Effective Curriculum and Instruction for Career Education

Unit 6: Apply Assessment Theory to the Classroom

Existing Course: Curriculum Development Theory

Unit 1: Describe Curriculum Components for Effective Instruction

Unit 2: Evaluate Existing Curriculum Terminology and Components

Existing Course: Selecting & Organizing Course Content

Unit 3: Apply Curriculum Alignment Theory to Instructional Materials

Unit 4: Write and Clarify Instructional Objectives

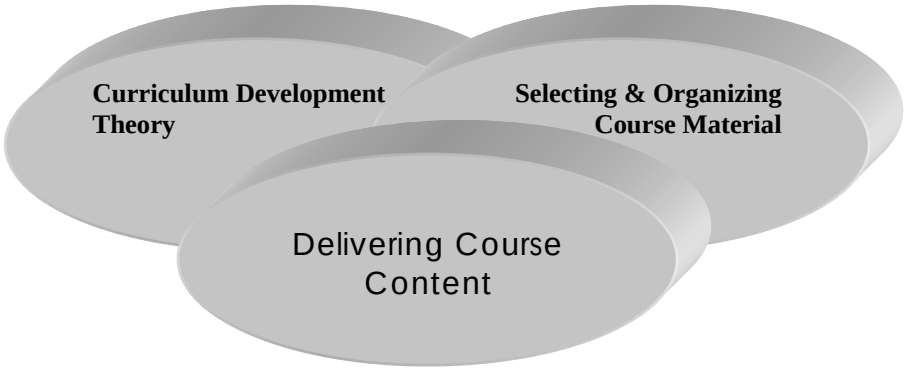
Existing Course: Delivering Course Content

Unit 5: Select Instructional Strategies, Activities, and Resources

You Are Here

Unit 6: Apply Assessment Theory to the Classroom

- **6.1 Differentiate between measurement and evaluation**
- **6.2 Develop content-specific and domain-specific authentic assessments**
- **6.3 Develop content-specific and domain-specific process and product assessments**
- **6.4 Create assessments that are internally aligned with learner objectives and instructional strategies**
- **6.5 Adapt a Program/Course Evaluation Plan for one's specific need**



UNIT OF INSTRUCTION PLAN	
Name of Course:	Effective Curriculum and Instruction for Career Education
Measurable Learner Objective:	Unit 6: Apply Assessment Theory to the Classroom
Duration of Unit:	Weeks 11-15 (750 minutes)
Rationale for Unit:	Assessment is the final component of the curriculum alignment model for effective instruction. In previous units of instruction, the teachers focused on measurable learner objectives (Unit 4) and instructional strategies, activities, and resources (Unit 5). This unit is needed so that teachers can learn to effectively assess student learning in all three learning domains consistent with their MLOs as well as focus on evaluating the effectiveness of their program (program evaluation).
Unit Task(s):	6.1 Differentiate between measurement and evaluation 6.2 Develop content-specific and domain-specific authentic assessments 6.3 Develop content-specific and domain-specific process and product assessments 6.4 Create assessments that are internally aligned with learner objectives and instructional strategies 6.5 Adapt a Program/Course Evaluation Plan for one's specific need

Topical Outline (content to be covered):	Apply Assessment Theory to the Classroom a. Terminology and discussions • Measurement versus evaluation • Student assessment • Authentic assessments • Formative and summative assessments • Performance-based assessments (PBA) • Program evaluation b. Student assessments by learning domain • Creating assessments: Formative and summative items (for all domains and items below) • Creating assessments: Cognitive domain • Creating assessments: Psychomotor domain • Creating assessments: Affective domain • Critiquing assessments: Authentic assessments • Critiquing assessments: performance-based assessments c. Aligning assessments with existing curricular components • Internal alignment (aligning with MLOs and strategies, activities, and resources) • External alignment (assessing all components that are present in an external alignment, including MSIP (academic) standards and technical standards d. Program evaluation plans • Developing written program evaluation plans for program improvement • Incorporating student assessment data into the

	program evaluation plan (relationship between student assessment and program evaluation) • Current topics: "Accountability" and the relationship to the written program evaluation plan
Teaching-Learning Activities:	1. Presentation/discussion 2. Critiquing existing curricula for effective assessments (assessment theory and alignments) 3. Writing sample/actual assessment items (consistent with assessment theory and alignments) 4. Guest Presenters: DESE staff (program evaluation) 5. Questions/answers/collaboration work
Instructional Resources:	1. Teacher's sample/actual curriculum 2. Course readings (instructor identified) 3. Presentation (digital file and slide handout) 4. Sample assessment items / worksheets 5. Guest presenters (DESE staff) 6. Computer and projector
Facilities:	1. Classroom 2. Computer Laboratory (teacher notebook computers)
Assessment Activities:	1. Peer assessment checklist: Effective student assessments by domain and alignment (analysis and evaluation level) 2. Teacher daily performance work (student assessments and program evaluation) 3. Unit and final exam assessments (analysis and comprehension level)
Specialized Information:	The final unit of this course will focus on student assessment and program evaluation. The student assessment sessions will include assessment theory

	(creating effective assessments by domain, including performance-based assessments and authentic assessments), and curriculum alignment considerations (internal and external). The program evaluation session will include establishing a written program evaluation plan (that should incorporate student assessment data) for effectively improving the teacher's instructional program.

