GENERIC TOOL: PORTFOLIO ASSESSMENT

Using the Portfolio Assessment Tool

The Portfolio Assessment Tool is designed to guide the teacher's assessment of a student's portfolio of competencies, credentials and attainments. This tool may be used to guide the assessment of a student's portfolio developed as a requirement of one or more CTS strands/modules, other programs or other courses (e.g., CALM).

Rating Scale and Standards

The Rating Scale shown on the Portfolio Assessment tool is generic to most CTS assessment tools. The Minimum Standard Rating for a portfolio assessed as a requirement of the Practicum modules and other CTS modules should be:

| 3 | for Advanced level modules

| 2 | for Intermediate level modules

| 1 | for Introductory level modules

To achieve the appropriate Minimum Standard Rating, a student's portfolio should contain evidence of each of the competency, credential and achievement areas identified in this assessment tool.

Because each student's portfolio tends to be unique, teachers can add competency, credential and achievement indicators as appropriate. Similarly, the "Not Applicable" | NA | rating may be used, where appropriate.

Rating Scale — *The student:*				
4	**3**	**2**	**1**	**0**
exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMPETENCY, CREDENTIAL, ACHIEVEMENT	**RATING**					
	4	3	2	1	0	N/A
Title/Cover Page						
☐ Impact ☐ Clarity ☐ Readability ☐ ☐						
Résumé						
☐ Format/Presentation ☐ Readability/Clarity ☐ Inclusiveness ☐ References (including names, addresses, phone & fax numbers) ☐ Skills Summary ☐ ☐						
Statement of Grades						
☐ Letters of Reference ☐ Commendations ☐ Certificates/Diplomas ☐ ☐						
Co-curricular Activities/Hobbies **Skills**						

☐ School Activities
   ☐
   ☐
 ☐ Community Activities
   ☐
   ☐
 ☐ Workplace Activities
   ☐
   ☐
 ☐ Volunteer Activities
   ☐
   ☐						

COMPETENCY, CREDENTIAL, ACHIEVEMENT	RATING					
	4	3	2	1	0	N/A
Career-Specific Competencies Strand(s): _____, _____, _____, e.g., First Aid, computer-assisted design ☐ ☐ ☐						
Software Competencies ☐ Keyboarding WPM:_____ ☐ Word Processing Specify:_____ ☐ Databases Specify:_____ ☐ Spreadsheets Specify:_____ ☐ Project Management Specify:_____ ☐ Presentation Specify:_____						
Competency Overview ☐ Academic Competencies Indicated ☐ Technical Competencies Indicated ☐ Personal Management Competencies Indicated ☐ CTS Basic Competencies Indicated ☐						

Employability Plan
 	
 ☐ Career Path Indicated
 ☐ Career Goals Indicated
  ☐ Short-term
  ☐ Longer-term
 ☐
 ☐
 ☐						

Letters of Introduction
 	
 ☐ To Prospective Employers
 ☐ To Post-secondary Institutions
  ☐ Format/Presentation
  ☐ Readability/Clarity
  ☐ Impact
 ☐
 ☐
 ☐						

Other Competencies, Credentials, Achievements ☐ ☐ ☐ ☐ ☐						
Comments 						

GENERIC TOOL: PORTFOLIO ASSESSMENT (continued)

CAREER TRANSITIONS Activity: _____ _____	**Workplace Safety Assessment Chart**	Name: _____ Module: _____

Directions Circle the appropriate number that best describes the student's performance.	**Standard** As stated in the module.

CRITERIA	**Teacher Assessment**
Personal Protective Equipment **Focus on the proper selection and use of protective clothing and equipment**	
• identifies potential hazards and risks, selects and wears the appropriate personal protective equipment	3
• usually recognizes potential hazards and takes the necessary precautions	2
• hazards and risks must be pointed out and use of personal protective equipment must be enforced	1
• does not recognize hazards and risks and personal protective equipment is seldom used.	0
Housekeeping Skills **Consider effort given to maintaining a clean and tidy workstation**	
• keeps workstation free from unnecessary materials and willingly participates in the overall lab clean-up	3
• generally maintains a clean and tidy workstation and participates in lab clean-up activities	2
• often must be reminded to keep workstation free of clutter and obstructions and requires specific lab clean-up directions and follow-up	1
• does not keep workstation clean and tidy and ignores directions.	0
Materials **Consider how materials are handled and processed**	
• materials are handled and prepared with due care for self and others	3
• normally demonstrates acceptable practices concerning the use and handling of project materials	2
• is often not aware of the need to handle and use materials in a safe manner	1
• is unwilling or unable to use materials in a safe manner.	0
Equipment **Focus on the safe use of hand and power tools**	
• follows accepted practice for the safe use and maintenance of hand and power tools	3
• normally demonstrates acceptable tools use and maintenance	2
• will take unnecessary risks unless directed otherwise	1
• will take unnecessary risks and not accept direction.	0

