p> | | |
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| Points Possible: | 24 | Level: | Beginning Low - Advanced |
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| Scoring Rubric | | Points |
|--|--|--------|
| Content A | | |
| 80% of the items assigned to the Advanced level students are correct | | 12 |
| 80% of the items assigned to the Intermediate High level students are correct or 65% of the items assigned to the Advanced level students are correct. | | 10 |
| 80% of the items assigned to the Intermediate Low level students are correct or 65% of the items assigned to the Intermediate High level students are correct. | | 8 |
| 80% of the items assigned to the Beginning High level students are correct or 65% of the items assigned to the Intermediate Low level students are correct | | 6 |
| 80% of the items assigned to the Beginning Low level students are correct or 65% of the items assigned to the Beginning High level students are correct. | | 4 |
| 65% of the items assigned to the Beginning Low students are correct | | 2 |
| Less than 65% of the items assigned to the Beginning Low-Advanced level students are correct | | 0 |
| Content B | | |
| Statement is in sentences and is appropriate, clear, complete, and has correct content. There may be errors but they do not interfere with meaning. | | 2 |
| Statement is in sentences, phrases or words and is appropriate and has correct content. It may be partially complete. There may be errors that interfere with meaning, but the statement can be understood with inference. | | 1 |
| Statement is inappropriate, incomprehensible, or incorrect, or there is no statement. | | 0 |

Task: 2

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| Description: | <u>Identify Appropriate and Inappropriate Work Behavior (BL-BH)</u> Student selects 1 scenario from Task 1 and describes (BL=in sentences, BH=in a simple paragraph)how the worker's behavior would be appropriate or inappropriate in student's country/culture of origin. | | |
| Points Possible: | 13 | Level: | Beginning Low - Beginning High |
| Scoring Rubric | | | Points |
| Content | | | |
| Level BH: Addresses all parts of the task adequately. The sentences are comprehensible and related to the topic. At least four sentences are written. May contain minor errors that do not confuse comprehension. | | | 8 |
| Levels BL-BH: Addresses the task in a general way. Some sentences may require inference to understand. At least three sentences are identifiable. | | | 6 |
| Levels BL-BH: Addresses the task minimally but relationship to topic is evident. May lack appropriate or sufficient detail or focus. Many sentences require a substantial degree of inference to understand ideas. Fewer than three sentences are identifiable. | | | 4 |
| Level BL: Sentences may not be identifiable but some words are linked to topic. At least two sentences seem to have been attempted. | | | 2 |
| BL-BH: Nothing written or content is incomprehensible or completely inappropriate. | | | 0 |
| Grammar, Structure and Mechanics | | | |
| Grammar, structure and capitalization are mostly correct; most of the words are spelled correctly. | | | 3 |
| Writing contains some errors in grammar, structure, capitalization and/or spelling that may slow comprehension and/or distract the reader, but meaning can be understood. | | | 2 |
| The writing contains errors in grammar, structure, capitalization, spelling, or punctuation that require the reader to use significant inference to understand meaning. | | | 1 |
| Writing is incomprehensible or task is not completed | | | 0 |
| Format, Neatness and Legibility | | | |
| BH: Paragraph(s) form (i.e. title, indentation, margins) is correct. Writing is neat and legible, if applicable. BL: Sentence form is correct. Writing is neat and legible and most of the letters are correctly formed, if applicable. | | | 2 |
| BH: Paragraph(s) form (i.e. title, indentation, margins)is mostly correct. Writing is mostly neat and legible, if applicable. BL: Sentence form is mostly correct. Writing is mostly neat and legible and most of the letters are correctly formed, if applicable. | | | 1 |
| Form is not recognizable and/or writing is not legible or neat. | | | 0 |

Task: 3

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| Description: | <u>Identify Appropriate and Inappropriate Work Behavior (IL-IH)</u> Student will select a scenario(s) from Task 1 (IL=1, IH =2) and describe (IL= in a paragraph with a title and topic sentence, IH= in a 2 paragraph composition) how the worker's behavior would be appropriate or inappropriate in one's country/culture of origin. Compare and contrast that behavior to appropriate work behavior in the United States. | | |
| Points Possible: | 22 | Level: | Intermediate Low - Intermediate High |
| Scoring Rubric | | | Points |
| Content | | | |
| Level IH-Addresses all parts of the task effectively in two paragraphs. The topic sentences, supporting details and conclusion of the composition are easily identified and clearly related to the topic. | | | 14 |