Effective Curriculum and Instruction for Career Education

Unit 6: Apply Assessment Theory to the Classroom

Suggested Lesson Plan

Teacher:	(to be determined)
Subject Area:	Career Education Curriculum Alignment
Grade Level:	Graduate University Credit (3.0 credit hours)
Unit Title:	Apply Assessment Theory to the Classroom
Lesson Title:	1. Assessment terminology (Lesson 6a) 2. Creating student assessments by learning domain (Lesson 6b) 3. Aligning assessments with existing curricular components (Lesson 6c)
Behavioral Objectives:	1. When presented with assessment theory definitions and discussions, the teacher will differentiate among all terms with 100% accuracy. 2. Given existing measurable learner objectives and instructional strategies/activities/resources, the teacher will create performance-based and authentic cognitive assessments consistent with DESE requirements and professional literature. 3. Given existing measurable learner objectives and instructional strategies/activities/resources, the teacher will create performance-based and authentic affective assessments consistent with DESE requirements and professional literature.

4. Given existing measurable learner objectives and instructional strategies/activities/resources, the teacher will create performance-based and authentic psychomotor assessments consistent with DESE requirements and professional literature.
5. When planning student assessments, the teacher will appreciate assessment theory, student needs, and stakeholder needs as evidenced by incorporating authentic performance-based assessments into their program.
6. Given DESE materials, the teacher will create a written program evaluation plan consistent with DESE/MSIP requirements.
7. When planning a written program evaluation plan, the teacher will recognize the importance of program evaluation as evidenced by developing a realistic plan to collect and assess data for program improvement.

Materials/Resources Needed:

1. Teacher's sample/actual curriculum.
2. Selected Readings: Assessment theory and practice (DESE Curriculum Sampler, 2003; DESE content area sample assessments, Miller & Miller, 2002); Finch & Crunkilton, 1999.
3. Electronic presentation: ECICE Unit 6.
4. Guest Presenters; DESE staff (course evaluation)
5. Sample assessment items / worksheets.

6. Domain/verb lists (Miller & Miller, 2002).
7. Computer and projector.

Anticipatory Set:

- Tie to previous units (Units, 3, 4, and 5)
- Teachers have already identified/created their measurable learner objectives (Unit 4) and their instructional strategies, activities, and resources (Unit 5).
- The curriculum alignment process comes "full circle" with the teachers being required to assess in the proper domain, at the proper level (Bloom's Taxonomy), as well as those items that were externally aligned (tie to Unit 3 and the term "selective alignment").
- To complete effective instructional practice, Unit 6 will emphasize creating effective student assessment which should be authentic and performance-based.
- Have teachers reflect on past assessments that "worked" and those that "did not work."
- Have teachers analyze their curriculum for units that need new or reinforced authentic, performance-based assessments.
- Illustrate how student assessment contributes to effective program evaluation, which will lead the teachers in developing a written program evaluation plan consistent with MSIP standards.

Objective/Purpose: The objective of this unit is to reinforce

incorporating authentic, performance-based assessments into the teacher's curriculum. In addition, the teachers must recognize the importance of internal alignment (assessing the MLOs and instructional strategies/activities/ resources) and external alignment (assessing all academic and technical standards that appear in their alignment matrix).

Input:

1. Consistent with previous units, teachers should provide their existing curriculum that has been modified and improved based on Units 1-5 of this course:
   a. Revised (or main) measurable learner objectives.
   b. Revised instructional strategies/activities/ resources.
   c. Internal and external alignment matrix.
   d. Notes/plans on curriculum alignment.
2. Note to Course Instructor regarding teacher inputs: Based on Unit 4 (MLOs) and Unit 5 (instructional strategies/activities/resources), the teachers must now critique, revise, and create new authentic, performance-based assessments that align with their previously-developed instructional materials.

Model:

- Instructor-led discussion
- Teacher/peer collaboration

- Guest presenters: DESE staff (program evaluation)
- Question and answers
- Model ECICE curriculum assessments that align with the course measurable learner objectives
- Emphasize model assessments from teachers enrolled in the class.