Module(s): CTR1010, 2010, 3010   Theme: Career Readiness   Student: _____   Date: _____

Standards	Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating scale defines the levels of skill development.

Rating Scale *The student:*	**4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.	**3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.	**2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.	**1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.	**0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

INTRODUCTORY CTR1010

Minimum Standard Rating **1**	*Career Development Terms*	Observed Performance Rating
The student is able to: Utilize and apply in appropriate context: ☐ Self-Assessment Profile: – identify personal goals – identify personal values – identify personal skills – identify technical skills ☐ Occupational Profile – develop an occupational profile, using information contained in printed resources – incorporate information into employment portfolio.		

INTERMEDIATE CTR2010

Minimum Standard Rating **2**	*Acquire Employment*	Observed Performance Rating
The student is able to: ☐ demonstrate basic skills for employment: – read – write – use numbers ☐ demonstrate job-specific skills or potential to learn job-specific skills for employment – technical skills ☐ demonstrate an interest to learn on the job ☐ demonstrate the ability to work with others ☐ use job search documents and skills to meet employer's hiring expectations.		

ADVANCED CTR3010

Minimum Standard Rating **3**	*Labour Legislation and Regulations*	Observed Performance Rating
The student is able to: ☐ analyze the role of government and labour unions in employment ☐ Labour Market Information: – gather and analyze appropriate demographic and occupational information – relate trends to selected occupations – develop detailed occupational profile – incorporate labour market knowledge into personal career plans.		

Minimum Standard Rating **1**	*Communicate in the language in which business is conducted*	Observed Performance Rating

The student is able to:

- ☐ Interview:
  - – identify and review common questions and responses
  - – rehearse well-developed responses
  - – participate in a mock interview exercise
  - – demonstrate appropriate interview etiquette
  - – use and understand terminology related to selected occupations
- ☐ understand and use terminology relating to selected occupations.

Minimum Standard Rating **1**	*Résumé*	Observed Performance Rating

The student is able to:

- ☐ develop job-specific/occupation-specific résumé
- ☐ match interest, skills and abilities to job/occupation requirements
- ☐ Application Form:
  - – complete application form based on personal data sheet
  - – demonstrate knowledge of common terms on application forms by answering all applicable questions
  - – write legibly.

Minimum Standard Rating **2**	*Maintain Employment*	Observed Performance Rating

The student is able to:

- ☐ demonstrate positive attitudes for employability
  - – dependability
  - – integrity
  - – concern for quality
  - – independence and initiative
  - – commitment to the employer
- ☐ develop life skills for employability
  - – adaptability
  - – problem-solving/decision-making skills
  - – communication/assertiveness skills
  - – time management skills
  - – skills for overcoming unfairness
  - – appropriate appearance and hygiene
  - – teamwork
- ☐ relate personal competencies to the Conference Board of Canada's "Employability Skills Profile" in a personal portfolio
- ☐ recognize the transferability of employability skills to other work and life roles.

Minimum Standard Rating **3**	*Personal Career Plan*	Observed Performance Rating

The student is able to:

- ☐ re-examine
  - – personal goals
  - – personal values
  - – personal interest
  - – personal skills
  - – technical skills

  and incorporate into a Career Plan
- ☐ establish personal goals
- ☐ establish timelines to achieve goals
- ☐ develop targeted résumé
- ☐ Letter of Application
  - – prepare letter of application with attention to appearance, content and completeness
  - – match and highlight interests, skills and abilities to employer/post-secondary requirements
- ☐ Interview
  - – develop potential interview questions
  - – identify underlying meaning of questions
  - – develop responses to address the underlying concern
  - – demonstrate appropriate interview etiquette
  - – develop personal questions that demonstrate interest in position
  - – develop questions that demonstrate knowledge about the position
  - – participate in a formal interview
  - – present current portfolio.