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| Level IH: Addresses the task adequately in two paragraphs. The topic sentences, supporting details and conclusion are identifiable. Some ideas require inference, can understand, but are mostly related to the topic. | 12 |
| Level IH: Addresses task in a general way but ideas may require inference to understand, and some sentences may not be clearly related to topic. The topic sentences, supporting details and/or conclusion are not present or can only be minimally identified even with effort; may be less than two paragraphs. OR Level IL: Addresses all parts of the task appropriately in one paragraph; ideas are comprehensible and clearly related to the topic; topic sentence, supporting details and concluding sentence are identifiable. The writing may contain minor errors that do not distract the reader. | 10 |
| Level IH: Addresses the task minimally even though two paragraphs may not be identifiable. Sentences are comprehensible and related to topic. OR Level IL: Addresses all parts of the task adequately in one paragraph. The sentences are comprehensible and related to the topic. At least four sentences are written. A topic sentence, details and concluding sentence are present but are not easily identified. May contain minor errors that do not confuse comprehension. | 8 |
| Level IL: Addresses the task in a general way. Some sentences may require inference to understand. The writing lacks topic sentence, supporting details and/or concluding sentence. At least four sentences are identifiable. | 6 |
| Levels IL : Addresses the task minimally but relationship to topic is evident. May lack appropriate or sufficient detail or focus. Many sentences require a substantial degree of inference to understand ideas. Fewer than four sentences are identifiable | 4 |
| Levels IH or IL: Nothing written or content is incomprehensible or completely inappropriate. | 0 |
| Grammar, Structure and Mechanics | |
| Level IH: Writing contains only minor errors in grammar and/or structure that do not interfere with understanding and/or minor errors in spelling, capitalization or punctuation that do not distract the reader. | 5 |
| Levels IH, IL: Writing may contain some errors in grammar, structure, spelling, and/or capitalization that may slow comprehension and/or distract the reader but errors do not require inference for understanding. | 4 |
| Levels IH, IL: Writing contains grammatical errors that require the reader to infer meaning. There may be spelling, capitalization and/or punctuation errors that slow comprehension. | 3 |
| Levels IH, IL: The writing contains errors in grammar, structure, spelling, capitalization or punctuation that require the reader to use significant inference to understand meaning. | 2 |
| Levels IH, IL : Errors in grammar, structure, spelling, capitalization or punctuation make the writing incomprehensible. | 0 |
| Format, Neatness and Legibility | |
| Levels IH, IL,: Paragraph(s) form (i.e. title, indentation, margins) is correct. Writing is neat and legible, if applicable. | 3 |
| Levels, IH, IL: Paragraph(s) form (i.e. title, indentation, margins) mostly correct. Writing is mostly neat and legible, if applicable. | 2 |
| Levels IH, IL: Paragraph(s) form (i.e. title, indentation, margins) is minimally correct. Writing may be legible but is not neat , if applicable. | 1 |
| Levels IH, IL: Form is not recognizable and/or writing is not legible, if applicable. | 0 |

Task: 4

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|-------------------------|--|---------------|----------------------------|
| Description: | <u>Identify Appropriate and Inappropriate Work Behavior (Adv only)</u> Student (Adv) will write an essay of 3-5 paragraphs comparing/contrasting worker expectations in one's country/culture of origin and in the United States using scenarios from Task 1 as examples. | | |
| Points Possible: | 27 | Level: | Advanced - Advanced |
| Scoring Rubric | | | Points |

| Content | |
|---|----|
| Addresses all parts of the task effectively. There are at least 3-5 paragraphs, each with a clear topic sentence and supporting sentences with concrete examples. There are appropriate transition words and relevant concluding paragraph. The essay shows good comprehension of the reading material. | 18 |
| Addresses all parts of the task adequately; contains some relevant detail; some ideas may not be well stated; may require minimal inference; written adequately-organized paragraph(s); contains at least 3-5 paragraphs. | 16 |
| Addresses the task in general way but may have gaps; many ideas may not be well stated; may lack appropriate or sufficient detail or clear focus; require some inference; may be loosely organized; contains at least 3 paragraphs. | 14 |
| Addresses the essay task minimally but relation to the task is evident; may be unfocused or unclear with few identifiable supporting details; does not demonstrate understanding of essay organization; fewer than 3 paragraphs. | 12 |
| Nothing written or content is incomprehensible or completely inappropriate. | 0 |
| Grammar, Structure and Mechanics | |
| Writing contains almost no errors in grammar, structure, spelling, capitalization, or punctuation. | 6 |
| Writing contains only minor errors in grammar and/or structure that do not interfere with understanding and/or minor errors in spelling, capitalization, or punctuation that do not distract the reader. | 5 |
| Writing may contain some errors in grammar, structure, spelling, capitalization, and/or spelling that may slow comprehension and/or distract the reader but errors do not require inference for understanding. | 4 |
| Writing contains grammatical errors that require the reader to infer meaning. There may be spelling, capitalization and/or punctuation errors that slow comprehension. | 3 |
| Writing is incomprehensible or task is not completed | 0 |
| Format, Neatness and Legibility | |
| Paragraph(s) form (i.e. title, indentation, margins) is correct. Writing is neat and legible, if applicable. | 3 |
| Paragraph(s) form (i.e. title, indentation, margins) mostly correct. Writing is mostly neat and legible. | 2 |
| Form is not recognizable and/or writing is not legible. | 0 |

Rating Scale

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| Total Points Possible: | 51 |
| Advanced: | 40 |
| Intermediate High: | 33 |
| Intermediate Low: | 26 |
| Beginning High: | 18 |
| Beginning Low: | 12 |
| View Civic Obj & AAP List | |

Feedback