Check for Understanding:

1. Assessment terminology and practice (review and present new information):
   a. Measurement versus evaluation
   b. Student assessment
   c. Authentic assessments
   d. Performance-based assessments (PBA)
   e. Summative and formative assessments
   f. Program evaluation
2. Creating student assessments by learning domain (and consistent with curriculum alignment)
   a. Summative and formative assessments (for all of the following domains and items)
   b. Cognitive assessment items
   c. Psychomotor assessment items
   d. Affective assessment items
   e. Authentic assessment items
   f. Performance-based assessment items
3. Aligning assessments with existing curricular components
   a. Internal alignment (aligning with MLOs and

strategies, activities, and resources)

   b. External alignment (assessing all components that are present in an external alignment (academic and technical standards)

4. Program evaluation plans
   a. Developing written program evaluation plans for program improvement
   b. Incorporating student assessment data into the program evaluation plan (relationship between student assessment and program evaluation/improvement)
   c. Current topics: "Accountability" and the relationship to the written program evaluation plan

Guided Practice:

1. Teachers critique their existing assessments against their measurable learner objectives (MLOs) and their strategies/activities/resources for curriculum alignment. Make improvements if needed.
2. Teachers critique their existing assessments for authenticity and performance-based items and make improvements if needed.
3. Teachers critique their partner's existing assessments with their partner's measurable learner objectives (MLOs) and their strategies/activities/resources for curriculum alignment. Suggest improvements if needed.
4. Teachers critique their partner's existing

assessments for authenticity and performance-based items and suggest improvements if needed.

5. If alignment is not met, improve the assessments consistent with DESE requirements.
6. If alignment appears to be met, critically analyze if all learning domains and verbs (per the MLOs) are consistent.
7. After full critique, if alignment needs improvement, create/identify new assessments to strengthen the instructional delivery.
8. Teachers complete the "assessments" section of their internal alignment matrix consistent with DESE recommendations or school district requirements/format.
9. Teachers complete their written program evaluation plans.

Closure:

1. Final piece of curriculum alignment: Authentically assessing our students with performance-based assessments that are aligned with the unit's measurable learner objectives (MLOs) and supported by the instructional strategies, activities, and resources.
2. Must continue developing authentic, performance-based assessments consistent with the professional literature (domain specific and learning-level specific).
3. Strong emphasis on accountability at the local,

state, and national levels (current legislation) and how it ties with the written program evaluation plan.

Independent Practice:

1. Read all materials disseminated in class (theory, DESE documents, samples, etc.).
2. Complete assessments section of internal alignment matrix (consistent with DESE recommendations and local school district requirements). This exercise will only "list" the assessments by name/identifying number.
3. Building on item 2 above, teachers will choose one unit of instruction from their existing curriculum (or improved curriculum based on this course) and develop authentic, performance-based assessments needed to assess student learning consistent with the measurable learner objectives and instructional strategies, activities, and resources developed in previous units of this course.
4. Teachers complete their written program evaluation plan consistent with local school district/MSIP requirements and DESE recommendations.

Effective Curriculum and Instruction for Career Education

Unit 6: Apply Assessment Theory to the Classroom

Program Area Specific Examples

The following curriculum samples will be presented during this Unit of Instruction. Additional samples will be presented as needed depending on the class population for any given semester.

Example 1: Missouri Department of Elementary and Secondary Education's description and requirements for Assessments (DESE Curriculum Sampler, 2003)

Example 2: Marketing Education 2002 Fall In-service Documentation: Assessing the Missouri Show-Me Standards
(Example purpose: Marketing Education solicited teacher examples of how they were assessing the Show-Me Standards in the Marketing Education classrooms.)

Example 3: Agriculture Education Cross-Referenced Chart for Adapting Performance-Based Assessments (Sample illustrated: Agriculture Mechanics unit for Agricultural Science I course)
(Example purpose: Agriculture Education has created the Agricultural Education Curriculum Enhancements (Volume II) to emphasize its use of performance-based assessments).

Example 4: Trade and Industrial Education Authentic Assessment Checklist for Daily Safety Practices

Example purpose: The flexible checklist (by unit, MLOs, tasks, and days assessed) can be used to authentically assess and document daily student work consistent with course grading procedures and measurable learner objectives.

Program Area Specific Examples

Missouri DESE Curriculum Sampler (2003) Assessment Descriptions and Requirements

Assessment

MSIP Standard 6.1.1 *Each written curriculum guide must include instructional strategies and specific assessments (including performance-based assessments) for a majority of the learner objectives.*

In order to measure student progress and inform instruction, assessments are included in many curriculum guides. There should be a variety of assessment types in the guides, including performance-based assessments. Some assessments may cover more than one objective, or one objective may have multiple assessments.

Curriculum guides should include a description of the assessment or a copy of the assessment. Descriptions of assessments should be detailed enough that a teacher could easily understand how to duplicate the assessment. Assessment descriptions should include more information than "teacher observation" or "scoring guide." The criteria used in the observation or scoring guide should be listed.