Minimum Standard Rating	*Letter of Application*	Observed Performance Rating
1		

The student is able to:

☐ prepare letter of application with attention to appearance, content, completeness.

Minimum Standard Rating	*Technology, Tools and Information Systems*	Observed Performance Rating
1		

The student is able to:

☐ demonstrate appropriate access and use of
  – technology
  – tools
  – information systems
☐ apply specialized knowledge required by employer in selected career fields.

Minimum Standard Rating	*Safety*	Observed Performance Rating
1		

The student is able to:

☐ identify and interpret WHMIS symbols
☐ understand Material Safety Data Sheets
☐ identify government organizations involved with safety in the workplace
☐ explain content and purpose of Employment Standards Code.

Minimum Standard Rating	*Labour Legislation and Regulations*	Observed Performance Rating
2		

The student is able to:

☐ recognize the role of government organizations involved with employment:
  – Occupational Health and Safety
  – Workers' Compensation Board
  – Labour Employment Standards Branch
  – Apprenticeship Branch
  – Employment Centres.

COMMENTS:

LEADERSHIP MODULES

CTR1020/2020/3020

Module(s): CTR1020, 2020, 3020   **Theme:** Leadership   **Student:**   **Date:**

Standards	Students working <u>at or above standard</u> must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating scale defines the levels of skill development.

Rating Scale *The student:*	**4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.	**3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.	**2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.	**1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.	**0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

INTRODUCTORY CTR1020

Minimum Standard Rating **1**	*Conceptual Understanding*	Observed Performance Rating
The student is able to: ☐ define basic leadership terminology ☐ distinguish between concepts of leadership and management ☐ identify goal setting and problem-solving strategies.		

INTERMEDIATE CTR2020

Minimum Standard Rating **2**	*Conceptual Understanding*	Observed Performance Rating
The student is able to: ☐ describe fundamental concepts in group dynamics and leadership theories and styles ☐ identify the essential role of situational leadership ☐ assess effective leadership behaviours.		

ADVANCED CTR3020

Minimum Standard Rating **3**	*Conceptual Understanding*	Observed Performance Rating
The student is able to: ☐ describe the fundamental concepts in organizational management ☐ identify the roles performed by leaders and managers in an organization ☐ describe effective project, stress and time management strategies ☐ assess the achievement of outcomes identified in the process of project management.		

Minimum Standard Rating 1	*Skill Development*	Observed Performance Rating		Minimum Standard Rating 2	*Skill Development*	Observed Performance Rating		Minimum Standard Rating 3	*Skill Development*	Observed Performance Rating
The student is able to: ☐ demonstrate personal leadership behaviours in a structured environment ☐ recognize leadership behaviours in different situations ☐ use the needs theory to define the roles and challenges of leaders and followers.				*The student is able to:* ☐ demonstrate personal leadership behaviours in the development of a group ☐ demonstrate strategies of conflict management and delegation in different situations ☐ apply various leadership styles employed in groups.				*The student is able to:* ☐ demonstrate appropriate leadership behaviours and management behaviours used in an organization ☐ demonstrate appropriate time and stress management strategies ☐ apply various management strategies employed in organizations.		

Minimum Standard Rating 1	*Presentations*	Observed Performance Rating		Minimum Standard Rating 2	*Presentations*	Observed Performance Rating		Minimum Standard Rating 3	*Presentations*	Observed Performance Rating