Formative assessments provide feedback to teachers to help modify and improve teaching and learning. Examples of formative assessments include classroom questions, observations, drafts of papers, and tests or quizzes. **Summative assessments** measure the degree of learning upon the completion of a set of learning activities. Examples are teacher-made exams, project presentations and end-of-semester or end-of-year examinations.

Characteristics of an Effective Assessment Program

- ✓ are aligned with the objectives and with Missouri's Show-Me Standards, and corresponding scoring guides are clearly defined to evaluate student work,
- ✓ are of varying types to allow students a wide range of opportunities to demonstrate proficiency,
- ✓ include those that are authentic in nature and allow students to solve real-life problems,
- ✓ provide opportunities for students to demonstrate multiple ways of responding to a given situation,
- ✓ are specifically designed to provide meaningful feedback on student learning for instructional purposes (formative), and
- ✓ are specifically designed to provide feedback on a student's degree of success in learning a particular objective (summative).

Assessment data (state and local) should be used to improve instructional practices and student performance.

Examples of assessments may be found in the Curriculum Format section (DESE Curriculum Sampler, 2003).

Program Area Specific Examples: Marketing Education

Fall In-service Documentation: Assessing the Show-Me Standards

Marketing Education
Fall In-service
2002

A compilation of Marketing Education teacher responses to the following items related to assessment of Show-Me Standards not tested by the Missouri Assessment Program.

List specific applications of technology in your curriculum.

- CD Portfolios of student work – good projects
- Job procurement using various computer software – resumes, cover letters, etc.
- Utilizing e-mail mentors
- Research careers, different economies, different generations, fact finding – Internet
- College and job applications from Internet to complete
- CDs for math and grammar remediation
- Job performance expectations on software to catalog student's behavior (Rock Bridge)
- Web page design using Front Page (advertising)
- Design banner ads
- Smart Board Applications – students operate and present
- Digital camera – selling items on eBay for a DECA function
- Ad designs using PageMaker, Adobe Photoshop, and Corel Draw, Photo Draw
- Missouri Works for job searches
- DOT for career searches
- Scanners to download images for brochures/flyers
- Simulations
- Teacher developed and student developed PowerPoint presentations (career research, sales presentation, product planning, marketing concepts, getting to know your job, chapter presentations)
- ACT Discover and CS Bridges on-line
- MS Publisher – brochures, flyers, real estate project (like sales presentation)
- MS Excel – data manipulation and chart making
- Sandwich Shoppe computer simulation
- Career scope computer software which poses questions to students regarding careers and provides information on which to make decisions
- DECA Software testing
- Close circuit telephones to teach telephone techniques
- DECA Quiz Bowl software
- Dorothy software
- Corporate View
- Internet for international product search, labor market information
- Job search engines

- Desktop publishing to produce documents for employer appreciation banquet (menu, invitations, program)
- Video – digital camera, slide presentations, taking pictures of kids at employment site, sales demonstrations
- Spreadsheets – fundraising
- Database – employer information
- Digital camera – pictures to use in marketing research projects for DECA.
- Scanning images for projects or presentations
- PowerPoint, Excel, and Access together for projects. Students design homecoming t-shirts and manipulate data in Excel, do sales predictions, etc.
- Promotions unit – utilize video camera and computers to record audio and TV commercial and editing
- Hot Dog Stand computer simulation
- Artic Express computer simulation
- Embark website (Ecos) which allows students to do personality assessments, and stores the data; scholarship locators
- Create PowerPoints for target markets for specific products and have them present to class
- Students research regulators of government on the Internet and make a poster to explain the agency and current example
- Prepare a promotional campaign using PowerPoint promotions after researching a product and make presentation to business people who tell them if their idea is feasible
- Research a career using Internet (Missouri Works, America's Job Bank) and they must complete all forms and interview with an actual business person
- Applications of Microsoft Excel to track DECA budgets, simulate banking activities, and/or keep track of vendor databases for fundraising
- E-mailing business people to get information for preparation of marketing research projects
- Digital camera used at Fall DECA Conference and prepare a PowerPoint reviewing the conference
- Virtual Business simulation at the end of Marketing I class (tutorial) – lure for next courses
- Virtual Business with entrepreneurship and business management intermittently throughout the quarter
- Research how to catch shoplifters. Prepare PowerPoint presentations to propose a security plan
- Microsoft Excel to make graphs for any kind of project.
- Newspaper articles using Microsoft Word
- Create DECA bucks account in Microsoft Excel for recording "pay"
- Microsoft Excel for inventory and ordering for school store
- Word for tables for competitive events projects
- Varitronic poster machine for making visual aids for fundraiser
- Quicken for doing school store books (profits, balance, etc.)
- Digital camera Photoshop for p.r. information (bulletin boards, newsletters, etc.)
- Press release in Microsoft Word in a format acceptable to newspaper
- Hourly/wage and payroll in Excel for internship
- Sports internet search – adding a franchise to a major hockey league. Locate existing teams, locate a city, name team, etc.

- E-mail: students have own accounts and do an assignment and send as an attachment to the teacher.
- Web page design with Dream Weaver for their particular student organization.
- Telemarketing used for fundraising for civic projects
- Business plan for marketing plan using Microsoft Word
- Job interview – simulated through the Internet – answer questions (Hazelwood Curriculum Connections – list of websites pertaining to marketing)
- Season Ticket Baseball 2003 – sports marketing – managing team and making decisions
- Living in the Real World for budgeting principles
- I-Movies for videotaping commercials
- Avid Cinema for ads, presentations, creating promotions for advertising DECA activities
- First Class for e-mail mentors
- Internet – e-mail project with International students to research specific topics (customs), business plans, IRS, small business, download forms)
- Video camera for mock interviews
- Netop to monitor what all students in room are doing on their computers
- Excel for supply and demand graphing
- Access to create customer databases
- Threshold competitor is a simulation to make decisions on capital budgeting, etc.
- Access to do market research to sift through
- Business Plan Pro and Marketing Plan Pro software (Prentice Hall)
- MarkED CDs for job skills
- Video visualizer for scanning documents or art – can show anything
- Use computers in store to do a perpetual inventory and maintain inventory
- Use bar code printer
- Develop website for a toner recycling business (e-commerce)

How is student-conducted research included in your curriculum?

- Research products to sell in the school store
- Job search
- Focus groups/questionnaires for William Woods marketing competition
- Taste test for McDonald's – then focus groups
- Career exploration for job requirements
- Research market prototypes
- Research product design and sales demonstration
- Develop marketing strategy designed for specific business and presented to the business
- DECA written events – marketing research (Internet, interviews, books, articles, etc.)
- Social responsibility research papers – business ethics website
- In-class presentations on a business or entrepreneur researched
- Interest surveys of students – further pursue research on areas of interest for further education
- Professionals interviewed in career of interest
- Prompt student to prepare questions prior to a guest lecturer
- Social security and pension research

- Business plan research for entrepreneurship
- Consumer safety research, environmental hazards research on specific companies
- Various economic indicators of international companies (CIA.org)
- MDA, KFC – to get franchise information to do business in this manner
- Sports marketing – geographic location research for team placement
- Communications unit – in charge of HR for company and have to do business within another country; have to determine customs, etc.
- DECA competition – scavenger hunt – DECA website – have to answer questions
- Search on city the school district is in (demographic and geographic)
- Primary research for marketing Research Project survey other students; college fairs to research colleges
- Secondary research – websites ERSYS.com/usa and Census.gov to find demographic information
- Academic research looking for journal articles and academic based research
- Sports marketing – internet research on stadium capacity
- College bowl and superbowl advertising costs
- MS Word and PowerPoint to chart results of sports marketing research
- Company research presented on PowerPoint – companies students would like to work for
- Occupational Outlook Handbook for careers
- Search engines to conduct research on companies and behaviors of athletes (do you want them endorsing your product?)
- Job opportunities in other cities – student researches what it would cost to move there, prices for living, etc.
- A needs assessment for a school store
- Go to search engine and find out what products are imported to U.S.
- Research product line for sales demonstration
- Plan a business trip
- Job manual research
- School research to find an area for improvement in the school
- Functions – pick a company and find out how each of the functions applies to that company
- Government websites – consumer protection, employee protection
- Students choose a specific product and they would survey the other students and rank the brands by popularity and determine why they were more popular. Using the Internet, students can decide where to offer the product based on demographics (use U.S. Census Bureau and Department of Labor sites)
- Students do research on social responsibility via the Internet. Contact companies and identify their social responsibility stance. Present the information using a PowerPoint presentation
- Census information for business ownership
- Research price comparisons for products being purchased for the classroom.
- Research specific products and create brochures to sell the products
- Break class into five groups and assign one of survey techniques. They decide what they wish to research (pros and cons of each research techniques)
- Study for community of business topics (development of public swimming pool, prepare a business directory, etc.)