The student is able to:
☐ demonstrate effective use of written communication; e.g., spelling, punctuation, grammar, basic format
☐ use correct grammatical convention and technical terms through proofreading/editing
☐ provide an introduction that describes the purpose of a plan
☐ communicate information in a logical sequence
☐ state a conclusion and make recommendations based on a summary of facts.
				The student is able to:
				☐ demonstrate effective use of at least two styles of communication; e.g.:
				  – <u>written</u>: spelling, punctuation, grammar, format (formal/informal)
				  – <u>oral</u>: voice, body language, appearance
				  – <u>audio/visual</u>: techniques, tools, clarity
				☐ maintain acceptable grammatical and technical standards through proofreading/editing
				☐ provide an introduction that describes the purpose and scope of the project
				☐ communicate ideas into a logical sequence with sufficient supporting detail
				☐ state conclusions by synthesizing the information gathered
				☐ provide a reference list that includes three or more relevant information sources.
								The student is able to:
								☐ demonstrate effective use of a variety of communication styles; e.g.:
								  – <u>written</u>: spelling, punctuation, grammar, format (formal/informal/technical/literary)
								  – <u>oral</u>: voice, body language, appearance, enthusiasm, evidence of prior practice
								  – <u>audio/visual</u>: techniques, tools, clarity, speed, pacing
								☐ maintain acceptable grammatical and technical standards through proofreading/editing
								☐ provide an introduction that explains the purpose and scope of the project
								☐ communicate thoughts/feelings/ideas clearly to justify or challenge a position
								☐ state conclusions by analyzing and synthesizing from the information gathered
								☐ give evidence of adequate research through a reference list of five or more relevant information sources
								☐ assess the impact of an effective presentation.		

LEADERSHIP MODULES (continued)   **CTR1020/2020/3020**

Minimum Standard Rating **1**	*Planning*	Observed Performance Rating		Minimum Standard Rating **2**	*Planning*	Observed Performance Rating		Minimum Standard Rating **3**	*Planning*	Observed Performance Rating
The student is able to: ☐ set goals and state objectives ☐ adhere to established timelines ☐ access basic in-school/community resources ☐ interpret and organize information into a logical sequence ☐ record information accurately, using correct terminology ☐ use time effectively.				*The student is able to:* ☐ set goals and establish steps to achieve objectives ☐ create and adhere to general timelines ☐ access a range of relevant in-school/community resources ☐ interpret, organize and combine varied information into a logical sequence ☐ record information accurately with appropriate supporting detail and using correct terminology ☐ plan and use time effectively.				*The student is able to:* ☐ establish the vision, goals, objectives, intended outcomes and assessment standards for a project ☐ create and adhere to detailed timelines ☐ access a range of relevant information sources recognizing the need for additional data ☐ interpret, organize and combine varied information in creative ways ☐ record information accurately with appropriate supporting detail, using correct terminology, and in an effective format ☐ plan and use time effectively, prioritizing tasks on a consistent basis ☐ assess the impact of an effective plan.		

COMMENTS:

LEADERSHIP: GOVERNANCE MODULES

CTR102/203/303

Module(s): CTR1020, 2030, 3030   **Theme:** Leadership: Governance   **Student:** _____   **Date:** _____

Standards	Students working <u>at or above standard</u> must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating defines the levels of skill development.				
Rating Scale *The student:*	**4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.	**3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.	**2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.	**1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent.	**0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

INTRODUCTORY CTR1020				INTERMEDIATE CTR2030				ADVANCED CTR3030		
Minimum Standard Rating **1**	*Conceptual Understanding*	**Observed Performance Rating**		**Minimum Standard Rating** **2**	*Conceptual Knowledge*	**Observed Performance Rating**		**Minimum Standard Rating** **3**	*Conceptual Knowledge*	**Observed Performance Rating**
	The student is able to: ☐ define basic leadership terminology ☐ distinguish between concepts of leadership and management ☐ identify goal setting and problem-solving strategies.				*The student is able to:* ☐ describe fundamental concepts in governance ☐ explain the strategies of governance in team building and group dynamics ☐ identify and describe the elements of effective meetings ☐ compare different guides to parliamentary procedures.				*The student is able to:* ☐ describe fundamental concepts in decision making and change ☐ compare the decision-making roles and impacts of leadership groups ☐ identify and compare different types of change agents ☐ assess recent key changes in the school and in the community.	

Minimum Standard Rating 1	*Skill Development*	Observed Performance Rating		Minimum Standard Rating 2	*Skill Development*	Observed Performance Rating		Minimum Standard Rating 3	*Skill Development*	Observed Performance Rating
	The student is able to: ☐ demonstrate personal leadership behaviours in a structured environment ☐ recognize leadership behaviours in different situations ☐ use the needs theory to define the roles and challenges of leaders and followers.				The student is able to: ☐ demonstrate personal leadership behaviours in a governance structure ☐ demonstrate group dynamics in team-building activities ☐ plan and chair an effective meeting, using parliamentary procedure ☐ use synergy in problem solving, decision making and consensus building.				The student is able to: ☐ demonstrate decision-making strategies for affecting change ☐ demonstrate the roles played by various leadership groups; e.g., – assigned leaders – decision makers – interest groups ☐ illustrate various organizational structures found in the school and in the community ☐ create, implement, monitor and assess a new project plan for a school or community.	