- Interview people in management to determine how they got started
- Student write a marketing plan to present to the management
- Research a trip (sports or recreational), find prices, etc., and present to client
- Research interest, aptitudes, and personality traits (Bridges.com) on Internet
- Interview students to determine which products will do well in the school store. Interview freshmen to seniors
- Research vocabulary words to find an article which features the word and write a one page report (instruction on use of search engines)
- Research on liability on lawsuits
- Research product failures. Company research – history and progress. Analyze their success factors
- Success Week – research successful people and find common traits for their success
- Students give employer a gift on Boss's Day. Students research gifts.
- Etiquette lessons then do an actual dinner to use their new skills
- History of their employer, ownership of the company, etc., publicly traded or privately owne
- Products Americans love to hate (White Castle, Ovaltine, etc.)
- Community projects where they do individual marketing research for individual companies
- New product development patent searches on the Internet
- Taste testing
- Analyzing training manuals
- Research with pre-school and middle-school for TWEENS
- Table tops and trivia – research advertising costs, potential placements in restaurants)
- Business plan for a school store and make presentation to principal
- Marketing research written projects for DECA
- Research a product in order to do a sales presentation (local businesses, Internet research)
- Missouri Works to put resumes on line and research potential jobs

How do you incorporate workplace readiness skills in your curriculum?

- Ethical behavior
- Resumes , applications
- Telephone skills
- Communications skills
- Interpersonal Skills
- Mock interviews
- Role plays (Marketing Essentials)
- Reviewing tax forms, tax deductions
- Student evaluations from employers
- School store – employees, order
- Thank you letters
- Cover letters
- Workman's comp
- Virtual business interview on Internet (Monster.com) and msnvirtual
- Human relations on the job

- Career critique research comparing two different jobs and skills they need for each; select the job which most closely fits their talents
- Quarterly workplace readiness evaluations
- Dress for Success
- Teamwork skills
- Dinner etiquette and dinner interviews
- Networking for different job sources
- Self assessment
- Personality inventories
- Use appropriate business vocabulary
- Missouri Career Guide from employment office; Choices or Bridges program
- Job shadowing
- Following directions test
- Health and nutrition
- Courteous behavior
- Business letters
- Modeling workplace skills, ourselves, as teachers
- What not to do in a job interview (video) – student generated
- How to conduct a business meeting
- Job packet for internship students – researching the company
- Character education
- Political correctness – behavior in classroom
- Time management
- Customer service
- Portfolios – ASVAB test, resume, cover letter, assessments
- Public speaking
- Leadership roles in the DECA chapter
- Job hunting handbook
- Organizational skills through DECA
- Work keys assessment
- Photocopies of all student resumes and cover letters with names deleted – give to next year's class and students select top four out of each group
- Guest speakers discussing applications
- Mock interview day with local employers – cover letter, resume, dress, non-verbals, and follow-up letter
- What would you do? – workplace readiness and ethics
- Job action plan – weakness on evaluation – student writes a plan to let employer know how they plan to improve
- Human resources – using MarkED laps – sexual harassment, diversity issues, etc., scheduling
- Practice "People Smarts" skills (i.e., to appreciate people, how to listen well, etc.)
- Case problems from assorted books on dealing with people in the workplace.
- Marketing II kids teach Marketing I kids how to count back money and evaluate them. The Marketing I kids evaluate the Marketing II kids on their training skills
- Mock telephone training
- Filling out a job application and interviewing for a job (switch marketing class with the math class)
- Students bring in five blank job application forms

- Lab person does a presentation on drug tests
- Students register for Missouri Works
- Variety of employers' orientation books for review to identify the requirements the company has for ethics based on mission statements
- Stress management
- Workplace safety
- Co-worker relations
- Simulation to write purchase orders, requisitions, business letters, conduct business meetings, dealing with investment companies in community, meeting deadlines, etc. (The Mean Jeans Company)
- All classroom behaviors are translated to workplace behaviors
- Communications – listening skills
- Administer a workplace readiness exam, filling out appropriate forms for employment (through research educator)
- Mini-unit on income taxes, paychecks (coop students)
- Cooperative education
- School store staff

What do you do to incorporate formal and informal presentations and discussions?

- Informal presentation to class concerning their job (internship)
- Presentation on careers
- Sales demonstration
- Students prepare overhead on specific topic and present to the class
- Class divided into small groups (jigsaw) to present information
- Have student teach a class
- Trade show on pumpkins (Project Pumpkins) to elementary school students
- Presentations to junior high school on DECA and economics
- St. Louis workstudy fair where students do informal presentations
- Morning Mayor show on Rolla news and information (radio)
- Coop students prepare a bulletin board or poster on their place of employment
- Parliamentary procedure
- MDA telethon locally
- Students as Ambassadors – they represent the program while at work
- Students make commercials and it can be aired on channel one
- DECA meetings – officers present
- School board meeting presentations
- Advisory board meetings – student representation
- Presentation to inform other students about DECA
- Sales demonstrations
- Present Instructional Management Plans
- Case problems in small groups
- Debate on ethical issues
- Four part oral presentation – three minutes to do an introduction of a classmate; 60 second commercial about the workplace with a prop; Dimensions article summarized in five minutes
- Free Enterprise billboards created in hallway – must explain to classmates

- Plugging into Marketing to develop a PowerPoint on the 4 P's of Marketing
- Students teach a section of a chapter to classmates
- Give students a case study and give them five minutes to prepare a presentation
- Me in a Box activity – students bring in items that are meaningful and descriptive of themselves and what they want to do career wise – show and tell in front of peers
- Election activities for DECA
- Chairing committees for DECA
- Recruiting other students for M.E./DECA
- Presentations to Chambers, civic organizations, etc.
- Written scholarships Wall street journal the classroom edition. Students select an article and have to summarize the article orally.
- Students introduce themselves from Day 1. Each week they must do something to present in class.
- Divide chapter content in small groups to teach to the rest of the class.
- Formal sales presentation addressing the class.
- Free Enterprise team presents to the school board. Present to other schools.
- Competitors informally present their project.
- Kiwanis, Rotary presentations based on DECA activities
- Veterans Day Assembly which involves the community and DECA members run the program. Elementary school presentations – flag etiquette, Halloween safety
- Seniors have Toastmasters International come in to complete the Youth Leadership Program (public speaking)
- Employer Appreciation Banquets
- Installation ceremonies
- Students introduce guest speakers
- Store Leadership team has to develop employee handbook, etc. and they instruct the other employees
- Student presentations of marketing research in the classroom
- Introduction of guest speakers
- Mentors on-line for students writing business plans
- Fashion show scripting and presentation
- PowerPoint presentations – project on McDonald's promotional meal
- Skits to reinforce classroom presentation
- Presentations to Junior High on community service
- School assemblies
- DECA Week activities
- Training demonstrations
- Cooperative learning – roundtable with different answers to different questions and kids make decisions on agreement or disagreement
- Presentation to administrators to get approval on prospective projects
- Presentations to businesses when they've done research on that business
- Employer appreciation banquet
- DECA officers interacted with Lions Club members
- Cable presentations
- Workplace safety video
- Formal sales presentation – videotaped for critiquing
- DECA Vice President for each class that presents reports to class

- Presentations on the career project
- Marketing math presentations on the smart board
- Product presentations based on products acquired from vendors through written communications
- Research a decade and present trends (products, music, etc.)
- Prepare a print ad and present to the class
- Tape a radio spot they've developed
- Research ad space costs and present

Program Area Specific Examples: Agriculture Education

Cross-Referenced Chart for Adapting Performance-Based Assessments

(Sample illustrated: Agricultural Mechanics Unit for Agricultural Science I)

Curriculum/Unit	Performance-Based Assessment (PBA)	Alternative PBAs
Agricultural Science I		
Agricultural Mechanics Unit for Agricultural Science I • Common Hand Tools	Design, organize, and participate in a tool identification contest	*Agricultural Mechanics Unit for Agricultural Science I* and *Agricultural Mechanics Unit for Agricultural Science II*—Common Power Tools
• Common Power Tools	Give a safety presentation for a power tool	*Agricultural Mechanics Unit for Agricultural Science I*—Common Hand Tools
• Woodworking	Construct a woodworking project	• *Agricultural Construction Volume I*—Project Construction • *Agricultural Construction Volume II*—Woodworking
• Tool Sharpening and Reconditioning	Participate in a tool reconditioning contest	None identified
• Arc Welding	Make common flat position welds as part of a welding contest	• *Agricultural Construction Volume I*—Arc Welding • *Agricultural Mechanics Unit for Agricultural Science II*—Arc Welding
• Oxyfuel Cutting	Make basic cuts as part of a class-wide contest	*Agricultural Construction Volume II*—Oxy-Gas and Other Cutting/Welding Processes
• Painting	Finish a project using paint and a paintbrush	• *Agricultural Construction Volume II*—Finishing • *Agricultural Mechanics Unit for Agricultural Science II*—Painting and Finishing

Program Area Specific Examples: Trade and Industrial Education

Authentic Assessment Checklist for Daily Safety Practices

Laboratory Safety in Trade and Industrial Education Programs

Authentic Assessment Checklist for Daily Safety Practices

Student Name: _____

Note to Teacher: One point is earned per day for each task (binary checklist = either "yes or no"). Point values will be surrendered for that day and all work will cease if major safety rules are broken.

Learner Objective:	C. Appreciate Power Tool and Hand Tool Safety
Task Statement:	4. Describe the safe operating procedures of all portable power tools used in the course 7. Safely demonstrate all hand equipment/tools

Dates: May 1 – May 5, 2003
Points Possible: _____
Grading Scale: One point is earned per day for each task (binary checklist = either "yes or no"). Point values will be surrendered for any day and all work will cease if major safety rules are broken.

Task	Date				
Work Area	5/1	5/2	5/3	5/4	5/5
1. Keeps work area clean					
2. Keeps work area well lit.					
3. Does not operate power tools in explosive atmospheres					
4. Keeps bystanders/children/visitors away while operating power tools.					
Electrical Safety					
1. Uses polarized and grounding plugs correctly					
2. Avoids body contact with grounded surfaces					
3. Does not expose power tools to rain or wet conditions					
4. Does not abuse cord					
5. Uses proper outdoor extension cords ("W-A" or "W")					
Personal Safety					
1. Maintains "safety edge" (uses good judgment, stays alert)					
2. Does not use tools when tired or under influence					
3. Dresses properly					
4. Ensures power tool is off before plugging in					
5. Ensures adjusting keys or wrenches are removed before turning on					
6. Does not overreach/keeps balance and footing					
7. Uses Personal Protective Equipment					
Tool Use and Care					
1. Uses appropriate clamps/methods to secure workpiece					
2. Does not force tool					
3. Does not use tool if power switch is inoperable					
4. Disconnects from power source before making adjustments					
5. Stores idle tools out of reach of children/untrained persons					
6. Maintains tools with care					
7. Checks for misalignment, binding, breakage, other damages					
8. Uses appropriate accessories for the tool used					

Adapted from: Porter-Cable Corporation (2001). *Instruction manual: Double insulated bayonet saw*. Part No. 900471 (0110).

Effective Curriculum and Instruction for Career Education

Unit 6: Apply Assessment Theory to the Classroom

Suggested Unit Assessment

Measurable Learner Objective:	Apply Assessment Theory to the Classroom
Behavioral Objective:	1. When presented with assessment theory definitions and discussions, the teacher will differentiate among all terms with 100% accuracy. 2. Given existing measurable learner objectives and instructional strategies/activities/resources, the teacher will create performance-based and authentic cognitive assessments consistent with DESE requirements and professional literature. 3. Given existing measurable learner objectives and instructional strategies/activities/resources, the teacher will create performance-based and authentic affective assessments consistent with DESE requirements and professional literature. 4. Given existing measurable learner objectives and instructional strategies/activities/resources, the teacher will create performance-based and authentic psychomotor assessments consistent with DESE requirements and professional literature. 5. When planning student assessments, the teacher will appreciate assessment theory, student needs, and stakeholder needs as evidenced by incorporating authentic performance-based assessments into their program.

	6. Given DESE materials, the teacher will create a written program evaluation plan consistent with DESE/MSIP requirements. 7. When planning a written program evaluation plan, the teacher will recognize the importance of program evaluation as evidenced by developing a realistic plan to collect and assess data for program improvement.
Learning Domain(s):	Cognitive and Affective
Assessments:	1. Peer assessment checklist: Effective student assessments by domain and alignment (analysis and evaluation level) 2. Teacher daily performance work (student assessments and program evaluation) 3. Unit and final exam assessments (comprehension and analysis level)

Peer Assessment: Evaluating Existing Student Assessments

Bloom's Taxonomy Cognitive Levels Assessed: Analysis and Evaluation

Evaluate an identified curriculum of your choice (or materials developed in class) for student assessments using the following checklist. Analyze and evaluate the component in the left-hand column against the criteria at the right.

Components	Criteria (Binary Assessment: Yes or No)
Assessment Theory	☐ Assessments clearly assess all learning domains delivered in the unit/MLO. ☐ Assessment is authentic (as validated by local business and industry's expectations). ☐ Assessment is performance-based regardless of the learning domain assessed. ☐ Assessment is measurable. ☐ Assessment is objective (limits reviewer error/bias). ☐ Assessment is either formative or summative (appropriate) ☐ Other:
Internal Alignment	☐ Assessment aligns with measurable learner objectives (learning domains). ☐ Assessment is supported by instructional strategies, activities, and resources. ☐ Assessment is consistent with verb levels identified in the MLO. ☐ Assessment is consistent with learning levels (Bloom's Taxonomy) identified in the MLO. ☐ Other:
External Alignment	☐ All external academic alignments are assessed (MSIP). ☐ All external technical alignments are assessed (standards). ☐ Other:

Unit and Final Exam Assessments: Potential Assessment Items

Bloom's Taxonomy Cognitive Levels Assessed: Comprehension and Application

On a typed/word processed document to be attached to this sheet, choose ***one*** of the following MLOs to create authentic, performance-based formative and summative assessments. You may use the following resources in your work:

- DESE sample materials (cite per APA)
- School district materials (cite per APA)
- CATER and existing content area sample materials (cite per APA)

Learner Objective: The students will disassemble and reassemble a personal computer "CPU" at the component level (within the main box).

Cognitive Assessments	Affective Assessments	Psychomotor Assessments	Notes

Learner Objective: The student will create employability documents.

Cognitive Assessments	Affective Assessments	Psychomotor Assessments	Notes