Minimum Standard Rating 1	*Presentations*	Observed Performance Rating		Minimum Standard Rating 2	*Presentations*	Observed Performance Rating		Minimum Standard Rating 3	*Presentations*	Observed Performance Rating
	The student is able to: ☐ demonstrate effective use of written communication; e.g., spelling, punctuation, grammar, basic format ☐ use correct grammatical convention and technical terms through proofreading/editing ☐ provide an introduction that describes the purpose of a plan ☐ communicate information in a logical sequence ☐ state a conclusion and make recommendations based on a summary of facts.				The student is able to: ☐ demonstrate effective use of at least two styles of communication; e.g.: – written: spelling, punctuation, grammar, format (formal/informal) – oral: voice, body language, appearance – audio/visual: techniques, tools, clarity ☐ maintain acceptable grammatical and technical standards through proofreading/editing ☐ provide an introduction that describes the purpose and scope of the project ☐ communicate ideas into a logical sequence with sufficient supporting detail ☐ state conclusions by synthesizing the information gathered ☐ provide a reference list that includes three or more relevant information sources.				The student is able to: ☐ demonstrate effective use of a variety of communication styles; e.g.: – written: spelling, punctuation, grammar, format (formal/informal/technical/literary) – oral: voice, body language, appearance, enthusiasm, evidence of prior practice – audio/visual: techniques, tools, clarity, speed, pacing ☐ maintain acceptable grammatical and technical standards through proofreading/editing ☐ provide an introduction that explains the purpose and scope of the project ☐ communicate thoughts/feelings/ideas clearly to justify or challenge a position ☐ state conclusions by analyzing and synthesizing from the information gathered ☐ give evidence of adequate research through a reference list of five or more relevant information sources ☐ assess the impact of an effective presentation.	

LEADERSHIP: GOVERNANCE MODULES (continued)   **CTR1020/2030/3030**

Minimum Standard Rating 1	*Planning*	Observed Performance Rating	Minimum Standard Rating 2	*Planning*	Observed Performance Rating	Minimum Standard Rating 3	*Planning*	Observed Performance Rating

The student is able to:

☐ set goals and state objectives
☐ adhere to established timelines
☐ access basic in-school/community resources
☐ interpret and organize information into a logical sequence
☐ record information accurately, using correct terminology
☐ use time effectively.

The student is able to:

☐ set goals and establish steps to achieve objectives
☐ create and adhere to general timelines
☐ access a range of relevant in-school/community resources
☐ interpret, organize and combine varied information into a logical sequence
☐ record information accurately with appropriate supporting detail and using correct terminology
☐ plan and use time effectively.

The student is able to:

☐ establish the vision, goals, objectives, intended outcomes and assessment standards for a project
☐ create and adhere to detailed timelines
☐ access a range of relevant information sources recognizing the need for additional data
☐ interpret, organize and combine varied information in creative ways
☐ record information accurately with appropriate supporting detail, using correct terminology, and in an effective format
☐ plan and use time effectively, prioritizing tasks on a consistent basis
☐ assess the impact of an effective plan.

COMMENTS:

Module(s): CTR1210, 2210, 3210   **Theme:** Job Safety Skills _____   **Student:** _____   **Date:** _____

Standards	Students working <u>at or above standard</u> must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating scale defines the levels of skill development.				
Rating Scale *The student:*	**4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.	**3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.	**2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.	**1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.	**0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

INTRODUCTORY CTR1210				INTERMEDIATE CTR2210				ADVANCED CTR3210		
Minimum Standard Rating **1**	*Safety Practices*	**Observed Performance Rating**		**Minimum Standard Rating** **2**	*Safety Practices*	**Observed Performance Rating**		**Minimum Standard Rating** **3**	*Safety Practices*	**Observed Performance Rating**

	The student is able to:
	☐ explain the role of detectors in preventing burn injuries and death
	☐ demonstrate safe practices to prevent burn injuries or death
	☐ explain the need for personal protective equipment
	☐ identify the advantages of participating in a back care program
	☐ identify and describe health and safety stakeholders
	☐ identify legislation relating to health and safety
	☐ explain the responsibility of each major stakeholder in the workplace.
					The student is able to:
					☐ explain the role of ergonomics in the workplace
					☐ identify:
					  – farm hazards
					  – fire hazards (elements, prevention, extinguishing methods)
					  – electrical hazards (residence, school, workplace)
					  – confined space hazards
					  – areas of responsibility for transporting dangerous goods
					☐ explain the need for and demonstrate the use of personal protective equipment in:
					  – farm work
					  – fire
					  – electricity
					  – space confinement
					  – safety in transporting dangerous goods.
					☐ explain the need for confined space legislation and standards.
									The student is able to:
									☐ specify safety standards for a selected business/industry
									☐ explain safety management practices for a selected business/industry
									☐ prepare a safety program (in consultation with stakeholders) for a teacher-approved business operation to Safety Program Checklist standards.	

Minimum Standard Rating **1**	*Health and Safety Plan*	Observed Performance Rating		Minimum Standard Rating **2**	*Health and Safety Plan*	Observed Performance Rating		Minimum Standard Rating **3**	*Health and Safety Plan*	Observed Performance Rating
The student is able to: ☐ develop a plan to address hazards found in a work environment ☐ meet the standards specified by – Workers' Compensation Board – Occupational Health and Safety – Workplace Hazardous Materials Information System – Materials Safety Data sheets ☐ identify ways workers can receive information about chemical hazards ☐ explain how hazardous chemicals can enter the body.				*The student is able to:* ☐ develop a plan to be used before entering a given confined space ☐ identify the hazards associated with confined spaces ☐ identify what tests should be completed before entering that confined space ☐ describe the major causes of farm injuries ☐ demonstrate appropriate safety practices in a confined space situation.				*The student is able to:* ☐ develop a safety plan for a selected business/industry ☐ specify safety management practices to be used ☐ cite standards for the selected business/industry ☐ list documentation required.	

Minimum Standard Rating **3**	*Emergency First Aid*	Observed Performance Rating						Minimum Standard Rating **3**	*Accident/Incident Investigation*	Observed Performance Rating
The student is able to: ☐ complete a recognized first aid course at the "standard" level.								*The student is able to:* ☐ identify the basic elements of an accident/incident by including: – identifying relevant information – describing accident/incident in detail – causation factors – recommendations and follow-up procedures – sign off procedures ☐ investigate an accident/incident by: – determining factors contributing to the accident/incident – recommending preventative measures of similar accidents/incidents.	

COMMENTS:

CAREER EXTENSIONS PROJECT MODULES   **CTR: PROJECT**

(Note: This assessment tool may be used to assess student performance in any of the project modules at the introductory, intermediate or advanced levels.)

Module(s):_____ **Theme:** Career Extensions _____ **Student:** _____ **Date:** _____

Standards	Students working <u>at or above standard</u> must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating defines the levels of competency development.				
Rating Scale *The student:*	**4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.	**3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.	**2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.	**1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.	**0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

INTRODUCTORY CTR1110, 1120			**INTERMEDIATE** CTR2110, 2120, 2130, 2140, 2150			**ADVANCED** CTR3110, 3120, 3130, 3140, 3150		
Minimum Standard Rating **1**	*Project Proposal*	**Observed Performance Rating**	**Minimum Standard Rating** **2**	*Project Proposal*	**Observed Performance Rating**	**Minimum Standard Rating** **3**	*Project Proposal*	**Observed Performance Rating**
The student is able to: ☐ accurately describe a project with a definition and a plan.			*The student is able to:* ☐ accurately describe a project with a definition and a plan.			*The student is able to:* ☐ accurately describe a project with a definition and a plan with criteria stated.		

Minimum Standard Rating **1**	*Project Management*	Observed Performance Rating		Minimum Standard Rating **2**	*Project Management*	Observed Performance Rating	Minimum Standard Rating **3**	*Project Management*	Observed Performance Rating
The student is able to: ☐ prepare self for lesson ☐ organize and work in an orderly manner ☐ carry out instructions accurately ☐ use time effectively ☐ meet standards in clean-up ☐ demonstrate high standards in attendance and punctuality.				*The student is able to:* ☐ prepare self for lesson ☐ organize and work in an orderly manner ☐ interpret and carry out instructions accurately ☐ plan and use time effectively ☐ meet standards in clean-up ☐ demonstrate high standards in attendance and punctuality ☐ adhere to routine procedures.			*The student is able to:* ☐ prepare self for lesson ☐ organize and work in an orderly manner ☐ interpret and carry out instructions accurately ☐ plan and use time effectively and in a logical sequence ☐ meet standards in clean-up ☐ demonstrate high standards in attendance and punctuality ☐ minimize waste of supplies ☐ excel at setting and meeting goals, doing tasks, setting high standards and paying attention to important details.	

Minimum Standard Rating **2**	*Project Safety*	Observed Performance Rating		Minimum Standard Rating **3**	*Project Safety*	Observed Performance Rating	Minimum Standard Rating **3**	*Project Safety*	Observed Performance Rating
The student is able to: ☐ choose and use appropriate tools and equipment ☐ recognize hazards ☐ maintain a clean and tidy workstation ☐ demonstrate acceptable practices concerning the use and handling of proper materials ☐ demonstrate equipment and/or tools usage and maintenance.				*The student is able to:* ☐ choose and use appropriate tools and equipment ☐ recognize potential hazards and takes the necessary precautions ☐ maintain a clean and tidy workstation and participate in lab clean-up activities ☐ demonstrate acceptable practices concerning the use and handling of proper materials ☐ demonstrate equipment and/or tools usage and maintenance.			*The student is able to:* ☐ choose and use appropriate tools and equipment ☐ identify potential hazards and risks, wear appropriate protective equipment when necessary ☐ keep workstation free from unnecessary materials and willingly participate in the overall lab clean-up ☐ handle and prepare materials with due care for self and others ☐ follow accepted practice for safe use and maintenance of equipment and tools.	

Minimum Standard Rating **1**	*Project Completion*	Observed Performance Rating		Minimum Standard Rating **2**	*Project Completion*	Observed Performance Rating	Minimum Standard Rating **3**	*Project Completion*	Observed Performance Rating
The student is able to: ☐ set goals and follow instructions accurately ☐ adhere to established timelines ☐ respond to directed questions and follow necessary steps to find answers ☐ use time effectively ☐ meet goals.				*The student is able to:* ☐ set goals and establish steps to achieve them ☐ create and adhere to useful timelines ☐ plan and use time effectively ☐ meet all goals.			*The student is able to:* ☐ set goals and standards and establish steps to achieve them ☐ create and adhere to established timelines ☐ plan and use time effectively, prioritizing tasks on a consistent basis ☐ meet goals to established standards.	

Minimum Standard Rating 1	*Project Presentation*	Observed Performance Rating		Minimum Standard Rating 2	*Project Presentation*	Observed Performance Rating		Minimum Standard Rating 3	*Project Presentation*	Observed Performance Rating
The student is able to: ☐ demonstrate effective use of at least one medium of communication; e.g.: – <u>written</u>: spelling, punctuation, grammar, basic format – <u>oral</u>: voice projection, body language – <u>audio/visual</u>: techniques, tools ☐ use correct grammatical convention and technical terms ☐ provide an introduction that describes the purpose of the project ☐ communicate information in a logical sequence ☐ state a conclusion ☐ provide a reference list of two or more basic information sources.				*The student is able to:* ☐ demonstrate effective use of at least two mediums of communication; e.g.: – <u>written</u>: spelling, punctuation, grammar, basic format – <u>oral</u>: voice projection, body language, appearance – <u>audio-visual</u>: techniques, tools, clarity ☐ use correct grammatical convention and technical standards in most levels of communication ☐ provide an introduction that describes the purpose and scope of the project ☐ communicate ideas into a logical sequence with sufficient supporting details ☐ state a conclusion ☐ provide a reference list of three or more basic information sources.				*The student is able to:* ☐ demonstrate effective use of a variety of mediums of communication; e.g.: – <u>written</u>: spelling, punctuation, grammar, format – <u>oral</u>: voice projection, body language, appearance, enthusiasm, evidence of prior practice – <u>audio-visual</u>: techniques, tools, clarity, speed and pacing ☐ use correct grammatical convention and technical standards in all levels of communication ☐ provide an introduction that describes the purpose and scope of the project ☐ communicate ideas into a logical sequence with sufficient supporting details ☐ state a conclusion ☐ provide a reference list of three or more basic information sources.		

COMMENTS: