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ABSTRACT

This extensive color-keyed program guide for general, exploratory, and vocational work experience education programs in California was developed by work experience coordinators, professors, state and local administrators, and various district teams to pilot test at the secondary and university levels. General, exploratory, and vocational goals are given separately, each including specific program goals and performance objectives. Terminal objectives, student performance criteria, and student record sheets provided for pre- and post-assessment purposes separately. Various work experience program forms are included. (AG)

WORK EXPERIENCE EDUCATION RESEARCH
FOR ACCOUNTABILITY

Exploratory, General, & Vocational

VT01734

WORK EXPERIENCE EDUCATION RESEARCH FOR ACCOUNTABILITY

VEA FUNDED PROJECT UNDER TITLE I PART C, SEC. 131 (b)
PUBLIC LAW 90-576

Fall, 1971

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FOREWORD

In February, 1970, as an adjunct to a new state handbook for work experience education, a special committee was selected to formulate goals and objectives for the three types of work experience education programs in California. The committee members, highly competent in the field of work experience education and in the development of performance objectives prepared a preliminary document which was to be field tested prior to publication.

During July, 1970, a one-week workshop was held to give a selected group of practitioners an opportunity to react to the feasibility and validity of the goals and objectives. The enthusiasm with which the project was greeted at that time was evidenced by the fact that several participants asked if they could field test several performance objectives.

The group met again in December, 1970. Many changes were suggested, but the entire project met with enthusiastic response and approval. In early 1971, a team was commissioned to develop sample "Terminal Objectives" which would measure student's terminal behavior and progress toward the major goals of work experience education. In June, 1971, the group of practitioners again convened to consider the feasibility of the terminal objectives and the evaluative criteria and instruments which accompanied them. Again modifications were made and it was suggested that the entire project be expanded to include the following:

- a. An increase in the number and type of performance objectives
- b. Completion of terminal objectives for each program
- c. The development of Learning Activity Packages designed for individualized instruction to aid students in achieving the performance objectives
- d. Field testing of the above in selected pilot schools in California

This document, then, is the result of efforts to provide for this expansion. It is a product of a research grant funded under VEA Title I,



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Part C, Sec. 131 (b), Public Law 90-576.

The following districts were selected to pilot all materials for the project during the 1971 - 1972 school year:

Covina Valley Unified School District
Modesto City Schools
San Diego City Schools
Salinas Union High School District
Tamalpais Union High School District
Whittier Union High School District

It is intended that other districts will field test these materials so that the project staff may benefit from the experiences and suggestions of a wide variety of schools. Should inquiries arise, please contact Mr. Allan Holmes, Director of Research, Work Experience Education, California State Polytechnic College, San Luis Obispo, California, 93401.



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PREFACE

Those of us who are enthusiastic proponents of work experience education have been pressed to describe or define in lucid fashion just what kind and degree of positive change occurred in students as a result of their participation in a program of work experience education. We assumed some very good things happened to students through our programs, but because we failed to specify the anticipated outcomes, we really had no valid way to evaluate our results. As in so many other educational endeavors, we have concentrated on the activities of the teacher, the counselor, and the ccordinator; on necessary books, materials, and equipment, and on required facilities or career stations. Our concern has been with means rather than with ends—with content rather than with desirable changes which will occur in students as a result of the program of instruction.

The student is the focal point of this work experience education program—what we expect him to achieve as a result of participation in the program, ways to evaluate his progress toward the major goals of the program, and standards of attainment for both individuals and programs as a whole. Its content and the rationale underlying its development are consistent with the structure of the Planning, Programming, Budgeting System to be implemented in the state beginning with the 1973 - 1974 school year. As a result, this document should prove of invaluable assistance to school personnel in planning and implementing programs of work experience education, in allocating resources to them, and in evaluating the effectiveness of dollar expenditures in terms of student performance.

The program is structured in a hierarchy of goals and objectives which become increasingly specific and measurable. The first level consists of five <u>major goals</u> for students which are common to all three types of work experience education; namely, exploratory, general, and vocational. These five <u>major goals</u> are as follows:



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MAJOR GOAL 1.0 RECOGNIZE THAT THE PROCESS AND CONTENT OF THE SCHOOL'S CURRICULUM ARE RELEVANT TO CAREER REQUIREMENTS AND RESPONSIBILITIES (RELEVANCY)

MAJOR GOAL 2.0 APPRECIATE THE IMPORTANCE OF WORK TO PERSONAL FULFILLMENT AND TO GROWING INDEPENDENCE AND MATURITY (SELF-ACTUALIZATION)

MAJOR GOAL 3.0 ANALYZE CAREER OPPORTUNITIES AND THEIR REQUIRE-MENTS AND COMPARE THESE TO PERSONAL POTENTIAL, AND EXPECTATIONS (SELF-EVALUATION)

MAJOR GOAL 4.0 RELATE IN A POSITIVE MANNER TO WORK EXPERIENCE
EDUCATION SPONSORS, TO EMPLOYERS AND THEIR EMPLOYEES, AND TO THE PUBLIC SERVED (INTER-PERSONAL
RELATIONS)

MAJOR GOAL 5.0 IDENTIFY WITH, AND PARTICIPATE IN, ADULT ROLES
AND RESPONSIBILITIES IN THE WORLD OF WORK
(APPLICATION)

The second level of the hierarchy reduces each <u>major goal</u> into more definitive statements in from three to five <u>program goals</u> for each of the three types of work experience education. Although in some instances the <u>program goals</u> are identical for exploratory, general, and vocational programs, usually a more demanding and sophisticated product is expected of those students who are in actual employment.

Each program goal is further refined through a sequential series of measurable performance objectives whose attainment will move the student toward achievement of the related program goal and overarching major goal. Recognition of the wide range of ability and achievement demonstrated by the thousands of students enrolled in the state's program of work experience education, precluded the establishment of minimum performance criteria for many of the objectives. Coordinators will have to set such standards in terms of the capabilities of their respective enrollees. Since the student is expected to demonstrate

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the behavior described in all of the <u>performance objectives</u>, it appeared unnecessary to identify him as the referent in each instance.

To facilitate attainment of the performance objectives, a Learning Activity Package, LAP, has been developed for each objective. It includes a series of activities, resources, and usually a pre-test and post test to measure student performance before and after the learning experiences provided. In some cases, In-Depth Educational Activities, I-DEAS, conclude the LAP for those students who would like to pursue the objective in greater detail. Insofar as possible, the LAPS have been written to assist the student to proceed independently and with minimal assistance from program personnel. It is hoped that the LAPS will not only provide needed individualization of instruction, but that they will also extend the effectiveness of the coordinators, counselors, and teachers involved in work experience education programs.

Finally, the performance of students, both as individuals and within groups, may be assessed through the administration of terminal objectives. These consist of a series of comprehensive tasks which measure progress toward the attainment of each program goal as well as the five major goals. They are, in a sense, a final examination to be taken near the end of the school year. The terminal objectives for MAJOR GOAL 2.0, SELF-ACTUALIZATION, and MAJOR GOAL 3.0, SELF-EVALUATION, have been written as pre-assessments as well as post-assessments. Since both of these major goals are primarily concerned with behavioral changes in the affective domain, measurement toward the goals requires comparisons between the student's attitudes, values, and knowledge of self prior to instruction and at the end of the school year.

Each of the five <u>terminal objectives</u> for the three programs of work experience education is preceded by a statement indicating the minimum level of acceptable performance for the individual student. The coordinator's copy of each <u>terminal objective</u> also includes: (1) a suggested minimum level of acceptable performance for all of the

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students who complete a given program of exploratory, general, or vocational work experience education; and (2) directions for scoring and interpreting the assessment instruments.

It is suggested that you begin your acquaintance with this document by familiarizing yourself with its format. All introductory pages are duplicated on white paper. They are followed by separate sections for each of the three types of work experience education. Each such section has the following components: (1) several pages of information on the terminal objectives color coded in white; (2) the terminal objectives, which constitute the pre-assessment for major goals 2.0 and 3.0, color coded in pink, and the post-assessment for all five major goals, color coded in green, in numerical order; and (3) each major goal followed by the related program goals and performance objectives. These pages are color coded in buff for exploratory work experience education, in canary for general work experience education, and in goldenrod for vocational work experience education. The final pages, color coded in blue, are devoted to a record-keeping system to enable students and their coordinators to record the date of successful completion of each performance objective, program goal, and terminal objective.

Since some terminology has differing meanings, the following definitions are provided for your information as they are used throughout this publication:

- Work experience education sponsor The person who is directly responsible for the student's learning activities at a career station.
- 2. <u>Career station</u> The business establishment where students acquire paid or non-paid employment experiences.
- 3. <u>Career</u> An occupation, vocation, or profession that is tentatively chosen by the student.

It is unlikely that a student will complete all of the performance objectives in a single school year. Some he may have already attained

as indicated on his pre-test score on a particular LAP. It is your responsibility, therefore, to select those objectives which will be most meaningful and profitable for individuals. For those students who enroll in two or even three types of programs during their high school careers, one cannot assume that completion of the objectives under any or all of the five major goals for exploratory work experience education, contraindicates study of the objectives prepared for general and vocational work experience education. The expectancies are, in most instances, quite different. In addition, with growing maturity and self-confidence in the work environment, the student will probably find considerable change in his attitudes and values, and perhaps, in his assessment of himself as a person and as a productive worker.

You will find it profitable to:

- Review the goals and objectives with each student at the beginning of the training period. This will provide him with a sense of direction and accomplishment and enhance motivation; it will assist you to provide for individual needs and differences.
- 2. Assess progress toward the objectives at regular and frequent intervals through individual conferences.
- 3. Analyze the failure of students to achieve at a satisfactory level and make necessary modifications in the program.
- 4. Provide readers or aides for students who cannot use the LAPS because of reading deficiencies; or, transfer instructions and activities contained in the LAPS to tape.

Nothing in this document is intended to be rigidly prescriptive. It affords you the opportunity to individualize your program of work experience education, to evaluate the effectiveness of the program, and to compare the results obtained in student performance with dollar expenditures. For students, it offers opportunities to increase their self-understanding and independence and provides them with a

clear sense of direction and the means of assessing their performance on a relevant, dynamic series of learning experiences.

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EXPLORATORY WORK EXPERIENCE EDUCATION

- MAJOR GOAL 1.0 RECOGNIZE THAT THE PROCESS AND CONTENT OF THE SCHOOL'S

 CURRICULUM ARE RELEVANT TO CAREER REQUIREMENTS AND

 RESPONSIBILITIES (RELEVANCY)
 - PROGRAM GOAL 1.1 Identify the educational goals (purposes) of the courses in which you are currently enrolled.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

- 1.1.1 List the titles of courses in which you are currently enrolled and give at least one reason explaining why you enrolled in each course.
- 1.1.2 Ask each of your teachers to tell you what the goals (major purposes) for students of the course are. Write out the goals for each course given to you by the teacher; then in your own words, describe what you think the goals of each course should be for you. Compare the two sets of goals for each course and describe how they are alike and how they are different.
- 1.1.3 Based upon your findings under Performance Objective 1.1.2, analyze the two sets of goals for at least one course and combine (synthesize) them into one set of goals that would make the course more relevant to you. Justify your conclusions.
- PROGRAM GOAL 1.2 Observe the activities of persons in a variety of careers and relate them to the educational goals (purposes) of elective and required courses in your school's curriculum.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

1.2.1 After observing a minimum of two (2) careers, list at



least three (3) employment skills required for each career. Identify courses which you have already taken, are now taking, or might take in the future, whose educational goals would assist you to acquire the skills required for each of the careers listed.

1.2.2 Given a list of responsibilities related to a variety of careers, identify those which are important to successful performance for at least two (2) careers you have observed. Explain why each career requires the responsibilities you have identified. Then list the courses which you have taken, are now taking, or might take in the future whose educational goals (purposes) would assist you to assume these career responsibilities.

PROGRAM GOAL 1.3 Identify required and elective courses in the school's curriculum which are relevant to career requirements and responsibilities of careers which are of interest to you.

- 1.3.1 Based upon what you have learned about the duties and responsibilities of various careers, list at least three (3) careers in order according to your degree of interest in them.
- 1.3.2 List the titles of elective and required courses offered by your school that you have taken, are now taking, or might take in the future which would help you to assume the duties and responsibilities of the career of greatest interest to you.
- 1.3.3 List two (2) or more duties and two (2) or more responsibilities of the career of greatest interest to you which are not covered in courses you are currently taking. Suggest changes which would improve each course and make it more relevant to you.

- MAJOR GOAL 2.0 APPRECIATE THE IMPORTANCE OF WORK TO PERSONAL FULFILLMENT
 AND TO GROWING INDEPENDENCE AND MATURITY (SELF-ACTUALIZATION)
 - PROGRAM GOAL 2.1 Examine the concept of man's basic need for productive work in order to achieve personal fulfillment.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

- 2.1.1 List in order of importance to man's personal fulfillment ten (10) of his basic needs. Prepare arguments in defense of the absence or presence of productive work on that list. Defend the rank of productive work on your list.
- 2.1.2 Prepare a list of your personal needs for self-fulfillment in order of importance to you at the present time.

 Project your basic needs five years from now. Explain
 any differences in the lists. If there are no differences,
 give reasons why there are none.
- 2.1.3 Given a questionnaire which can be used to determine how a person feels about personal fulfillment, interview at least five (5) people. From this information, list at least five (5) basic needs those interviewed have in common.
- 2.1.4 Explain why you think productive work has such great importance to man's basic need for personal fulfillment.
- PROGRAM GOAL 2.2 Identify several careers which could provide you with personal fulfillment.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

2.2.1 Observe or identify at least five (5) careers which you think could provide you with personal fulfillment and



list them in order of importance. Explain why you selected these five careers and ranked them as you did.

2.2.2 Identify at least three (3) careers which would not provide you with career personal fulfillment, and give reasons why they would not.

PROGRAM GOAL 2.3 Understand the relationship between work and growing independence and maturity.

- 2.3.1 Outline a schedule that shows how you spend your time in activities in the home, in the community, and at school. Rank the activities according to the amount of time spent in each. Also rank these activities according to their importance to your growing independence and maturity. After comparing these rankings, draw some conclusions related to your findings and present them to your work experience education coordinator.
- 2.3.2 Based on your findings and conclusions for Performance Objective 2.3.1, project this rank order of your activities to some time in the future that is significant to you. Explain any differences you see between this list and the list you developed for Performance Objective 2.3.1.
- 2.3.3 Analyze your present career station, your career plans, and your school program. Indicate any changes you would like to make in any or all of them. Prepare a justification for these changes and discuss it with your counselor.
- 2.3.4 Given information about career stations, select at least seven (7) career stations which you perceive as challenging to your abilities and potential as an adult worker. Compare your present level of independence and maturity to that required for successful performance in the first three (3) careers you selected.

- MAJOR GOAL 3.0 ANALYZE CAREER OPPORTUNITIES AND THEIR REQUIREMENTS

 AND COMPARE THESE TO PERSONAL POTENTIAL AND

 EXPECTATIONS (SELF-EVALUATION)
 - PROGRAM GOAL 3.1 Improve your understanding of yourself as an individual in terms of personal aptitudes, interests, career expectations, and degree of motivation to pursue short-range and long-range goals.

- 3.1.1 Complete the aptitude test available through your counselor or work experience education coordinator, discuss the results with the appropriate school person, and list your strongest aptitudes.
- 3.1.2 Complete the interest inventory available through your counselor or work experience education coordinator, discuss the results with the appropriate school person, and list your main interests according to the inventory.
- 3.1.3 Compare your aptitudes and interests with your performance in the classes you are now taking.
- 3.1.4 From a list of hobbies and leisure-time activities, select at least six (6) and rank them according to your greatest interest.
- 3.1.5 From a list of twenty values, rank them according to their importance, to you. Identify one or more persons that you know who share your top six values.
- 3.1.6 On the basis of the test provided by your counselor or your work experience education coordinator, determine whether you prefer to work with people, ideas, things, or combinations of these.
- 3.1.7 Considering your school achievement and attendance,



decide how much education beyond high school you would like to complete. Give at least three (3) reasons for your answer.

PROGRAM GOAL 3.2 Identify a variety of possible career choices for you and group them into occupational clusters.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

- 3.2.1 Given a list of careers, group them into occupational clusters.
- 3.2.2 Based upon what you have learned about yourself and a variety of careers (through materials made available to you), identify three (3) clusters of occupations with at least four (4) specific careers within each cluster, all of which seem interesting to you and in which you think you could be successful.

PROGRAM GOAL 3.3 Explore the current and emerging opportunities for employment in selected careers.

- 3.3.1 Select two unrelated careers which interest you and identify opportunities for employment in them from:

 (1) current needs in your community, California, and the nation, and (2) anticipated needs for the next five years for your community, California, and the nation.
 Document your findings by using the Occupational Outlook Handbook, bulletins of the U.S. Department of Labor, HRD bulletins, and other library sources. Decide on one of the two careers and justify your choice.
- PROGRAM GOAL 3.4 Identify the educational and training requirements of selected careers.



Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

- 3.4.1 Select two unrelated careers of interest to you and prepare a brief description of the typical duties and responsibilities, working conditions, and salary ranges of each career. Document your findings from such sources as the Occupational Outlook Handbook and the Dictionary of Occupational Titles. On the basis of this research, select the career which seems suitable for you and explain the reasons for your choice.
- 3.4.2 List the educational and training requirements of at least two unrelated careers of interest to you.

 Document your findings from such sources as the Occupational Outlook Handbook, college catalogs, and bulletins of the U. S. Department of Labor. On the basis of this research, select the career which seems suitable for you and explain the reasons for your choice.
- 3.4.3 Based upon at least two (2) interviews with persons employed in the career you selected under Performance Objective 3.4.2, identify several levels of advancement related to that career. Outline the steps you must take and estimate the time required for you to attain the career level you desire.
- PROGRAM GOAL 3.5 Compare the educational and training requirements of a variety of careers to your potential for success in those careers.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

3.5.1 Based upon what you have learned about yourself and a variety of careers, describe your own career expectations. Compare these with: (1) your school achievement, (2) educational and training requirements of the careers considered, (3) your self-assessment, and (4) your

- capacity to delay reaching career expectations because of necessary education and training.
- 3.5.2 After interviewing at least two persons who work in unrelated careers, and considering all you have learned about yourself and these careers through your prior research, provide reasons why you think each career is either realistic or unrealistic for you.
- 3.5.3 Assuming that your career goal is a long-range one and that achieving it requires completion of a series of short-range goals, indicate what short-range goals you have already reached. Prepare a road map which identifies your destination (long-range career goal) and all of the in-between points (short-range goals). Explain how you can compensate (detour) for failure to reach some in-between points (short-range goals).

MAJOR GOAL 4.0 RELATE IN A POSITIVE MANNER TO WORK EXPERIENCE EDUCATION

SPONSORS, TO EMPLOYERS AND THEIR EMPLOYEES, AND TO THE

PUBLIC SERVED (INTER-PERSONAL RELATIONS)

PROGRAM GOAL 4.1 Demonstrate understanding of the requirements for personal grooming and dress in a variety of work environments.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

- 4.1.1 Based upon your knowledge of requirements for personal grooming and dress in at least ten specific occupations, match a job title to a picture of an individual who is appropriately dressed for a specific occupation. Identify at least two (2) characteristics of dress or personal grooming portrayed in each picture which are essential for employment in the occupation.
- 4.1.2 Report to your career station appropriately groomed and dressed. Verification of the attainment of this objective will be made on a rating form by your work experience education sponsor.
- PROGRAM GOAL 4.2 Demonstrate understanding of the behaviors and attitudes appropriate to a variety of work environments.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

4.2.1 In a role-playing situation, act out examples of behaviors and attitudes which are appropriate to, or inappropriate to, at least three (3) work environments you have observed. Use written or oral descriptions, pictures, cartoons, or other representations of appropriate and inappropriate examples of behaviors and attitudes as an alternative or additional way of meeting the objective.

- 4.2.2 Following your introduction to a new exploratory career station, identify examples of behaviors and attitudes which are essential to successful performance on one or more jobs. Compare these with your own behavior at school and attitudes toward school. Describe one or more changes necessary in your own behavior and attitudes before you could expect to be successful in each exploratory career station.
- 4.2.3 Given an assignment card, report to your career station punctually. Follow the procedures provided by your work experience education coordinator and sponsor whenever you must be late or absent. Verification of the successful attainment of this objective will be made by your sponsor on a rating form.
- PROGRAM GOAL 4.3 Differentiate between various consumer publics and the kinds of services they require.

- 4.3.1 Based upon your observations and other sources of information, describe the characteristics of the consumer public of at least three (3) career stations. Analyze the similarities and differences of the three groups and decide which of the three you would prefer to serve. Relate your choice to what you have learned about your own behavior and attitudes.
- 4.3.2 As a result of dealing with different consumer publics during the period of assignment, a satisfactory rating will be given to you by your work experience education sponsor in one or more written progress reports.
- PROGRAM GOAL 4.4 Meet the needs of the publics served as you are given opportunities to assume adult roles and responsibilities in a variety of work environments.



<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

- 4.4.1 Indicate which expectations of the publics served in a variety of work environments are easy to meet and which expectations you find most difficult to meet. Relate both the easy and difficult expectations to your own requirements as a member of the consumer public.
- 4.4.2 Given examples of behavior or attitudes which are inappropriate to several different work environments,
 explain or describe how these behaviors or attitudes
 might affect the employee, his fellow employees, the
 public served, and the employer.
- 4.4.3 Given opportunities to assume adult roles and responsibilities in one or more work environments, provide satisfactory service to the consumer. Verification of attainment of this objective will be made by your work experience education sponsor on a rating form.

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MAJOR GOAL 5.0 IDENTIFY WITH, AND PARTICIPATE IN, ADULT ROLES AND RESPONSIBILITIES IN THE WORLD OF WORK (APPLICATION)

PROGRAM GOAL 5.1 Demonstrate knowledge of employment procedures and practices required for job placement.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

- 5.1.1 List activities and sources that may be utilized to seek out technical and supportive information needed prior to employment. As a part of each activity, outline steps that would be carried out to insure complete awareness of practical activities required for job placement.
- PROGRAM GOAL 5.2 Understand the rules, regulations, procedures, and practices related to employee wages, wage deductions, benefits, and working conditions.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

- 5.2.1 Give evidence of knowledge and understanding of the rules, regulations, procedures, and practices that are important to employees.
- 5.2.2 Apply what you have learned under Performance Objective 5.2.1 to a variety of work environments and your future career plans.
- PROGRAM GOAL 5.3 Compare adult responsibilities in a variety of work environments with present personal responsibilities.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

5.3.1 Based upon your observations of a variety of work environments, list five (5) responsibilities for each of three (3) selected careers. Next, list five (5) personal



obligations you have assumed at home, at school, or in an activity. Compare the two (2) lists and indicate how you can apply personal obligations to help meet the responsibilities listed for the three (3) selected careers.

- 5.3.2 Compare your present obligations to those assumed by an employed adult. List five (5) adult roles which will necessitate changes in your life style as you assume responsibilities typical of work environments and other adult responsibilities.
- PROGRAM GOAL 5.4 Describe the types of adult responsibilities you have observed in a variety of work environments with which you can identify.

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

- 5.4.1 List the three (3) adult responsibilities that were most appealing to you at the work environments you have observed and the three (3) that were least appealing to you. Relate how these observations will assist you to select a suitable career.
- 5.4.2 Identify three (3) responsibilities of your work experience education sponsor that you feel you would like to assume.

 Describe the relationship between your past experiences and your interest and ability to carry out these adult responsibilities.
- PROGRAM GOAL 5.5 Assume adult roles and responsibilities during the exploratory period whenever possible.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

5.5.1 Assume your work experience education sponsor's role and responsibilities when requested to do so and give evidence that you have done so in a manner satisfactory to him.

GENERAL WORK EXPERIENCE EDUCATION

- MAJOR GOAL 1.0 RECOGNIZE THAT THE PROCESS AND CONTENT OF THE SCHOOL'S

 CURRICULUM ARE RELEVANT TO CAREER REQUIREMENTS AND

 RESPONSIBILITIES (RELEVANCY)
 - PROGRAM GOAL 1.1 Identify the educational goals (purposes) of the courses in which you are currently enrolled.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

- 1.1.1 List the titles of courses in which you are currently enrolled and give at least one reason explaining why you enrolled in each course.
- 1.1.2 Ask each of your teachers to tell you what the goals (major purposes) for students of the course are. Write out the goals for each course given to you by the teacher; then in your own words, describe what you think the goals of each course should be for you. Compare the two sets of goals for each course and describe how they are alike and how they are different.
- 1.1.3 Based upon your findings under Performance Objective 1.1.2, analyze the two sets of goals for at least one course and combine (synthesize) them into one set of goals that would make the course more relevant to you. Justify your conclusions.
- PROGRAM GOAL 1.2 Assume assigned duties and responsibilities and relate them to the educational goals (purposes) of elective and required courses in your school's curriculum.

Performance Objectives: (Instructor completes each objective
statement with minimum levels of acceptable performance.)
1.2.1 On the basis of the duties and responsibilities you



have accepted on the job, list at least five (5) of your job duties and three (3) of your job responsibilities. Compare the educational goals (purposes) of a minimum of three (3) courses you are now taking to your job duties and responsibilities.

1.2.2 On the basis of the duties and responsibilities you have accepted on the job, suggest how courses you have taken or are now taking could be changed to provide better preparation for the job you now have. For each suggestion, explain how the changes would improve each course.

PROGRAM GOAL 1.3 Analyze and compare duties and responsibilities which are important to various careers and to required and elective courses in the school's curriculum which are of interest to you.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

- 1.3.1 Given description of duties and descriptions of responsibilities which differ in importance for a wide variety of careers, identify and list those duties and responsibilities which are required for successful performance in your present assignment. Then select and list those duties and responsibilities which are of greatest interest to you. Compare the two lists of duties and responsibilities and decide which of the two is of greater interest to you. Justify your conclusions in some type of presentation.
- 1.3.2 List the titles of elective and required courses offered by your school that you have taken, are now taking, or might take in the future which would help you to assume the preferred set of duties and responsibilities identified under Performance Objective 1.3.1. Prepare a program of studies for the rest of your high school enrollment which will help you to acquire these duties

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and responsibilities. Indicate what post-high school training, education, or experience will be required to achieve your career objective. Discuss this proposed program with your counselor.



- MAJOR GOAL 2.0 APPRECIATE THE IMPORTANCE OF WORK TO PERSONAL FULFILLMENT
 AND TO GROWING INDEPENDENCE AND MATURITY (SELFACTUALIZATION)
 - PROGRAM GOAL 2.1 Examine the concept of man's basic need for productive work in order to achieve personal fulfillment.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

- 2.1.1 List in order of importance to man's personal fulfillment ten (10) of his basic needs. Prepare arguments in defense of the absence or presence of productive work on that list. Defend the rank of productive work on your list.
- 2.1.2 Prepare a list of your personal needs for self-ful-fillment in order of importance to you at the present time. Project your basic needs five years from now. Explain any differences in the lists. If there are no differences, give reasons why there are none.
- 2.1.3 Given a questionnaire which can be used to determine how a person feels about personal fulfillment, interview at least five (5) people. From this information, list at least five (5) basic needs those interviewed have in common.
- 2.1.4 Explain why you think productive work has such great importance to man's basic need for personal fulfillment.
- PROGRAM GOAL 2.2 Give evidence of having achieved a degree of personal fulfillment through productive work.

- 2.2.1 From your work experience education sponsor, obtain a list of the characteristics of those employees he considers satisfactory and productive workers. Analyze these expectations in terms of your own personal fulfillment on the job.
- 2.2.2 Identify at least three (3) careers which would not provide you with career personal fulfillment and give reasons why they would not.
- 2.2.3 Using the <u>Job Satisfaction Report</u>, make a weekly report to your work experience education coordinator.
- 2.2.4 Using your weekly <u>Job Satisfaction Reports</u>, appraise your job performance at regular intervals in terms of growth in personal fulfillment.
- 2.2.5 Toward the end of the school year, obtain an evaluation from your work experience education sponsor. Analyze the growth in your performance. Explain whether there has been comparable growth in your feelings of personal fulfillment.

PROGRAM GOAL 2.3 Demonstrate growth in independence and maturity.

- 2.3.1 Maintain a journal with daily entries in which you describe your activities at your career station. After five weeks at the career station, re-examine your journal and list those skills which you have acquired during this time. Identify those skills which are most difficult, those which are easy, those which are most enjoyable, and those which are least enjoyable. Summarize how you plan to improve those skills which are most difficult to acquire. Develop a plan to increase your tolerance for working with those tasks that are least enjoyable.
- 2.3.2 Using the journal you developed for Performance



Objective 2.3.1, list and describe the duties and responsibilities which are required in your career station assignment. List two (2) or more which you find least difficult to fulfill and two (2) or more you find most difficult to fulfill.

2.3.3 Based on your findings for Performance Objective 2.3.1 and 2.3.2, determine the relationship between the tasks you enjoyed most and the difficulty you encountered in performing these; and the tasks you enjoyed least and the difficulty you encountered in performing those tasks. Indicate your plans for using your knowledge of these relationships to develop a mature view of productive work.

- MAJOR GOAL 3.0 ANALYZE CAREER OPPORTUNITIES AND THEIR REQUIREMENTS AND

 COMPARE THESE TO PERSONAL POTENTIAL AND EXPECTATIONS

 (SELF-EVALUATION)
 - PROGRAM GOAL 3.1 Improve your understanding of yourself as an individual in terms of personal aptitudes, interests, career expectations, and degree of motivation to pursue short-range and long-range goals.

- 3.1.1 Complete the aptitude test available through your counselor or work experience education coordinator, discuss the results with the appropriate school person, and list your strongest aptitudes.
- 3.1.2 Complete the interest inventory available through your counselor or work experience education coordinator, discuss the results with the appropriate school person, and list your main interests according to the inventory.
- 3.1.3 Compare your aptitudes and interests with your performance in the classes you are now taking.
- 3.1.4 From a list of hobbies and leisure-time activities, select at least six (6) and rank them according to your greatest interest.
- 3.1.5 From a list of twenty values, rank them according to their importance to you. Identify one or more persons that you know who share your top six values.
- 3.1.6 On the basis of the test provided by your counselor or your work experience education coordinator, determine whether you prefer to work with people, ideas, things, or combinations of these.
- 3.1.7 Considering your school achievement and attendance, decide how much education beyond high school you would

like to complete. Give at least three (3) reasons for your answer.

PROGRAM GOAL 3.2 Identify a variety of possible career choices for you and group them into occupational clusters.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

- 3.2.1 Given a list of careers, group them into occupational clusters.
- 3.2.2 Based upon what you have learned about yourself and a variety of careers (through materials made available to you), identify three (3) clusters of occupations with at least four (4) specific careers within each cluster, all of which seem interesting to you and in which you think you could be successful.

PROGRAM GOAL 3.3 Explore the current and emerging opportunities for employment in the cluster of occupations related to your present employment.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

3.3.1 Select two careers within the cluster of occuations related to your present job and identify opportunities for employment in them from: (1) current needs in your community, California, and the nation, and (2) anticipated needs for the next five years for your community, California, and the nation. Document your findings by using the Occupational Outlook Handbook, bulletins of the U.S. Department of Labor, HRD bulletins, and other library sources. Decide on one of the two careers and justify your choice.

PROGRAM GOAL 3.4 Identify the educational and training requirements



of your present employment and compare these to the educational and training requirements of other careers.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

- 3.4.1 Based upon the education and training required to enter the career which you think holds the greatest promise for you as a full-time employee, describe: (1) the requirements you have successfully completed, and (2) the requirements you must complete to be eligible for full-time employment. Describe your plans for completing these requirements and the time estimated to complete them.
- 3.4.2 In a group discussion, compare the educational and training requirements of the career you selected under Performance Objective 3.4.1, with the requirements for careers selected by other students. Of the careers discussed, select the one which is most appealing to you. Give as many reasons as you can for your choice.
- 3.4.3 Based upon at least two (2) interviews with persons employed in the career you selected under Performance Objective 3.4.2, identify several levels of advancement related to that career. Outline the steps you must take and estimate the time required for you to attain the career level you desire.
- PROGRAM GOAL 3.5 Compare the educational and training requirements of a variety of careers to your potential for success in those careers.

Performance Objectives: (Instructor completes each objective
statement with minimum levels of acceptable performance.)
3.5.1 Based upon what you have learned about yourself and



selected careers, describe your own careers expectations. Compare these with: (1) your school achievement, (2) educational and training requirements of the careers considered, (3) your self-assessment, and (4) your capacity to delay reaching career expectations because of necessary education and training.

- 3.5.2 After interviewing at least two persons who work in unrelated careers, and considering all you have learned about yourself and these careers through your prior research, provide reasons why you think each career is either realistic or unrealistic for you.
- 3.5.3 Assuming that your career goal is a long-range one and that achieving it requires completion of a series of short-range goals, indicate what short-range goals you have already reached. Prepare a road map which identifies your destination (long-range career goal) and all of the in-between points (short-range goals). Explain how you can compensate (detour) for failure to reach some in-between points (short-range goals).

MAJOR GOAL 4.0 RELATE IN A POSITIVE MANNER TO WORK EXPERIENCE EDUCATION

SPONSORS, TO EMPLOYERS AND THEIR EMPLOYEES, AND TO THE

PUBLIC SERVED (INTER-PERSONAL RELATIONS)

PROGRAM GOAL 4.1 Maintain the personal grooming and dress required in your present work environment.

<u>Performance Objective</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

- 4.1.1 Given descriptions of personal grooming and dress which are required in a variety of work environments, select those which are important to your present job. Describe why they are important in any way acceptable to your work experience education coordinator.
- 4.1.2 Report to your career station appropriately groomed and dressed. Verification of the attainment of this objective will be made on a rating form by your work experience education sponsor.

PROGRAM GOAL 4.2 Demonstrate the behaviors and attitudes required in your present work environment.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

- 4.2.1 Discuss with your related class or your work experience education coordinator, the behaviors and attitudes necessary for success in your present work environment.

 Use the rating scale provided to indicate those requirements which you find acceptable and those you find unacceptable or you consider unnecessary.
- 4.2.2 Given an evaluative report by your work experience education coordinator or sponsor that identifies need for improvement in behaviors and attitudes required on the job; accept such criticism in a positive manner.

 Demonstrate this through improvement on the job in the

areas of deficiency. Evidence of the ability to profit from productive criticism will be indicated on a rating form completed by your work experience education sponsor.

4.2.3 Given an assignment card, report to your career station punctually. Follow the procedures provided by your work experience education coordinator and sponsor whenever you must be late or absent. Verification of the successful attainment of this objective will be made by your sponsor on a rating form.

PROGRAM GOAL 4.3 Identify the needs of the publics served in your present assignment.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

- 4.3.1 Identify the expectations of the publics served in your present work assignment. For each expectation or need you have described, give at least one appropriate way you have learned to meet the public's need. Identify those responses which you learned in your present assignment.
- 4.3.2 As a result of dealing with the publics served in your present assignment, a satisfactory rating will be given to you by your work experience education sponsor in one or more written progress reports.

PROGRAM GOAL 4.4 Meet the needs of the publics served in your present work assignment.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

4.4.1 Indicate which expectations of the publics served in your present work assignment are easy to meet and which expectations you find most difficult to meet. Relate both the easy and difficult expectations to your own

requirements as a member of the consumer public.

- 4.4.2 Given examples of behavior or attitudes which are inappropriate to your present work assignment, explain or
 describe how these behaviors or attitudes might affect
 the employee, his fellow employees, the public served,
 and the employer.
- 4.4.3 Meet the needs of the publics served in your present work assignment. Verification of the attainment of this objective will be made by your work experience education sponsor on a rating form.

- MAJOR GOAL 5.0 IDENTIFY WITH, AND PARTICIPATE IN, ADULT ROLES AND RESPONSIBILITIES IN THE WORLD OF WORK (APPLICATION)
 - PROGRAM GOAL 5.1 Apply knowledge of employment procedures and practices required for job placement.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

- 5.1.1 List activities and sources that may be utilized to seek out technical and supportive information needed prior to employment. As a part of each activity, outline steps that would be carried out to insure complete awareness of practical activities required for job placement.
- PROGRAM GOAL 5.2 Understand the rules, regulations, procedures, and
 practices related to employee wages, wage deductions,
 benefits, and working conditions.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

- 5.2.1 Give evidence of knowledge and understanding of the rules, regulations, procedures, and practices that are important to employees.
- 5.2.2 Apply what you have learned under Performance Objective 5.2.1 to your present work assignment and your future career plans.
- PROGRAM GOAL 5.3 Assume adult roles and responsibilities in the present work environment.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

5.3.1 In order to assume an adult role at your present job, you must meet certain responsibilities. List those adult responsibilities which are required for successful



performance in your career station. Identify those responsibilities that also apply to your home and school activities. Relate how work and personal responsibilities combine to assist in your preparation for the selection of a career and satisfying life style.

5.3.2 Compare your present obligations to those assumed by an employed adult. List five (5) adult roles which will necessitate changes in your life style as you assume responsibilities typical of your present work environment and other adult responsibilities.

PROGRAM GOAL 5.4 Demonstrate an acceptable level of proficiency in your present job assignment.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

- 5.4.1 List five (5) or more job skills you are applying at your career station. Identify additional skills necessary to enable you to advance at this station.
- 5.4.2 Explain in detail to your related class or to your work experience education coordinator the career station responsibilities that you have carried out successfully enough to meet your employer's standards.
- 5.4.3 Using the employee self-rating scale provided, compare yourself to full-time employees at your career station. Based upon the results of the scale you have completed, list five (5) areas in which you feel you need improvement and develop a plan for implementation of these needs.

VOCATIONAL WORK EXPERIENCE EDUCATION

- MAJOR GOAL 1.0 RECOGNIZE THAT THE PROCESS AND CONTENT OF THE SCHOOL'S

 CURRICULUM ARE RELEVANT TO CAREER REQUIREMENTS AND

 RESPONSIBILITIES (RELEVANCY)
 - PROGRAM GOAL 1.1 Identify the educational goals (purposes) of the courses in which you are currently enrolled.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

- 1.1.1 List the titles of courses in which you are currently enrolled and give at least one reason explaining why you enrolled in each course.
- 1.1.2 Ask each of your teachers to tell you what the goals (major purposes) for students of the course are. Write out the goals for each course given to you by the teacher; then in your own words, describe what you think the goals of each course should be for you. Compare the two sets of goals for each course and describe how they are alike and how they are different.
- 1.1.3 Based upon your findings under Performance Objective 1.1.2, analyze the two sets of goals for at least one course and combine (synthesize) them into one set of goals that would make the course more relevant to you. Justify your conclusions.
- PROGRAM GOAL 1.2 Assume assigned duties and responsibilities and relate them to the educational goals (purposes) of elective and required courses in your school's curriculum

Performance Objectives: (Instructor completes each objective statement with minimum levels of acceptable performance.)

1.2.1 On the basis of the duties and responsibilities you



have accepted on the job, list at least five (5) of your job duties and three (3) of your job responsibilities. Compare the educational goals (purposes) of a minimum of three (3) courses you are now taking which are most relevant to your job duties and responsibilities.

1.2.2 On the basis of the duties and responsibilities you have accepted on the job, suggest how courses you have taken or are now taking could be changed to provide better preparation for the job you now have. For each suggestion, explain how the changes would improve each course.

PROGRAM GOAL 1.3 Assume assigned duties and responsibilities and improve on-the-job performance through related in-school instruction.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

- 1.3.1 On the basis of your related in-school instruction, list a minimum of five (5) skills and three (3) responsibilities which have contributed to improvement in your on-the-job performance.
- 1.3.2 In a group role-playing situation in your related inschool instruction, portray two (2) or more instructional approaches used by either another teacher or your work experience education sponsor that you feel have been helpful to you in improving your on-the-job performance.

MAJOR GOAL 2.0 APPRECIATE THE IMPORTANCE OF WORK TO PERSONAL FULFILLMENT
AND TO GROWING INDEPENDENCE AND MATURITY (SELF-ACTUALIZATION)

PROGRAM GOAL 2.1 Examine the concept of man's basic need for productive work in order to achieve personal fulfillment.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

- 2.1.1 List in order of importance to man's personal fulfillment ten (10) of his basic needs. Prepare arguments in defense of the absence or presence of productive work on that list. Defend the rank of productive work on your list.
- 2.1.2 Prepare a list of your personal needs for self-fulfillment in order of importance to you at the present time. Project your basic needs five years from now. Explain any differences in the lists. If there are no differences, give reasons why there are none.
- 2.1.3 Given a questionnaire which can be used to determine how a person feels about personal fulfillment, interview at least five (5) people. From this information, list at least five (5) basic needs those interviewed have in common.
- 2.1.4 Explain why you think productive work has such great importance to man's basic need for personal fulfillment.
- PROGRAM GOAL 2.2 Give evidence of having achieved a degree of personal fulfillment through productive work.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

2.2.1 From your work experience education sponsor, obtain a list of the characteristics of those employees he

- considers satisfactory and productive workers.

 Analyze these expectations in terms of your own personal fulfillment on the job.
- 2.2.2 Identify at least three (3) careers which would not provide you with career personal fulfillment, and give reasons why they would not.
- 2.2.3 Using the <u>Job Satisfaction Report</u>, make a weekly report to your work experience education coordinator.
- 2.2.4 Using your weekly <u>Job Satisfaction Reports</u>, appraise your job performance at regular intervals in terms of growth in personal fulfillment.
- 2.2.5 Toward the end of the school year, obtain an evaluation from your work experience education sponsor. Analyze the growth in your performance. Explain whether there has been comparable growth in your feelings of personal fulfillment.

PROGRAM GOAL 2.3 Demonstrate growth in independence and maturity.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

- 2.3.1 Maintain a journal with daily entries in which you describe your activities at your career station. After five weeks at the career station, re-examine your journal and list those skills which you have acquired during this time. Identify those skills which are most difficult, those which are easy, those which are most enjoyable, and those which are least enjoyable. Summarize how you plan to improve those skills most difficult to acquire. Develop a plan to increase your tolerance for working with those tasks that are least enjoyable.
- 2.3.2 Using the journal you developed for Performance Objective 2.3.1, list and describe the duties and respon-



sibilities which are required in your career station assignment. List two (2) or more which you find least difficult to fulfill and two (2) or more you find most difficult to fulfill.

- 2.3.3 Based on your findings for Performance Objective 2.3.1 and 2.3.2, determine the relationship between the tasks you enjoyed most and the difficulty you encountered in performing these; and the tasks you enjoyed least and the difficulty you encountered in performing those tasks. Indicate your plans for using your knowledge of these relationships to develop a mature view of productive work.
- 2.3.4 Using the journal you developed for Performance Objective 2.3.1, list all of the decisions you have made in your career station. Indicate those which were made independently of the decisions of others. For each decision, describe the step-by-step process you went through in arriving at that decision. Comment on the quality of each independent decision and the effect it had on your job performance and relationship to your work experience education sponsor.
- 2.3.5 Select one of the decisions you described under Performance Objective 2.3.4. Decide whether you could have made the same decision a year ago. Explain how your arriving at a decision at that time would differ from the present. Develop a plan for improving your ability to make independent decisions on the job.
- 2.3.6 Select any three of your co-workers and make a list of personal characteristics that each possesses which indicate maturity. Identify those which you have heard used to describe your personality characteristics. Explain how you intend to develop and strengthen those characteristics which you do not possess at the present time.

- MAJOR GOAL 3.0 ANALYZE CAREER OPPORTUNITIES AND THEIR REQUIREMENTS AND

 COMPARE THESE TO PERSONAL POTENTIAL AND EXPECTATION

 (SELF-EVALUATION)
 - PROGRAM GOAL 3.1 Improve your understanding of yourself as an individual in terms of personal aptitudes, interests, career expectations, and degree of motivation to pursue short-range and long-range goals.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

- 3.1.1 Complete the aptitude test available through your counselor or work experience education coordinator, discuss the results with the appropriate school person, and list your strongest aptitudes.
- 3.1.2 Complete the interest inventory available through your counselor or work experience education coordinator, discuss the results with the appropriate school person, and list your main interests according to the inventory.
- 3.1.3 Compare your aptitudes and interests with your performance in the classes you are now taking.
- 3.1.4 From a list of hobbies and leisure-time activities, select at least six (6) and rank them according to your greatest interest.
- 3.1.5 From a list of twenty values, rank them according to their importance to you. Identify one or more persons that you know who share your top six values.
- 3.1.6 On the basis of the test provided by your counselor or your work experience education coordinator, determine whether you prefer to work with people, ideas, things, or combinations of these.
- 3.1.7 Considering your school achievement and attendance, decide how much education beyond high school you would

like to complete. Give at least three (3) reasons for your answer.

PROGRAM GOAL 3.2 Explore the current and emerging opportunities for employment in your present assignment and for advancement within related occupations.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

- 3.2.1 Identify opportunities for employment in your present career station and one other based on: (1) current needs in your community, California, and the nation, and (2) anticipated needs for the next five years in your community, California, and the nation. Document your findings by using the Occupational Outlook Handbook, bulletins of the U. S. Department of Labor, HRD bulletins, and other library sources.
- 3.2.2 Based upon your findings for Performance Objective 3.2.1, decide which career holds greater promise of future employment for you. Select one of the two careers and justify your decision.
- PROGRAM GOAL 3.3 Identify the educational and training requirements of your present employment and compare them to the requirements for advancement within related occupations.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

3.3.1 Based upon the educational and training requirements necessary to enter your present career station as a full-time employee, describe: (1) the requirements you have successfully completed, and (2) the requirements you must complete to be eligible for full-time employment. Develop a plan for meeting the requirements and estimate the time you need to complete the necessary

education and training.

3.3.2 List the levels of advancement within the occupational cluster of your present job. Compare the educational and training requirements of your present work assignment with those of other careers within the occupational cluster you have identified. After discussing these requirements with your work experience education sponsor, outline the steps you must take and estimate the time you need to qualify for the career you would like to attain.

PROGRAM GOAL 3.4 Compare the educational and training requirements needed for advancement within occupational areas related to your present assignment to your potential for success in them.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

3.4.1 Compare the requirements needed to reach the level of advancement that you would like to attain in your occupational area with: (1) your school achievement, (2) educational and training requirements of the career selected, (3) your self-assessment, and (4) your capacity to delay reaching your career expectations because of necessary related education and training.

MAJOR GOAL 4.0 RELATE IN A POSITIVE MANNER TO WORK EXPERIENCE EDUCATION SPONSORS, TO EMPLOYERS AND THEIR EMPLOYEES, AND TO THE PUBLIC SERVED (INTER-PERSONAL RELATIONS)

PROGRAM GOAL 4.1 Maintain the personal grooming and dress required in the work environment of a selected career.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

- 4.1.1 Given descriptions of personal grooming and dress which are required in a variety of work environments, select those which are important to your selected career.

 Describe why they are important in any way acceptable to your work experience education coordinator.
- 4.1.2 Report to your career station appropriately groomed and dressed. Verification of the attainment of this objective will be made on a rating form by your work experience education sponsor.

PROGRAM GOAL 4.2 Demonstrate the behaviors and attitudes required in the work environment of a selected career.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

- 4.2.1 Discuss with your related class or your work experience education coordinator, the behaviors and attitudes necessary for success in the work environment of a selected career station. Use the rating scale provided to indicate those requirements which you find acceptable and those you find unacceptable or you consider unnecessary.
- 4.2.2 Given an evaluative report by your work experience education coordinator or sponsor that identifies need for improvement in behaviors and attitudes required on the job, accept such criticism in a positive manner. Demonstrate this through improvement on the job in the areas of deficiency. Evidence of the ability to profit

from productive criticism will be indicated on a rating form completed by your work experience education sponsor.

4.2.3 Given an assignment card, report to your career station punctually. Follow the procedures provided by your work experience education coordinator and sponsor whenever you must be late or absent. Verification of the successful attainment of this objective will be made by your sponsor on a rating form.

PROGRAM GOAL 4.3 Identify the needs of the publics served in the work environment of a selected career.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

- 4.3.1 Identify the expectations of the publics served in your selected career. For each expectation or need you have described, give at least one appropriate way you have learned to meet the public's need. Identify those responses which you have learned in your present assignment.
- 4.3.2 As a result of dealing with the publics served in your selected career, a satisfactory rating will be given to you by your work experience education sponsor in one or more written progress reports.
- PROGRAM GOAL 4.4 Meet the needs of the publics served in the work environment of a selected career.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

4.4.1 Indicate which expectations of the publics served in your sclected career are easy to meet and which expectations you find most difficult to meet. Relate both the easy and difficult expectations to your own



requirements as a member of the consumer public.

- 4.4.2 Given examples of behavior or attitudes which are inappropriate to your selected career, explain or describe
 how these behaviors or attitudes might affect the
 employee, his fellow employees, the public served, and
 the employer.
- 4.4.3 Meet the needs of the publics served in your selected career. Verification of the attainment of this objective will be made by your work experience education sponsor on a rating form.



- MAJOR GOAL 5.0 IDENTIFY WITH, AND PARTICIPATE IN, ADULT ROLES AND RESPONSIBILITIES IN THE WORLD OF WORK (APPLICATION)
 - PROGRAM GOAL 5.1 Apply knowledge of employment procedures and practices required for job placement.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

- 5.1.1 List activities and sources that may be utilized to seek out technical and supportive information needed prior to employment. As a part of each activity, outline steps that would be carried out to insure complete awareness of practical activities required for job placement.
- PROGRAM GOAL 5.2 Understand the rules, regulations, procedures, and practices related to employee wages, wage deductions, benefits, and working conditions.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

- 5.2.1 Give evidence of knowledge and understanding of the rules, regulations, procedures, and practices that are important to employees.
- 5.2.2 Apply what you have learned under Performance Objective
 5.2.1 to your selected career and your future career plans.
- PROGRAM GOAL 5.3 Assume adult roles and responsibilities in a selected career.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

5.3.1 After assuming an adult role in your selected career, list those responsibilities which are required for your



successful performance at your job station. List responsibilities which are new to you and relate how your own personal experiences can reinforce job responsibilities to insure success at work.

5.3.2 Compare your present obligations to those assumed by an employed adult. List five (5) adult roles which will necessitate changes in your life style as you assume responsibilities typical of your selected career and other adult responsibilities.

PROGRAM GOAL 5.4 Demonstrate job-entry level proficiency in a selected career.

<u>Performance Objectives</u>: (Instructor completes each objective statement with minimum levels of acceptable performance.)

- 5.4.1 Demonstrate or give other satisfactory evidence of jobentry level proficiencies you have acquired. Incorporate these into a job application that could be presented to a potential employer.
- 5.4.2 Obtain an evaluation from your work experience education sponsor identifying responsibilities which you have met successfully, as well as areas which need improvement in order to meet his standards for full-time employees.
- 5.4.3 Using the employee self-rating scale provided, compare yourself to full-time employees at your career station.

 Based upon the results of the scale you have completed, list five (5) areas in which you feel you need improvement and develop a plan for implementation of these needs.



EXPLORATORY TERMINAL OBJ. 2 PRE-ASSESSMENT

WORK EXPERIENCE EDUCATION

INFORMATION REGARDING THE ADMINISTRATION OF TERMINAL OBJECTIVES

GENERAL INFORMATION

- The terminal objectives, in the form of pre-assessments for Major Goals 2.0 and 3.0 and post assessment, for all five Major Goals are designed to measure the degree to which each student has reached the Major Goals of the Work Experience Education Program.
- 2. Each pre and post assessment has been organized so that the numbers of each section correspond to the numbers of the related Program Goals.
- 3. To aid in the administration of the assessments, materials are provided in this syllabus for each of the five Major Goals of the Exploratory, General, and Vocational Work Experience Education Programs. Materials are provided for each goal as follows:
 - A. Pre assessments for Major Goals 2.0 and 3.0
 - B. Post assessments for Major Goals 1.0 5.0
 - C. Scoring keys for all pre-and post assessments
- 4. A <u>Student Work Experience Education Record Form</u> has been provided in the final section of this syllabus. When a student begins one of the three work experience programs, a record form and a folder for filing his tests should be prepared for him. At the completion of each Learning Activity Package, pre assessment, and post assessment, the results should be marked on the record form and the tests filed in the folder.
- Two Work Experience Education Record Forms have been provided in the last section of the syllabus for use by the Coordinator.
 - A. Coordinator's Record Form for Learning Activity
 Packages should be used for recording the individual progress on the Learning Activity Packages
 of all students in the program.
 - B. Coordinator's Record Form for Terminal Objectives should be used for recording the individual progress on the terminal objectives of all students in the program.

When a student successfully completes a Learning Activity Package or a Terminal Objective, the Work Experience Education Coordinator should mark the prescribed section of the form.

These forms will allow the Work Experience Education Coordinator to monitor the progress of the students and to more readily compile statistical data to measure the success of the program.

PROCEDURES

- The pre-assessments should be administered no later than the student's second week in the Work Experience Education Program.
- The post assessments should be administered approximately two weeks prior to the student's completion of the program.
- 3. The assessments may be administered to students individually or in groups. They are designed to be self-explanatory; however, the Coordinator should take into consideration the ability and reading level of each student when determining the extent of the explanation and direction which must be provided.
- 4. It is suggested that the Coordinator read the directions at the beginning of each section to the students, to be certain they understand before proceeding. Particular attention should be given to clarifying the goal of the assessment with the students.
- 5. Prior to the administration of each assessment, the Coordinator should tell the students that:
 - A. It is the student's own ideas that are important. Other students' attitudes and ideas will not help him to reach the objectives of the assessment.
 - B. There is not a time limit. Each student should work at his own speed, and should complete all sections of the assessment.
- 6. A key is provided for scoring each of the assessments. Upon completion, the assessment should be scored and the results marked on the record form. The Coordinator should also have an individual conference with the student to discuss the results and to plan future studies and activities to aid the student's development.



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Date	Student

EXPLORATORY WORK EXPERIENCE EDUCATION

Terminal Objective 2.0 (E)

Pre-Assessment

Major Goal 2.0: Appreciate the importance of work to personal fulfillment and to growing independence and maturity (Self-actualization).

Minimum Student Criterion: As evidence of satisfactory progress toward Major Goal
2.0 the student will score higher on the post-assessment (administered two weeks prior to concluding the program) than on the preassessment (administered no later than the student's second week in the program).

Program Goal 2.1

A. Rate the importance of productive work to your own feelings of personal fulfillment by circling one of the following five responses:

Not	Somewhat		Verv	
Important	Important	Important	Important	Essential

B. A list of possible sources of personal fulfillment is provided below. Rate the importance of each item to you by circling one response on the scale. Circle either (NI) (I) or (E)

Sou	rces of Personal Fulfillment	Not Important	Rating Important	Essential
1.	My work does not require regular hours. I work when it is conveniento me.	NI	I	E
2.	I am willing to work long hours in order to make lots of money.	NI	I	E
3.	I enjoy holding a job and I look forward to going to work.	NI	I	E
4.	I usually end the work day feeling very satisfied with what I have accomplished.	NI	I	E
5.	There are many job openings in my field. As a result, I can quit when ever I have enough money and just enjoy myself.	n- NI	I	E



	5) in order of their importance to you as s	Rank Order	(1 = most important)
1.	My work does not require regular hours. I work when it is convenient to me.		(5 = least important)
_			
2.	I am willing to work long hours in order to make lots of money.		
3.	I enjoy holding a job and I look forward to going to work.		·
4.	I usually end the work day feeling very satisfied with what I have accomplished.		
5.	There are many job openings in my field. As a result, I can quit whenever I have enough money and just enjoy myself.		
whi (4) Lift hav as Swi I a fat tak	life style which would provide you with th fillment, and place a (1) in the ranking sp ch would provide you with lesser levels of , (5), (5 designates your lowest ranking). e Style 1: There are so many things which e enough time for all of them. During the many stock car races, football games and ot mming, golf and other activities keep me oc lso enjoy movies and watching television. her who has a small business. He doesn't p e off when I feel like it and enjoy the goo erstand me.	I like to do winter month her sport excupied the refortunately,	Then mark those fillment, (2), (3), o, I seem to as, I ski and attend yents as I can. Test of the year. I work for my buch, but he lets me
una	erstand me.		Rank
	- Ctul- 0		
imp we	e Style 2: We've never had very much money ortant thing, and that's time. We have tim please and time to make friends and get to the uptight world not for me.	e to hang ar	cound and do what people. Work is
imp we for	ortant thing, and that's time. We have tim please and time to make friends and get to	e to hang ar know other p	cound and do what people. Work is



Life Style 4: I've had a steady job of some kind since I was 15 years old. After I graduated from high school, I found work in a large firm with lots of opportunities for advancement. Getting ahead, however, requires being dependable, taking additional training on the job and in night school and giving a day's work for a day's pay. Five years from now, maybe sooner, I expect to be a manager or a job foreman.

Rank	
ife Style 5: There are a lot of things about life which I don't like. wo of these are work and responsibility. As a result, as soon as I finish chool, I'm going to hit the road and live as I please. Perhaps I'll oin a commune or some other group made up of people who feel the way do.	
Rank	

Program Goal 2.3

Different careers require different kinds of abilities and personal qualities. In each item listed below, circle the response which describes your abilities and personal qualities in a work assignment.

			Rating Average	
	<u>Item</u>	Weakness	Ability	Strength
Α.	I can accept criticism on the job even when it does not seem to be deserved.	W	A	s
В.	I seek work on my own and feel confident when being interviewed by prospective employers.	W	A	s
C.	I set goals for myself and do not become discouraged if I cannot reach them right away.	W	A	s
D.	I seek out and assume new and more diffi- cult responsibilities on the job even though there may be no increase in salary.	. w	A	s
E.	I try and complete a job on my own and without frequent assistance from my supervisor or employer.	W	A	S
F.	I am flexible and changes in routine or my work assignment don't shake me up.	w	Α	s
G.	After some time in a work assignment, I am willing to risk a period of unemployment in order to find a job which is more	nt		
	satisfying to me.	W	A	S



н.	I am able to maintain and respect my own opinions and values even though they may be unpopular with other people.	W	A	s
I.	I can think through a problem, make a decision and then accept responsibility for that decision.	W	A	s
J.	I consider both sides of an argument before coming to a conclusion.	W	A	s
K.	I can put off pleasurable personal and social activities in order to take needed training to improve job skills and performance.	TA .		
L.	In order for a job to be satisfying to me, I must have opportunities to do some	W	A	S
	things in my own way.	W	A	s
M.	I complete a job even though I may have to work overtime to do so.	W	A	s
N.	My job need not be considered important to my friends in order to be important to	•.		
	me.	W	A	s



Date	Student
	

GENERAL WORK EXPERIENCE EDUCATION

Terminal Objective 2.0 (G)

Pre-Assessment

Major Goal 2.0: Appreciate the importance of work to personal fulfillment and to growing independence and maturity (Self-actualization).

Minimum Student Criterion: As evidence of satisfactory progress toward Major Goal 2.0 the student will score higher on the post-assessment (administered two weeks prior to concluding the program) than on the pre-assessment (administered no later than the student's second week in the program.)

Program Goal 2.1

A. Rate the importance of productive work to your own feelings of personal fulfillment by circling one of the following five responses:

Not	Somewhat	hat Very		
Important	Important	Important	Important	Essential

B. A list of possible sources of personal fulfillment is provided below. Rate the importance of each item to you by circling one response on the scale. Circle either NI, I or E

	0	Rating		
	Sources of Personal Fulfillment	Not Important	Important	Essential
1.	My work does not require regular hours. I work when it is convenient to me.	NI	I	E
2.	I am willing to work long hours in order to make lots of money.	NI	I	E
3.	I enjoy holding a job and I look forward to going to work.	NI	ı	E



Sources of Doubles 1 - 1 - 1		Rating		
	Sources of Personal Fulfillment	Not Important	Important	Essential
4.	I usually end the work day feeling very satisfied with what I have accomplished.	NI	I	E
5.	There are many job openings in my field. As a result, I can quit whenever I have enough money and just enjoy myself.	NI	I	E

C. Review the five (5) items in Section 2.1 B and then rank them by number (1-5) in order of their importance to you as sources of personal fulfillment.

		Rank Order	<pre>(1 = most important) (5 =least important)</pre>
1.	My work does not require regular hours. I work when it is convenient to me.		
2.	I am willing to work long hours in order to make lots of money.		
3.	I enjoy holding a job and I look forward to going to work.		
4.	I usually end the work day feeling very satisfied with what I have accomplished.		
5.	There are many job openings in my field. As a result, I can quit whenever I have enough money and just enjoy myself.		



D. The paragraphs which follow describe five (5) different life styles. Select the life style which would provide you with the highest level of personal fulfillment, and place a (1) in the ranking space provided. Then mark those which would provide you with lesser levels of personal fulfillment, (2), (3), (4), (5). (5 designates your lowest ranking.)

Life Style 1: There are so many things which I like to do, I seem to have enough time for all of them. During the winter months, I ski and attend as many stock car races, football games and other sports events as I can. Swimming, golf and other activities keep me occupied the rest of the year. I also enjoy movies and watching television. Fortunately, I work for my father who has a small business. He doesn't pay me very much, but he lets me take off when I feel like it and enjoy the good life. My parents really understand me.

	Kalik
Life Style 2: We've never had very much money, but we have one very important thing, and that's time. We have time to hang around and do what we please and time to make friends and get to know other people. Work is for the uptight world not forme.	Rank
Life Style 3: Three years ago I finished high school, and by next June I'll graduate from college. I've always wanted a professional career, and I'm willing to study for an advanced degree in order to do the kind of work which is satisfying to me. This means I'll have to continue to work part time and attend school for another one to four years. During this period, I won't have much money, and I'll probably have to wait to get married. The most important thing to me right now is reaching my career objective.	Rank
Life Style 4: I've had a steady job of some kind since I was 15 years old. After I graduated from high school, I found work in a large firm with lots of opportunities for advancement. Setting ahead, however, requires being dependable, taking additional training on the job and in night school and giving a day's work for a day's pay. Five years from now, maybe sooner, I expect to be a manager or a job foreman.	Rank
don't like. Two of these are work and responsibility. As a result, as soon as I finish school, I'm going to hit the road and live as I please. Perhaps I'll join a commune or some other group made up of people who feel the way I do.	Rank



Program Goal 2.3

A. Different careers require different kind of abilities and personal qualities. In each item listed below, circle the response which describes your abilities.

			Rating	
	Item	Weakness	Average Ability	Strength
1.	I can accept criticism on the job even when it does not seem to be deserved.	W	A	S
2.	I seek work on my own and feel confident when bei interviewed by prospective employers.	.ng W	A	S
3.	I set goals for myself and do not become discouraged if I cannot reach them right away.	W	A	s
4.	I seek out and assume $n \in \mathcal{F}$ and more difficult responsibilities on the job even though there may be no increase in salary.	W	A	s
5.	I try and complete a job on my own and without frequent assistance from my supervisor or employer.	w	7	
6.	I am flexible and changes in routine or my work assignment don't shake me up.	w	A A	S S
7.	After some time in a work assignment, I am willing to risk a period of unemployment in order to find a job which is more satisfying to me.	w	A	s
8.	I am able to maintain and respect my own opinions and values even though they may be unpopular with other people.	w	A	s
9.	I can think through a problem, make a decision an then accept responsibility for that decision.	d W	A	s
10.	I consider both sides of an argument before coming to a conclusion.	W	A	s
11.	I can put off pleasurable personal and social activities in order to take needed training to improve job skills and performance.	W	A	s
12.	In order for a job to be satisfying to me, I must have opportunities to do some things in my own way.	w	A	S



13. I complete a job even though I may have to work overtime to do so.
14. My job need not be considered important to my friends in order to be important to me.
W A S

B. Have your employer complete the attached Employee Rating Scale after you have been on the job at least one week but no more than one month, return it to your Work Experience Education Coordinator and discuss your rating with him.



WORK EXPERIENCE EDUCATION Terminal Objective 2.0 (G)(V) GENERAL AND VOCATIC

EMPLOYEE RATING SCALE* - (Program Goal 2.3)

This scale is constructed to allow you to make some important decisions about the personal traits and skills of employees. Below is a sample rating of a grocery clerk. You will note that there are adjectives which describe this clerk and five numbers between the adjectives. Here are what the numbers between the adjectives mean:

TALL 5	4	۳	2	1 SHOP#
Very Tall	Moderately Tall	Average	Moderately Short	Very Short
	EXAMPLE: G	GROCERY CLERK	LERK	•
	TALL (S) 4	3 2 1	SHORT	
	QUICK 5 4	3 <u>(2</u>)	SLOW	
	HAPPY 5 4	4 3 2 1	SAD	

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he were Very Short, number 1 should be circled right next to the adjective SHORT. The numbers in between the two adjectives On the next adjective pair, number 2 is circled to indicate In the example, the grocery clerk is rated Very Tall; therefore, number 5 is circled right next to the adjective TALL. represent varying degrees of whatever trait we are measuring. he is more slow than quick.

The same approach applies to the next adjective ratings. Look at the words HAPPY and SAD and circle the appropriate number right next to the word HAPPY. If he is VERY SAD, number 1 should be circled right next to the word SAD. MOST PEOPLE FALL varying degrees between the adjectives. Look at your own rating above: if he is VERY HAPPY, number 5 should be circled-between them, thinking about a grocery clerk who waits on you. Remember the numbers between the adjectives represent SOMEWHERE IN BETWEEN.

RELATE TO EMPLOYEES. KEEP IN MIND THE EMPLOYEE. BE SURE TO PLACE A CIRCLE AROUND THE NUMBER BEST DESCRIBING HIM, OR HER, ON EACH TRAIT. DO NOT THINK TOO LONG ABOUT THESE RATINGS. PUT DOWN YOUR ON THE NEXT PAGE YOU WILL FIND A NUMBER OF THESE ADJECTIVES AND OTHER TRAITS WHICH BE SURE TO COMPLETE EVERY ITEM. FIRST IMPRESSION.



EMPLOYEE RATING CALE - T.O. #2.0 (G) (V)

CIRCLE ONE NUMBER ONLY FOR EACH ITEM ON THE SCALE

CHARACTERISTICS:

(1)	Considerate	S	4	m	7	п	Inconsiderate	(13)	Communicative	S	4	m	7	7	Quiet
(2)	Efficient	ß	4	m	8	г	Inefficient	(14)	Accurate	Ŋ	4	ю	7	7	Inaccurate
(3)	Does good guality work	Ŋ	4	m	7	ч	Does poor quality work	(15)	Is regular in attendance	S	4	m	7	н	Is absent frequently
(4)	Sociable	Ŋ	4	m	7	г	Unsociable	(16)	Accommodating	2	4	m	7	-	Demanding
(5)	Works well under pressure	Ŋ	4	М	7	-	Works poorly under pressure	(17)	Responsible	'n	4	m	8	-	Irresponsible
(9)	Organized	S	4	ო	7	т	Unorganized	(18)	Catches on					-	Doesn't catch
(7)	Cooperative	Ŋ	4	ო	7	п	Uncooperative		quickiy	Ŋ	4	m	7	г Т	on quickly
(8)	Reliable	S	4	м	7	-	Unreliable	(19)	Obliging	S	4	m	7	, ,	Obstructive
(6)	Shows good						Shows poor	(20)	Neat	2	4	m	7	٠,	Sloppy
	judgment	2	4	m	7	7	judgment	(21)	Communicates well					J	Communicates
(10)	Relaxed	Ŋ	4	m	7	п	Tense		in writing	S	4	., м	7	ц ,	poorly in writing
(11)	Thorough	Ŋ	4	m	7	Т	Slip-shod	(22)	Outgoing	Ŋ	4	m	7	<u>ح</u>	Withdrawn
(12)	Completes assignments	'n	4	ю	0	7	Doesn't complete assignments	(23)	Dependable	Ŋ	4	m	0	ם ת	Undependable
69								(24)	Is punctual	Ŋ	4	m	α.	н	Is late often

OVERALL EFFECTIVENESS OF EMPLOYEE

(25) Excellent 5 4 3 2 1 Poor

PRE-ASSESSMEN	TERMINAL OBJ.	TWAT TOOM
SSMENT	OВJ.	CIVAL

Date	Student
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VOCATIONAL WORK EXPERIENCE EDUCATION

Terminal Objective 2.0 (V)

Pre-Assessment

Major Goal 2.0: Appreciate the importance of work to personal fulfillment and to growing independence and maturity (Self-actualization).

Minimum Student Criterion: As evidence of satisfactory progress toward Major Goal 2.0 the student will score higher on the post-assessment (administered two weeks prior to concluding the program) than on the pre-assessment (administered no later than the student's second week in the program).

Program Goal 2.1

A. Rate the importance of productive work to your own feelings of personal fulfillment by circling one of the following five responses:

Not Somewhat Very
Important Important Important Important Essential

B. A list of possible sources of personal fulfillment is provided below. Rate the importance of each item to you by circling one response on the scale. Circle either (NI) (I) or (E)

	Sources of Personal Fulfillment	Not Important	Important	Essential
1.	My work does not require regular hours. I work when it is convenient to me.	NI	I	E
2.	I am willing to work long hours in order to make lots of money.	NI	I	E
3.	I enjoy holding a job and I look forward to going to work.	NI	I	E



	Sources of Personal Fulfillment	Not Important	Important	Essential
4.	I usually end the work day feeling very satisfied with what I have accomplished	. NI	I	E
5.	There are many job openings in my field As a result, I can quit whenever I have enough money and just enjoy myself.		I	E

C. Review the five (5) items in Section 2.1 and then rank them by number (1-5) in order of their importance to you as sources of personal fulfillment.

		Rank Order (1 = most important)
		(5 = least important
1.	My work does not require regular hours. I work when it is convenient to me.	
2.	I am willing to work long hours in order to make lots of money.	
3.	I enjoy holding a job and I look forward to going to work.	
4.	I usually end the work day feeling very satisfied with what I have accomplished.	
5.	There are many job openings in my field. As a result, I can quit whenever I have enough money and just enjoy myself.	



D.	The paragraphs which follow describe five (5) different life style the life style which would provide you with the highest level of fulfillment, and place a (1) in the ranking space provided. The those which would provide you with lesser levels of personal fulfillment, (3), (4), (5), (5 designates your lowest ranking).	f personal
	Life Style 1: There are so many things which I like to do, I so to have enough time for all of them. During the winter months, ski and attend as many stock car races, football games and other sport events as I can. Swimming, golf and other activities keep me occupied the rest of the year. I also enjoy movies and watch television. Fortunately, I work for my father who has a small business. He doesn't pay me very much, but he lets me take off when I feel like it and enjoy the good life. My parents really understand me.	I :
	Life Style 2: We've never had very much money, but we have one very important thing, and that's time. We have time to hang around and do what we please and time to make friends and get to know other people. Work is for the uptight world not for me.	Rank
	Life Style 3: Three years ago I finished high school, and by next June I'll graduate from college. I've always wanted a professional career, and I'm willing to study for an advanced degree in order to do the kind of work which is satisfying to me. This means I'll have to continue to work part time and attend school for another one to four years. During this period I won't have much money, and I'll probably have to wait to get married. The most important thing to me right now is reaching my career objective.	· · · · · · · · · · · · · · · · · · ·
	Life Style 4: I've had a steady job of some kind since I was 15 years old. After I graduated from high school, I found work in a large firm with lots of opportunities for advancement. Getting ahead, however, requires being dependable, taking additional training on the job and in night school and giving a day's work for a day's pay. Five years from now, maybe sooner I expect to be a manager or a job foreman.	
	Life Style 5: There are a lot of things about life which I don't like. Two of these are work and responsibility. As a result, as soon as I finish school, I'm going to hit the road and live as I please. Perhaps I'll join a commune or some	Rank
	other group made up of people who feel the way I do.	Rank



Program Goal 2.3

A. Different careers require different kinds of abilities and personal qualities. In each item listed below, circle the response which describes your abilities and personal qualities in a work assignment.

			Rating	
	<u>Item</u>	Weakness	Average Ability	Strength
1.	I can accept criticism on the job even when it does not seem to be deserved.	W	А	S
2.	I seek work on my own and feel confident when being interviewed by prospective employers.	w	A	s
3.	I set goals for myself and do not become discouraged if I cannot reach them right away.	W	A	s
4.	I seek out and assume new and more difficult responsibilities on the job even though there may be no increase in salary.	w	A	s
5.	I try and complete a job on my own and without frequent assistance from my supervisor or employer.	W	A	s
6.	I am flexible and changes in routine or my work assignment don't shake me up.	W	A	S
7.	willing to risk a period of unemployment in order to find a job which is more satisfying to me.	W	A	s
8.	I am able to maintain and respect my own opinions and values even though they may be unpopular with other people.	W	А	s
9.	I can think through a problem, make a decision and then accept responsibility for that decision.	W	A	s
10.	I consider both sides of an argument before coming to a conclusion.	W	A	S
11.	I can put off pleasurable personal and social activities in order to take needed training to improve job skills and performance.	W	A	S
12.	In order for a job to be satisfying to me, I must have opportunities to do some things in my own way.	w	A	S



13. I complete a job even though I may have to work overtime to do so.
14. My job need not be considered important to my friends in order to be important to me.
W A S

B. Have your employer complete the attached Employee Rating Scale after you have been on the job at least one week but no more than one month, return it to your Work Experience Education Coordinator and discuss your rating with him.





GENERAL AND VOCATIC : WORK EXPERIENCE EDUCATION Terminal Objective 2.0 (G)(V)

I

EMPLOYEE RATING SCALE* - (Program Goal 2.3)

Name of Employee	SexSchool	Job Title
Job Duties	Approximate number of months employeed	ths employeed
Name of Rater	Firm	Date of Rating
Directions to Sponsor:		

This scale is constructed to allow you to make some important decisions about the personal traits and skills of employees. Below is a sample rating of a grocery clerk. You will note that there are adjectives which describe this clerk and five numbers between the adjectives. Here are what the numbers between the adjectives mean:

1 SHORT	Very Short	7			,
2	Moderately Short	SE	SHORT	SLOW	SAD
m	Average	GROCERY CLERK	3 2 1	3 <u>@</u> 1	3 2 1
			5	5 4	5 4
4	Moderately Tall		TALL	QUICK	HAPPY
TALL	Very Tall				

The numbers in between the two adjectives On the next adjective pair, number 2 is circled to indicate In the example, the grocery clerk is rated <u>Very Tall</u>; therefore, number 5 is circled right next to the adjective TALL. he were Very Short, number 1 should be circled right next to the adjective SHORT. represent varying degrees of whatever trait we are measuring. he is more slow than quick. The same approach applies to the next adjective ratings. Look at the words HAPPY and SAD and circle the appropriate number right next to the word HAPPY. If he is VERY SAD, number 1 should be circled right next to the word SAD. MOST PEOPLE FALL varying degrees between the adjectives. Look at your own rating above: if he is VERY HAPPY, number 5 should be circled-between them, thinking about a grocery clerk who waits on you. Remember the numbers between the adjectives represent SOMEWHERE IN BETWEEN.

RELATE TO EMPLOYEES. KEEP IN MIND THE EMPLOYEE. BE SURE TO PLACE A CIRCLE AROUND THE NUMBER BEST ON THE NEXT PAGE YOU WILL FIND A NUMBER OF THESE ADJECTIVES AND OTHER TRAITS WHICH DESCRIBING HIM, OR HER, ON EACH TRAIT. DO NOT THINK TOO LONG ABOUT THESE RATINGS. PUT DOWN YOUR FIRST IMPRESSION. BE SURE TO COMPLETE EVERY ITEM. *Permission obtained by the Oakland Unified School District to reproduce this scale.



EMPLOYEE RATING : LE - T.O. #2.0 (G) (V)

1

BE SURE TO COMPLETE EVERY ITEM CIRCLE ONE NUMBER ONLY FOR EACH ITEM ON THE SCALE

CHARACTERISTICS:

Quiet	Inaccurate	Is absent freguently	Demanding	Irresponsible	Doesn't catch	on darckiy	Obstructive	Sloppy	Communicates	poorly in writing	Withdrawn	Undependable	Is late often
ч	7	-	-	٦	-		Н	-		-	7	-	-
7	2	7	7	7	c	4	7	7		7	7	7	7
ю	m	м	м	м	~	า	m	m		m	м	m	m
4	4	4	4	4	5	r	4	4		4	4	4	4
Ω.	2	2	2	2	វេ	า	2	2		ស	S	2	S
Communicative	Accurate	Is regular in attendance	Accommodating	Responsible	Catches on	Arvor. A	Obliging	Neat	Communicates well	in writing	Outgoing	Dependable	Is punctual
(13)	(14)	(15)	(16)	(17)	(18)		(19)	(20)	(21)		(22)	(23)	(24)
Inconsiderate	Inefficient	Does poor quality work	Unsociable	Works poorly under pressure	Unorganized	Uncooperative	Unreliable	Shows poor	judgment	Tense	Slip-shod	Doesn't complete	מי מ
l Inconsiderate	l Inefficient	_	l Unsociable	Works poorly l under pressure	l Unorganized	l Uncooperative	l Unreliable	Shows agon	l judgment	l Tense	l slip-shod	Doesn't complete	
	2 l Inefficient	Does poo quality	2 l Unsociable	Works	2 l Unorganized			Shows moor				Doesn't	4
٦	l Ineffici	Does poo l quality	-	Works l under	Т	Н	т	Shows poor	1	1	П	Doesn't	i
2 1	2 l Ineffici	Does poo 2 l quality	2 1	Works 2 l under	2 1	2 1	2 1	Shows poor	2 1	2 1	2 1	Doesn't	4 1
3 2 1	3 2 l Ineffici	Does poo 3 2 l quality	3 2 1	Works 3 2 l under	3 2 1	3 2 1	3 2 1	rood swods	3 2 1	3 2 1	3 2 1	Doesn't	1 1
4 3 2 1	4 3 2 l Ineffici	Does poo 4 3 2 l quality	4 3 2 1	Works 4 3 2 1 under	4 3 2 1	4 3 2 1	4 3 2 1	Shows good	5 4 3 2 1	4 3 2 1	4 3 2 1	Doesn't	, , , , , , , , , , , , , , , , , , ,

OVERALL EFFECTIVENESS OF EMPLOYEE

Date	
	

St	ident			

EXPLORATORY
TERMINAL OBJ. 3
PRE-ASSESSMENT

EXPLORATORY WORK EXPERIENCE EDUCATION

Terminal Objective 3.0 (E)

Pre-Assessment

Major Goal 3.0: Analyze career opportunities and their requirements and compare these to personal potential and expectations (Self-evaluation).

Minimum Student Criterion: As evidence of satisfactory progress toward Goal 3.0, the student will score higher on the post-assessment (administered two weeks prior to concluding the program) than on the preassessment (administered no later than the student's second week in the program).

Program Goal 3.1

Most careers require certain abilities, interests and personal characteristics for successful performance. Rate yourself on the following list of personal traits as "Weak," "Average," or "Strong" by circling the appropriate letter.

			Rating	
	Personal Traits	Weak	Average	Strong
1.	Working with printed materials, such as reading, writing reports, etc.	W	A	s
2.	Using numbers with speed and accuracy.	W	A	S
3.	Applying algebra, geometry and other types of mathematics to problems.			
	machematics to problems.	W	A	s
4.	Drawing, painting, working with clay, etc.	W	A	s
5.	Moving my hands and fingers with speed and			
	accuracy.	W	A	s
6.	Singing or playing a musical instrument.	W	A	s
7.	Supervising and assisting other people with			
	their work.	W	A	s
8.	Moving heavy objects and other tasks requiring			
	physical strength.	W	A	s
9.	Manipulating small objects in a certain way.	W	A	s
10.				3
10.	Using hand tools of various kinds.	W	A	S

•	Personal Traits	<u>Weak</u>	Rating Average	Strong
11.	Communicating with other people in writing.	W	Α	s
12.	Communicating with other people by speaking.	W	A	s
13.	Working with machinery of various kinds.	W	A	s
14.	Driving cars, trucks and other vehicles.	W	A	s
15.	Communicating with and serving the public.	W	A	s
16.	Working closely with other people to get the job done.	W	A	s
17.	Seeing the relationship of parts of an object to the whole object.	W	A	s
18.	Performing a task or making a product from start to finish by myself.	W	A	s
19.	Performing tasks which require above average mental ability.	W	A	s
20.	Working with young children.	W	A	s
21.	Following directions and procedures without error.	W	A	s
22.	Using my imagination to create new ideas, things or procedures.	W	A	S
23.	Working with adults.	W	A	s
24.	Collecting, evaluating and interpreting information and data.	W	A	S
25.	Organizing and directing the activities of others	. W	A	s
26.	Working with people who are sick or who have other problems.	W	A	s
27.	Setting goals and reaching them.	W	A	s
28.	Doing what I have to do when it should be done.	W	A	s
29.	Getting places on time.	W	A	S
30.	Giving up some things or pleasurable activities in order to get more important ones done.	W	A	s



In the spaces provided below, list a minimum of ten (10) careers of interest to you. Then, put a check in the appropriate box to indicate the training required for each career and a check to indicate the salary range for each career.

CAREER TRAINING REQUIREMENTS AND SALARY RANGES

	Tra	ining	Requir	emen	its			Salar	y Ranges	
CAREER	High School Graduation	Apprenticeship training	Post high school training but below a Bachelor's Degree	College Graduation	College training beyond Bachelor's Degree		\$5,000 to \$10,000 Per year	\$10,000 to \$15,000 per year	\$15,000 to \$20,000 per year	Over \$20,000 per year
1.			<u> </u>			<u> </u>				
2,										
3.										
4.										
5.										
6.					_					
7.										
8.										
9.										
10,										
11.				$\neg \dagger$						
12.				\dashv						
13.				\dashv						
14.		-		_		\dashv				
15.	+	+		+		_				



-3--7:9

Program Goal 3.3

Listed below are twenty (20) careers, all of which are included in the following occupational clusters:

- (1) business and office
- (2) marketing and distributive
- (3) public service
- (4) construction
- (5) health

For each career, give the number of the correct occupational cluster and then rate the careers according to opportunities for employment now and in ten years. Circle 'D' for Limited Opportunity, 'S' for Some Opportunity, and G' for Great Opportunity.

(NOTE: Example $\underline{\underline{A}}$ demonstrates that a bookkeeper is included in cluster #1, business and office occupations. The fact that $\underline{\underline{G}}$ is circled under employment opportunities in both columns shows that this is a great opportunity for bookkeepers now and in ten years.)

			0	1	<u>Impl</u>	oyment Op	port	unit	ies
		Career	Occupational Cluster		Now		In	Ten	<u>Year</u> s
Example:	A.	Bookkeeper	1	L	s	©	L	s	©
	1.	Retail Salesworker		L	s	G	L	s	G
	2.	Social Worker		L	s	G	L	s	G
	3.	Physical Therapist		L	s	G	L	s	G
	4.	Accountant		L	S	G	L	s	G
	5.	Telephone Operator		L	S	G	L	s	G
•	6.	Sheet Metal Worker		L	s	G	L	s	G
	7.	Teacher		L	S	G	L	s	G
	8.	Hospital Administrator		L	s	G	L	s	G
	9.	Secretary		L	s	G	L	s	G
	10.	Postal Clerk		L	S	G	L	S	G
	11.	Insurance Agent		L	s	G	L	s	G
	12.	Painter		L	S	G	L	s	G
	13.	Dentist		L	s	G	L	s	G
	14.	Local Truck Driver		L	s	G	L	s	G
	15.	Public Relations Worker		L	s	G	L	s	G
	16.	Plumber		L	s	G	L	s	G

		Occupational		En	ployment	Opportunities			
		Cluster		Now		In	Ten	Years	
17.	Firefighter		L	s	G	L	s	G	
18.	Registered Nurse		L	s	G	L	S	G	
19.	Marketing Research Worker		L	s	G	L	s	G	
20.	Carpenter		L	s	G	L	s	G	

Write the titles of your first and second career choices (or two careers of interest to you) below. Then put a check in the appropriate box to indicate: (1) the training required for each career, and (2) the salary range for each career.

	Tra	ining	Requirer	nen	ts		Salary Ranges			
CAREER	High School Graduation	Apprenticeship training	Post high school training but below a Bachelor's Degree	College Graduation	training Bachelor'	\$5,000 to \$10,000 per year	\$10,000 to \$15,000 per year	\$15,000 to \$20,000 per year	Over \$20,000 per year	
1.										
2.										

Program Goal 3.5

In the spaces provided on the next page, again list your first and second career choices and give the titles of the occupational clusters covering them. Then go back and review the thirty (30) personal traits given under item 3.1 on page one. Select five (5) of your traits from the list which will help you be successful in your two career choices and write them in the spaces provided.



-5-

Career (1st choice)	Occ. Cluster
Personal Traits:	
1.	
2.	
3.	
4.	
5.	
	•
Career (2nd choice)	_Occ. Cluster
Career (2nd choice) Personal Traits:	Occ. Cluster
	Occ. Cluster
Personal Traits:	Occ. Cluster
Personal Traits: 1.	Occ. Cluster
Personal Traits: 1. 2.	Occ. Cluster
Personal Traits: 1. 2. 3.	Occ. Cluster
Personal Traits: 1. 2. 3. 4.	Occ. Cluster



-6-

Date	

GENERAL WORK EXPERIENCE EDUCATION

Terminal Objective 3.0 (G)

Pre-Assessment

Major Goal 3.0: Analyze career opportunities and their requirements and compare these to personal potential and expectations (Self-evaluation).

Minimum Student Criterion: As evidence of satisfactory progress toward Goal 3.0, the student will score higher on the post-assessment (administered two weeks prior to concluding the program) than on the pre-assessment (administered no later than the student's second week in the program).

Program Goal 3.1

Most careers require certain abilities, interests and personal characteristics for successful performance. Rate yourself on the following list of personal traits as "Weak," "Average," or "Strong" by circling the appropriate letter.

			Rating	
	Personal Traits	Weak	Average	Strong
1.	Working with printed materials, such as reading, writing reports, etc.	W	A	s
2.	Using numbers with speed and accuracy.	W	A	s
3.	Applying algebra, geometry and other types of mathematics to problems.	W	A	S
4.	Drawing, painting, working with clay, etc.	W	A	s
5.	Moving my hands and fingers with speed and accuracy.	W	A	s
6.	Singing or playing a musical instrument.	W	A	s
7.	Supervising and assisting other people with their work.	W	A	s
8.	Moving heavy objects and other tasks requiring physical strength.	W	A	S
9.	Manipulating small objects in a certain way.	W	A	S
10.	Using hand tools of various kinds.	W	A	s
11.	Communicating with other people in writing.	W .	A	s

	Personal Traits	Weak	Rating	Chwana
12.	Communicating with other people by speaking.		Average	Strong
13.		W	A	S
	Working with machinery of various kinds.	W	A	S
14.	Driving cars, trucks and other vehicles.	W	A	S
15.	Communicating with and serving the public.	W	A	s
16.	Working closely with other people to get the job done.	W	A	s
17.	Seeing the relationship of parts of an object to the whole object.	W	A	s
18.	Performing a task or making a product from start to finish by myself.	W	A	s
19.	Performing tasks which require above average mental ability.	W	A	s
20.	Working with young children.	W	A	s
21.	Following directions and procedures without error.	W	A	s
22.	Using my imagination to create new ideas, things or procedures.	W	A	, S
23.	Working with adults.	W	A	s
24.	Collecting, evaluating and interpreting information and data.	W	A	S
25.	Organizing and directing the activities of others.	W	A	S
26.	Working with people who are sick or who have other problems.	W	A	S
27.	Setting goals and reaching them.	W	A	s
28.	Doing what I have to do when it should be done.	W	A	s
29.	Getting places on time.	W	A	s
30.	Giving up some things or pleasurable activities in order to get more important ones done.	W	Α.	s

In the spaces provided below, list a minimum of ten (10) careers of interest to you. Then, put a check in the appropriate box to indicate the training required for each career and a check to indicate the salary range for each career.

CAREER TRAINING REQUIREMENTS AND SALARY RANGES

	Tı	raining	Requi	rem	ents			Salary	<i>R</i> anges	
CAREER	High School Graduation	Apprenticeship training	Post high school training but below a	College Graduation	College training beyond Bachelor's Degree		\$5,000 to \$10,000 per year	\$10,000 to \$15,000 per year	\$15,000 to \$20,000 per year	Over \$20,000 per year
1.									1	
2.										
3.										
4.										1
5.									 	
6.									 	
7.									 	
8.									 	
9.									 	
10.										
11.						1				
12.				1						
13.						7				
14.				1						
15.				\top		1				



⁻³⁻ 85

Listed below are twenty (20) careers, all of which are included in the following occupational clusters:

- (1) business and office
- (2) marketing and distributive
- (3) public service
- (4) construction
- (5) health

For each career, give the number of the correct occupational cluster and then rate the careers according to opportunities for employment now and in ten years. Circle "L" for Limited Opportunity, "S" for Some Opportunity, and "G" for Great Opportunity.

(NOTE: Example A demonstrates that a bookkeeper is included in cluster #1, business and office occupations. The fact that "G" is circled under employment opportunities in both columns shows that this is a great opportunity for bookkeepers now and in ten years.)

Employment Opportunities

Example A.	<u>Career</u> Bookkeeper	Occupational Cluster	L	Now S	G	In T	en Y	ears G
1.	Retail Salesworker		L	s	G	L	s	G
2.	Social Worker		L	s	G	L	s	G
3.	Physical Therapist		L	s	G	L	s	G
4.	Accountant		L	s	G	L	S	G
5.	Telephone Operator		L	s	G	L	s	G
6.	Sheet Metal Worker		L	s	G	L	s	G
7.	Teacher		L	s	G	L	s	G
8.	Hospital Administrator		L	s	G	L	S	G
9.	Secretary		L	s	G	L	s	G
10.	Postal Clerk	·	L	s	G	L	s	G
11.	Insurance Agent	•	L	s	G	L	s	G
12.	Painter	,	L	s	G	L	s	G
13.	Dentist		L	s	G	L	s	G.
14.	Local Truck Driver		L	s	G	L	s	G
15.	Public Relations Worker	•	L	s	G	L	s	G
16.	Plumber		L	s	G	L	s	G

		Occupational		Emp	oloymen	t Op	porti	unit	<u>ies</u>
		Cluster		Now			<u>In </u>	Ten	Years
17.	Firefighter		L	s	G		L	s	G
18.	Registered Nurse		L	s	G		L	s	G
19.	Marketing Research Worker		L	s	G			s	G
20.	Carpenter		L	s	G		L	s	G

Write the titles of your first and second career choices (or two careers of interest to you) below. Then put a check in the appropriate box to indicate: (1) the training required for each career, and (2) the salary range for each career.

_	Training	Requirements			Salary Ranges		
CAREER	High School Graduation Apprenticeship training	Post high school training but below a · Bachelor's Degree	College Graduation College training beyond Bachelor's Degree	\$5,000 to \$10,000 per year	\$10,000 to \$15,000 per year	\$15,000 to \$20,000 per year	Over \$20,000 per year
1.							
2.							

Program Goal 3.5

In the spaces provided on the next page, again list your first and second career choices and give the titles of the occupational clusters covering them. Then go back and review the thirty (30) personal traits given under item 3.1 on page one. Select five (5) of your traits from the list which will help you be successful in your two career choices and write them in the spaces provided.



·5-87

Career (1st choice)	Occ. Cluster
Personal Traits:	
1.	
2.	
3.	
4.	
5.	
Career (2nd choice)	Occ. Cluster
Career (2nd choice) Personal Traits:	Occ. Cluster
	Occ. Cluster
Personal Traits:	Occ. Cluster
Personal Traits:	Occ. Cluster
Personal Traits: 1. 2.	Occ. Cluster



Date	!		

Studen	t

VOCATIONAL WORK EXPERIENCE EDUCATION

Terminal Objective 3.0 (V)

Pre-Assessment

Major Goal 3.0: Analyze career opportunities and their requirements and compare these to personal potential and expectations (Self-evaluation).

Minimum Student Criterion: As evidence of satisfactory progress toward Goal 3.0, the student will score higher on the post-assessment (administered two weeks prior to concluding the program) than on the preassessment (administered no later than the student's second week in the program).

Program Goal 3.1

Most careers require certain abilities, interests and personal characteristics for successful performance. Rate yourself on the following list of personal traits as "Weak," "Average," or "Strong" by circling the appropriate letter.

			Rating	
	Personal Traits	Weak	Average	Strong
1.	Working with printed materials, such as reading, writing reports, etc.	W	A	S
2.	Using numbers with speed and accuracy.	W	А	S
3.	Applying algebra, geometry and other types of mathematics to problems.	W	A	S
4.	Drawing, painting, working with clay, etc.	W	А	S
5.	Moving my hands and fingers with speed and accuracy.	W	Α	S
6.	Singing or playing a musical instrument.	W	, A	S
7.	Supervising and assisting other people with their work.	W	A	S
8.	Moving heavy objects and other tasks requiring physical strength.	W	А	s
9.	Manipulating small objects in a certain way.	W	Α	s
10.	Using hand tools of various kinds.	W	λ	s

VOCATIONAL
TERMINAL OBJ. 3
PRE-ASSESSMENT

			Rating	
	Personal Traits	Weak	Average	Strong
11.	Communicating with other people in writing.	W	A	S
12.	Communicating with other people by speaking.	W	A	S
13.	Working with machinery of various kinds.	W	A	S
14.	Driving cars, trucks and other vehicles.	W	A	S
15.	Communicating with and serving the public.	W	А	S
16.	Working closely with other people to get the job done.	: W	А	s
17.	Seeing the relationship of parts of an object to the whole object.	W	Ά	s
18.	Performing a task or making a product from start to finish by myself.	W	A :	S
19.	Performing tasks which require above average mental ability.	W	A	s
20.	Working with young children.	W	А	s
21.	Following directions and procedures without error.	W	А	s
22.	Using my imagination to create new ideas, things or procedures.	W	A	s
23.	Working with adults.	W	Α	s
24.	Collecting, evaluating and interpreting information and data.	W	A	s
25.	Organizing and directing the activities of others.	W	Α	S
26.	Working with people who are sick or who have other problems.	, W	A	s
27.	Setting goals and reaching them.	W	A	s
28.	Doing what I have to do when it should be done.	W	λ	S
29.	Getting places on time.	W	A	s
30.	Giving up some things or pleasurable activities in order to get more important ones done.	W	Α	S

Program Goal 3.2

A.	Write the title of the occupational cluster covering your present work assignment in the space below.
	Occupational Cluster

P. Provide the title of your present work assignment and then list at least five additional careers within the same occupational cluster. Then put a check in the appropriate box to indicate the training required for each career and a check to indicate the salary range for each career.

CAREER TRAINING REQUIREMENTS AND SALARY RANGES

Training Requirements

Salary Ranges

CARFER	High School Graduation	Apprenticeship Training	Post high school training but below a Bachelor's Degree	College Graduation	College training beyord Bachelor's Degree	\$5,000 to \$10,000	\$10,000 to \$15,000 per year	\$15,000 to \$20,000 per year	Over \$20,000 per year
1.									
_2					! 				
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									



C. Provide the title of your present work assignment and then list at least two additional careers within the same occupational cluster and two other careers which may be of interest to you. Rate each career according to opportunities for employment now and in ten years. Circle for "Limited Opportunity," S for "Some Opportunity," and G for "Great Opportunity."

	CAREER		EMP	LOYMENT	OPPOI	R TUN :	TIES
1	(present assignment)	L	Now S	G	<u>In</u>	Ten S	Years G
2	(related career)	L	S	G	L	s	G
3	(related career)	L	S	G	L	s	G
4	(alternate career)	L	S	G	I.	s	G
5	(alternate career)	L	S	G	L	S	G

In the spaces provided below, identify (a) your present career assignment, (b) a more advanced career within the same assignment, and (c) a third career which may be of interest to you. Then, put a check in the appropriate box to indicate: (1) the training required for each career, and (2) the salary range for each career.

	Tra	ining R	equireme	ents			Salary	Ranges	
CAREER	High School Graduation	Apprenticeship Training	Post high school but below a Bachelor's Degree	ta	College training beyond a Bachelor's Degree	\$5,000 to \$10,000 per year	\$10,000 to \$15,000 per year	\$15,000 to \$20,000 per year	Over \$20,000 per year
1. (Present career assignme	nt)								
2. (Advanced career)									
3. (Alternate career)									

Program Goal 3.4

A. In the spaces provided below, again list the three careers you listed in item 3.3. Go back and review the thirty (30) personal traits given under item 3.1. Select five (5) of your traits from the list which will help you to be successful in the three career choices and write them in the spaces provided.

1.	Career		
	(present	career	assignment)

Personal Traits:

- 1.
- 2.
- 3.



	4.						
	5.						
2.	Career						
	(a career related to your p	rese	nt a	ssignm	ent)		
	Personal Traits:						
	1.						
	2.						
	3.						
	4.						
	5.						
3.	Career(an alternate car		_				
		eer ,					
	Personal Traits:						
	1.						
	2.						
	3.						
	4.						
	5.						
в.	Write the titles of your three career choices again circling the appropriate letter, (1) for "Limited Opp Opportunity," and (3) for "Great Opportunity," the poin each career at the present time and five years f what your chances are for entering each of the three they are "Poor," "Good," or "Certain"?	ortu ssib rom e ca	nity ilit now. reer	," S feries for Final s. Do	or "Some r employ lly, ind you thi	e ment licat ink	e
	CAREER		EMP1 SENT		Opportu		es AHEAD
	1	L L	s	•	L	s	
	2.	L	s		L		G
	3.	L	s	G	_ L	s	G
			_	-	-	_	J



-6-S4

CAREER

9	CAREER	POSSIBI	LITY	OF	ENTRY
1.		P	G	Ċ	
2.		P	G	С	
3		P	G	С	
Pased upon verus					
been employed; (and (3) employm what appears to you now and five	experiences in vocational Website to have learned about: (1) (2) your abilities, interestent opportunities and require the most satisfying and require years from now.	the career s and perso	in w nal (hich char	you have acteristics;
been employed; (and (3) employm what appears to you now and five	2) your abilities, interestent opportunities and require be the most satisfying and require years from now.	the career as and perso cements for cealistic ca	in w nal c care reer	hich char	you have acteristics;
been employed; (and (3) employm what appears to	2) your abilities, interestent opportunities and require be the most satisfying and require years from now.	the career s and perso	in w nal c care reer	hich char	you have acteristics;



Da	te			

Student		

EXPLORATORY WORK EXPERIENCE EDUCATION

Terminal Objective 1.0 (E)

Post-Assessment

Major Goal 1.0: Recognize that the process and content of the school's curriculum are relevant to career requirements and responsibilities (Relevancy).

Minimum Student Criterion: The student will respond to all of the items of TERMINAL OBJECTIVE 1.0 in a manner acceptable to his Work Experience Education Coordinator as evidence of satisfactory progress toward Major Goal 1.0.

Program Goal 1.1

A. In the spaces provided below, list the titles of courses you are now taking and then rank them in order of their importance to you.

Course Title	Ranking	
1.	 1	(most important)
2	 2	<u> </u>
3	 3	
4.	 4	
5	 5	·
6	 6	
7.	 7	(Least important

- B. For each course, briefly describe the teacher's goals (purposes) of the course. Are these goals relevant to the careers you have observed in exploratory work experience education? Circle (Yes) or (No) after each goal.
 - 1. Course Title____

Teacher's Goals	Relevar		
a	Yes	No	
b	Yes	No	
c	Yes	No	



Post-Assessment T.O. #1.0 (E)

2.	Course Title	-	
	Teacher's Goals	j	Relevan
	a	_ Ye	es No
	b	_ Ye	es No
	c	_ Ye	es No
3.	Course Title	_	
	Teacher's Goals	<u>.</u>	Relevani
	a	_ Ye	es No
	b	_ Ye	es No
	C.	_ Ye	s No
4.	Course Title	_	
	Teacher's Goals	F	Relevant
	a	Υe	es No
	b	Υe	es No
	c		es No
5.	Course Title	_	
	'Teacher's Goals	F	k <u>el</u> evant
	a	Ye	s No
	b	Ye	s No
	c	Ye	s No
6.	Course Title		
	Teacher's Goals	 <u>R</u>	elevant
	a	Ye	s No
	b	Ye	s No
	c	Ye	s No



Post-Assessment T.O. #1.0 (E)

Program	Goal	1.2	•
---------	------	-----	---

	Tit	le of Station	
	om th you.		cion, select the career of greatest interest
	Tit	le of Career	
for	tha	at career and for each employmen	least five (5) employment skills required nt skill, give the title of one (1) or nich will assist you to acquire that skill.
	A.	Employment Skill	
		Relevant courses (1)	(2)
	В.	Employment Skill	·
			(2)
	c.		
			(2)
	D.	Employment Skill	
			(2)
	Ε.	Employment Skill	· · · · · · · · · · · · · · · · · · ·
			(2)
Program	m Goa	al 1.3	
re: giv	spons ve tl	sibilities required for that ca he title of one (1) or more cou	1.2 list at least five (5) <u>duties</u> or reer. For each duty or responsibility, rses offered in your school which will sponsibility in a satisfactory manner.
1.	Du	ty/Responsibility	
	Re	levant courses (a)	(b)
2.	Du	ty/Responsibility	
	Re	levant courses (a)	(b)
3.	Du	ty/Responsibility	
	Re	levant courses (a)	(b)



4.	Duty/Responsibility	
	Relevant courses (a)	 (b)
5.	Duty/Responsibility	
	Relevant courses (a)	 (b)

B. Based upon your knowledge of the total instructional program offered in your school, rate its relevance to the requirements of careers you have identified in item 1.2 by circling NR, R or VR on the scale below.

Relevance of My School's Program

	Career Requirements	Not Relevant	Relevant	Very Relevant
1.	Employment Skills	NR	R	VR
2.	Duties and Responsibilities	NR	R	VR
3.	Information about Career Requirements	NR	R	VR
4.	Knowledge required for career	NR	R	VR
5.	Behavior and attitudes required	NR	R	VR
6.	Dress and grooming requirements for			
	the career	NR	R	VR
7.	Educational requirements for the career	r NR	R	VR
8.	Information about career opportunities	NR	R	VR
9.	Job application procedures	NR	R	VR
10.	Knowledge of my own interest and abili	ty NR	R	VR



Date_	-			Stu	dent		
		EXPLOR	ATORY WORK EX	PERIENCE EDUCA	TION		
		Τe	ermin a l Objec	ctive 1.0 (E)			
			Post-Assess	sment Key			
Major	Goal 1.0:	curriculum a	_	ess and content to career requancy).			
Minimu	wn <u>Student</u>	TERMINAL OB. Experience i	JECTIVE 1.0 A	vill respond to in a manner acc ordinator as ev val 1.0.	eptable to	his w	lork e
Minim	um <u>Program</u>	complete a p	program of Ex d to <u>all</u> of a acceptable a	(75) per cent xploratory Work the items of te to their Work E	Esperienc rminal Ebj	e Educ ective	ation 1.0 (E)
						٩	
Progra	am Goal 1.	<u>1</u>			•	YA J. YA	
A. Ir	n the space	es provided b		he titles of co ortance to you.		are i	ow taking and
A. Ir	n the space	es provided be hem in order o				are i	ow taking and
A. Ir	n the space hen rank t	es provided be hem in order o				are i	ow taking and
A. Ir	the space then rank to Course	es provided be hem in order o				are in	N. A.
A. Ir	the space then rank to Course	es provided be hem in order o	of their impo	ortance to you.	Ranking	are i	N. A.
A. Ir th	the space	es provided be them in order of them.	of their impo	ortance to you.	Ranking 1 2	are i	N. A.
1. 2. 3.	course	es provided be them in order of them.	of their impo	ortance to you.	Ranking 1 2 3 4	are iso	(n\ost impo
1. 2. 3. 4.	course	es provided be them in order of them.	of their impo	ortance to you.	Ranking 1 2 3 4		(n\ost impo
1. 2. 3. 4. 5.	Course	es provided be them in order of them.	of their impo	ortance to you.	Ranking 1 2 3 4 5 6		(n\ost impo
1. 2. 3. 4. 5. 6. 7. B. F. A.	Course Course coreach core these of	es provided be them in order of the order of them in order of the order of them in order of the order of	describe the to the care	ortance to you.	Ranking 1 2 3 4 5 6 7 als (purposeserved in	es) of	(least impo
1. 2. 3. 4. 5. 6. 7. B. F. A.	Course Course coreach core these oxperience	es provided be them in order of the order of them in order of the order of them in order of them in order of them in order of the order of them in order of the order of them in order of them in order of the oreal order of the order of the order of the order of the order of	describe the to the care ircle (es or	e teacher's goa	Ranking 1 2 3 4 5 6 7 als (purpos served in goal.	es) of	(least impo
1. 2. 3. 4. 5. 6. 7. B. Fo A. e:	Course cor each core these caperience Course	es provided be them in order of the order of them in order of the order of them in order of them in order of them in order of the order of them in order of the order of them in order of them in order of the oreal order of the order of the order of the order of the order of	describe the to the care ircle (es or	e teacher's goalers you have of after each	Ranking 1 2 3 4 5 6 7 als (purpos served in goal.	es) of	(lost impo
1. 2. 3. 4. 5. 6. 7. B. Fo A. e:	Course cor each core these core these corected to the course Teacher	es provided be them in order of the order of them in order of the order of them in order of the order of the order of them in order of the order of	describe the to the care ircle (es or	e teacher's goalers you have of after each	Ranking 1 2 3 4 5 6 7 als (purposeserved in goal.	es) of explor	(lost impo

Yes

No

Key T.O. #1.0 (E)

2.	Course Title		
	Teacher's Goals	Rele	vant
	a	Yes	No
	b	Yes	No
	c	Yes	No
3.	Course Title		
	Teacher's Goals	Rele	vant
	a	Yes	No
	b	Yes	No
	c	Yes	No
4.	Course Title		
	Teacher's Goals	Rele	vant
	a	Yes	No
	b	Yes	No
	c	Yes	No
5.	Course Title		
	Teacher's Goals	Rele	vant
	a	Yes	No
	b	Yes	No
	c	Yes	No
6.	Course Title		
	Teacher's Goals	Rele	vant
	a	Yes	No
	b	Yes	No
	c.	Yes	No



Program	<u>Goal</u> <u>1.2</u>
	ntify one exploratory work experience education station to which you have a assigned.
	Title of Station
	n the careers observed at that station, select the career of greatest erest to you.
	Title of Career
for	the spaces provided below list at least five (5) employment skills required that career and for each employment skill, give the title of one (1) or more reses offered in your school which will assist you to acquire that skill.
	A. Employment Skill
	Relevant courses (1)(2)
	B. Employment Skill
	Relevant courses (1)(2)
	C. Employment Skill
	Relevant courses (1)(2)
	D. Employment Skill
	Relevant courses (1)(2)
	E. Employment Skill
	Relevant courses (1)(2)
Program	Goal 1.3
res; gi v	the career identified under item 1.2 list at least five (5) duties or ponsibilities required for that career. For each duty or responsibility, e the title of one (1) or more courses offered in your school which will ist you to perform that duty or responsibility in a satisfactory manner.
1.	Duty/Responsibility
	Relevant courses (a)(b)
2.	Duty/Responsibility
	Relevant courses (a)(b)
3.	Duty/Responsibility



Relevant courses (a)_

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(b)_

4.	Duty/Responsibility				
	Relevant courses (a)	(b)			
5.	Duty/Responsibility				
	Relevant courses (a)	(b)			

B. Based upon your knowledge of the total instructional program offered in your school, rate its relevance to the requirements of careers you have identified in item 1.2 by circling NR, RR, or VR on the scale below.

Relevance of My School's Program

	Career Requirements	Not Relevant	Relevant	<u>Very Relevant</u>
1.	Employment Skills	NR	R	VR
2.	Duties and Responsibilities	NR	R	VR
3.	Information about Career Requirements	NR	R	VR
4.	Knowledge required for career	NR	R	VR
5.	Behavior and attitudes required	NR	R	· VR
6.	Dress and grooming requirements for the career	NR	R	VR
7.	Educational requirements for the career	r NR	R	VR
8.	Information about career opportunities	NR	R	VR
9.	Job application procedures	NR	R	VR
10.	Knowledge of my own interest and ability	NR	R	VR

Key Summary-

This assessment (T.O. #1.0 E) should be given a subjective evaluation. The student should respond to all of the items of the Terminal Objective in a manner acceptable to the Work Experience Education Coordinator. When the student completes this Terminal Objective satisfactorily, the Work Experience Education Coordinator should write "Satisfactory Completion" in the upper right-hand corner of Page 1 of this instrument under the student's name and also initial the space provided on the Student's Work Experience Record form.

(continued)



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The purpose of this section is to aid the student to recognize relevance in the instructional program. If the post-assessment demonstrates that the student cannot recognize relevance in the teacher's goals, the individual classes or the total school program, it is suggested that the coordinator arrange for specific counseling to examine the student's school schedule and its relationship to his goals.

The Work Experience Education Coordinator is in a particularly good position to provide information to the local school administration regarding the relationship between the instructional program and occupational requirements. If, for instance, a large number of students do not see relevance in the school's instructional program, the coordinator should initiate study by the local school administration and staff to determine the actual degree of relevance and to either (1) plan to change the instructional program to increase the relevancy, (2) plan an informational program to improve the understanding of the students regarding the relevancy of the instruction, or (3) plan to change the counseling procedure so that the individual student's programs are directed as closely as possible to the student's goals.

1

Date	Student
GENERAL WORK	EXPERIENCE EDUCATION
Terminal	Objective 1.0 (G)

Post-Assessment

- Major Goal 1.0: Recognize that the process and content of the school's curriculum are relevant to career requirements and responsibilities (Relevancy).
- Minimum Student Criterion: The student will respond to all of the items 06 Terminal Objective 1.0 (G) in a manner acceptable to his Work Experience Education Coordinator as evidence of satisfactory progress toward Major Goal 1.0.

Program Goal 1.1

Course Titles

In the spaces provided below, list the titles of courses you are now taking and then rank them in order of their importance to you.

		Course Titles	Ranking	
	1.		1	(most important)
	2.		2	_
	3.		3	
	4.		4	
	5.		5	
	6.		6	
	7.		7	(least important)
B. For each course, briefly describe the teacher's goals (purposes) of the co Are these goals relevant to your present job assignment? Respond by circl Yes or No after each goal.				
	1.	Course Title		
		Teacher's Goals	Relev	rant
		a	Yes	No
		b	Yes	No



Yes

No

Post-Assessment T.O. #1.0 (G)

2.	Course Title	_	
	Teacher's Goals	Re	levant
	a	Yes	No
	b	Yes	No
	c	Yes	No
3.	Course Title		
	Teacher's Goals	<u>Re</u>]	levant
	a	Yes	No
	b	Yes	No
	c	Yes	No
4.	Course Title		
	Teacher's Goals	Rel	evant
	a	Yes	No
	b	Yes	No
	c	Yes	No
5.	Course Title		
	Teacher's Goals	Re 1	evant
	a	Yes	No
	b	Yes	No
	c	Yes	No
5 •	Course Title		
	Teacher's Goals	Re1	evant
	a	Yes	No
	b	Yes	No
	c	Yes	No



Post-Assessment T.O. #1.0 (G)

Program	Goal	1.	2
---------	------	----	---

Ide	Identify the type of business or profession of your present e	mployer:
Ide	Identify your job assignment:	
ass mor dut	List at least five (5) duties or responsibilities required in assignment. For each duty or responsibility, give the title more courses offered in your school which will assist you to duty or responsibility in a satisfactory manner.	of one (1) or perform that
Α.	A. Duty/Responsibility	
	Relevant courses (1)(2)	
В.	B. Duty/Responsibility	<u> </u>
	Relevant courses (1) (2)	
c.	C. Duty/Responsibility	
	Relevant courses (1)(2)	
D.	D. Duty/Responsibility	
	Relevant courses (1)(2)	
E.	E. Duty/Responsibility	
	Relevant courses (1)(2)	

Program Goal 1.3

Based upon your knowledge of the total instructional program offered in your school, rate its relevance to your present job assignment by circling NR, R or VR on the scale below:

Relevance of My School's Program

	Job Requirements	Not Relevant	Relevant	Very Relevant	
A.	Employment skills	NR	R	VR	
В.	Duties and responsibilities	NR	R	VR	
c.	Information about job requirement	s NR	R	VR	
D.	Knowledge required for the job	NR	R	VR	



	Job Requirements	Not Relevant	Relevant	Very Relevant
E.	Behavior and attitudes required for the job	NR	R	VR
F.	Dress and grooming required for th	e		
	job	NR	R	VR
G.	Educational requirements for the j	ob NR	R	VR
н.	Information about career opportuni	ties NR	R	VR
ı.	Job application procedures	NR	R	VR
J.	Knowledge of my own interest and ability.	NR	R	VR



Date			Student_			
	GENERAL '	WORK EXPERIENC	E EDUCATION			
	Term	ninal Objective	e 1.0 (G)			
		Assessment I	Сеу			
Major Goal 1	curriculum		ess and content of to career requirency).			
Minimum Stud	Terminal 0 Work Exper	Objective 1.0 Lience Educatio	vill respond to ((G) in a manner (on Coordinator a oward Major Goa	acceptabl s evidenc	e to his	
Minimum Prog	students w Experience of Termina	who complete a L Education wi Ll Objective 1	hty-five (85) pe program of Expl ll respond to al .0 (G) in a mann e Education Coor	oratory W <u>l</u> of the er accept	ork items	
	to their w	ork Experienc	e Education Coor	ainator.		
Program Goal	1.1					
	_		he titles of cou	_	are now taki	ng
	_		he titles of cou importance to y	_	are now taki	ing
and ther	_		importance to ye	_	are now taki	in g
and ther	rank them in o		importance to y	ou.		
and ther	rank them in o	order of their	importance to y	ou. Ranking		
and then Cour	rank them in o	order of their	importance to y	ou. Ranking		
and ther Cour	rank them in o	order of their	importance to y	ou. Ranking		
2	rank them in o	order of their	importance to y	ou. Ranking		
2	rank them in o	order of their	importance to your control of the property of	ou. Ranking		
and ther Cour	rank them in o	order of their	importance to your control of the property of	ou. Ranking		ortan
and ther Cour 1. 2. 3. 4. 5. 6. 7. B. For each course.	rank them in o	ly describe th	1.	ou. Ranking	(most impose (least imposes) of the	ortan
and ther Cour 1. 2. 3. 4. 5. 6. 7. B. For each course, by circ.	n course, briefl Are these goal	ly describe th	importance to year 1. 2. 3. 4. 5. 6. 7. e teacher's goal your present jour present	ou. Ranking	(most impose (least imposes) of the	ortan
and ther Cour 1. 2. 3. 4. 5. 6. 7. B. For each course, by circ. 1. Cour	n course, briefl Are these goal	ly describe th	importance to year 1. 2. 3. 4. 5. 6. 7. e teacher's goal your present jour present	ou. Ranking s (purpos b assignm	(most impose (least imposes) of the	porta
and ther Cour 1. 2. 3. 4. 5. 6. 7. B. For each course, by circ. 1. Cour	n course, briefl Are these goal ling Yes or No a	ly describe th	1. 2. 3. 4. 5. 6. 7. e teacher's goal your present joil.	ou. Ranking s (purpos b assignm	(most impose(least imposes) of the ment? Respon	portan
and then Cour 1. 2. 3. 4. 5. 6. 7. B. For each course, by circ. 1. Cour Teach	n course, briefl Are these goal ling(Yes or No) a	ly describe th	importance to yellow the second secon	s (purpose assignm	(most imposed)(least imposes) of the ment? Response	portan

(

Key T.O. #1.0 (G)

Teacher's Goals a. b. c. 3. Course Title Teacher's Goals a.		
b. c. 3. Course Title Teacher's Goals	Rele	vant
3. Course Title Teacher's Goals	Yes	No
3. Course Title Teacher's Goals	Yes	No
Teacher's Goals	Yes	No
Teacher's Goals		
a.	Rele	vant
· · · · · · · · · · · · · · · · · · ·	Yes	No
b	Yes	No
c	Yes	No
4. Course Title		
Teacher's Goals	Rele	vant
a	Yes	No
b	Yes	No
c	Yes	No
5. Course Title		
Teacher's Goals	p-1-	
	Rele	
a	Yes	No
b	Yes	No
c	Yes	No
6. Course Title		
Teacher's Goals	Rele	vant
a	Yes	No
b	Yes	No
c	Yes	No

	Key T.O. #1.0 (G)						
Program Goal 1.2							
Ide	Identify the type of business or profession of your present employer:						
Ide	Identify your job assignment:						
ass or	List at least five (5) duties or responsibilities required in your job assignment. For each duty or responsibility, give the title of one (1) or more courses offered in your school which will assist you to perform that duty or responsibility in a satisfactory manner.						
A.	Duty/Responsibility						
	Relevant courses (1)	(2)				
в.	Duty/Responsibility						
	Relevant courses (1)	(2)				
c.	Duty/Responsibility						
	Relevant courses (1)						
D.	Duty/Responsibility						
	Relevant courses (1)	(2)				
E.	Duty/Responsibility						
	Relevant courses (1)	(2)				
Program	Goal 1.3						
you	Based upon your knowledge of the total instructional program offered in your school, rate its relevance to your present job assignment by circling NR, R or VR on the scale below:						
	Relevance of My School's Program						
	Job Requirements	Not Relevant	Relevant	Very Re	levant		
A.	Employment Skills	NR	R	VR			
в.	Duties and responsibilities	NR	R	VR			
C.	Information about job requiremen	ts NR	R	VR			



1

VR

NR

D. Knowledge required for the job

Key T.O. #1.0 (G)

	Job Requirements Not	Relevant	Relevant	Very Relevant
E.	Behavior and attitudes required for the job	NR	R	· VR
F.	Dress and grooming required for the job	NR	R	VR
G.	Educational requirements for the job	NR	R	VR
н.	Information about career opportunities	NR	R	VR
I.	Job application procedures	NR	R	VR
J.	Knowledge of my own interest and ability	NR	R	VR

<u>Key Summary</u>

This assessment (T.O. #1.0 G) should be given a subjective evaluation. The student should respond to all of the items of the Terminal Objective in a manner acceptable to the Work Experience Education Coordinator. When the student completes this goal satisfactorily, the Work Experience Education Coordinator should write "Satisfactory Completion" in the upper right-hand corner of Page 1 under the student's name and also initial the space provided on the Student's Work Experience Record Form.

The major goal of this section is that the student recognize relevance in the instructional program. If the post-assessment demonstrates that the student cannot recognize relevance in the teacher's goals, the individual classes or the total school program, it is suggested that the coordinator arrange for specific counseling to examine the student's school schedule and its relationship to his goals.

The Work Experience Education Coordinator is in a particularly good position to provide information to the local school administration regarding the relationship between the instructional program and occupational requirements. If, for instance, a large number of students do not see relevance in the school's instructional program, the coordinator should initiate study by the local school administration and staff to determine the actual degree of relevance and to either (1) plan to change the instructional program to increase the relevancy, (2) plan an informational program to improve the understanding of the students regarding the relevancy of the instruction, or (3) plan to change the counseling procedure so that the individual student's programs are directed as closely as possible to the student's goals.



ERIC

Date		

Chudont	
Student	

Yes

No

TERMINAL OBJ. POST ASSESSMEN

VOCATIONAL WORK EXPERIENCE EDUCATION

Terminal Objective 1.0 (V)

Post-Assessment

- Major Goal 1.0: Recognize that the process and content of the school's curriculum are relevant to career requirements and responsibilities (Relevancy).
- Minimum Student Criterion: The student will respond to all of the items of TERMINAL OBJECTIVE 1.0 in a manner acceptable to his work experience education coordinator as evidence of satisfactory progress toward Major Goal 1.0.

Program Goal 1.1

A. In the spaces provided below, list the titles of courses you are now taking and then rank them in order of their importance to you.

		Course Titles	Ranking		
	1.		1		(most important)
	2.		2	· <u>-</u>	<u> </u>
	3.		3		
	4.		4		
	5.		5		
	6.		6		_
	7.				(least important)
В.	Are	each course, briefly describe the teacher's go these goals relevant to your present job assign or No after each goal.			
	1.	Course Title			
		Teacher's Goals	<u> </u>	Releva	int
		a	Ye	es	No
		b	Үе	es	No



Post-Assessment

T.O. #1.0 (V)

2.	Course Title		
	Teacher's Goals	Re	<u>levant</u>
	a	Yes	No
	b	Yes	No
	c	Yes	No
3.	Course Title		
	Teacher's Goals	Re	<u>levant</u>
	a	Yes	No
	b	Yes	No
	c	Yes	No
4.	Course Title		
	Teacher's Goals	Re	levant
	a	Yes	No
	b	Yes	No
	c		No
5.	Course Title		
	Teacher's Goals	Re	levant
	a	Yes	No
	b	Yes	No
	c	Yes	No
6.	Course Title		
	Teacher's Goals	<u>Re</u>	<u>levant</u>
	a	Yes	No
	b	Yes	No
	c.	Yes	No

Post-Assessment

T.O. #1.0 (V)

Ide	entify the type of business or pr	ofession of your present employer:
Ide	entify your job assignment:	
ass or	signment. For each duty or respo more courses offered in your sch at duty or responsibility in a sa	•
Α.		
	Relevant courses (1)	
	Relevant boarbes (1)	(2)
в.		(2)
В.	Duty/responsibility	
в.	Duty/responsibilityRelevant courses (1)	(2)
	Duty/responsibility Relevant courses (1) Duty/responsibility	(2)
	Duty/responsibility Relevant courses (1) Duty/responsibility Relevant courses (1)	
c.	Duty/responsibility Relevant courses (1) Duty/responsibility Relevant courses (1) Duty/responsibility	(2)
c.	Duty/responsibility Relevant courses (1) Duty/responsibility Relevant courses (1) Duty/responsibility Relevant courses (1)	

Program Goal 1.3

Based upon your knowledge of the total instructional program offered in your school, rate its relevance to your present job assignment by circling NR, (R) or (VR) on the scale below:

Relevance of My School's Program

	Job Requirements	Not Relevant	Relevant	Very Relevant
A.	Employment skills	NR	R	VR
B.	Duties and responsibilities	NR	R	VR
c.	Information about job requirements	NR	R	VR
D.	Knowledge required for the job	NR	R	VR



Post-Assessment

T.O. #1.0 (V)

	Job Requirements	Not Relevant	Relevant	Very Relevant
E.	Dress and grooming required for the job	b NR	R	VR
F.	Behavior and attitudes required for the	e job NR	R	VR
G.	Educational requirements for the job	NR	R	VR
li.	Information about career opportunities	NR	R	VR
I.	Job application procedures	NR	R	VR
J.	Knowledge of my own interest and abili	ty NR	R	۷R



(, ;	VOCATIONAL WORK EXPER	IENCE EDUCATION	
	Terminal Objective	ve 1.0 (V)	
	Post-Assessmen	nt Key	
	Major Goal 1.0: Recognize that the process a curriculum are relevant to cresponsibilities (Relevancy)	career requirements and	
	Minimum Student Criterion: The student will TERMINAL OBJECTIVE 1.0 in a Experience Education Coordinates toward Major Goal	manner acceptable to his Work nator as evidence of satisfactory	
	Minimum Program Criterion: All students (100 of Vocational Work Experience of the items of Terminal Ob table to their Work Experien	ce Education will respond to all jective 1.0 (V) in a manner accep-	
	Program Goal 1.1		
	A. In the space provided below, list the tit then rank them in order of their importan	tles of courses you are now taking and nce to you.	
	Course Titles	Ranking	
	1	1(most importan	t)
	2		
	3		
	4	4	
	5		
	6		
	7	7(least importan	t)
	B. For each course, briefly describe the teach are these goals relevant to your present Yes or No after each goal.		:
	1. Course Title		
,	Teacher's Goals	Relevant	
(a	Yes No	
			:
3			;
ded by ERIC	c	Yes No 117	:
	-1- '	A.A. F	

Student

Date

Post-Assessment Key

T.O. #1.0 (V)

2.	Course Title		
	Teacher's Goals	Rele	vant_
	a	Yes	No
	b	Yes	No
	c	Yes	No
3.	Course Title		
	Teacher's Goals	Rele	vant
	a	Yes	No
	b	Yes	No
	c	Yes	No
4.	Course Title		
	Teacher's Goals	Rele	vant
	a	Yes	No
	b	Yes	No
	c	Yes	No
5.	Course Title		
	Teacher's Goals	Rele	vant
	a	Yes	No
	b	Yes	No
	c	Yes	No
6.	Course Title		
	Teacher's Goals	Rele	vant_
	a	Yes	No
	b	Yes	No
	c	Yes	No

()

Post-Assessment Key

T.O. #1.0 (V)

Prog	gram	Goal 1.2	
	Iden	tify the type of busi	ness or profession of your present employer:
	Iden	atify your job assignm	ent:
	assi more	gnment. For each dut courses offered in y	ties or responsibilities required in your job y or responsibility, give the title of one (1) or our school which will assist you to perform that a satisfactory manner.
	A.	Duty/responsibility _	
		Relevant courses (1)	(2)
	в.	Duty/responsibility _	
		Relevant courses (1)	(2)
	c.	Duty/responsibility _	· · · · · · · · · · · · · · · · · · ·
		Relevant courses (1)	(2)
	D.	Duty/responsibility	
			(2)
	E.	Duty/responsibility	
			(2)
Pro	gram	Goal 1.3	

Based upon your knowledge of the total instructional program offered in your school, rate its relevance to your present job assignment by circling NR, (R), or (Va)on the scale below:

Relevance of My School's Program

	Job Requirements	Not Relevant	Relevant	<u>Very Relevan</u> t
A.	Employment skills	NR	R	VR
в.	Duties and responsibilities	NR	R	VR
c.	Information about job requirements	NR	R	VR
D.	Knowledge required for the job	NR	R	VR
E.	Behavior and attitudes required for the	job NR	R	VR



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Post-Assessment Key

T.O. #1.0 (V)

	Job Requirements	Not Relevant	Relevant	Very Relevant
F.	Dress and grooming required for the j	ob NR	R	VR
G.	Educational requirements for the job	NR	R	VR
н.	Information about career opportunitie	s NR	R	VR
ı.	Job application procedures	NR	R	VR
J.	Knowledge of my own interest and abil	ity NR	R	VR

Key Summary:

This assessment (T.O. 1.0 V) should be given a subjective evaluation. The student should respond to all of the items of the Terminal Objective in a manner acceptable to the Work Experience Education Coordinator. When the student completes this goal satisfactorily, the Work Experience Education Coordinator should write "Satisfactory Completion" in the upper right-hand corner of Page 1 under the student's name and also initial the space provided on the Student's Work Experience Record Form.

The major goal of this section is that the student recognize relevance in the instructional program. If the post-assessment demonstrates that the student cannot recognize relevance in the teacher's goals, the individual classes or the total school program, it is suggested that the coordinator arrange for specific counseling to examine the student's school schedule and its relationship to his goals.

The Work Experience Education Coordinator is in a particularly good position to provide information to the local school administration regarding the relationship between the instructional program and occupational requirements. If, for instance, a large number of students do not see relevance in the school's instructional program, the coordinator should initiate study by the local school administration and staff to determine the actual degree of relevance and to either (1) plan to change the instructional program to increase the relevance, (2) plan an informational program to improve the understanding of the students regarding the relevancy of the instruction, or (3) plan to change the counseling procedure so that the individual student's programs are directed as closely as possible to the student's goals.



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Da	te	
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Student		
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EWFLORATORY WORK EXPERIENCE EDUCATION

Verminal Objective 2.0 (E)

Post-Assessment

Major Goal 2.0: Appreciate the importance of work to personal fulfillment and to growing independence and maturity (Self-actualization).

Minimum Student Criterion: As evidence of satisfactory progress toward Major Goal 2.0 the student well score higher on the post-assessment (administered two weeks prior to concluding the program) than on the preassessment (administered no later than the student's second week in the program).

TERMINAL OBJ. 2
POST ASSESSMENT

Program Goal 2.1

A. Rate the importance of preddctive work to your own feelings of personal fulfillment by circling one of the following five responses:

Not	Somewhat		Very	
Important	Important	Important	Important	Essential

B. A list of possible sources of personal fulfillment is provided below. Rate the importance of each item to you by circling one response on the scale. Circle either NI, (1), or (E)

Sou	rces of Personal Fulfillment	Not	Important	Important	Essential
1.	My work does not require regular hours. I work when it is convenient to me.		MI	I	E
2.	I am willing to work long hours in order to make lots of money.	c	нI	. 1	E
3.	I enjoy holding a job and I look forward to going to work.	1	IN	I	E
4.	I usually end the work day feeling very satisfied with what I have accomplished	•	NI	I	E
5.	There are many job openings in my field. As a result, I can quit whenevar I have enough money and just enjoy myself.	•	NI	I	E

c.	(1-	iew the five (5) items in Section 2.1 B an 5) in order of their importance to you as fillment.	sources of p	persona	1
			Rank Order		nost important) .east important)
	1.	My work does not require regular hours. I work when it is convenient to me.		(5 - 1	east important,
	2.	I am willing to work long hours in order to make lots of money.			
	3.	I enjoy holding a job and I look forward to going to work.			
	4.	I usually end the work day feeling very satisfied with what I have accomplished.			
	5.	There are many job openings in my field. As a result, I can quit whenever I have enough money and just enjoy myself.			
	Li to sk sp me te bu wh un	Ifillment, and place a (1) in the ranking sich would provide you with lesser levels of (5). (5 designates your lowest ranking for Style 1: There are so many things which have enough time for all of them. During and attend as many stock car races, footent events as I can. Swimming, golf and o occupied the rest of the year. I also en levision. Fortunately, I work for my fath siness. He doesn't pay me very much, but en I feel like it and enjoy the good life. derstand me.	f personal f). h I like to the winter ball games a ther activit joy movies a er who has a he lets me t My parents ey, but we h	do, I months ind oth ries ke ind wat small ake of reall	ment, (2), (3), seem , I er ep ching f y Rank
	ve ar	ry important thing, and that's time. We hound and do what we please and time to mak know people. Work is for the uptight wor	ave time to e friends an	hang nd get	
					Rank
	ne pr	fe Style 3: Three years ago I finished hixt June I'll graduate from college. I've ofessional career, and I'm willing to study gree in order to do the kind of work which. This means I'll have to continue to work	always wante y for an add is satisfy:	ed a vanced ing to	



attend school for another one to four years. During this period, I won't have much money, and I'll probably have to wait to get

married. The most important thing to me right now is reaching my career objective.

Rank

Life Style 4: I've had a steady job of some kind since I was 15 years old. After I graduated from high school, I found work in a large firm with lots of opportunities for advancement. Getting ahead, however, requires being dependable, taking additional training on the job and in night school and giving a day's work for a day's pay. Five years from now, maybe sooner, I expect to be a manager or a job foreman.

Rank

Life Style 5: There are a lot of things about life which I don't like. Two of these are work and responsibility. As a result, as soon as I finish school, I'm going to hit the road and live as I please. Perhaps I'll join a commune or some other group made up of people who feel the way I do.

Program Goal 2.3

Different careers require different kinds of abilities and personal qualities. In each item listed below, circle the response which describes your abilities and personal qualities in a work assignment.

	•	•	Rating	
	<u>Item</u>	Weakness	Average Ability	Strength
Α.	I can accept criticism on the job even when it does not seem to be deserved.	W	A	S
в.	I seek work on my own and feel confident when being interviewed by prospective employers.	W	A	S
c.	I set goals for myself and do not become discouraged if I cannot reach them right away.	w	A	S
D.	I seek out and assume new and more difficult responsibilities on the job even though there may be no increase in salary.	W	A	S
E.	I try and complete a job on my own and without frequent assistance from my supervisor or employer.	W	A	s
F.	I am flexible and changes in routine or my work assignment don't shake me up.	w	A	s

G.	After some time in a work assignment, I am willing to risk a period of unemployment in order to find a job which is more satisfying to me.	W	A	s
н.	I am able to maintain and respect my own opinions and values even though they may be unpopular with other people.	W	A	s
I.	I can think through a problem, make a decision and then accept responsibility for that decision.	W	A	s
J.	I consider both sides of an argument before coming to a conclusion.	W	A	s
к.	I can put off pleasurable personal and social activities in order to take needed training to improve job skills and performance.	W	A	s
L.	In order for a job to be satisfying to me, I must have opportunities to do some things in my own way.	w	A	s
М.	I complete a job even though I may have to work overtime to do so.	W	A	s
N.	My job need not be considered important to my friends in order to be important to me.	W	А	s

Date	Student
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EXPLORATORY WORK EXPERIENCE EDUCATION

Terminal Objective 2.0 (E)

Pre-and Post-Assessment Key

Major Goal 2.0: Appreciate the importance of work to personal fulfillment and to growing independence and maturity (Self-actualization).

Minimum Student Criterion: As evidence of satisfactory progress toward Major Goal 2.0 the student will score higher on the post-assessment (administered two weeks prior to concluding the program) than on the pre-assessment (administered no later than the student's second week in the program).

Minimum Program Criterion: Based upon comparisons of the pre-assessment and post-assessment responses to Terminal Objective 2.0 (E), at least seventy (70) percent of all students who complete a program of Exploratory Work Experience Education will demonstrate evidence of satisfactory progress toward Major Goal 2.0 by scoring higher on the post-assessment than on the pre-assessment.

Program Goal 2.1

()

A. Rate the importance of productive work to your own feelings of personal fulfillment by circling one of the following five responses:

Not Important	Somewhat Important	Important	Very Important	Essential
Rating 1	2	3	4	5
Key: Each response Mark the num	e on the scale has ber corresponding	been given the to the student's	numerical rating response in the	shown above. margin to

B. A list of possible sources of personal fulfillment is provided below.

Rate the importance of each item to you by circling one response on the scale. Circle eight NI or E

	Courses of Donners 1 Del Ciller	-	<u>kating</u>	_	
	Sources of Personal Fulfillment N	ot Important	Important	Essentia	<u> 11</u>
1.	My work does not require regular hours. I work when it is conven-	NJ 3	I 2	E 1	
•	ient to me.				
4.	I am willing to work long hours in order to make lots of money.	NI 1	3 3	E 2	
3.	I enjoy holding a job and I look forward to going to work.	NI 1	I 2	E 3	
					ı

Datina

Sources of Personal Fulfillment

Not Important

Importa

Key: Each response of the 2.1B rating scale has been given the numerical rating listed below it on the key. To score the student's form, write the numerical rating of his response under each of his five responses, find the total of his five responses and place that total in the margin to the right of the scale.

C. Review the five (5) items in Section 2.1B and then rank them by number (1-5) in order of their importance to you as sources of personal fulfillment.

- My work does not require regular hours.
 I work when it is convenient to me.
- 2. I am willing to work long hours in order to make lots of money.

(

- 3. I enjoy holding a job and I look forward to going to work.
- 4. I usually end the work day feeling very satisfied with what I have accomplished.
- 5. There are many job openings in my field.
 As a result, I can quit whenever I have enough money and just enjoy myself.

= 0 pts.

If Ranked
2 or 3 = 5 pts.

If Ranked

l or 2 = 10 pts.

If Ranked
1 or 2 = 10 pts.

= 0 pts.

Key: Items 3 and 4 demonstrate the highest source of personal fulfillment. Item 2 is third highest. Items 1 and 5 demonstrate the lowest source. If a student ranks Item 4 first or second, he receives 10 points. If he ranks Item 3 first or second, he receives an additional 10 points. If he ranks Item 2 either second or third, he receives 5 points. No points are assigned to Items 1 and 5. The points scored for each item should be marked on the student's paper, totaled and that total placed in the margin to the right of the scale.

D. The paragraphs which follow describe five (5) different life styles. Select the life style which would provide you with the highest level of personal fulfillment, and place a (1) in the ranking space provided. Then mark those which would provide you with lesser levels of personal fulfillment, (2), (3), (4), (5), (5 designates your lowest ranking).

Life Style 1: There are so many things which I like to do, I seem to have enough time for all of them. During the winter months, I ski and attend as many stock car races, football games and other sports events as I can. Swimming, golf and other activities keep me occupied the rest of the year. I also enjoy movies and watching television. Fortunately, I work for my father who has a small business. He doesn't pay me very much, but he lets me take off when I feel like it and enjoy the good life. My parents really understand me.

If Ranked
Rank 2 or 3 = 5 pts.

Life Style 2: We've never had very much money, but we have one very important thing, and that's time. We have time to hang around and do what we please and time to make friends and get to know other people. Work is for the uptight world -- not for me.

Rank = 0 pts.

Life Style 3: Three years ago I finished high school, and by next June I'll graduate from college. I've always wanted a professional career, and I'm willing to study for an advanced degree in order to do the kind of work which is satisfying to me. This means I'll have to continue to work part time and attend school for another one to four years. During this period, I won't have much money, and I'll probably have to wait to get married. The most important thing to me right now is reaching my career objective.

If Ranked
Rank 5 or 4 =10 pts.

Life Style 4: I've had a steady job of some kind since I was 15 years old. After I graduated from high school, I found work in a large firm with lots of opportunities for advancement. Getting ahead, however, requires being dependable, taking additional training on the job and in night school and giving a day's work for a day's pay. Five years from now, maybe sooner, I expect to be a manager or a job foreman.

If Ranked
Rank 1 or 2 =10 pts.

Life Style 5: There are a lot of things about life which I don't like. Two of these are work and responsibility. As a result, as soon as I finish school, I'm going to hit the road and live as I please. Perhaps I'll go join a commune or some other group made up of people who feel the way I do.

Rank = 0 pts.

1

Key: Life Styles 3 and 4 demonstrate the highest source of personal fulfillment. Style 1 is third highest. Styles 2 and 5 demonstrate the lowest source. If a student ranks Style 3 first or second, he receives 10 points. If he ranks Style 4 first or second, he receives an additional 10 points. If he ranks Style 1 either second or third, he receives 5 points. No points are assigned to Items 2 and 5. The points scored for each item should be marked on the student's paper, totaled and that total placed in the margin to the right of the scale.

Program Goal 2.3

Different careers require different kinds of abilities and personal qualities. In each item listed below, circle the response which describes your abilities and personal qualities in a work assignment.

Rating

	Item	Weakness	Average Ability	Strength
A.	I can accept criticism on the job even when it does not seem to be deserved.	W	A	s
В.	I seek work on my own and feel confident when being interviewed by prospective employers.	W	A	s
c.	I set goals for myself and do not become discouraged if I cannot reach them right away.	W	A	s
D.	I seek out and assume new and more difficult responsibilities on the job even though there may be no increase in salary.	W	A	s
E.	I try and complete a job on my own and without frequent assistance from my supervisor or employer.	W	A	s
F.	I am flexible and changes in routine or my work assignment don't shake me up.	W	A	s
G.	After some time in a work assignment, I am willing to risk a period of unemployment in order to find a job which is more satisfying to me.	w	A	s
н.	I am able to maintain and respect my own opinions and values even though they may be unpopular with other people.	W	A	s
ı.	I can think through a problem, make a decision and then accept responsibility for that decision.	. W	A	s

Key T.O. #2.0 (E)

J.	I consider both sides of an argument before coming to a conclusion.	W	A .	s
K.	I can put off pleasurable personal and social activities in order to take needed training to improve job skills and performance.	·W	A	S
L.	In order for a job to be satisfying to me, I must have opportunities to do some things in my own way.	W	A	s
M.	I complete a job even though I may have to work overtime to do so.	W	A	s
N.	My job need not be considered important to my friends in order to be important to me.	W	A	S

Key: Each item in section 2.3 should be given a numerical score as follows:

Strength:

3 points

Average Ability: Weakness:

2 points

1 point

On the student's paper, mark the score alongside his response, total his scores and place the total in the margin to the right of the scale.

Key Summary

Pre-Assessment

After each section of Terminal Objective 2.0 (E) has been scored, total all the scores. Then mark the total in the upper right-hand corner of page 1 under the student's name and also on the student's Work Experience Record form. The total possible score on this assessment is 112.

Analyze the student's strengths and weaknesses, discuss them with the student and set up a program of study and experiences (including the use of selected Learning Activity Packages) that will lead to the student's satisfactory progress toward Major Goal 2.0.

Post-Assessment

After each section of Terminal Objective 2.0 (E) has been scored, total all the scores. Then mark the total in the upper right-hand corner of page 1 under the student's name and also on the student's Work Experience Record form. The total possible score on this assessment is 112.



Key T.O. #2.0 (E)

Determine whether the student has made satisfactory progress toward Goal 2.0. The student demonstrates evidence of satisfactory progress by scoring higher on the post-assessment than on the pre-assessment.

If the student has made satisfactory progress, initial the space designated on the student record form.

If the student has not made satisfactory progress, additional study and experiences should be prescribed.

Date	1	

Stu	dent		

GENERAL
TERMINAL OBJ. 2
POST ASSESSMENT

GENERAL WORK EXPERIENCE EDUCATION

Terminal Objective 2.0 (G)

Post-Assessment

Major Goal 2.0: Appreciate the importance of work to personal fulfillment and to growing independence and maturity (Self-actualization).

Minimum Student Criterion: As evidence of satisfactory progress toward Major Goal 2.0 the student will score higher on the post-assessment (administered two weeks prior to concluding the program) than on the pre-assessment (administered no later than the student's second week in the program.)

Program Goal 2.1

A. Rate the importance of productive work to your own feelings of personal fulfillment by circling one of the following five responses:

Not	Somewhat		Very	
Important	Important	Important	Important	Essential

B. A list of possible sources of personal fulfillment is provided below. Rate the importance of each item to you by circling one response on the scale. Circle either NI I or E

		<u>r</u>	acing	
	Sources of Personal Fulfillment	Not Important	Important	Essential
1.	My work does not require regular hours. I work when it is convenient to me.	NI	I	E
2.	I am willing to work long hours in order to make lots of money.	NI	• I	E
3.	I enjoy holding a job and I look forward to going to work.	NI	I	E



	6	<u>Rating</u>		
	Sources of Personal Fulfillment	Not Important	Important	Essential
4.	I usually end the work day feeling very satisfied with what I have accomplished.	NI	I	E
5.	There are many job openings in my field. As a result, I can quit whenever I have enough money and just enjoy myself.	NI	I	E

C. Review the five (5) items in Section 2.1 B and then rank them by number (1-5) in order of their importance to you as sources of personal fulfillment.

		<pre>Rank Order (1 = most important)</pre>
1.	My work does not require regular hours. I work when it is convenient to me.	
2.	I am willing to work long hours in order to make lots of money.	
3.	I enjoy holding a job and I look forward to going to work.	
4.	I usually end the work day feeling very satisfied with what I have accomplished.	<u></u>
5.	There are many job openings in my field. As a result, I can quit whenever I have enough money and just enjoy myself.	



D.	The paragraphs which follow describe five (5) different life style the life style which would provide you with the highest level of fulfillment, and place a (1) in the ranking space provided. Then which would provide you with lesser levels of personal fulfillment (4), (5). (5 designates your lowest ranking.)	personal
	Life Style 1: There are so many things which I like to do, I see to have enough time for all of them. During the winter months, I ski and attend as many stock car races, football games and other sport events as I can. Swimming, golf and other activities keep me occupied the rest of the year. I also enjoy movies and watchitelevision. Fortunately, I work for my father who has a small business. He doesn't pay me very much, but he lets me take off when I feel like it and enjoy the good life. My parents really understand me.	
	Life Style 2: We've never had very much money, but we have one very important thing, and that's time. We have time to hang around and do what we please and time to make friends and get to know other people. Work is for the uptight world not for me.	Rank_
	Life Style 3: Three years ago I finished high school, and by next June I'll graduate from college. I've always wanted a professional career, and I'm willing to study for an advanced degree in order to do the kind of work which is satisfying to me. This means I'll have to continue to work part time and attend school for another one to four years. During this period, I won't have much money, and I'll probably have to wait to get married. The most important thing to me right now is reaching my career objective.	
	Life Style 4: I've had a steady job of some kind since I was 15 years old. After I graduated from high school, I found work in a large firm with lots of opportunities for advancement. Getting ahead, however, requires being dependable, taking additional training on the job and in night school and giving a day's work for a day's pay. Five years from now, maybe sooner, I expect to be a manager or a job foreman.	Rank
	Life Style 5: There are a lot of things about life which I don't like. Two of these are work and responsibility. As a result, as soon as I finish school, I'm going to hit the road and live as I please. Perhaps I'll join a commune or some other group made up of people who feel the way I do.	Rank



Program Goal 2.3

A. Different careers require different kinds of abilities and personal qualities. In each item listed below, circle the response which describes your abilities.

I	<u>≀a</u> t	:1	ng
_			

	<u>Item</u>	Weakness	Average Ability	Strength
1.	I can accept criticism on the job even when it does not seem to be deserved.	w	A	s
2.	I seek work on my own and feel confident when being interviewed by prospective employers.	W	A	s
3.	I set goals for myself and do not become discouraged if I cannot reach them right away.	W	A	s
4.	I seek out and assume new and more difficult responsibilities on the job even though there may be no increase in salary.	w	A	s
5.	I try and complete a job on my own and without frequent assistance from my supervisor or employer.	W	A	s
6.	I am flexible and changes in routine or my work assignment don't shake me up.	W	A	s
7.	After some time in a work assignment, I am willing to risk a period of unemployment in order to find a job which is more satisfying to me.	w	A	s
8.	I am able to maintain and respect my own opinions and values even though they may be unpopular with other people.	W	A	s
9.	I can think through a problem, make a decision and then accept responsibility for that decision.	W	A	s
10.	I consider both sides of an argument before coming to a conclusion.	W	A	s
11.	I can put off pleasurable personal and social activities in order to take needed training to improve job skills and performance.	W	A	s
12.	In order for a job to be satisfying to me, I must have opportunities to do some things in my own way.	W	A	s



13. I complete a job even though I may have to work overtime to do so.
14. My job need not be considered important to my friends in order to be important to me.
W A S

B. Have your employer complete the attached Employee Rating Scale after you have been on the job at least one week but no more than one month, return it to your Work Experience Education Coordinator and discuss your rating with him.



GENERAL AND VOCATION. WORK EXPERIENCE EDUCATION

Terminal Objective 2.0 (G)(V) EMPLOYEE RATING SCALE* - (Program Goal 2.3)

Name of Employee	Sex	School	Job Title
Job Duties	. Approximate	Approximate number of months employeed	loyeed
Name of Rater	Firm	Date o	Date of Rating

Directions to Sponsor:

This scale is constructed to allow you to make some important decisions about the personal traits and skills of employees. Below is a sample rating of a grocery clerk. You will note that there are adjectives which describe this clerk and five numbers between the adjectives. Here are what the numbers between the adjectives mean:

TALL 5	4			3	2	1 SHC	SHORT
Very Tall	Moderately Tall	all	AVE	Average	Moderately Short	Very Short	
	EX	EXAMPLE:		Grocery Clerk	Clerk		
	TALL	(<u>5</u>) 4 3	٣	2 1	SHORT		
	QUICK	5 4	m	0	SLOW		
	HAPPY	5 4	3	2 1	SAD		

In the example, the grocery clerk is rated Very Tall; therefore, number 5 is circled right next to the adjective TALL. If he were Very Short, number 1 should be circled right next to the adjective SHORT. The numbers in between the two adjectives On the next adjective pair, number 2 is circled to indicate represent varying degrees of whatever trait we are measuring. he is more slow than quick. The same approach applies to the next adjective ratings. Look at the words HAPPY and SAD and circle the appropriate number right next to the word HAPPY. If he is VERY SAD, number 1 should be circled right next to the word SAD. MOST PEOPLE FALL varying degrees between the adjectives. Lock at your own rating above: if he is VERY HAPPY, number 5 should be circledbetween them, thinking about a grocery clerk who waits on you. Remember the numbers between the adjectives represent SOMEWHERE IN BETWEEN.

TO EMPLOYEES. KEEP IN MIND THE EMPLOYEE. BE SURE TO PLACE A CIRCLE AROUND THE NUMBER BEST DESCRIBING HIM, OR HER, ON EACH TRAIT. DO NOT THINK TOO LONG ABOUT THESE RATINGS. PUT DOWN YOUR FIRST IMPRESSION. BE SUR ON THE NEXT PAGE YOU WILL FIND A NUMBER OF THESE ADJECTIVES AND OTHER TRAITS WHICH RELATE TO COMPLETE EVERY ITEM.

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EMPLOYEE RATING SCALE - T.O. #2.0 (G)(V)

BE SURE TO COMPLETE EVERY ITEM CLUBER ONLY FOR EACH ITEM ON THE SCALE

CHARACTERISTICS:

	ate	nt tly	ng	nsible	catch kly	tive		cates in		wn	dable	often
Quiet	Inaccurate	Is absent frequently	Demanding	Irresponsible	Doesn't catch on quickly	Obstructive	Sloppy	Communicates poorly in	WELLING	Withdrawn	Undependable	Is late often
٦	٦	7	Т	г	н	ч	٦	-	-	~	٦	٦
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Communicative	Accurate	Is regular in attendance	Accommodating	Responsible	Catches on quickly	Obliging	Neat	Communicates well in	WELLING	Outgoing	Dependable	Is punctual
(13)	(14)	(15)	(16)	(11)	(18)	(19)	(20)	(21)		(22)	(23)	(24)
					_	_	_					
					_						_	
Inconsiderate	Inefficient	Does poor quality work	Unsociable	Works poorly	under pressure Unorganized	Uncooperative	Unreliable	Shows poor judgment	Tense	Slineshod	1	Doesn't complete assignments
l Inconsiderate	l Inefficient	Does poor l quality work	l Unsociable	Works poorly		l Uncooperative	l Unreliable	Shows poor l judgment	l Tense] Slin-shod		Doesn't complete l assignments
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OVERALL EFFECTIVENESS OF EMPLOYEE

2 1 Poor m 2 (25) Excellent

Date	Student
	. Scudenc

GENERAL WORK EXPERIENCE EDUCATION

Terminal Objective 2.0 (G)

Pre- and Post-Assessment Key

Major Goal 2.0 Appreciate the importance of work to personal fulfillment and to growing independence and maturity (Self-actualization).

Minimum Student Criterion: As evidence of satisfactory progress toward Major Goal 2.0 the student will score higher on the post-assessment (administered two weeks prior to concluding the program) than on the preassessment (administered no later than the student's second week in the program).

Minimum Program Criterion: Based upon the comparisons of the pre-assessment and post-assessment responses to Terminal Objective 2.0 (G) at least eighty (80) percent of all students who complete a program of General Work Experience Education will demonstrate evidence of satisfactory progress toward Goal 2.0 by scoring higher on the post-assessment than on the pre-assessment.

Program Goal 2.1

A. Rate the importance of productive work to your own feelings of personal fulfillment by circling one of the following five responses:

 Not Important	Somewhat Important	Important	Very Important	Essential
Rating 1	2	3	4	5
Key: Each response of	r the scale has	been aiven the numerical	ration channe	ahawa Marki

Key: Each response on the scale has been given the numerical rating shown above. Mark the number corresponding to the student's response in the margin to the right of the scale.

B. A list of possible sources of personal fulfillment is provided below. Rate the importance of each item to you by circling one response on the scale. Circle either NI, I or E

Sources of Personal Fulfillment

- My work does not require regular hours.
 I work when it is convenient to me.
- 2. I am willing to work long hours in order to make lots of money.
- 3. I enjoy holding a job and I look forward to going to work.

Not	Important	Rating Important	Essential
	NI 3	I 2	E 1
ſ	NI 1	I 3	E 2
	NI 1	I 2	E 3

Sources of Personal Fulfillment

- I usually end the work day feeling very satisfied with what I have accomplished.
- 5. There are many job openings in my field. As a result, I can quit whenever I have enough money and just enjoy myself.

	Ratin			
Not	Important	Important	Essential	
1	NI	I	Е	
	1	2	3	
1	NI		Е	
1	l ' _	_	_	

<u>Key:</u> Each response on the 2.1B rating scale has been given the numerical rating listed below it on the key. To score the student's form, write the numerical rating of his response under each of his five responses, find the total of his five responses and place that total in the margin to the right of the scale.

C. Review the five (5) items in Section 2.1 B and then rank them by number (1-5) in order of their importance to you as sources of personal fulfillment.

Rank Order (1 = most important)
(5 = least important)

= 0 pts.

= 10 pts.

- My work does not require regular hours.
 I work when it is convenient to me.
- 2. I am willing to work long hours in order to make lots of money.
- 3. I enjoy holding a job and I look forward to going to work.
- 4. I usually end the work day feeling very satisfied with what I have accomplished.
- 5. There are many job openings in my field. As a result, I can quit whenever I have enough money and just enjoy myself.

If Ranked		
2 2	_	P
2 or 3	=	o pts.
		_
If Ranked		-
1 or 2	=	10 pts.
T# Dankad		

= 0 pts.

or 2

Key: Items 3 and 4 demonstrate the <u>highest</u> source of personal fulfillment. Item 2 is third highest. Items 1 and 5 demonstrate the <u>lowest</u> source. If a student ranks Item 4 first or second, he receives 10 points. If he ranks Item 3 first or second, he receives an additional 10 points. If he ranks Item 2 either second or third, he receives 5 points. No points are assigned to Items 1 and 5. The points scored for each item should be marked on the student's paper, totaled and that total placed in the margin to the right of the scale.

Key T.O. #2.0 (G)

D. The paragraphs which follow describe five (5) different life styles. Select the life style which would provide you with the highest level of personal fulfillment, and place a (1) in the ranking space provided. Then mark those which would provide you with lesser levels of personal fulfillment, (2), (3), (4), (5). (5 designates your lowest ranking).

Life Style 1: There are so many things which I like to do, I seem to have enough time for all of them. During the winter months, I ski and attend as many stock car races, football games and other sport events as I can. Swimming, golf and other activities keep me occupied the rest of the year. I also enjoy movies and watching television. Fortunately, I work for my father who has a small business. He doesn't pay me very much, but he lets me take off when I feel like it and enjoy the good life. My parents really understand me.

Rank 2 or 3 = 5 pts.

Life Style 2: We've never had very much money, but we have one very important thing, and that's time. We have time to hang around and do what we please and time to make friends and get to know other people. Work is for the uptight world -- not for me.

Rank___ = 0 pts.

Life Style 3: Three years ago I finished high school, and by next June I'll graduate from college. I've always wanted a professional career, and I'm willing to study for an advanced degree in order to do the kind of work which is satisfying to me. This means I'll have to continue to work part time and attend school for another one to four years. During this period, I won't have much money, and I'll probably have to wait to get married. The most important thing to me right now is reaching my career objective.

 $Rank_1 or 2 = 10 pts.$

Life Style 4: I've had a steady job of some kind since I was 15 years old. After I graduated from high school, I found work in a large firm with lots of opportunities for advancement. Getting ahead, however, requires being dependable, taking additional training on the job and in night school and giving a day's work for a day's pay. Five years from now, maybe sooner, I expect to be a manager or a job foreman.

Rank 1 or 2 = 10 pts.

Life Style 5: There are a lot of things about life which I don't like. Two of these are work and responsibility. As a result, as soon as I finish school, I'm going to hit the road and live as I please. Perhaps I'll join a commune or some other group made up of people who feel the way I do.

Rank_

= 0 pts.



Key: Life Styles 3 and 4 demonstrate the highest source of personal fulfillment. Style 1 is third highest. Styles 2 and 5 demonstrate the lowest source. If a student ranks Style 3 first or second, he receives 10 points. If he ranks Style 4 first or second, he receives an additional 10 points. If he ranks Style 1 either second or third, he receives 5 points. No points are assigned to Items 2 and 5. The points scored for each item should be marked on the student's paper, totaled and that total placed in the margin to the right of the scale.

Program Goal 2.3

€

A. Different careers require different kinds of abilities and personal qualities. In each item listed below, circle the response which describes your abilities and personal qualities in a work assignment.

Rating

	•		Macing	
	<u>Item</u>	Weakness	Average Ability	Strength
1.	I can accept criticism on the job even when it does not seem to be deserved.	W	A	s
2.	I seek work on my own and feel confident when being interviewed by prospective employers.	. W	A	s
3.	I set goals for myself and do not become discarded if I cannot reach them right away.	our- W	A	s
4.	I seek out and assume new and more difficult responsibilities on the job even though there may be no increase in salary.	W	A	s
5.	I try and complete a job on my own and without frequent assistance from my supervisor or employer.	t W	A	s
6.	I am flexible and changes in routine or my work assignment don't shake me up.	W	A	s
7.	After some time in a work assignment, I am willing to risk a period of unemployment in order to find a job which is more satisfying to me.	w	A	s
8.	I am able to maintain and respect my own opinions and values even though they may be unpopular with other people.	W	A	·s
9.	I can think through a problem, make a decision and then accept responsibility for that decision.	W	A	s
10.	I consider both sides of an argument before coming to a conclusion.	W	A	S



Key T.O. #2.0 (G)

11.	I can put off pleasurable personal and social activities in order to take needed training to improve job skills and performance.	W	A .	s
12.	In order for a job to be satisfying to me, I must have opportunities to do some things in my own way.	W	A	s
13.	I complete a job even though I may have to work overtime to do so.	W	A	s
14.	My job need not be considered important to my friends in order to be important to me.	W	A	s

Key: Each item in Section 2.3 should be given a numerical score as follows:

Strength: Average Ability:

3 points 2 points

Weakness:

1 point

On the student's paper, mark the score alongside his response, total his scores and place the total in the margin to the right of the scale.

B. Have your employer complete the attached Employee Rating Scale after you have been on the job at least one week, but no more than one month, return it to your Work Experience Education Coordinator and discuss your rating with him.

Key: The Employee Rating Scale should be scored in the following manner: Total the ratings given on each of the 25 items. Divide by the number of items (25) to determine the average score made by the student. Assign a point value to that score as follows: 5 average = 25 points, 4 = 20, 3 = 15, 2 = 10 and 1 = 5. Mark the score in the right-hand margin of Section 2.3 B of the assessment form and include it in the total of the assessment.

Key Summary

Pre-Assessment

After each section of Terminal Objective 2.0 (G) has been scored, total all the scores. Mark the total in the upper right-hand corner of page 1 under the student's name and also on the student's Work Experience Record form. The total possible score on this assessment is 137.

Analyze the student's strengths and weaknesses, discuss them with the student and set up a program of study and experiences (including the use of selected Learning Activity Packages) that will lead to the student's satisfactory progress toward Major Goal 2.0.



Key T.O. #2.0 (G)

Post-Assessment

After each section of Terminal Objective 2.0 (G) has been scored, total all the scores. Then mark the total in the upper right-hand corner of page 1 under the student's name and also on the student's Work Experience Record form. The total possible score on this assessment is 137.

Determine whether the student has made satisfactory progress toward Goal 2.0. The student demonstrates evidence of satisfactory progress by scoring higher on the post-assessment than on the pre-assessment.

If the student has made satisfactory progress, initial the space designated on the student record form.

If the student has not made satisfactory progress, additional study and experiences should be prescribed.

VOCATIONAL WORK EXPERIENCE EDUCATION

Terminal Objective 2.0 (V)

Post-Assessment

Major Goal 2.0: Appreciate the importance of work to personal fulfillment and to growing independence and maturity (Self-actualization).

Minimum Student Criterion: As evidence of satisfactory progress toward Major Goal 2.0 the student will score higher on the post-assessment (administered two weeks prior to concluding the program) than on the pre-assessment (administered no later than the student's second week in the program).

Program Goal 2.1

A. Rate the importance of productive work to your own feelings of personal fulfillment by circling one of the following five responses:

Not	Somewhat		Very	
Important	Important	Important	Important	Essential

B. A list of possible sources of personal fulfillment is provided below. Rate the importance of each item to you by circling one response on the scale. Circle either (NI), (I), or (E)

	Sources of Personal Fulfillment	Not Important	Important	Essential
1.	My work does not require regular hours. I work when it is convenient to me.	NI	I	E
2.	I am willing to work long hours in order to make lots of money.	NI	I	E
3.	I enjoy holding a job and I look forward to going to work.	NI	I	E

	Sources of Personal Fulfillment	Not Important	Important	Essential
4.	I usually end the work day feeling very satisfied with what I have accomplished.	NI	I	E
5.	There are many job openings in my field. As a result, I can quit whenever I have enough money and just enjoy myself.	NI	I	E

C. Review the five (5) items in Section 2.1 and then rank them by number (1-5) in order of their importance to you as sources of personal fulfillment.

		Rank Order (1 = most important) (5 = least important)
1.	My work does not require regular hours. I work when it is convenient to me.	
2.	I am willing to work long hours in order to make lots of money.	 -
3.	I enjoy holding a job and I look forward to going to work.	
4.	I usually end the work day feeling very satisfied with what I have accomplished.	
5.	There are many job openings in my field. As a result, I can quit whenever I have enough money and just enjoy myself.	



D. The paragraphs which follow describe five (5) different life styles. Select the life style which would provide you with the highest level of personal fulfillment, and place a (1) in the ranking space provided. Then mark those which would provide you with lesser levels of personal fulfillment, (2), (3), (4), (5), (5 designates your lowest ranking).

Life Style 1: There are so many things which I like to do, I seem to have enough time for all of them. During the winter months, I ski and attend as many stock car races, football games and other sport events as I can. Swimming, golf and other activities keep me occupied the rest of the year. I also enjoy movies and watching television. Fortunately, I work for my father who has a small business. He doesn't pay me very much, but he lets me take off when I feel like it and enjoy the good life. My parents really understand me.

Ran	K

Life Style 2: We've never had very much money, but we have one very important thing, and that's time. We have time to hang around and do what we please and time to make friends and get to know other people. Work is for the uptight world -- not for me.

Ranl	(

Life Style 3: Three years ago I finished high school, and by next June I'll graduate from college. I've always wanted a professional career, and I'm willing to study for an advanced degree in order to do the kind of work which is satisfying to me. This means I'll have to continue to work part time and attend school for another one to four years. During this period, I won't have much money, and I'll probably have to wait to get married. The most important thing to me right now is reaching my career objective.

Rank	•		

Life Style 4: I've had a steady job of some kind since I was 15 years old. After I graduated from high school, I found work in a large firm with lots of opportunities for advancement. Getting ahead, however, requires being dependable, taking additional training on the job and in night school and giving a day's work for a day's pay. Five years from now, maybe sooner, I expect to be a manager or a job foreman.

Rank		
Rallk		

Life Style 5: There are a lot of things about life which I don't like. Two of these are work and responsibility. As a result, as soon as I finish school, I'm going to hit the road and live as I please. Perhaps I'll join a commune or some other group made up of people who feel the way I do.

Rank



Program Goal 2.3

A. Different careers require different kinds of abilities and personal qualities. In each item listed below, circle the response which describes your abilities and personal qualities in a work assignment.

			RATING	
	ITEM	Weakness	Average Ability	Strength
1.	I can accept criticism on the job even when it does not seem to be deserved.	W	A	s
2.	I seek work on my own and feel confident when being interviewed by prospective employers.	w	A	s
3.	I set goals for myself and do not become discouraged if I cannot reach them right away.	w	A	s
4.	I seek out and assume new and more difficult responsibilities on the job even though there may be no increase in salary.	w	A	S
5.	I try and complete a job on my own and without frequent assistance from my supervisor or employer.	W	A	s
6.	I am flexible and changes in routine or my work assignment don't shake me up.	W	A	S
7.	After some time in a work assignment, I am willing to risk a period of unemployment in order to find a job which is more satisfying to me.	w	A	s
8.	I am able to maintain and respect my own opinions and values even though they may be unpopular with other people.	W	A	s
9.	I can think through a problem, make a decision and then accept responsibility for that decision.	W	A	S
10.	I consider both sides of an argument before coming to a conclusion.	W	A	s
11.	I can put off pleasurable personal and social activities in order to take needed training to improve job skills and performance.	W	A	s
12.	In order for a job to be satisfying to m:, I must have opportunities to do some things in my own way.	, w	A	S



13. I complete a job even though I may have to work overtime to do so.
14. My job need not be considered important to my friends in order to be important to me.
W A S

B. Have your employer complete the attached Employee Rating Scale after you have been on the job at least one week but no more than one month, return it to your Work Experience Education Coordinator and discuss your rating with him.



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GENERAL AND VOCATIONAL WORK EXPERIENCE EDUCATION

Terminal Objective 2.0 (G)(V)

EMPLOYEE RATING SCALE* - (Program Goal 2.3)

Name of Employee	Sex	School	Job Title
Job Duties	Approximate	Approximate number of months employed	employed
Name of Rater	Firm	Dat	Date of Rating
Directions to Sponsor:			

This scale is constructed to allow you to make some important decisions about the personal traits and skills of employees. Below is a sample rating of a grocery clerk. You will note that there are adjectives which describe this clerk and five Here are what the numbers between the adjectives mean. numbers between the adjectives.

TALL 5	4			m		2	1 SHORT
Very Tall	Moderately Tall	11	Ave	Average		Moderately Short	Very Short
	EX	EXAMPLE:	GRO	CERY	GROCERY CLERK		
	TALL	S	3	7	Н	SHORT	
	Vaick Vaick	5 4	m	0	-	SLOW	
	HAPPY	5 4	Э	2	7	SAD	

he were Very Short, number 1 should be circled right next to the adjective SHORT. The numbers in between the two adjectives On the next adjective pair, number 2 is circled to indicate In the example, the grocery clerk is rated Very Tall; therefore, number 5 is circled right next to the adjective TALL. If represent varying degrees of whatever trait we are measuring. he is more slow than quick.

The same approach applies to the next adjective ratings. Look at the words HAPPY and SAD and circle the appropriate number Remember the numbers between the adjectives represent varying degrees between the adjectives. Look at your own rating above: if he is VERY HAPPY, number 5 should be circled-right next to the word HAPPY. If he is VERY SAD, number 1 should be circled right next to the word SAD. MOST PEOPLE FALL between them, thinking of a grocery clerk who waits on you. SOMEWHERE IN BETWEEN.

RELATE TO EMPLOYEES. KEEP IN MIND THE EMPLOYEE. BE SURE TO PLACE A CIRCLE AROUND THE NUMBER BEST DESCRIBING HIM, OR HER, ON EACH TRAIT. DO NOT THINK TOO LONG ABOUT THESE RATINGS. PUT DOWN YOUR ON THE NEXT PAGE YOU WILL FIND A NUMBER OF THESE ADJECTIVES AND OTHER TRAITS WHICH FIRST IMPRESSION. BE SURE TO COMPLETE EVERY ITEM.

*Permission obtained by the Oakland Unified School District to reproduce this scale.

ERIC*

EMPLOYEE RATING SCALE - T.O. #2.0 (G) (V)

BE SURE TO COMPLETE EVERY ITEM CIRCLE ONE NUMBER ONLY FOR EACH ITEM ON THE SCALE

CHARACTERISTICS:

	a	>		ible	atch Y	ve Ve		tes			ole	ften
يپ	Inaccurate	Is absent frequently	Demanding	Irresponsible	Doesn't catch on quickly	Obstructive	Λd	Communicates poorly in	ing	Withdrawn	Undependable	Is late often
Quiet	Inac	Is a freq	Dema	Irre	Does on q	Obst	Sloppy	Commit poor]	writing	With	Under	Is la
٦	ч	-	г	ч	п	ч	г	•	-	-	7	ч
7	7	7	7	7	7	7	8	,	7	7	7	7
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4	4	4	4	4	4	4	4	•	4.	4	4	4
2	2	2	2	2	S	2	2		ب	2	2	2
Communicative	Accurate	Is regular in attendance	Accommodating	Responsible	Catches on quickly	Obliging	Neat	Communicates well in	writing	Outgoing	Dependable	Is punctual
(13)	(14)	(15)	(16)	(11)	(18)	(19)	(20)	(21)		(22)	(23)	(24)
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Inconsiderate	Inefficient	Does poor quality work	Unsociable	Works poorly under pressure	Unorganized	Uncooperative	Unreliable	Shows poor judgment	Tense	Slip-shod	Doesn't complete	assignments
l Inconsiderate	l Inefficient	Does poor l quality work	l Unsociable	Works poorly l under pressure		l Uncooperative	l Unreliable	Shows poor 1 judgment	l Tense	l Slip-shod		l assignments
Inconsiderat	2 l Inefficient				г		2 l Unreliable					
l Inconsiderat	1	1	ч	-	г	7	ч	ч	1	-		Н
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3 2 l Inconsiderat	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1		3 2 1
4 3 2 l Inconsiderat	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	5 4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	v	ts 5 4 3 2 1

OVERALL EFFECTIVENESS OF EMPLOYEE

•					•		
	Dat	e			Student		
			VOCATIONAL WORK EX	(PERIENCE EDUC	CATION		
			Terminal Obje	ective 2.0 (V))		•
			Pre- and Post-	-Assessment Ke	∍y		
<u>Ma</u>	jor	Goal 2.0: Ag	opreciate the impor	rtance of work	k to persona rity (Self-a	l fulfillme ctualizatio	ent and on).
<u>Mi</u>	nimu	Go (o	iterion: As evidented 2.0 the studented two words the pre-assessmented two words are pre-assessmented the pre-assessmented the pre-assessmented the pre-assessmented the pre-assessmented pre-assessmented pre-assessmented the pre-assessmented pre	t will score I eeks prior to rt (administe	higher on th concluding	e post-asse the program	ssment 1) than
<u>Mi</u>	nimu	ai az pi sz sc	iterion: Based upond post-assessment t least ninety (90 program of Vocations trate evidence of a coring higher on the seessment.	responses to) percent of a il Work Exper satisfactory ;	Terminal Ob all students ience Educat progress tow	jective 2. who comple ion will de ard Goal 2.	0 (G), te a mon-
<u>Pr</u>	ogra	m Goal 2.1	portance of produc	tive work to	vour own foods	lings of n	
		fulfillment	by circling one of	f the following	ng five resp	onses:	rsonal.
		Not Important	Somewhat Important	Important		ry rtant	Essential
Rating: Ke	<u>y</u> :	Mark the nw	2 se on the scale ha mber corresponding f the scale.	3 8 been given . to the stude	the numerica	4 L rating sh e in the ma	5 lown above. Urgin to
	в.	the importan	ossible sources of nce of each item <u>t</u> er (NI), (I), or (E)	personal ful o you by circ	fillment is ling one res	provided be ponse on th	elow. Rate ne scale.
		Sources	of Personal Fulfil	lment No	t Important	Important	Essential
	1.		s not require regu it is convenient	lar hours.	NI 3	I 2	E . 1
	2.	I am willing	g to work long hou	rs in order	NI	I 3	E

NI 1 I.

2

E 3

3. I enjoy holding a job and I look forward to going to work.

Sources of Personal Fulfillment

Rating
Not Important Important Essential

NI

- I usually end the work day feeling very satisfied with what I have accomplished.
- 5. There are many job openings in my field.
 As a result, I can quit whenever I have

enough money and just enjoy myself.

NI		E
l o	2	-

I

E

Key: Each response on the 2.1B rating scale has been given the numerical rating listed below it on the key. To score the student's form, write the numerical rating of his response under each of his five responses, find the total of his five responses and place that total in the margin to the right of the scale.

C. Review the five (5) items in Section 2.1 B and then rank them by number (1-5) in order of their importance to you as sources of personal fulfillment.

Rank Order (1 = most important)
(5 = least important)

- My work does not require regular hours.
 I work when it is convenient to me.
- 2. I am willing to work long hours in order to make lots of money.
- I enjoy holding a job and I look forward to going to work.
- I usually end the work day feeling very satisfied with what I have accomplished.
- 5. There are many job openings in my field.
 As a result, I can quit whenever I have enough money and just enjoy myself.

	= 0 pts.
If Ranked	= 5 nte

If Ranked			_
1 or 2	=	10	pts.

____ = 0 pts.

Key: Items 3 and 4 demonstrate the highest source of personal fulfillment. Item 2 is third highest. Items 1 and 5 demonstrate the lowest source. If a student ranks Item 4 first or second, he receives 10 points. If he ranks Item 3 first or second, he receives an additional 10 points. If he ranks Item 2 either second or third, he receives 5 points. No points are assigned to Items 1 and 5. The points scored for each item should be marked on the student's paper, totaled and that total placed in the margin to the right of the scale.

()

The paragraphs which follow describe five (5) different life styles. Select the life style which would provide you with the highest level of personal fulfillment, and place a (1) in the ranking space provided. Then mark those which would provide you with lesser levels of personal fulfillment, (2), (3), (4), (5). (5 designates your lowest ranking).

Life Style 1: There are so many things which I like to do, I seem to have enough time for all of them. During the winter months, I ski and attend as many stock car races, football games and other sport events as I can. Swimming, golf and other activities keep me occupied the rest of the year. I also enjoy movies and watching television. Fortunately, I work for my father who has a small business. He doesn't pay me very much, but he lets me take off when I feel like it and enjoy the good life. My parents really understand me.

Rank 2 or 3 = 5 pts.

Life Style 2: We've never had very much money, but we have one very important thing, and that's time. We have time to hang around and do what we please and time to make friends and get to know other people. Work is for the uptight world -- not for me.

Rank = 0 pts.

Life Style 3: Three years ago I finished high school, and by next June I'll graduate from college. I've always wanted a professional career, and I'm willing to study for an advanced degree in order to do the kind of work which is satisfying to me. This means I'll have to continue to work part time and attend school for another one to four years. During this period, I won't have much money, and I'll probably have to wait to get married. The most important thing to me right now is reaching my career objective.

Rank 2 or 1 = 10 pts.

Life Style 4: I've had a steady job of some kind since I was 15 years old. After I graduated from high school, I found work in a large firm with lots of opportunities for advancement. Getting ahead, however, requires being dependable, taking additional training on the job and in night school and giving a day's work for a day's pay. Five years from now, maybe sooner, I expect to be a manager or a job foreman.

Rank <u>2 or 1</u> = 10 pts.

Life Style 5: There are a lot of things about life which I don't like. Two of these are work and responsibility. As a result, as soon as I finish school, I'm going to hit the road and live as I please. Perhaps I'll join a commune or some other group made up of people who feel the way I do.

Rank = 0 pts.

Key: Life Styles 3 and 4 demonstrate the highest source of personal fulfillment. Style 1 is third highest. Styles 2 and 5 demonstrate the lowest source. If a student ranks Style 3 first or second, he receives 10 points. If he ranks Style 4 first or second, he receives an additional 10 points. If he ranks Style 1 either second or third, he receives 5 points. No points are assigned to Items 2 and 5. The points scored for each item should be marked on the student's paper, totaled and that total placed in the margin to the right of the scale.

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Program Goal 2.3

A. Different careers require different kinds of abilities and personal qualities. In each item listed below, circle the response which best describes your abilities.

			Rating	
	. Item W	le a kness	Average Ability	Strength
1.	I can accept criticism on the job even when it does not seem to be deserved.	W	A	s
2.	I seek work on my own and feel confident when being interviewed by prospective employers.	v W	A	s
3.	I set goals for myself and do not become discourage if I cannot reach them right away.	ed W	A	s
4.	I seek out and assume new and more difficult responsibilities on the job even though there may be no increase in salary.	W	A	s
5.	I try and complete a job on my own and without frequent assistance from my supervisor or		••	•
	employer.	W	A	s
6.	I am flexible and changes in routine or my work assignment don't shake me up.	W	A	s
7.	After some time in a work assignment, I am willing to risk a period of unemployment in order to find a job which is more satisfying to me.	W	A	s
8.	I am able to maintain and respect my own opinions and values even though they may be unpopular with opeople.	other W	A	s
9.	I can think through a problem, make a decision and then accept responsibility for that decision.	W	A	s
10.	I consider both sides of an argument before coming to a conclusion.	W	A	s
11.	I can put off pleasurable personal and social activities in order to take needed training to improve joskills and performance.	vi- ob W	A	s
12.	In order for a job to be satisfying to me, I must be opportunities to do some things in my own way.	nave W	A .	s
13.	I complete a job even though I may have to work overtime to do so.	W	A	s
14.	My job need not be considered important to my friends in order to be important to me.	W	A	s

ERIC Full Text Provided by ERIC

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Key: Each item in section 2.3 should be given a numerical score as follows:

Strength:

3 points

Average Ability:

2 points

Weakness:

1 point

On the student's paper, mark the score alongside his response, total his scores and place the total in the margin to the right of the scale.

B. Have your employer complete the attached <u>Employee Rating Scale</u> after you have been on the job at least one week, but no more than one month, return it to your Work Experience Education Coordinator and discuss your rating with him.

Key: The Employee Rating Scale should be scored in the following manner: Total the ratings given on each of the 25 items. Divide by the number of items (25) to determine the average score made by the student. Assign a point value to that score as follows: 5 average = 25 points, 4 = 20, 3 = 15, 2 = 10 and 1 = 5. Mark the score in the right hand margin of section 2.3 B of the assessment form and include it in the total of the assessment.

Key Summary

<u>Pre-Assessment</u>

After each section of Terminal Objective 2.0 (V) has been scored, total all the scores. Then mark the total in the upper right-hand corner of page 1 under the student's name and also on the student's Work Experience Record form. The total possible score on this assessment is 137.

Analyze the student's strengths and weaknesses, discuss them with the student and set up a program of study and experiences (including the use of selected Learning Activity Packages) that will lead to the student's satisfactory progress toward Major Goal 2.0.

Post-Assessment

After each section of Terminal Objective 2.0 (V) has been scored, total all the scores. Then mark the total in the upper right-hand corner of page 1 under the student's name and also on the student's Work Experience Record form. The total possible score on this assessment is 1.37.

Determine whether the student has made satisfactory progress toward Goal 2.0. The student demonstrates evidence of satisfactory progress by scoring higher on the post-assessment than on the pre-assessment.

If the student has made satisfactory progress, initial the space designated on the student record form.

If the student has not made satisfactory progress, additional study and experiences should be prescribed.



Date

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TERMINAL OBJ. 3
POST ASSESSMENT

EXPLORATORY WORK EXPERIENCE EDUCATION

Terminal Objective 3.0 (E)

Post-Assessment

Major Goal 3.0: Analyze career opportunities and their requirements and compare these to personal potential and expectations (Self-evaluation).

Minimum Student Criterion: As evidence of satisfactory progress toward Goal 3.0, the student will score higher on the post-assessment (administered two weeks prior to concluding the program) than on the preassessment (administered no later than the student's second week in the program).

Program Goal 3.1

Most careers require certain abilities, interests and personal characteristics for successful performance. Rate yourself on the following list of personal traits as "Weak," "Average," or "Strong" by circling the appropriate letter.

			Rating	
	Personal Traits	<u>Weak</u>	Average	Strong
1.	Working with printed materials, such as reading, writing reports, etc.	W	A	s
2.	Using numbers with speed and accuracy.	W	A	s
3.	Applying algebra, geometry and other types of mathematics to problems.	W	A	s
4.	Drawing, painting, working with clay, etc.	W	A	s
5.	Moving my hands and fingers with speed and accuracy.	W	A	s
6.	Singing or playing a musical instrument.	W	A	s
7.	Supervising and assisting other people with their work.	W	A	s
8.	Moving heavy objects and other tasks requiring physical strength.	W	A	s
9.	Manipulating small objects in a certain way.	W	A	s
10.	Using hand tools of various kinds.	W	A	s



			Rating	
	Personal Traits	<u>Weak</u>	Average-	Strong
11.	Communicating with other people in writing.	W	A	s
12.	Communicating with other people by speaking.	W	A	s
13.	Working with machinery of various kinds.	W	A	s
14.	Driving cars, trucks and other vehicles.	W	A	s
15.	Communicating with and serving the public.	W	A	s
16.	Working closely with other people to get the job done	. W	A	s
17.	Seeing the relationship of parts of an object to the whole object.	W	A	s
18.	Performing a task or making a product from start to finish by myself.	W	A	s
19.	Performing tasks which require above average mental ability.	W	A	s
20.	Working with young children.	W	A	s
21.	Following directions and procedures without error.	W	A	s
22.	Using my imagination to create new ideas, things or procedures.	W	A	s
23.	Working with adults.	W	A	s
24.	Collecting, evaluating and interpreting information and data.	W	A	s
25.	Organizing and directing the activities of others.	W	A	s
26.	Working with people who are sick or who have other problems.	W	A	s
27.	Setting goals and reaching them.	W	A	s
28.	Doing what I have to do when it should be done.	W	A	s
29.	Getting places on time.	W	A	S
30.	Giving up some things or pleasurable activities in order to get more important ones done.	W	A	s



Program Goal 3.2

In the spaces provided below, list a minimum of ten (10) careers of interest to you. Then, put a check in the appropriate box to indicate the training required for each career and a check to indicate the salary range for each career.

CAREER TRAINING REQUIREMENTS AND SALARY RANGES

Training Requirements								Salary R	anges	
CAREER	High School Graduation	Apprenticeship training	Post high school training but below a Bachelor's Degree	College Graduation	College training beyond Bachelor's Degree		\$5,000 to \$10,000 per year	\$10,000 to \$15,000 per year	\$15,000 to \$20,000 per year	Over \$20,000 . per year
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10.										
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12.										
13.										
14.										
15.										



Program Goal 3.3

Listed below are twenty (20) careers, all of which are included in the following occupational clusters:

- (1) business and office
- (2) marketing and distributive
- (3) public service
- (4) construction
- (5) health

For each career, give the number of the correct occupational cluster and then rate the careers according to opportunities for employment now and in ten years. Circle 'L' for Limited Opportunity, 'S' for Some Opportunity, and 'G' for Great Opportunity.

(NOTE: Example \underline{A} demonstrates that a bookkeeper is included in cluster #1, business and office occupations. The fact that 'G' is circled under employment opportunities in both columns shows that this is a great opportunity for bookkeepers now and in ten years.)

			Occupational		E	mploymer	nt Oppor	tuni	ities
		Career	Occupational Cluster		Now		In T	en :	Years
Example:	A.	Bookkeeper	1	L	s	©	L	s	©
	1.	Retail Salesworker		L	s	G	L	s	G
	2.	Social Worker		L	s	G	L	s	G
	3.	Physical Therapist		L	s	G	L	s	G
	4.	Accountant		L	s	G	L	s	G
	5.	Telephone Operator		L	s	G	L	s	G
	6.	Sheet Metal Worker		L	s	G	L	s	G
	7.	Teacher		L	s	G	L	s	G
	8.	Hospital Administrator		L	s	G	L	s	G
	9.	Secretary		L	s	G	L	s	G
	10.	Postal Clerk		L	s	G	L	s	G
	11.	Insurance Agent		L	s	G	L	s	G
	12.	Painter		L	s	G	L	s	G
	13.	Dentist		L	s	G	L	s	G
	14.	Local Truck Driver		L	s	G	L	s	G
	15.	Public Relations Worker		L	s	G	L	s	G
	16.	Plumber	404	L	s	G	L	s	G



Career		Occupational	Employment Opportunities						
		Cluster	Now			In	In Ten Years		
17.	Firefighter		L	s	G	L	s	G	
18.	Registered Nurse		L	s	G	L	s	G	
19.	Marketing Research Worker		L	s	G	L	s	G	
20.	Carpenter		L	s	G	L	s	G	

Program Goal 3.4

Write the titles of your first and second career choices (or two careers of interest to you) below. Then put a check in the appropriate box to indicate: (1) the training required for each career, and (2) the salary range for each career.

	Training Requirements						Salary Ranges			
CAREER	High School Graduation	Apprenticeship Training	Post high school training but below a Bachelor's Degree	Gra	m		\$5,000 to \$10,000 per year	\$10,000 to \$15,000 per year	\$15,000 to \$20,000 per year	Over \$20,000 per year
1.										
2.										

Program Goal 3.5

In the spaces provided on the next page, again list your first and second career choices and give the titles of the occupational clusters covering them. Then go back and review the thirty (30) personal traits given under item 3.1 on page one. Select five (5) of your traits from the list which will help you be successful in your two career choices and write them in the spaces provided.



Career (1st choice)	Occ. Cluster
Personal Characteristics:	
1.	
2.	•
3.	
4.	
5.	
Career (2nd choice)	Occ. Cluster
Career (2nd choice) Personal Characteristics:	Occ. Cluster
	Occ. Cluster
Personal Characteristics:	Occ. Cluster
Personal Characteristics: 1.	Occ. Cluster
Personal Characteristics: 1. 2.	Occ. Cluster
Personal Characteristics: 1. 2. 3.	Occ. Cluster



Date	Student
	

EXPLORATORY WORK EXPERIENCE EDUCATION

Terminal Objective 3.0 (E)

Pre- and Post-Assessment Key

Major Goal 3.0: Analyze career opportunities and their requirements and compare these to personal potential and expectations (Self-evaluation).

Minimum Student Criterion: As evidence of satisfactory progress toward Goal 3.0, the student will score higher on the post-assessment (administered two weeks prior to concluding the program) than on the pre-assessment (administered no later than the student's second week in the program).

Minimum Program Criterion: Based upon the comparisons of the pre-assessment and post-assessment responses to Terminal Objective 3.0 (E), at least eighty (80) percent of all students who complete a program of Exploratory Work Experience Education will demonstrate evidence of satisfactory progress toward Goal 3.0 by scoring higher on the post-assessment than on the pre-assessment.

Program Goal 3.1

Most careers require certain abilities, interests and personal characteristics for successful performance. Rate yourself on the following list of personal traits as "Weak," "Average," or "Strong" by circling the appropriate letter.

	Personal Traits	<u>Weak</u>	Rating Average	Strong
1.	Working with printed materials, such as reading, writing reports, etc.	W	A	s
2.	Using numbers with speed and accuracy.	W	A	s
3.	Applying algebra, geometry and other types of mathematics to problems.	W	A	s
4.	Drawing, painting, working with clay, etc.	W	A	s
5.	Moving my hands and fingers with speed and accuracy.	W	A	s
6.	Singing or playing a musical instrument.	W	A	s
7.	Supervising and assisting other people with their work.	W	A	s
8.	Moving heavy objects and other tasks requiring physical strength.	W	A	s
9.	Manipulating small objects in a certain way.	W	A	s



Key T.O. #3.0 (E)

		Personal Traits	<u>Weak</u>	Rating Average	Strong
	10.	Using hand tools of various kinds.	W	A	s
	11.	Communicating with other people in writing.	W	A	s
	12.	Communicating with other people by speaking.	W	A	s
	13.	Working with machinery of various kinds.	W	A	s
	14.	Driving cars, trucks and other vehicles.	W	A	s
	15.	Communicating with and serving the public.	W	A	s
	16.	Working closely with other people to get the job done.	W	A	s
	17.	Seeing the relationship of parts of an object to the whole object.	W	A	s
	18.	Performing a task or making a product from start to finish by myself.	W	A	s
	19.	Performing tasks which require above average mental ability.	W	A	s
	20.	Working with young children.	W	A	S
•	21.	Following directions and procedures without error.	W	A	S
	22.	Using my imagination to create new ideas, things or procedures.	W	A	s
	23.	Working with adults.	W	A	s
	24.	Collecting, evaluating and interpreting information and data.	W	A	s
	25.	Organizing and directing the activities of others.	W	. A	s
	26.	Working with people who are sick or who have other problems.	W	A	s
	27.	Setting goals and reaching them.	W	A	s
	28.	Doing what I have to do when it should be done.	W	A	s
	29.	Getting places on time.	W	A	s
	30.	Giving up some things or pleasurable activities in order to get more important ones done.	W	A	s

Key: This section is designed to give the student understanding of his own strengths and weaknesses. As such, this will not be included in the scoring of the assessment.

The Coordinator and student should discuss the student's strengths and weaknesses as seen by the student and use this information in planning the student's career choice.





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Program Goal 3.2

1

In the spaces provided below, list a minimum of ten (10) careers of interest to you. Then, put a check in the appropriate box to indicate the training required for each career and a check to indicate the salary range for each career.

CAREER TRAINING REQUIREMENTS AND SALARY RANGES

Training Requirements

Salary Ranges

		hip	chool t below a	duation	ining elor's	10,000 ar	\$15,000 ar	\$20,000 LF	, H
CAREER	High School	Apprenticeship training	Post high school training but below a Bachelor's Degree	College Graduation	College training beyond Bachelor's Degree	\$5,000 to \$10,000 per year	\$10,000 to \$15,000 per year	\$15,000 to \$20,000 per year	Over \$20,000 per year
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.					·				_
11.									
12.									
13.									
14.								 	
15.									

Key: In this section, score one point for each career that the student lists and for which he correctly identifies the training requirements and salary ranges. Total the points (15) and mark the total in the margin to the right of scale. The correctness of the answers is to be determined by the Work Experience Education Coordinator.



Program Goal 3.3

Listed below are twenty (20) careers, all of which are included in the following occupational clusters:

- (1) business and office
- (2) marketing and distributive
- (3) public service
- (4) construction
- (5) health

For each career, give the number of the correct occupational cluster and then rate the careers according to opportunities for employment now and in ten years. Circle ("L") for Limited Opportunity, ("S") for Some Opportunity, and ("G") for Great Opportunity.

(NOTE: Example \underline{A} demonstrates that a bookkeeper is included in cluster #1, business and office occupations. The fact that "G" is circled under employment opportunities in both columns shows that this is a great opportunity for bookkeepers now and in ten years.)

_			Occupational		Employment	Opportunities
		Career	Cluster		Now	In Ten Years
Example:	A.	Bookkeeper	1	L	s ©	L S 🕝
ſ ~.	1.	Retail Salesworker	2	L	S G	L S G
· · ·	2.	Social Worker	3	L	s G	L S G
	3.	Physical Therapist	5	L	s G	L S G
	4.	Accountant	1	L	s G	L S G
	5.	Telephone Operator	1	L	s G	L S G
	6.	Sheet Metal Worker	4	L	s G	L S G
	7.	Teacher	3	L	S G	L S G
	8.	Hospital Administrator	5	L	S G	① s G
	9.	Secretary	1	L	s G	L S G
	10.	Postal Clerk	3	L	G G	L S G
	11.	Insurance Agent	2	L	S G	L S G
	12.	Painter	4	L	S G	L S G
	13.	Dentist	5	L	s ©	r s @
%	14.	Local Truck Driver	2	L	(S) G	L S G
	15.	Public Relations Worker	1	L	S G	r s @
•	16.	Plumber	4	L	S G	L S G
O*		•				1

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		Occupational	Employment Opportunities					
	Career	Cluster	Now	In Ten Years				
17.	Firefighter	3	L S G	L S G				
18.	Registered Nurse	5	L S G	L s G				
19.	Marketing Research Worker	2	L S G	L S G				
20.	Carpenter	4	L S G	L S G				

Each career for which the student correctly identifies the occupational cluster and employment opportunities, one (1) point should be scored. Total the number of points scored and write the total in the margin to the right of the scale (Maximum 20). The correct occupational clusters are listed and the correct employment opportunities are circled on the chart above.

Program Goal 3.4

Write the titles of your first and second career choices (or two careers of interest to you) below. Then put a check in the appropriate box to indicate: (1) the training required for each career, and (2) the salary range for each career.

Training	Requirements
----------	--------------

Salary Ranges

CAREER	High School Graduation	Apprenticeship training	Post high school training but below a Bachelor's Degree	College Graduation	College training beyond a Bachelor's Degree	\$5,000 to \$10,000 per year	\$10,000 to \$15,000 per year	\$15,000 to \$20,000 per year	Over \$20,000 per year
1.									
2.									

Score five (5) points for each career which the student lists and gives the correct Key: training requirements and salary ranges (Maximum 1.0 pts.).

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Program Goal 3.5

In the spaces provided on the next page, again list your first and second career choices and give the titles of the occupational clusters covering them. Then go back and review the thirty (30) personal traits given under Item 3.1 on Page One. Select five (5) of your traits from the list which will help you be successful in your two career choices and write them in the spaces provided. 168



Key T.O. #3.0 (E)

Career (1st choice)	Occ. Cluster	
Personal Traits:		
2.		
3.		
4.		
5.	(Maximu	n 10 pts.)
Career (2nd choice)	Occ. Cluster	
Personal Traits:		
2.		
2.3.		

Key: Score two (2) points for each personal trait the student lists that is (1) important to that career and (2) a trait that is a valid strength of the student. Total the score and write the total in the right-hand margin.

Key Summary

Pre-Assessment

After each section of Terminal Objective 3.0 (E) has been scored, total all the scores. Then mark the total in the upper right-hand corner of page 1 of this instrument under the student's name and also on the student's Work Experience Record form. The total possible score on this assessment is 65.

Analyze the student's strengths and weaknesses, discuss them with the student and set up a program of study and experiences (including the use of selected Learning Activity Packages) that will lead to the student's satisfactory progress toward Major Goal 3.0.

(continued)



Key Summary (continued)

Post-Assessment

After each section of Terminal Objective 3.0 (E) has been scored, total all the scores. Then mark the total in the upper right-hand corner of page 1 under the student's name and also on the student's Work Experience Record form. The total possible score on this assessment is 65.

Determine whether the student has made satisfactory progress toward Goal 3.0. The student demonstrates evidence of satisfactory progress by scoring higher on the post-assessment than on the pre-assessment.

If the student has made satisfactory progress, initial the space designated on the student record form.

If the student has not made satisfactory progress, additional study and experiences should be prescribed.



Date	Student	
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GENERAL WORK EXPERIENCE EDUCATION

Terminal Objective 3.0 (G)

Post-Assessment

Major Goal 3.0: Analyze career opportunities and their requirements and compare these to personal potential and expectations (Self-evaluation).

Minimum Student Criterion: As evidence of satisfactory progress toward Goal 3.0, the student will score higher on the post-assessment (administered two weeks prior to concluding the program) than on the pre-assessment (administered no later than the student's second week in the program).

Program Goal 3.1

Most careers require certain abilities, interests and personal characteristics for successful performance. Rate yourself on the following list of personal traits as "Weak," "Average," or "Strong" by circling the appropriate letter.

			Rating		
	Personal Traits	<u>Weak</u>	Average	Strong	
1.	Working with printed materials, such as reading, writing reports, etc.	W	A	s	
2.	Using numbers with speed and accuracy.	W	A	s	
3.	Applying algebra, geometry and other types of mathematics to problems.	W	A	s	
4.	Drawing, painting, working with clay, etc.	W	A	s	
5.	Moving my hands and fingers with speed and accuracy.	W	A	s	
6.	Singing or playing a musical instrument.	W	A	s	-
7.	Supervising and assisting other people with their work.	W	A	s	TERMIN POST A
8.	Moving heavy objects and other tasks requiring physical strength.	W	A	s	TERMINAL OBJ. 3 POST ASSESSMENT
9.	Manipulating small objects in a certain way.	W	A	s	ENT 3
10.	Using hand tools of various kinds.	W	A	s	. •
11.	Communicating with other people in writing.	W	A	s	

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	Personal Traits	Weak	Rating Average	Strong
12.	Communicating with other people by speaking.	W	A	S
13.	Working with machinery of various kinds.	 W		
14.	Driving cars, trucks and other vehicles.		A	s
15.	Communicating with and serving the public.	W	A	S
16.	Working closely with other people to get the	W	A	S
	job done.	W	A	s
17.	Seeing the relationship of parts of an object to the whole object.	W	A	S
18.	Performing a task or making a product from start to finish by myself.	W	A	s
19.	Performing tasks which require above average mental ability.	W	A	s
20.	Working with young children.	W	A	S
21.	Following directions and procedures without error.	W	A	s
22.	Using my imagination to create new ideas, things or procedures.	W	A	S
23.	Working with adults.	W	A	s
24.	Collecting, evaluating and interpreting information and data.	W	A	s
25.	Organizing and directing the activities of others.	W	A	S
26.	Working with people who are sick or who have other problems.	W	A	s
27.	Setting goals and reaching them.	W	A	s
28.	Doing what I have to do when it should be done.	W	A	s
29.	Getting places on time.	W	A	s
30.	Giving up some things or pleasurable activities in order to get more important ones done.	W	A	s



4.4

Program Goal 3.2

In the spaces provided below, list a minimum of ten (10) careers in interest to you. Then, put a check in the appropriate box to indicate the training required for each career and a check to indicate the salary range for each career.

CAREER TRAINING REQUIREMENTS AND SALARY RANGES

Training Requirements

Salary Ranges										
CAREER	High School Graduation	Apprenticeship training	Post high school training but below a	College Graduation	College training beyond Bachelor's Degree		\$5,000 to \$10,000 per year	\$10,000 to \$15,000 per year	\$15,000 to \$20,000 per year	Over \$20,000 per year
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9.										
10.										
11.										
12.										
13.										
14.										
15.										



Program Goal 3.3

Listed below are twenty (20) careers, all of which are included in the following occupational clusters:

- (1) business and office
- (2) marketing and distributive
- (3) public service
- (4) construction
- (5) health

For each career, give the number of the correct occupational cluster and then rate the careers according to opportunities for employment now and in ten years. Circle 'L' for Limited Opportunity, 'S' for Some Opportunity, and 'G' for Great Opportunity.

(NOTE: Example \underline{A} demonstrates that a bookkeepr is included in cluster #1, business and office occupations. The fact that ' \underline{G} ' is circled under employment opportunities in both columns shows that this is a great opportunity for bookkeepers now and in ten years.)

Kee	pers	now and in ten years.)	Occupational		Em	ployment Op	porti	ıni t	ies
			Cluster		Now		In ?	<u>r</u> en	Years
Example:	Α.	Bookkeeper	1	L	s	G	L	s	©
	1.	Retail Salesworker		L	s	G	L	s	G
	2.	Social Worker		L	s	G	L	s	G
	3.	Physical Therapist		L	s	G	L	s	G
	4.	Accountant		L	s	G	L	s	G
	5.	Telephone Operator		L	s	G	L	s	G
	6.	Sheet Metal Worker		L	s	G	L	s	G
	7.	Teacher		L	s	G	L	s	G
	8.	Hospital Administrator		L	s	G	L	s	G
	9.	Secretary		L	s	G	L	s	G
	10.	Postal Clerk		L	s	G	L	s	G
	11.	Insurance Agent		L	s	G	L	s	G
	12.	Painter		L	s	G	L	s	G
	13.	Dentist		L	s	G	L	s	G
	14.	Local Truck Driver		L	s	G	L	s	G



		Occupational		Employment Opportunities					
	Career	Cluster		Now		In	Ten	Years	
17.	Firefighter		L	s	G	L	s	G	
18.	Registered Nurse		L	s	G	L	s	G	
19.	Marketing Research Worker		L	s	G	L	s	G	
20.	Carpenter		L	s	G	L	s	G	

Program Goal 3.4

Write the titles of your first and second career choices (or two careers of interest to you) below. Then put a check in the appropriate box to indicate: (1) the training required for each career, and (2) the salary range for each career.

	Training Requirements				Salary Ranges					
CAREER	High School Graduation	Apprenticeship training	Post high school training but below a Bachelor's Degree	College Graduation	m		\$5,000 to \$10,000 per year	\$10,000 to \$15,000 per year	\$15,000 to \$20,000 per year	Over \$20,000 per year
1.								-		
2.										

Program Goal 3.5

In the spaces provided on the next page, again list your first and second career choices and give the titles of the occupational clusters covering them. Then gc back and review the thirty (30) personal traits given under item 3.1 on page one. Select five (5) of your traits from the list which will help you be successful in your two career choices and write them in the spaces provided.



Career (1st choice)	Occ. Cluster	<u> </u>
Personal Characteristics:		
1.		
2.		
3.		
4.		
5.		
Career (2nd choice)	Occ. Cluster	
Personal Characteristics:		
1.		
2.		
3.		
4.	•	

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Date	•	Student
Date		Student

GENERAL WORK EXPERIENCE EDUCATION

Terminal Objective 3.0 (G)

Pre- and Post-Assessment Key

Major Goal 3.0: Analyze career opportunities and their requirements and compare these to personal potential and expectations (Self-evaluation).

Minimum Student Criterion: As evidence of satisfactory progress toward Goal 3.0, the student will score higher on the post-assessment (administered two weeks prior to concluding the program) than on the preassessment (administered no later than the student's second week in the program).

Minimum Program Criterion: Based upon the comparisons of the pre-assessment and post-assessment responses to Terminal Objective 3.0 (G), at least eighty (80) percent of all students who complete a program of General Work Experience Education will demonstrate evidence of satisfactory progress toward Goal 3.0 by scoring higher on the post-assessment than on the pre-assessment.

Program Goal 3.1

(

Most careers require certain abilities, interests and personal characteristics for successful performance. Rate yourself on the following list of personal traits as "Weak," "Average," or "Strong" by circling the appropriate letter.

			Rating	
	Personal Traits	Weak	Average	Strong
1.	Working with printed materials, such as reading, writing reports, etc.	W	A	s
2.	Using numbers with speed and accuracy.	W	A	S
3.	Applying algebra, geometry and other types of mathematics to problems.	W	A	S
4.	Drawing, painting, working with clay, etc.	W	A	S
5.	Moving my hands and fingers with speed and accuracy.	W	A	s
6.	Singing or playing a musical instrument.	W	A	s
7.	Supervising and assisting other people with their work.	W	Α .	S
8.	Moving heavy objects and other tasks requiring physical strength.	W	A	s
9.	Manipulating small objects in a certain way.	W	A	s



Key T.O. #3.0 (G)

	101 1101 1310 (6)		Rating	
	Personal Traits	Weak	Average	Strong
10.	Using hand tools of various kinds.	W	A	s
11.	Communicating with other people in writing.	W	A	s
12.	Communicating with other people by speaking.	W	A	S
13.	Working with machinery of various kinds.	W	A	S
14.	Driving cars, trucks and other vehicles.	W	A	S
15.	Communicating with and serving the public.	W	A	S
16.	Working closely with other people to get the job done.	W	A	S
17.	Seeing the relationship of parts of an object to the whole object.	W	A	S
18.	Performing a task or making a product from start to finish by myself.	W	A	s
19.	Performing tasks which require above average mental ability.	W	A	s
20.	Working with young children.	W	A	S
21.	Following directions and procedures without error	. W	A	S
22.	Using my imagination to create new ideas, things, or procedures.	W	A	S
23.	Working with adults.	W	A	S
24.	Collecting, evaluating and interpreting information and data.	₩	A	S
25.	Organizing and directing the activities of others	. w	A	s
26.	Working with people who are sick or who have other problems.	W	A	s
27.	Setting goals and reaching them.	W	A	s
28.	Doing what I have to do when it should be done.	W	A	s
29.	Getting places on time.	W	A .	S
30.	Giving up some things or pleasurable activities in order to get more important ones done.	W	A	S



<u>Key</u>: This section is designed to give the student understanding of his own strengths and weaknesses. As such, this will not be included in the scoring of the assessment.

The Coordinator and student should discuss the student's strengths and weaknesses as seen by the student and use this information in planning the student's career choice.





Program Goal 3.2

In the spaces provided below, list a minimum of ten (10) careers of interest to you. Then, put a check in the appropriate box to indicate the training required for each career and a check to indicate the salary range for each career.

CAREER TRAINING REQUIREMENTS AND SALARY RANGES

Training Requirements Salary Ranges \$10,000 to \$15,000 per year \$15,000 to \$20,000 \$5,000 to \$10,000 Apprenticeship over \$20,000 per year CAREER

Key: In this section, score one point for each career that the student lists and for which he correctly identifies the training requirements and salary ranges. Total the points and mark his total in the margin to the right of the scale. The correctness of the answers is to be determined by the Work Experience Education Coordinator.



Program Goal 3.3

Listed below are twenty (20) careers, all of which are included in the following occupational clusters:

- (1) business and office
- (2) marketing and distributive
- (3) public service
- (4) construction
- (5) health

For each career, give the number of the correct occupational cluster and then rate the careers according to opportunities for employment now and in ten years. Circle 'D' for Limited Opportunity, 'S' for Some Opportunity, and 'G' for Great Opportunity.

(NOTE: Example \underline{A} demonstrates that a bookkeeper is included in cluster #1, business and office occupations. The fact that ${}^{\bullet}\!G^{\bullet}$ is circled under employment opportunities in both columns shows that this is a great opportunity for bookkeepers now and in ten years.)

		Occupational		Em	oloyment	Opport	unit	ies
	Career	Cluster		Now		In	Ten	Years
Example A	. Bookkeeper	1	L	s	©	L	s	©
(3) 1	. Retail Salesworker	2	L	S	G	L	S	G
2	. Social Worker	3	L	s	©	L	s	©
3	. Physical Therapist	5	L	S	©	L	s	©
4	Accountant	1	L	s	©	L	S	6
5	Telephone Operator	1	L	s	©	L	S	©
6	Sheet Metal Worker	4	L	S	G	L	s	G
7	Teacher	3	L	(S)	G	L	③	G
. 8	Hospital Administrator	5	L	s	G	(L)	s	G
9.	Secretary	1	L	s	©	L	s	©
10.	Postal Clerk	3	L	(S)	G	L	(S)	G
11.	Insurance Agent	2	L	S	G	L	S	G
12.	Painter	4	L	(S)	G	L	S	G
13.	Dentist	5	L	s	©	L	s	©
() 14.	Local Truck Driver	2	L	©	G	L	S	G
15.	Public Relations Worker	1	L	⑤	G	L	S	©
16.	Plumber	4	L	S	G	L	S	G

Key T.O. #3.0 (G)

Employment Opportunities

Career	Occupational Cluster	Now	In Ten Years
17. Firefighter	3	r (S) G	L S G
18. Registered Nurse	5	r s @	L S G
19. Marketing Research Wo	orker 2	L S G	r s @
20. Carpenter	4	L S G	L S G

For each career which the student correctly identifies the occupational cluster Key: and employment opportunities, one (1) point should be scored. Total the number of points scored and write the total in the margin to the right of the scale. The correct occupational clusters are listed and the correct employment opportunities are circled on the chart above.

Program Goal 3.4

Write the titles of your first and second career choices (or two careers of interest to you) below. Then put a check in the appropriate box to indicate: (1) the training required for each career, and (2) the salary range for each career.

)	Tra	ining	Requir	emer	ıts		Salary R	anges	
CAREER	High School Graduation	Apprenticeship training	Post high school training but below a Bachelor's Degree	ij	College Training beyond Bachelor's Degree	\$5,000 to \$10,000 per year	. \$10,000 to \$15,000 per year	\$15,000 to \$20,000 per year	Over \$20,000 per year
1.									
2.									

Score five (5) points for each career for which the student lists the correct <u>training requirements and salary ranges.</u>

Program Goal 3.5

In the spaces provided on the next page, again list your first and second career choices and give the titles of the occupational clusters covering them. Then go back and review the thirty (30) personal traits given under item 3.1 on page one. Select five (5) of your traits from the list which will help you be successful in your two career choices and write them in the spaces provided.



Key T.O. #3.0 (G)

Personal Traits:		
1.	•	
2.		
3.		
4.	s.	
5.	•	
Career (2nd choice)	Occ. Clu	ıster
Personal Traits:		
1.	1	÷
2.		·
3.		
4.	·	
••		
5.		

Key Summary

Pre-Assessment

After each section of Terminal Objective 3.0 (G) has been scored, total all the scores. Then mark the total in the upper right-hand corner of page 1 under the student's name and also on the student's Work Experience Record form. The total possible score on this assessment is 65.

Analyze the student's strengths and weaknesses, discuss them with the student and set up a program of study and experiences (including the use of selected Learning Activity Packages) that will lead to the student's satisfactory progress toward Major Goal 3.0.



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Key Summary (continued)

Post-Assessment

After each section of Terminal Objective 3.0 (G) has been scored, total all the scores. Then mark the total in the upper right-hand corner of page 1 under the student's name and also on the student's Work Experience Record form. The total possible score on this assessment is 65.

Determine whether the student has made satisfactory progress toward Goal 3.0. The student demonstrates evidence of satisfactory progress by scoring higher on the post-assessment than on the pre-assessment.

If the student has made satisfactory progress, initial the space designated on the student record form.

If the student has not made satisfactory progress, additional study and experiences should be prescribed.



Da	t	ē		

Student		

TERMINAL OBJ. 3
POST ASSESSMENT

VOCATIONAL WORK EXPERIENCE EDUCATION

Terminal Objective 3.0 (V)

Post-Assessment

Major Goal 3.0: Analyze career opportunities and their requirements and compare these to personal potential and expectations (Self-evaluation).

Minimum Student Criterion: As evidence of satisfactory progress toward Goal 3.0, the student will score higher on the post-assessment (administered two weeks prior to concluding the program) than on the pre-assessment (administered no later than the student's second week in the program).

Program Goal_3.1

Most careers require certain abilities, interests and personal characteristics for successful performance. Rate yourself on the following list of personal traits as "Weak," "Average," or "Strong" by circling the appropriate letter.

			Rating	
	Personal Traits	Weak	Average	Strong
1.	Working with printed materials, such as reading, writing reports, etc.	W	A	s
2.	Using numbers with speed and accuracy.	W	A	s
3.	Applying algebra, geometry and other types of mathematics to problems.	W	A	s
4.	Drawing, painting, working with clay, etc.	W	A	s
5.	Moving my hands and fingers with speed and accuracy	. W	A	s
6.	Singing or playing a musical instrument.	W	A	s
7.	Supervising and assisting other people with their work.	W	A	s
8.	Moving heavy objects and other tasks requiring physical strength.	W	A	s
9.	Manipulating small objects in a certain way.	W	A	s
10.	Using hand tools of various kinds.	W	A	s



Post-Assessment T.O. #3.0 (V)

Rating

	Personal Traits	<u>Weak</u>	Average	Strong
11.	Communicating with other people in writing.	W	A	s
12.	Communicating with other people by speaking.	W	A	s
13.	Working with machinery of various kinds.	W	A	S
14.	Driving cars, trucks and other vehicles.	W	A	S
15.	Communicating with and serving the public.	W	A	S
16.	Working closely with other people to get the job done.	W	A	S
17.	Seeing the relationship of parts of an object to the whole object.	W	A [·]	s
18.	Performing a task or making a product from start to finish by myself.	W	A	s
19.	Performing tasks which require above average mental ability.	W	A	s
20.	Working with young children.	W	Α	s
21.	Following directions and procedures without error.	W	Α	s
22.	Using my imagination to create new ideas, things or procedures.	W	A	s
23.	Working with adults.	W	A	S
24.	Collecting, evaluating and interpreting information and data.			
25.	Organizing and directing the activities of others.	W	A	S
26.	Working with people who are sick or who have other problems.	W	A	s
27.	Setting goals and reaching them.	W	A	S
28.	Doing what I have to do when it should be done.	W	A	S
29.	Getting places on time.	W	A	S
30.	Giving up some things or pleasurable activities in order to get more important ones done.	W	A	S



Program Goal 3.2

A. Write the title of the occupational cluster covering your present work assignment in the space below.

Occupational	Cluster	
_		

B. Provide the title of your present work assignment and then list at least five additional careers within the same occupational cluster. Then put a check in the appropriate box to indicate the training required for each career and a check to indicate the salary range for each career.

CAREER TRAINING REQUIREMENTS AND SALARY RANGES

Training Requirements

Salary Ranges

CAREER	High School Graduation	Apprenticeship Training	Post high school training but below a Bachelor's Degree	College Graduation	College training beyond Bachelor's Degree	\$5,000 to \$10,000 per year	\$10,000 to \$15,000 per year	\$15,000 to \$20,000 per year	Over \$20,000 per year
1.									
2.									
3.									
4.				_					
5.				-					
6.									
7.						 		-	——
8.	_					 _			
9.									
10.									



Post-Assessment T.O. #3.0 (V)

C. Provide the title of your present work assignment and then list at least two additional careers within the same occupational cluster and two other careers which may be of interest to you. Rate each career according to opportunities for employment now and in ten years. Circle for "Limited Opportunity," s for "Some Opportunity," and for "Great Opportunity."

CAREI	<u>er</u>	•	EMP	LOYMENT	OPPOR	RTUNI	TIES
			Now		In	Ten	Years
1(present	assignment)	L	s	G	L	s	G
2. (relative	ted career)	. L	s	G	I.	s	G
3(rela	ted career)	L	s	G	L	s	G
4(altern	nate career)	. L	s	G	L	s	G
5. (altern	nate career)	. L	s	G	L	s	G



Program Goal 3.3

In the spaces provided below, identify (a) your present career assignment, (b) a more advanced career within the same assignment, and (c) a third career which may be of interest to you. Then, put a check in the appropriate box to indicate: (1) the training required for each career, and (2) the salary range for each career.

- ,	T	raining	Require	nents	3	Sal	lary Ra	nges	
CAREER	High School Graduatíon	Apprenticeship Training	Post high school but below a Bachelor's Degree	College Graduation	College training beyond Bachelor's Degree	\$5,000 to \$10,000 per year	\$10,000 to \$15,000 per year	\$15,000 to \$20,000 per year	Over \$20,000 per year
1. (Present career assignme	nt)			:					
2. (Advanced career)				,	_				
3. (Alternate career)									

Program Goal 3.4

A. In the spaces provided below, again list the three careers you listed in item 3.3. Go back and review the thirty (30) personal traits given under item 3.1. Select five (5) of your traits from the list which will help you to be successful in the three career choices and write them in the spaces provided.

1.	Career				
		(present	career	assignment)	

Personal Traits:

- 1.
- 2.
- 3.



	4.						
	5.						
2.	Career (a career related to your p	resent	ass	ianmer	n+)		
		2000	455	-9	,		
	Personal Traits:						
	1.						
	2.						
	3.						
	4.						
	5.						
	•·						
3.	Career						
	(an alternate ca	reer)					
	Personal Traits:						
	1.						
	2.						
	3. ¹						
	4,						
	5.						
в.	Write the titles of your three career choices aga circling the appropriate letter, (1) for "Limited Of Opportunity," and (3) for "Great Opportunity," the pin each career at the present time and five years what you chances are for entering each of the threthey are "Poor," "Good," or "Certain"?	pportu possib from	nity ilit now.	s"(\$) f ies fo Fina	or "Som or emplo	e ymeni dicai	t
	CAREER		Empl SENT		Opport FIVE Y		
	1.	L	s	G	L	s	G
	2.	L	s	G	L	s	G
•	3	L	s	G	L	s	G



Post-Assessment T.O. #3.0 (V)

	2(career choice five years from r		_	
	(present career choice)			
	1			
c.	Based upon your experiences in vocational Work Experience year and what you have learned about: (1) the career in been employed; (2) your abilities, interests and personand (3) employment opportunities and requirements for care what appears to be the most satisfying and realistic care you now and five years from now.	whic l ch	h yo arac	ou have cteristics;
	T.			
	3.	P	G	С
	2.	P	G	С
	1.	P	G	С



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Date	Student

VOCATIONAL WORK EXPERIENCE EDUCATION

Terminal Objective 3.0 (V)

Pre- and Post-Assessment Key

Major Goal 3.0: Analyze career opportunities and their requirements and compare these to personal potential and expectations (Self-evaluation).

Minimum Student Criterion: As evidence of satisfactory progress toward Goal 3.0, the student will score higher on the post-assessment (administered two weeks prior to concluding the program) than on the pre-assessment (administered no later than the student's second week in the program).

Minimum Program Criterion: Based upon the comparisons of the pre-assessment and post-assessment responses to Terminal Objective 3.0 (V), at least eighty (80) percent of all students who complete a program of Vocational Work Experience Education will demonstrate evidence of satisfactory progress toward Goal 3.0 by scoring higher on the post-assessment than on the pre-assessment.

Program Goal 3.1

Most careers require certain abilities, interests and personal characteristics for successful performance. Rate yourself on the following list of personal traits as "Weak," "Average," or "Strong" by circling the appropriate letter.

			Rating	
	Personal Traits	Weak	Average	Strong
1.	Working with printed materials, such as reading, writing reports, etc.	W	A	s
2.	Using numbers with speed and accuracy.	W	A	s
3.	Applying algebra, geometry and other types of mathematics to problems.	W	A	s
4.	Drawing, painting, working with clay, etc.	W	A	s
5.	Moving my hands and fingers with speed and accuracy	. W	A	s
6.	Singing or playing a musical instrument.	W	A	s
7.	Supervising and assisting other people with their work.	W	A	s
8.	Moving heavy objects and other tasks requiring physical strength.	W	A	s
9.	Manipulating small objects in a certain way.	W	A	s
10.	Using hand tools of various kinds.	W	A	s



Key T.O. #3.0 (V)

	Personal Traits	<u>Weak</u>	Rating Average	Strong
11.	Communicating with other people in writing.	W	A	s
12.	Communicating with other people by speaking.	W	A	s
13.	Working with machinery of various kinds.	W	A	s
14.	Driving cars, trucks and other vehicles.	W	A	s
15.	Communicating with and serving the public.	W	A	s
16.	Working closely with other people to get the job done.			
17.	Seeing the relationship of parts of an object to the whole object.	W	A	s
18.	Performing a task or making a product from start to finish by myself.	W	A	s
19.	Performing tasks which require above average mental ability.	W	A	s
20.	Working with young children.	W	A	s
21.	Following directions and procedures without error.	W	A	s
22.	Using my imagination to create new ideas, things or procedures.	W	A	s
23.	Working with adults.	W	A	s
24.	Collecting, evaluating and interpreting information and data.	W	A	s
25.	Organizing and directing the activities of others.	W	A	s
26.	Working with people who are sick or who have other problems.	W	A	s
27.	Setting goals and reaching them.	W	A	s
28.	Doing what I have to do when it should be done.	W	A	s
29.	Getting places on time.	W	A	s
30.	Giving up some things or pleasurable activities in order to get more important ones done.	W	A .	s

<u>Key</u>: This section is designed to give the student understanding of his own strengths and weaknesses. As such, this will not be included in the scoring of the assessment.

The Coordinator and student should discuss the student's strengths and weaknesses as seen by the student and use this information in planning the student's career choice.



Program Goal 3.2

A. Write the title of the occupational cluster covering your present work assignment in the space below.

Occupational Cluster

B. Provide the title of your present work assignment and then list at least five additional careers within the same occupational cluster. Then put a check in the appropriate box to indicate the training required for each career and a check to indicate the salary range for each career.

CAREER TRAINING REQUIREMENTS AND SALARY RANGES

Training Requirements

Salary Ranges

CAREER	High School Graduation	Apprenticeship training	Post High School training but below a Bachelor's Degree	College Graduation	College training beyond Bachelor's Degree	\$5,000 to \$10,000	per year	\$10,000 to \$15,000 per year	\$15,000 to \$20,000 per year	Over \$20,000 per year
_1.										
_ 2.										
3										
_4						_	_ .			
5.						\bot	4			
_6							_			
_7.							\perp			
_8.										
9										
_10.										

Key: Score one point for each career that the student lists and for which he correctly identifies the training requirements and salary ranges. Total the points and mark the total in the margin to the right of the scale. The correctness of the answers is to be determined by the Work Experience Education Coordinator.



Key T.O. #3.0 (V)

C. Provide the title of your present work assignment and then list at least two additional careers within the same occupational cluster and two other carerrs which may be of interest to you. Rate each career according to opportunities for employment now and in ten years. Circle (1) for "Limited Opportunity," Sfor "Some Opportunity," and Gfor "Great Opportunity."

	CAREER			EMPLOYMENT	OPI	PORT	NITIES
			Now	•	In	Ten	Years
1.		L	s	G	L	s	G
	(present assignment)						
2.		L	s	G	L	s	G
	(related career)						
3.	·	L	s	G	L	S	G
	(related career)						
4.		L	S	G	L	s	G.
_	(alternate career)					-	•
5.		L	s	G	L	S	G
•	(alternate career)				_	-	-

Key: Score two points for each career that the student lists in the correct category and correctly identifies the employment opportunities. Total the points and mark the total in the margin to the right of the scale.



Program Goal 3.3

In the spaces provided below, identify (a) your present career assignment, (b) a more advanced career within the same assignment, and (c) a third career which may be of interest to you. Then, put a check in the appropriate box to indicate: (1) the training requirements for each career, and (2) the salary range for each career.

	Training Requirements					Salary Ranges			
CAREER	High School Graduation	Apprenticeship Training	Post high school training but below a Bachelor's Degree	College Graduation	College training beyond Bachelor's Degree	\$5,000 to \$10,000 per year	\$15,000 to \$10,000 per year	\$15,000 to \$20,000 per year	\$20,000 and Over per year
1. (Present career assignment)									
2. (Advanced career)									
3. (Alternate career)									

<u>Key:</u> Score two points for each career that the student lists and correctly identifies the training requirements and salary ranges. Total the points and mark the total in the margin to the right of the scale. The correctness of the answers is to be determined by the Work Experience Education Coordinator.

Program Goal 3.4

3.

A.	In the spaces provided below, again list the three careers you listed in item
	3.3. Go back and review the thirty (30) personal traits given under item 3.1.
	Select five (5) of your traits from the list which will help you to be success-
	ful in the three career choices and write them in the spaces provided.

		traits from the list which will help you to be success- choices and write them in the spaces provided.
1.	Career	
		(present career assignment)
	Personal Traits:	
	1.	
	2.	

ERIC

	4.	•						
	5.							
2.	Career (a career related to your	nrecent	2001	~~~				
	•	bresenc	asst	Aime	sii c j			
	Personal Traits:							
	1							
	2.							
	3.							
	4.							
	5.							
	•							
3.	Career							
	(an alternate	career)	<u>-</u>	_				
	Personal Traits:							
	1.							
	2.							
	3.							
	4.							
	5.	•						
14	•	<u>.</u>						
Key:	Score one point for each personal trait that the opinion of the Coordinator, is (1) important to that is a valid strength of the student. Total	that co	reer.	an	d(2)	a tr	ait	
	the right hand margin.	the sci	ore ar	ia a	riie i	λλn ——	•	
·	B. Write the titles of your three career choice circling the appropriate letter, L for "Lime Opportunity," and G for "Great Opportunity ment in each career at the present time and indicate what your chances are for entering you think they are "Poor," "Good," or "Certains and the control of	ited Opp y," the five yo each or	portur possi ears i	nity ibil Erom	,"Sf ities now.	or " for Fin	Some empl	e Loy−
	CAREER	200		yme	nt Opp			
		PRI	ESENT		FIVE	<u> YEAR</u>	.⇒ AH	1EAD
	1.	L	S	G		L	S	G
	2	L	S	G		L	S	G
	3	L	s	G		L	s	G



Key T.O. #3.0 (V)

	CAREER	POSSIBILITY OF ENTRY
	1.	P G C
	2.	P G C
	3.	P G C
Кеу:	the employment opportunities. Score findgment of the Coordinator, or the st	or which the student correctly identifies ive (5) points for each career if, in the udent has made a logical choice of careers ests. Total the points in this section aht of the scale.
	<pre>and what you have learned about (1 employed; (2) your abilities, inte (3) employment opportunities and r</pre>	ational Work Experience Education this year) the career in which you have been rests and personal characteristics; and equirements for careers; identify what and realistic career choice for you now
	1(p	resent career choice)
<i>,</i>	2. (career	choice five years from now)
Кеу:	Each career choice in this section is Coordinator should judge the appropria student's abilities and interests and	teness of choices in relation to the

Key Summary

Pre-Assessment

After each section of Terminal Objective 3.0 (V) has been scored, total all the scores. Then mark the total in the upper right-hand corner of page 1 under the student's name and also on the student's Work Experience Record Form. The total possible score on this assessment is 57.

Analyze the student's strengths and weaknesses, discuss them with the student and set up a program of study and experiences (including the use of selected Learning Activity Packages) that will lead to the student's satisfactory progress toward Major Goal 3.0.



Key Summary (continued)

Post-Assessment

After each section of Terminal Objective 3.0 (V) has been scored, total all the scores. Then mark the total in the upper right-hand corner of page 1 under the student's name and also on the student's Work Experience Record Form. The total possible score on this assessment is 57.

Determine whether the student has made satisfactory progress toward Goal 3.0. The student demonstrates evidence of satisfactory progress by scoring higher on the post-assessment than on the pre-assessment.

If the student has made satisfactory progress, initial the space designated on the student record form.

If the student has not made satisfactory progress, additional study and experiences should be prescribed.

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EXPLORATORY TERMINAL (5J. 4 POST ASSESSMENT

EXPLORATORY WORK EXPERIENCE EDUCATION

Terminal Objective 4.0 (E)

Post-Assessment

Major Goal 4.0: Relate in a positive manner to Work Experience Education sponsors, to employers and their employees, and to the public served (Inter-personal Relations).

Minimum Student Criterion: As evidence of satisfactory progress toward Major Goal 4.0, the student will obtain an average rating of "4" on the "Sponsor's Rating Form" on those items which are applicable to his Exploratory Work Experience Education.

Frogram Goals 4.1, 4.2, 4.4 (4.3 follows this grouping)

- A. On your last day of observation or participation in at least three Exploratory Work Experience Education stations where you have spent a minimum of ten (10) hours, request your sponsor to complete the "Sponsor's Rating Form" which is attached. If possible, discuss his conclusions with him.
- B. If you received an average rating of less than "4" on any section of the form, list the items on which you were rated "3" or less in the spaces below. Then briefly describe what you can do to improve your appearance or performance. Give the completed "Sponsor's Rating Form' to your Work Experience Education Coordinator and ask him for his comments on any suggestions you have made for self-improvements.

1			
(Name	of Sponsor)	(Location of Sponsor)	(Date)
Items Rated Section No.	"3" or Below Rating	Suggestions f	or Improvement
			
			



Post-Assessment T.O. #4.0 (E)

(Name of Sponsor)	(Location of Sponsor) (Date)
Items Rated "3" or Below	Suggestions for Improvements
ction No. Rating	
	1
	•
(Name of Sponsor)	17
(Name Of Sponsor)	(Location of Sponsor) (Date)
Items Rated "3" or Below	
ction No. Rating	Suggestions for Improvements



T.O. #4.0 (E)

SPONSOR'S RATING FORM

	(NAME OF SPONS	SOR)		(NAME OF	STUDENT)	•
	(LOCATION OF SPON	ISOR)		(SCH	OOL)	
	(DATE)			HOURS AT THIS	LOCATION)
DIRE	CTIONS: Please rate the applicable to hi your supervision	s period of ob				
	SEC	TION A DRES		MING		
	ITEM	RATI 1	<u>NG</u> 2	<u>3</u>	4	<u>5</u>
		Not	Poor	_	_	_
1.	Personal cleanliness	Acceptable	Taste	Fair	Good	Excellent
2.	Grooming and neatness	Not	Poor			
	•	Acceptable	Taste	Fair	Good	Excellent
з.	Clothing	Not	Poor			
	·	Acceptable	Taste	Fair	Good	Excellent
4.	Hair Style	Not	Poor			
		Acceptable	Taste	Fair	Good	Excellent
5.	Accepts suggestions	Rejects	Accepts			Accepts
	for improvements	Suggestions	Grudgingl	y Sometimes	Usually	Cheerfully
		SECTION B D		TY		
	ITEM	RATI		3	4	E
	I I EM	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
6.	Reports to location					_
	on time	Never	Seldom	Sometimes	Usually	Alw ay s
7.	Notifies sponsor when					
	late or absent	Never	Seldom	Sometimes	Usu a lly	Always
8.	Is a clock watcher	Never	Seldom	Sometimes	Usually	Always
9.	Carries through on					
	assignments	Never	Seldom	Sometimes	Usually	Always



T.O. #4.0 (E)

SPONSOR'S RATING FORM (continued)

	SECTION C BEHAVIOR AND ATTITUDES					
		RATI	NG			
	ITEM	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
10.	Behavior appropriate to the sponsor's requirements	Never	Seldom	Sometimes	Usually	Always
11.	Participates when given the opportunity	Never	Seldom	Sometimes	Usually	Always
12.	Asks sensible questions related to the sponsor's purposes	Never	Seldom	Sometimes	Usually	Always
13.	Demonstrates a positive attitude toward sponsor	Never	Seldom	Sometimes	Usually	Always
14.	Accepts and reacts positively to criticism	Never	Seldom	Sometimes	Usually	Always
15.	Is courteous and cheerful	Never	Seldom	Sometimes	Usually	Always
16.	Asks for help when necessary	Never	Seldom	Sometimes	Usually	Always
17.	Relates positively to employees	Never	Seldom	Sometimes	Usually	Always
18.	Seeks responsibility but doesn't assume it without permission	Never	Seldom	Sometimes	Usually	Always
	SECTIO	N D THI	E PUBLIC SEF	RVED		
	ITEM	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
19.	Recognizes the needs of the public served	Never	Seldom	Sometimes	Usually	Always
20.	Relates positively to the public served	Never	Seldom	Sometimes	Usually	Always
21.	Attitude toward the public promotes good will	Never	Seldom	Sometimes	Usually	Always
22.	Is helpful and courteous	Never	Seldom	Sometimes	Usually	Always

PLEASE RETURN THIS COMPLETED FORM TO THE STUDENT AND DISCUSS YOUR RATING WITH HIM. YOU MAY HAVE SUGGESTIONS FOR IMPROVEMENT OF HIS APPEARANCE, BEHAVIOR, OR PERFORMANCE.



Post-Assessment T.O. #4.0 (E)

From your Exploratory Work Exponential Consumer publics and name a to		assignment identify three (3) requires which you might perform.	
Program Goal 4.3			
	TOTAL	=averag	e ratin
Total Score for Section Number of Items Rated	D =	= an average score of	
Number of Items Rated	=	= an average score of	
Total Score for Section Number of Items Rated	B =	= an average score of	
Total Score for Section Number of Items Rated	A =	= an average score of	



Date		Student
•	EXPLORATORY WORK	EXPERIENCE EDUCATION
	Terminal Ob	ojective 4.0 (E)
	Post-As	ssessment Key
Major Goal 4.0:		manner to Work Experience Education sponsors, employees, and to the public served ions)
<u> Minimum</u> <u>Student</u>	each of the rating for	ts will obtain an average rating of "4" on ums (sponsors, fellow employees, and public Licable to his Exploratory Work Experience
Minimum Program	an average rating of " (sponsors, fellow empl	inety (90) percent of the students who bry Work Experience Program will receive 4" on each of the three rating forms toyees, and the public served) which are book assignments as evidence of satisfactory Goal 4.0.
A. On your las	.1, 4.2, 4.4 (4.3 follow t day of observation or	participation in at least three Exploratory
A. On your las Work Experi hours, requ	t day of observation or ence Education stations	participation in at least three Exploratory where you have spent a minimum of ten (10) plete the "Sponsor's Rating Form" which is
A. On your las Work Experi hours, requ attached. B. If you rece list the it briefly des the complet	t day of observation or ence Education stations est your sponsor to comp If possible discuss his ived an average rating o ems on which you were racribe what you can do to ed "Sponsor's Rating For and ask him for his com	participation in at least three Exploratory where you have spent a minimum of ten (10) plete the "Sponsor's Rating Form" which is conclusions with him. of less than "4" on any section of the form, ated "3" or less in the spaces below. Then
A. On your las Work Experi hours, requ attached. B. If you rece list the it briefly des the complet Coordinator self-improv 1.	t day of observation or ence Education stations est your sponsor to comp If possible discuss his ived an average rating of ems on which you were racribe what you can do to ed "Sponsor's Rating For and ask him for his comements.	participation in at least three Exploratory where you have spent a minimum of ten (10) plete the "Sponsor's Rating Form" which is conclusions with him. of less than "4" on any section of the form, ated "3" or less in the spaces below. Then improve your appearance or performance. Girm" to your Work Experience Education
A. On your las Work Experi hours, requ attached. B. If you rece list the it briefly des the complet Coordinator self-improv 1.	t day of observation or ence Education stations est your sponsor to comp If possible discuss his ived an average rating or ems on which you were racribe what you can do to ed "Sponsor's Rating For and ask him for his comements. Of sponsor) (Locat	participation in at least three Exploratory where you have spent a minimum of ten (10) plete the "Sponsor's Rating Form" which is conclusions with him. of less than "4" on any section of the form, ated "3" or less in the spaces below. Then improve your appearance or performance. Gim" to your Work Experience Education ments on any suggestions you have made for
A. On your las Work Experi hours, requ attached. B. If you rece list the it briefly des the complet Coordinator self-improv 1. (Name Items Rated "3"	t day of observation or ence Education stations est your sponsor to comp If possible discuss his ived an average rating o ems on which you were racribe what you can do to ed "Sponsor's Rating For and ask him for his comements. of sponsor) (Locat or below	participation in at least three Exploratory where you have spent a minimum of ten (10) plete the "Sponsor's Rating Form" which is conclusions with him. of less than "4" on any section of the form, ated "3" or less in the spaces below. Then improve your appearance or performance. Girm" to your Work Experience Education ments on any suggestions you have made for cion of sponsor) (Date)
A. On your las Work Experi hours, requ attached. B. If you rece list the it briefly des the complet Coordinator self-improv 1. (Name Items Rated "3"	t day of observation or ence Education stations est your sponsor to comp If possible discuss his ived an average rating o ems on which you were racribe what you can do to ed "Sponsor's Rating For and ask him for his comements. of sponsor) (Locat or below	participation in at least three Exploratory where you have spent a minimum of ten (10) plete the "Sponsor's Rating Form" which is conclusions with him. of less than "4" on any section of the form, ated "3" or less in the spaces below. Then improve your appearance or performance. Gim" to your Work Experience Education ments on any suggestions you have made for cion of sponsor) (Date)
A. On your las Work Experi hours, requ attached. B. If you rece list the it briefly des the complet Coordinator self-improv 1. (Name Items Rated "3"	t day of observation or ence Education stations est your sponsor to comp If possible discuss his ived an average rating o ems on which you were racribe what you can do to ed "Sponsor's Rating For and ask him for his comements. of sponsor) (Locat or below	participation in at least three Exploratory where you have spent a minimum of ten (10) plete the "Sponsor's Rating Form" which is conclusions with him. of less than "4" on any section of the form, ated "3" or less in the spaces below. Then improve your appearance or performance. Girm" to your Work Experience Education ments on any suggestions you have made for cion of sponsor) (Date)
A. On your las Work Experi hours, requ attached. B. If you rece list the it briefly des the complet Coordinator self-improv 1. (Name Items Rated "3"	t day of observation or ence Education stations est your sponsor to comp If possible discuss his ived an average rating o ems on which you were racribe what you can do to ed "Sponsor's Rating For and ask him for his comements. of sponsor) (Locat or below	participation in at least three Exploratory where you have spent a minimum of ten (10) plete the "Sponsor's Rating Form" which is conclusions with him. of less than "4" on any section of the form, ated "3" or less in the spaces below. Then improve your appearance or performance. Gim" to your Work Experience Education ments on any suggestions you have made for cion of sponsor) (Date)



Key T.O. #4.0 (E)

2	
(Name of Sponsor)	(Location of sponsor) (Date)
Items Rated "3" or Below Section No. Rating	Suggestions for Improvements
3.	
(Name of Sponsor)	(Location of sponsor) (Date)
Items Rated "3" or Below Section No. Rating	Suggestions for Improvements

Key Summary

Using the scoring scale on the Sponsor's Rating Form, determine the student's average score. To successfully meet the minimum criterion of this goal, the student should receive an average rating of "4".

In Section B, the student was asked to list any items that were rated "3" or below and to make some suggestion for improvement. This section should be done to the satisfaction of the coordinator. The insights shown by the student and the feasibility of his suggestions should be factors in the coordinator's appraisal of the student's suggestions.

If the student completes the Terminal Objective satisfactorily, the Work Experience Education Coordinator should write "Satisfactory Completion" in the upper right-hand corner of Page 1 of this instrument under the student's name and also initial the space provided on the student's Work Experience Record Form.



Key T.O. #4.0 (E)

SPONSOR'S RATING FORM

	(NAME OF SPONSOR)			(NAME	OF STUDENT)
-	(LOCATION OF SPONSOR)			(sc	HOOL)	
	(DATE)			(HOURS AT	THIS LOCA	TTON)
DIF	RECTIONS: Please rate the applicable to your supervising	ne student by his period of ion.	circling the observation	items on th	is form wh	ich are
	<u> </u>	SECTION A D		MING		
	ITEM	<u>RA</u> 1	TING 2	<u>3</u>	4	5
		=	-	<u> </u>		<u>5</u>
1.	Personal Cleanliness	Not Acceptable	Poor Taste	Fair	Good	Excellent
2.	Grooming and Neatness	Not Acceptable	Poor Taste	Fair	Good	Excellent
3.	Clothing	Not Acceptable	Poor Taste	Fair	Good	Excellent
4.	Hair Style	Not Acceptable	Poor Taste	Fair	Good	Excellent
5.	Accepts Suggestions for Improvements	Rejects Suggestions	Accepts Grudgingly	Sometimes	Usually	Accepts Cheerfully
		SECTION B		<u>Y</u>		
	ITEM	•	RATING	_	_	_
	TTEM	<u>1</u>	2	<u>3</u>	4	<u>5</u>
6.	Reports to Location on Time	Never	Seldom	Sometimes	Usually	Always
7.	Notifies Sponsor when Late or Absent	Never	Seldom	Sometimes	Usually	Always
8.	Is a Clock Watcher	Never	Seldom	Sometimes	Usually	Always
9.	Carries Through on Assignments	Never	Seldom	Sometimes	Usually	Always





Key T.O. #4.0 (E)

SPONSOR'S RATING FORM (continued)

SECTION C -- BEHAVIOR AND ATTITUDES RATING

	ITEM	1	2	<u>3</u>	4	<u>5</u>
10.	Behavior appropriate to the sponsor's requirements	Never	Seldom	Sometimes	Usually	Always
11.	Participates when given the opportunity	Never	Seldom	Sometimes	Usually	Always
12.	Asks sensible questions related to the sponsor's purposes	Never	· Seliom	Sometimes	Usually	Always
13.	Demonstrates a positive attitude toward sponsor	Never	Seldom	Sometimes	Usually	Always
14.	Accepts and reacts positively to criticism	Never	Seldom	Sometimes	Usually	Always
15.	Is courteous and cheerful	Never	Seldom	Sometimes	Usually	Always
16.	Asks for help when necessary	Never	Seldom	Sometimes	Usually	Always
17.	Relates positively to employees	Never	Seldom	Sometimes	Usually	Always
18.	Seeks responsibi but doesn't assume it thout permission	Never	Seldom	Sometimes	Usually	Always
	SECTION	N D	THE PUBLIC RATING	SERVED		
	ITEM	1	2	<u>3</u>	4	<u>5</u>
19.	Recognizes the needs of the public served	Never	Seldom	Sometimes	Usually	Always
20.	Relates positively to the public served	Never	Seldom	Sometimes	Usually	Always
21.	Attitude toward the public promotes good will	Never	Seldom	Sometimes	Usually	Always
22.	Is helpful and courteous	Never	Seldom	Sometimes	Usually	Always

PLEASE RETURN THIS COMPLETED FORM TO THE STUDENT AND DISCUSS YOUR RATING WITH HIM. YOU MAY HAVE SUGGESTIONS FOR IMPROVEMENTS OF HIS APPEARANCE, BEHAVIOR, OR PERFORMANCE.



ERIC

SCORING - SPONSOR'S RATING FORM:

			TOTAL		4	=_			_average	rating
Total Score for Number of Items		D = . =		. =	an	average	score	of		
Total Score for Number of Items		C = . =		=	an	average	score	of		
Total Score for Number of Items		B = .		. =	an	average	score	of		
Number of Items		A = .		. =	an	average	score	of		

Key Summary

- A. To determine the student's average rating the following procedure should be followed.
 - 1. Mark each response on the rating scale with the value that is shown at the top of its column.
 - 2. Total the numbers on the responses to obtain the score for the section.
 - 3. Mark the total score for each section on the scoring form below.
 - 4. Divide each section total by the number of items rated to obtain the average for the section.
 - 5. Total the averages of the sections.
 - 6. Divide the total of the averages by four (4) to obtain the student's average rating.
- B. The student's average rating should be marked on Page 1 under the student's name. If the student has an average of 4 or higher, mark "Satisfactory Completion" under the score and initial the prescribed space on the student's Work Experience Record Form.



Program Goal 4.3					
From your Exploratory Work Experience Education assignment, identify three (3) consumer publics and name a type of service each requires which you might perform.					
PUBLIC	SERVICE REQUIRED				
					
	· · · · · · · · · · · · · · · · · · ·				
	•				
	•				



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GENERAL WORK EXPERIENCE EDUCATION

Terminal Objective 4.0 (G)

Post-Assessment

- Major Goal 4.0: Relate in a positive manner to Work Experience Education sponsors, to employers and their employees and to the public served (Inter-personal Relations).
- Minimum Student Criterion: The students will obtain an average rating of "4" on each of the rating forms (sponsors, fellow employees, and public served) which are applicable to his General Work Experience Education assignment as evidence of satisfactory progress toward Major Goal 4.0.

Program Goals 4.1, 4.2, 4.4 (4.3 follows this grouping)

- A. Two weeks prior to the close of your employment under General Work Experience Education, request your sponsor to arrange for completion of the forms which are attached.
 - 1. The "SPONSOR'S RATING FORM" which is to be completed by your sponsor.
 - 2. The "FELLOW EMPLOYEES RATING FORM" which is to be completed by another employee selected by your sponsor or employer.
 - 3. The form entitled "THE PUBLIC SERVED" is to be completed by your sponsor or employer only if your work assignment has included direct contact with the public served by your employer.
- B. If you received an average rating of less than "4" on any one of the three forms, list the items on which you were rated "3" or less in the spaces below. Then briefly describe what you can do to improve your appearance, attitudes, or performance. Give the completed rating forms to your Work Experience Education Coordinator and ask him for his comments on any suggestions you have made for self-improvement.

(Name of Sponsor)	(Location of Sponsor) (Date)	
Items Rated "3" or Below Section No. Rating	Suggestions for Improvements	
		_



GENERAL
TERMINAL OBJ. 4
POST ASSESSMENT

Post-Assessment T.O. #4.0 (G)

2	
(Name of Sponsor)	(Location of Sponsor) (Date)
Items Rated "3" or Below Section No. Rating	Suggestions for Improvements
(Name of Sponsor)	(Location of Sponsor) (Date)
Items Rated "3" or Below	Suggestions for Improvements
Section No. Rating	
Program Goal 4.3	
mene. Identity the career re	ull time in your present Work Experience Education assign- presented by your Work Experience Education assignment and the most important need of each of the publics listed.
Career Title	
Employer's most impor	tant need
Fellow employees' mos	t important need
Customer's (consumers) most important need



•			
Date	- <u> </u>	Student	
	GENERAL	WORK EXPERIENCE EDUCATION	
	Termi	nal Objective 4.0 (G)	
		KEY	
Major		tive manner to Work Experien their employees and to the Relations).	
<u>Minimu</u>	each of the rati served) which ar	tudents will obtain an avera ing forms (sponsors, fellow e se applicable to his General ment as evidence of satisfac	mployees, and public Work Experience
Minimu	the General Work of "4" on each o and the public s	ast ninety (90) percent of t Experience program will rec of the three rating forms (sp erved) which are applicable se of satisfactory progress t	eive an average rating onsors, fellow employees, to their work assign-
Progra	m Goals 4.1, 4.2, 4.4 (4.	3 follows this grouping)	
Ed		of your employment under Gen sor to arrange for completion	
1.	The "SPONSOR'S RATING FOR	RM" which is to be completed	by your sponsor.
2.	The "FELLOW EMPLOYEES RATemployee selected by your	TING FORM" which is to be comes sponsor or employer.	pleted by another
3.		LIC SERVED" is to be complete k assignment has included di c employer.	
fo Th or Ed	rms, list the items on whice en briefly describe what yo performance. Give the com	ating of less than "4" on any ch you were rated "3" or less ou can do to improve your approperation and the second of the second	e in the spaces below. Dearance, attitudes, Work Experience
ı	(Name of Sponsor)	(Location of Sponsor)	(Date)

T

Items Rated "3" or Below Section No. Rating

Suggestions for Improvements

(Name of Sponsor)	(Location of Sponsor)	(Date)
Items Rated "3" or Below Section No. Rating	Suggestions for Im	provements
		· · · · · · · · · · · · · · · · · · ·
7		
(Name of Sponsor)	(Location of Sponsor)	(Date)
	(Location of Sponsor) Suggestions for Imp	
(Name of Sponsor) Items Rated "3" or Below		

KEY SUMMARY

The criterion for satisfactory completion of this Terminal Objective is that the student obtain an average of "4" on the rating scales used. To determine the student's average rating on each of the three rating forms (sponsor, fellow employees and public served), the following procedure should be followed:

- 1. Count the number of responses in each column of a section.
- 2. Multiply the number of responses by the value of the column (listed at the bottom of the column). Place that total in the box at the bottom of the column.
- 3. Add the totals of columns A+B+C+D+E and place them in the subtotal box.
- 4. Divide the subtotal by 5 to obtain the average rating for the section.
- 5. Add the average ratings and place that grand total in the box at the end of the rating form.
- 6. Divide the grand total by 3 to obtain the student's average for the rating form.

After obtaining the student's average score, mark that score in the upper right-hand corner of page one under the student's name and also on the Student's Work Experience Record Form.



Key Summary (continued)

If the student has obtained an average of "4" on the three rating forms, the Work Experience Education Coordinator should write "Satisfactory Completion" under the student's name on page one and should place his initials in the space designated on the Student's Work Experience Record Form.

In Section B, the student was asked to list any items that were rated "3" or below and to make suggestions for his improvement. This section should be completed to the satisfaction of the Coordinator. The insights shown by the student and the feasibility of his suggestions should be factors in the Coordinator's response to the student's suggestions.

Program Goal 4.3

Assume that you are working full time in your present Work Experience Education assignment. Identify the career represented by your Work Experience Education assignment and state what you consider to be the most important need of each of the publics listed.

Employer's	most important need	
Fellow emp	loyees' most important need	
Customer's	(consumers) most important need	



-3-

TERMINAL OBJ. 4
POST ASSESSMENT

VOCATIONAL WORK EXPERIENCE EDUCATION

Terminal Objective 4.0 (V)

Post-Assessment

- Major Goal 4.0: Relate in a positive manner to Work Experience Education sponsors, to employers and their employees, and to the public served (Inter-personal Relations).
- Mirimum Student Criterion: The students will obtain an average rating of "4" on each of the rating forms (sponsors, fellow employees, and public served) which are applicable to his Vocational Work Experience Education assignment as evidence of satisfactory progress toward Major Goal 4.0.

Program Goals 4.1, 4.2, 4.4 (4.3 follows this grouping)

- A. Two weeks prior to the close of your employment under Vocational Work Experience Education, request your sponsor to arrange for completion of the forms which are attached.
 - 1. The "SPONSOR'S RATING FORM" which is to be completed by your sponsor.
 - 2. The "FELLOW EMPLOYEES RATING FORM" which is to be completed by another employee selected by your sponsor or employer.
 - 3. The form entitled "THE PUBLIC SERVED" is to be completed by your sponsor or employer only if your work assignment has included direct contact with the public served by your employer.
- B. If you received an average rating of less than "4" on any one of the three forms, list the items on which you were rated "3" or less in the spaces below. Then briefly describe what you can do to improve your appearance, attitudes or performance. Give the completed rating forms to your Work Experience Education Coordinator and ask him for his comments on any suggestions you have made for self-improvement.

1		
(Name of Sponsor)	(Location of Sponsor)	(Date)
Items rated "3" or Below Section No. Rating	Suggestions for	Improvements



Post-Assessment T.O. #4.0 (V)

2			
	(Name of Sponsor)	(Location of Sponsor)	(Date)
Item	s Rated "3" or Below	Suggestions for	Improvements
Section		<u>buggestions for</u>	Improvements
			•
		_	
			
3.			
	(Name of Sponsor)	(Location of Sponsor)	(Date)
		_	·
	s Rated "3" or Below	Suggestions for	Improvements
Section	No. Rating		
Drogram	Goal 4.3		
riogram	GOAT 4.3		
Assume	that you are working	full time in your selected career.	Identify the career
and wha	t you consider to be i	the most important need of each of	the publics listed.
		-	
Career	Title		
	Employer's most impor	ctant need	
	Fellow employees' mos	st important need	
			
		_	
	Customer's (consumers	s) most important need	



Dat	eStudent
	VOCATIONAL WORK EXPERIENCE EDUCATION
	Terminal Objective 4.0 (V)
	KEY
<u>Maj</u>	or Goal 4.0: Relate in a positive manner to Work Experience Education Sponsors, to employers and their employees and to the public served (Inter-personal Relations).
Min	vimum Student Criterion: The students will obtain an average rating of "4" on each of the rating forms (sponsors, fellow employees, and public served) which are applicable to his Vocational Work Experience Education assignment as evidence of satisfactory progress toward Major Goal 4.0.
Min	rimum Program Criterion: At least ninety (90) percent of the students who complete the Vocational Work Experience Program will receive an average rating of "4" on each of the three rating forms (sponsors, fellow employees, and the public served) which are applicable to their work assignments as evidence of satisfactory progress toward Major Goal 4.0.
Pro	ogram Goals 4.1, 4.2, 4.4 (4.3 follows this grouping) Two weeks prior to the close of your employment under Vocational Work Experience Education, request your sponsor to arrange for completion of the forms which are attached.
	1. The "SPONSOR'S RATING FORM" which is to be completed by your sponsor.
	 The "FELLOW EMPLOYEES RATING FORM" which is to be completed by another employee selected by your sponsor or employer.
	3. The form entitled "THE PUBLIC SERVED" is to be completed by your sponsor or employer only if your work assignment has included direct contact with the public served by your employer.
в.	If you received an average rating of less than "4" on any one of the three forms, list the items on which you were rated "3" or below in the spaces following. Then briefly describe what you can do to improve your appearance, attitudes or performance. Give the completed rating forms to your Work Experience Education Coordinator and ask him for his comments on any suggestions you have made for self-improvement.
1.	(Name of Sponsor) (Location of Sponsor) (Date)



Items Rated "3" or Below Section No. Rating

Suggestions for Improvements

2.		
(Name of Sponsor)	(Location of Sponsor) (Date)	_
Items Rated "3" or Below Section No. Rating	Suggestions for Improvements	
		_
Name of Changer		
(Name of Sponsor)	(Location of Sponsor) (Date)	
Items Rated "3" or Below Section No. Rating	Suggestions for Improvements	
		_
		_
	KEY SUMMARY	_
The criterion for satisfactory	completion of this Terminal Objective is that the	

3. Add the totals of columns A+B+C+D+E and place them in the subtotal box.

4. Divide the subtotal by 5 to obtain the average rating for the section.

Multiply the number of responses by the value of the column (listed at the bottom of the column). Place that total in the box at the bottom of the column.

Key T.O. #4.0 (V)

KEY SUMMARY (continued)

- 5. Add the average ratings and place that grand total in the box at the end of the rating form.
- 6. Divide the grand total by 3 to obtain the student's average for the rating form.

After obtaining the student's average score, mark that score in the upper right-hand corner of page one of this instrument under the student's name and also on the student's Work Experience Record Form.

If the student has obtained an average of "4" on the three rating forms, the Work Experience Education Coordinator should write "Satisfactory Completion" under the student's name on page one and should place his initials in the space designated on the student's Work Experience Record Form.

In section B, the student was asked to list any items that were rated "3" or below and to make suggestions for his improvement. This section should be completed to the satisfaction of the Coordinator. The insights shown by the student and the feasibility of his suggestions should be factors in the Coordinator's response to the student's suggestions.

Program Goal 4.3

Assume that you are working full time in your selected career. Identify the career and what you consider to be the most important need of each of the publics listed.

Employer's	most important need	
Fellow emp	Oloyees' most important need	
Customer's	(consumers) most important need	
	(to mode important need	

Key: No score is to be assigned for answers to this section.



Date	:		

Student		

EXPLORATORY WORK EXPERIENCE EDUCATION

Terminal Objective 5.0 (E)

Post-Assessment

Major Goal 5.0: Identify with, and participate in, adult roles and responsibilities in the world of work (Application).

Minimum Student Criterion: As evidence of satisfactory progress toward Major Goal 5.0, the student will obtain a minimum rating of eight (8) for each of the four (4) sections of this Terminal Objective.

Program Goal 5.1

Α.	You have graduated i	from high	school	and ar	e seeking	Full-Time	Part-Time
	employment as a					(Circle	One)
	with the			(Positi	on Title)		
		(Name	or typ	e of f	irm, agenc	y, or employer)

Reorder the list of activities and employment information given below in the best possible sequence to find and obtain the job you have identified. You may not need to use all of the resources listed in the firm column.

Activities and Employment Information

Random Order	My Game Plan
Complete Necessary Interviews	Step 1
Read Want Ads	Step 2
Obtain Social Security Card	Step 3
Union Requirements and Dues	Step 4
Obtain Work Permit	Step 5
Collect Pay Check	Step 6
Obtain Driver's License	Step 7
Hours and Days of Employment	Step 8
Letters of Recommendation	Step 9
	Random Order Complete Necessary Interviews Read Want Ads Obtain Social Security Card Union Requirements and Dues Obtain Work Permit Collect Pay Check Obtain Driver's License Hours and Days of Employment Letters of Recommendation



TERMINAL OBJ.
POST ASSESSMEN

Post-Assessment T.O. #5.0 (E)

	Random Order	My Game Plan
10.	Human Resources Development Agency	Step 10
11.	Job Duties and Responsibilities	Step 11
12.	Personal Data Sheet	Step 12
13.	Youth Opportunity Center	Step 13
14.	Appointment for an Interview	Step 14
15.	Educational Requirements	Step 15
16.	Satisfaction of Employees in the Work Environment	Step 16
17.	Private Employment Agency	Step 17
18.	Salary and other employee benefits	Step 18
19.	Report to Work	Step 19
20.	Transportation needs	Step 20
21.	Opportunities for advancement	Step 21
22.	Complete Application form	Step 22
23.	Dress and Grooming requirements	Step 23

B. Obtain an application for employment from a firm, agency, or employer of interest to you. Complete the form and have it evaluated by your Work Experience Education Coordinator.



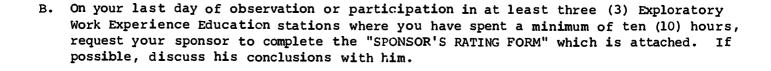
1.

Post-Assessment T.O. 5.0 (E)

Program Goal 5.2

The majority of employed persons have at least two or more deductions taken from their wages or salaries on a regular basis. List three (3) or more standard deductions in the spaces provided.

	STANDARD PAYROLL DEDUCTION	<u>ons</u>		
1.				
2.				
3.				
4.				
5.				
Pro	gram Goal 5.3			
Α.	Based upon your observations in exploratory work five (5) responsibilities which are basic to the those with your daily personal obligations, indic are similar, and those which are more demanding a	careers you cate which can	observed. Co	omparing
<u>Car</u>	eer Responsibility	More Demanding	Less Demanding	Similar
1.				
2.			_	
3.				
4.				
5.				





Post-Assessment T.O. #5.0 (E)

Program	Goal	5.4

List Work	three adult responsibilities which appealed to you as a trainee in Exploratory Experience Education.
Trai	ining Station Title
	I enjoyed the following adult responsibilities:
	1.
	2.
	3.



	Date	Student
7	EXPLORATORY WORK EXPER	
	Terminal Objectiv	re 5.0 (E)
	Post-Assessme	ent Key
·	Major Goal 5.0: Identify with, and particip in the world of work (Appli	
		satisfactory progress toward Major obtain a minimum rating of eight 1) sections of this Terminal
		ry Work Experience Education program r successful performance as evidence
0	·	are seeking Full-Time Part-Time (Circle One)
0	employment as a(Positive	(Circle One)
•	employment as a(Positive	(Circle One) ion Title) , agency, or employer) oyment information given below in the in the job you have identified. You
•	employment as a	(Circle One) ion Title) , agency, or employer) oyment information given below in the in the job you have identified. You s listed in the firm column.
	employment as a	(Circle One) ion Title) , agency, or employer) oyment information given below in the in the job you have identified. You s listed in the firm column.
•	employment as a (Positivities and employment) Reorder the list of activities and employment as a control of the resource. Activities and Employment	(Circle One) ion Title) , agency, or employer) oyment information given below in the in the job you have identified. You s listed in the firm column. ent Information My Game Plan
•	employment as a	(Circle One) ion Title) , agency, or employer) oyment information given below in the in the job you have identified. You s listed in the firm column. ent Information My Game Plan Step 1
•	employment as a	(Circle One) ion Title) , agency, or employer) oyment information given below in the in the job you have identified. You s listed in the firm column. ent Information My Game Plan Step 1 Step 2
•	employment as a (Positivities and employment and e	(Circle One) ion Title) , agency, or employer) oyment information given below in the in the job you have identified. You s listed in the firm column. ent Information My Game Plan Step 1 Step 2
•	employment as a	(Circle One) ion Title) , agency, or employer) oyment information given below in the in the job you have identified. You s listed in the firm column. ent Information My Game Plan Step 1 Step 2 Step 3
	employment as a (Posit: with the (Name or type of firm Reorder the list of activities and employed best possible sequence to find and obtain may not need to use all of the resource: Activities and Employment Random Order 1. Complete Necessary interviews 2. Read Want Ads 3. Obtain Social Security Card 4. Union Requirements and Dues	(Circle One) ion Title) , agency, or employer) oyment information given below in the in the job you have identified. You s listed in the firm column. ent Information My Game Plan Step 1 Step 2 Step 3 Step 4
	employment as a (Posit: with the (Name or type of firm Reorder the list of activities and employed best possible sequence to find and obtain may not need to use all of the resource: Activities and Employment Random Order 1. Complete Necessary interviews 2. Read Want Ads 3. Obtain Social Security Card 4. Union Requirements and Dues 5. Obtain Work Permit	(Circle One) ion Title) , agency, or employer) oyment information given below in the in the job you have identified. You s listed in the firm column. ent Information My Game Plan Step 1 Step 2 Step 3 Step 4 Step 5 Step 6
	employment as a (Posit: with the (Name or type of firm Reorder the list of activities and employed best possible sequence to find and obtaining not need to use all of the resource: Activities and Employment Pandom Order 1. Complete Necessary interviews 2. Read Want Ads 3. Obtain Social Security Card 4. Union Requirements and Dues 5. Obtain Work Permit 6. Collect Pay Check	(Circle One) ion Title) , agency, or employer) oyment information given below in the in the job you have identified. You s listed in the firm column. ent Information My Game Plan Step 1 Step 2 Step 3 Step 4 Step 5

The state of the second second

Key T.O. #5.0 (E)

Random Order

My Game Plan

10.	Human Resources Development Agency	Step 10
11.	Job duties and responsibilities	Step 11
12.	Personal Data Sheet	Step 12
13.	Youth Opportunity Center	Step 13
14.	Appointment for an interview	Step 14
15.	Educational requirements	Step 15
16.	Satisfaction of Employees in the Work Environment	Step 16
17.	Private Employment Agency	Step 17
18.	Salary and other employee benefits	Step 18
19.	Report to work	Step 19
20.	Transportation needs	Step 20
21.	Opportunities for advancement	Step 21
22.	Complete Application form	Step 22
23.	Dress and Grooming requirements	Step 23

Key: A maximum of ten (10) points can be scored in this section. The student must select and reorder in logical sequence the activities and employment information which would assist him to find and obtain the type of employment he has identified. The Work Experience Education Coordinator should judge the validity of the logical sequence developed by the student and assign the number of points accordingly. The number of points scored should be marked in the margin to the right of the scale.

E. Obtain an application for employment from a firm, agency, or employer of interest to you. Complete the form and have it evaluated by your Work Experience Education Coordinator.

Key: A maximum of 10 points can be scored in this section. The Work Experience Education Coordinator should assign points 1-10 according to the following criteria: (1) all items on the form are completed with appropriate responses, (2) handwriting or typing is neat and legible, (3) there are no errors in spelling, and (4) all additional information requested on the application is adequate and attached to the application form. The number of points scored should be marked in the margin to the right of the scale.



Key T.O. 5.0 (E)

Program Goal 5.2

0

The majority of employed persons have at least two or more deductions taken from their wages or salaries on a regular basis. List three (3) or more standard deductions in the spaces provided.

1						
2.	•					
3.						
4						
5. <u> </u>						
Key:	A maximum of 10 points assigned for each correct should be marke	rect standard r	auroll dedi	iction. The i	number of now	l be ints
	ram Goal 5.3	<u>ea in the marga</u>	n 20 2ne na	gnt of the si	care	
rrogr	tam Goat 5.5					
A. E	Based upon your observat	tions in Explor	atory Work	exherience E	ducacion, iis	er TIA6
V	Based upon your observat (5) responsibilities whi with your daily personal similar, and those which	ich are basic t l obligations,	o the cared indicate wh	ers you obser nich career re Less demandin	ved. Compari esponsibiliti g.	ing thos
V S	(5) responsibilities whi with your daily personal	ich are basic t l obligations,	o the cared indicate wh	ers you obser	ved. Compari esponsibiliti	ing thos ies ar e
v S Care	(5) responsibilities whi with your daily personal similar, and those which	ich are basic t l obligations, n are more dema	o the cared indicate wh	ers you obser nich career ro Less demandino More	ved. Compari esponsibiliti g. Less	ing thos ies are
Caree	(5) responsibilities whi with your daily personal similar, and those which er Responsibility	ich are basic t l obligations, n are more dema	to the caree indicate when the	ers you obser nich career ro Less demandino More	ved. Compari esponsibiliti g. Less	ing thos ies are
Caree 1 2	(5) responsibilities whi with your daily personal similar, and those which er Responsibility	ich are basic t l obligations, n are more dema	to the caree indicate when the	ers you obser nich career ro Less demandino More	ved. Compari esponsibiliti g. Less	ing thos ies are
Caree 1	(5) responsibilities whi with your daily personal similar, and those which er Responsibility	ich are basic t l obligations, n are more dema	to the caree indicate when the	ers you obser nich career ro Less demandino More	ved. Compari esponsibiliti g. Less	ing thos ies are
Caree 123	(5) responsibilities whi with your daily personal similar, and those which er Responsibility	ich are basic t l obligations, n are more dema	to the caree indicate when the	ers you obser nich career ro Less demandino More	ved. Compari esponsibiliti g. Less	ing thos ies are
V S	(5) responsibilities whi with your daily personal similar, and those which er Responsibility	ich are basic t l obligations, n are more dema	to the caree indicate when the	ers you obser nich career ro Less demandino More	ved. Compari esponsibiliti g. Less	ing thos



Key T.O. 5.0 (E)

B. On your last day of observation or participation in at least three (3) Exploratory Work Experience Education stations where you have spent a minimum of ten (10) hours, request your spensor to complete the "SPONSOR'S RATING FORM" which is attached. If possible, discuss his conslusions with him.

Key: A maximum of 10 points can be scored in this section. The Coordinator should evaluate the student's rating by his sponsor and assign points on a scale of 1-10. The number of points scored should be marked in the margin to the right of the scale.

Program Goal 5.4

(1)

List three (3) adult responsibilities which appealed to you as a trainee in Exploratory Work Experience Education.

enjoyed the following adult respon	nsibilities:	
··		
·		
3.		

KEY SUMMARY

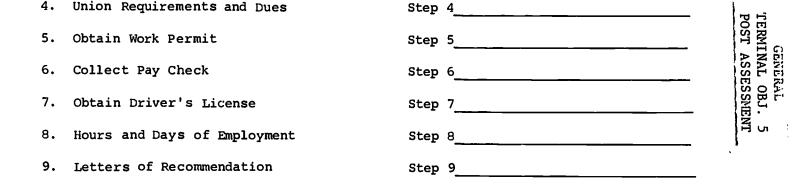
To determine the student's average score for this Terminal Objective, total the points scored in the four sections and divide by four (4). Mark the student's average score in the upper right-hand corner of page 1 under the student's name and also on the student's Work Experience Record Form.

As evidence of satisfactory completion, the student should achieve an average of eight (8) for the four sections. If the student does reach the desired average, the Work Experience Education Coordinator should write "satisfactory completion" in the upper right-hand corner of page 1 of this instrument and initial the space designated on the student record form.

-4-



Date		Student
	GENERAL WORK EXPERIENCE E	DUCATION
	Terminal Objective 5.0	(G)
	Post-Assessment	
Major Goal 5.0:	Identify with, and participate in the world of work (Applicati	in, adult roles and responsibilities on).
	riterion: As evidence of satis 5.0, the student will obtain a each of the four (4) sections o	factory progress toward Major Goal minimum rating of eight (8) for f this Terminal Objective.
	ateä, from 'high school and are s	seeking <u>Full-Time Part-Time</u> (Circle One)
	a(Position	
with the	(Name or type of firm	n, agency, or employer)
Reorder the li		
best possible	sequence to find and obtain the ouse all of the resources list	ed in the first column.
best possible may not need t	sequence to find and obtain the ouse all of the resources list Activities and Employment	e job you have identified. You ed in the first column. Information
best possible may not need t Random Or	sequence to find and obtain the ouse all of the resources list Activities and Employment 1	e job you have identified. You sed in the first column. Information My Game Plan
best possible may not need t Random Or	sequence to find and obtain the ouse all of the resources list Activities and Employment	e job you have identified. You ed in the first column. Information
best possible may not need t Random Or	sequence to find and obtain the o use all of the resources list Activities and Employment 1 der Necessary Interviews	e job you have identified. You sed in the first column. Information My Game Plan





Union Requirements and Dues

Obtain Work Permit

Step 4_____

Step 5_____

Post-Assessment T.O.#5.0 (G)

	My Game Plan
0. Human Resources Development Agency	Step 10
1. Job Duties and Responsibilities	Step 11
2. Personal Data Sheet	Step 12
3. Youth Opportunity Center	Step 13
4. Appointment for an interview	Step 14
5. Educational Requirements	Step 15
.6. Satisfaction of Employees in the Work Environment	Step 16
7. Private Employment Agency	Step 17
8. Salary and other employee benefits	Step 18
9. Report to work .	Step 19
0. Transportation needs	Step 20
1. Opportunities for advancement	Step 21
2. Complete Application form	Step 22
3. Dress and Grooming Requirements	Step 23
Using the plan you developed under Item A procomplete an application form if required, and with the employer of your choice.	
(None of and leave	
(Name of employe	er)
(Location of emplo	oyer)
3	
(Date of inter	view)



В.

Post-Assessment T.O. #5.0 (G)

•	If you answered "Yes" to Item 4, when do you begin work:
	(Date)
	From your viewpoint, explain why you did or did not obtain the position for which you interviewed. Use the space provided below.
<u> </u>	gram Goal 5.2
:	majority of employed persons have at least two or more deductions taken from a wages or salaries on a regular basis. List three (3) or more standard actions in the spaces provided.
:	majority of employed persons have at least two or more deductions taken from a range or salaries on a regular basis. List three (3) or more standard
	majority of employed persons have at least two or more deductions taken from a range or salaries on a regular basis. List three (3) or more standard actions in the spaces provided.
	majority of employed persons have at least two or more deductions taken from a range or salaries on a regular basis. List three (3) or more standard actions in the spaces provided.
	majority of employed persons have at least two or more deductions taken from it wages or salaries on a regular basis. List three (3) or more standard actions in the spaces provided. STANDARD PAYROLL DEDUCTIONS
: ::	majority of employed persons have at least two or more deductions taken from ir wages or salaries on a regular basis. List three (3) or more standard actions in the spaces provided. STANDARD PAYROLL DEDUCTIONS

Program Goal 5.3

List five (5) responsibilities which you have assumed in your present job. Comparing those with your daily personal obligations, indicate which career responsibilities are similar, and those which are more demanding and less demanding.



Post-Assessment T.O. #5.0 (G)

Career Responsibility	More Demanding	Less Demanding	Similar_
1			
2.			
3.	-		
4.			
5.			

Program Goal 5.4

Two weeks prior to the close of your employment under Work Experience Education, request your sponsor to complete the attached "Sponsor's Evaluation Form" for T.O. #5.0 (G)(V).



Date	Student
GENERAL WORK EXPERIENCE	CE EDUCATION
Terminal Objective 5	.0 (G)
Post-Assessment Ke	еу
Major Goal 5.0: Identify with, and participation in the world of work (Application)	te in, adult roles and responsibilities ation).
Minimum Student Criterion: As evidence of same student will obtain each of the four (4) sections	tisfactory progress toward Major Goal a minimum rating of eight (8) for s of this Terminal Objective.
Minimum Program Criterion: At least ninety-factoring who complete the General World will meet the criterion for a configuration of satisfactory progress town	k Experience Education program
Program Goal 5.1 A. You have graduated from high school and as employment as a	re seeking <u>Full-Time</u> <u>Part-Time</u> (Circle One)
with the (Position	on Title)
	firm, agency, or employer)
Reorder the list of activities and employed best possible sequence to find and obtain may not need to use all of the resources in	the job you have identified you
Activities and Employmen	nt Information
Random Order	My Game Plan
1. Complete Necessary Interviews	Step 1
2. Read Want Ads	Step 2
3. Obtain Social Security Card	Step 3
4. Union Requirements and Dues	Step 4



C

5. Obtain Work Permit

6. Collect Pay Check

7. Obtain Driver's License

8. Hours and Days of Employment

9. Letters of Recommendation

Step 5_____

Step 6_____

Step 9_

Step 7_____

Step 8____

Key T.O. #5.0 (G)

		Random Order	My Game Plan
	10.	Human Resources Development Agency	Step 10
	11.	Job Duties and Responsibilities	Step 11
	12.	Personal Data Sheet	Step 12
	13.	Youth Opportunity Center	Step 13
	14.		Step 14
	15.	Educational Requirements	Step 15
	16.	Satisfaction of Employees in the Work Environment	Step 16
	17.	Private Employment Agency	Step 17
	18.	Salary and other employee benefits	Step 18
	19.	Report to work	Step 19
	20.	Transportation needs	Step 20
	21.	Opportunities for advancement	Step 21
	22.	Complete Application form	Step 22
	23.	Dress and Grooming Requirements	
Кеу:	would work sequently The Usi	recorder in logical sequence the activitie reorder in logical sequence the activitie of assist him to find and obtain the type of Experience Education Coordinator should be student and assign number of points scored should be marked in the plan you developed under Item A proposed an application form if required, and the employer of your choice.	s and employment information which of employment he has identified. The judge the validity of the logical the number of points accordingly. in the margin to the right of the scale.
	1.		<u>. </u>
	_	(Name of employer)
	2.	(Location of employed	r)
	3.		
0		(Date of intervie	
	4.	Did you obtain the position for which yo	u interviewed: Yes No (Circle One)



Key T.O. 5.0 (G)

5	If you answered "Yes" to Item 4, when do you begin work:
J.	(Date)
6.	From your viewpoint, explain why you did or did not obtain the position for which you interviewed. Use the space provided below.
<u>Key</u> :	A maximum of 10 points may be scored in this section. The Work Experience Education Coordinator should assign points on a 1-10 scale on the basis of the student's planning and carrying out the interview and his analysis of why he did or did not receive the job. The number of points scored should be marked in the margin to the right of the scale.
The	gram Goal 5.2 majority of employed persons have at least two or more deductions taken from their es or salaries on a regular basis. List three (3) or more standard deductions in spaces provided.
	STANDARD PAYROLL DEDUCTIONS
1.	
2.	
3.	
4.	
5.	
	A maximum of 10 points and by tooked in this teation. The points thought to
<u>Key</u>	: A maximum of 10 points can be scored in this section. Two points should be assigned for each correct standard payroll deduction. The number of points scored should be marked in the margin to the right of the scale.

Program Goal 5.3

List five (5) responsibilities which you have assumed in your present job. Comparing those with your daily personal obligations, indicate which career responsibilities are similar, and those which are more demanding and less demanding.



Key T.O. 5.0 (G)

Career Responsibility	More Demanding	Less Demanding	Similar
1.			
2.			
3.			
4.			
5.	· .		

Key: No score is to be assigned for answers to this section.

Program Goal 5.4

Two weeks prior to the close of your employment under Work Experience Education, request your sponsor to complete the attached "Sponsor's Evaluation Form" for T.O. 5.0 (G)(V)

Key: A maximum of 10 points may be scored in this section. The Coordinator should assign points to each of the five (5) sections of the Sponsor's Rating Scale on the following basis:

2 points - above average rating

1 point - average rating

0 points - below average rating

The number of points scored should be marked in the margin to the right of the instructions.

KEY SUMMARY

To determine the student's average score for this Terminal Objective, total the points scored in the four sections and divide by four (4). Mark the student's average score in the upper right-hand corner of page 1 under the student's name and also on the student's Work Experience Record Form.

As evidence of satisfactory completion, the student should achieve an average of eight(8) for the four sections. If the student does reach the desired average, the Work Experience Education Coordinator should write "satisfactory completion" in the upper right-hand corner of page 1 and initial the space designated on the student's record form.



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TERMINAL OBJ. 5 POST ASSESSMENT

VOCATIONAL WORK EXPERIENCE EDUCATION

Terminal Objective 5.0 (V)

Post-Assessment

Major Goal 5.0: Identify with, and participate in, adult roles and responsibilities in the world of work (Application).

Minimum Student Criterion: As evidence of satisfactory progress toward Major Goal 5.0, the student will obtain a minimum rating of eight (8) for each of the four (4) sections of this Terminal Objective.

Program Goal 5.1

Α.	You have graduated	from high schoo	l and are seeking _	Full-Time	Part-Time
	employment as a			(Circ	le One)
	with the		(Position Title)		
		(Name or type	of firm, agency, or	employer)	

Reorder the list of activities and employment information given below in the best possible sequence to find and obtain the job you have identified. You may not need to use all of the resources listed in the first column.

Activities and Employment Information

	Random Order	My Game Plan
1.	Complete Necessary Interviews	Step 1
2.	Read Want Ads	Step 2
3.	Obtain Social Security Card	Step 3
4.	Union Requirements and Dues	Step 4
5.	Obtain Work Permit	Step 5
6.	Collect Pay Check	Step 6
7.	Obtain Driver's License	Step 7
8.	Hours and Days of Employment	Step 8
9.	Letters of Recommendation	Step 9



Post-Assessment T.O. #5.0 (V)

		Random Order	My Game Plan			
	10.	Human Resources Development Agency	Step 10			
	11.	Job Duties and Responsibilities	Step 11			
	12.	Personal Data Sheet	Step 12			
	13.	Youth Opportunity Center	Step 13			
	14.	Appointment for an Interview	Step 14			
	15.	Educational Requirements	Step 15			
	16.	Satisfaction of Employees in the Work Environment	Step 16			
	17.	Private Employment Agency	Step 17			
	18.	Salary and other employee benefits	Step 18			
	19.	Report to work	Step 19			
	20.	Transportation needs	Step 20			
	21.	Opportunities for advancement	Step 21_			
	22.	Complete Application Form	Step 22			
	23.	Dress and Grooming Requirements	Step 23			
в.	comp	ng the plan you developed under Item A pre plete an application form if required, and n the employer of your choice.	pare a Personal Data Sheet, arrange for an interview			
	1.					
	(Name of Employer)					
	2.	(Location of Employ	erl			
		(Bookston of Lington				
	3.	(Date of Intervi	ew)			
	4.	Did you obtain the position for which you	interviewed? Yes No (Circle One)			



...

Post-Assessment T.O. #5.0 (V)

5.	If you answered "Yes" to Item 4, when do you begin work:
	(Date)
6.	From your viewpoint, explain why you did nor did not obtain the position for which you interviewed. Use the space provided below.
Pro	ogram Goal 5.2
the	e majority of employed persons have at least two or more deductions taken from eir wages or salaries on a regular basis. List three (3) or more standard ductions in the spaces provided.
	STANDARD PAYROLL DEDUCTIONS
1.	
2.	
3.	
4.	
5.	

Program Goal 5.3

List five (5) responsibilities which you have assumed in your present job. Comparing those with your daily personal obligations, indicate which career responsibilities are similar, and those which are more demanding and less demanding.

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Post-Assessment T.O. #5.0 (V)

Career Responsibility	More Demanding	Less Demanding	Similar
1.			
2.			
3.			
4.			
5.			

Program Goal 5.4

Two weeks prior to the close of your employment under Work Experience Education, request your sponsor to complete the attached "Sponsor's Evaluation Form" for $T.O.\ 5.0\ (G)\ (V)$.



Date	Student
VOCATIONAL WORK EXPE	ERIENCE EDUCATION
Terminal Objecti	ive 5.0 (V)
Post-Assessme	ent Key
Major Goal 5.0: Identify with, and parti in the world of work (Ap	icipate in, adult roles and responsibilities oplication).
3.0, the student will ob	of satisfactory progress toward Major Goal ptain a minimum rating of eight (8) for tions of this Terminal Objective.
Minimum Program Criterion: At least nine complete the Vocational meet the criterion for s satisfactory progress to	Work Experience Education program will successful performance as evidence as
Program Goal 5.1	
A. You have graduated from high school a	and are cooking Eullanian name of
	(Circle One)
employment as a((Position Title)
with the	firm, agency, or employer)
(Maine of Cibe of	riim, agency, or employer)
Reorder the list of activities and embest possible sequence to find and obmay not need to use all of the resour	aployment information given below in the otain the job you have identified. You ces listed in the first column.
Activities and Empl	oyment Information
Random Order	My Game Plan
1. Complete Necessary Interviews	Step 1
2. Read Want Ads	Step 2
3. Obtain Social Security Card	Step 3
4. Union Requirements and Dues	Step 4
5. Obtain Work Permit	Step 5
6. Collect Pay Check	Step 6
7. Obtain Driver's License	Step 7
8. Hours and Days of Employment	
9 Letters of Possemmondation	

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Key T.O. #5.0 (V)

		Random Order		My Game Plan
	10.	Human Resources Development Agency	Step 10)
	11.	Job Duties and Responsibilities	Step 11	·
	12.	Personal Data Sheet		2
•	13.	Youth Opportunity Center		3
	14.	Appointment for an Interview		<u> </u>
	15.	Educational Requirements		<u> </u>
	16.	Satisfaction of Employees in the Work Environment		3
	17.	Private Employment Agency	Step 17	' <u> </u>
	18.	Salary and other employee benefits		3
	19.	Report to work)
	20.	Transportation needs)
	21.	Opportunities for advancement		
	22.	Complete Application Form		2
	23.	Dress and Grooming Requirements		3
Key:	seld which The loga ding	aximum of ten (10) points can be scored in ect and reorder in logical sequence the accept would assist him to find and obtain type Work Experience Education Coordinator should sequence developed by the student and gly. The number of points scored should be the scale.	tivities e of empl uld judge assian 1	and employment information Coyment he has identified. I the validity of the the number of points accor-
В.	an a	ng the plan you developed under Item A prepapplication form if required, and arrange your choice.	p ar e a Pe for an ir	ersonal Data Sheet, complete nterview with the employer
	1.			
		(Name of Employ	er)	
	2.	(Location of Emp		
		(Location of Emp	royer)	
	3.	(Date of Inter	view)	
	4.	Did you obtain the position for which you	·	ewed? Yes No (Circle One)



The second secon

Key T.O. 5.0 (V)

5.	If you answered "Yes" to Item 4, when do you begin work:
	(Date)
6.	From your viewpoint, explain why you did or did not obtain the position for which you interviewed. Use the space provided below.
	
Key:	A maximum of 10 points may be scored in this section. The Work Experience Education Coordinator should assign points on a 1-10 scale on the basis of the student's planning and carrying out the interview and his analysis of why or why not he received the job. The number of points scored should be marked in the margin to the right of the scale.
Proc	gram Goal 5.2
	The majority of employed persons have at least two or more deductions taken from their wages or salaries on a regular basis. List three (3) or more standard deductions in the spaces provided.
	STANDARD PAYROLL DEDUCTIONS
1.	
2	
2.	
3.	
4.	
5.	
Key	: A maximum of 10 points can be scored in this section. Two points should be assigned for each correct standard payroll deduction. The number of points scored should be marked in the margin to the right of the scale.

Program Goal 5.3

List five (5) responsibilities which you have assumed in your present job. Comparing those with your daily personal obligations, indicate which career responsibilities are similar, and those which are more demanding and less demanding.



Key T.O. 5.0 (V)

Career Responsibility	More Demanding	Less Demanding	Similar
1.			
2.			
3.			
4.			
5.			

Key: No score is to be assigned for answers to this section.

Program Goal 5.4

Two weeks prior to the close of your employment under Work Experience Education, request your sponsor to complete the attached "Sponsor's Evaluation Form' for T.O. 5.0 (G) (V).

Key: A maximum of 10 points may be scored in this section. The Coordinator should assign points to each of the 5 sections of the Sponsor's Rating Scale on the following basis:

2 points - above average rating

1 point - average rating

0 points - below average rating

The number of points scored should be marked in the margin to the right of the instructions.

To determine the student's average score for this Terminal Objective, total the points scored in the four sections and divide by four (4). Mark the student's average score in the upper right-hand corner of page 1 under the student's name and also on the student's Work Experience Record Form.

As evidence of satisfactory completion, the student should achieve an average of eight (8) for the four sections. If the student does reach the desired average, the Work Experience Education Coordinator should write "satisfactory completion" in the upper right-hand corner of page 1 and initial the space designated on the student record form.



FORMS

EXPLORATORY WORK EXPERIENCE EDUCATION

Terminal Objective 5.0 (E)

Sponsor's Rating Form

Student	School
EWEE Station	
Sponsor	
Instructions:	
the rating form below and return it	visitation for this student, please complete to the Work Experience Education Coordinator use any method of grading that you feel is
Tasks Performed:	
No. of days in attendance	Punctuality
Interest and Attitude	
Would you recommend that the Trainee	pursue a career in the field which he has been
observing? YesNo	No Opinion
Recommendations for future of Traine	e (Additional training, experience, etc.):
	·
	•
	Sponsor's Signature



EXPLORATORY WORK 'ERIENCE EDUCATION COORDINATOR'S RECORD FORM

	ر د د	Assessment	Post											
	T.O. 4.0		-		÷									
	T.O. 3.0	Assessment	e Post											
TERMINAL OBJECTIVES		A	Pre											
TERMINA	T.0. 2.0	Assessment	Post											,
	7	AS	Pre											
	T.O. 1.0	Assessment	Post											
		STUDENT											24	<u> </u>

EXPLORATORY WORK EXPERIENCE EDUCATION STUDENT RECORD FORM

STUDENT	GRADE	CEMECODO	
SCHOOL	_	_SEMESTER	YEAR
	COORDINATOR		

Major	Learning						
goal	activity package	Satisfactory completion	Assessments	Score	Satisfactory		
1.0		COMPTELION		 -	completion		
	1.1.1			 	 		
	1.1.2			1.			
	1.1.3						
	1.2.2						
	1.3.1						
	1,3,2			 -			
	1.3.3		1.0 Post	 -			
2.0			2.0 Pre	 			
	2.1.1			 			
	2.1.2						
·	2.1.3						
	2.1.4						
	2.2.2						
	2.3.3						
	2,3.4	.	2.0 Post	1	 		
3.0			3.0 Pre	 			
	3,1,1			 	 		
	3.1.2			 			
	3,1,3						
	3.1.4						
	3,1,5 3,1,6						
	3.1.7						
	3.2.1		- 				
	3.2.2						
	3.3.1						
	3.4.1						
	3.4.2						
	3.4.3						
	3.5.1						
	3.5.2						
4.0			3.0 Post				
	4.1.1						
	4.1.2						
	4.2.1			 			
	4.2.2						
	4.2.3						
	4.3.1						
	4.3.2		Sponsor RatingForm				
+ -	4.4.2	Emj	ployee Rating Form				
	4.4.3		Public RatingForm				
5.0			4.0 Post				
	5.1.1						
	5.2.1						
	5.2.2						
	5.3.1						
	5.3.2						
	5.4.1						
—— <u> </u>	5.4.2				2514		
	5.5.1		5.0 Post		247		



GENERAL WORK EXPERIENCE EDUCATION STUDENT RECORD FORM

STUDENT	GRADE	SEMESTER	YEAR
SCHOOL	COORDINATOR		

Goal activity package 1.0 1.1.1 1.1.2 1.1.3 1.1.3 1.2.1 1.2.2 1.3.3 1.2.1 1.0 1.3.2 1.0 Post 2.1.2 2.1.3 2.1.1 2.2.2 2.1.3 2.2.1 2.2.2 2.2.3 2.2.2 2.2.3 2.2.3 2.2.3 2.3.3 2.0 Post 2.3.3 3.0 3.1.1 3.0 Pre 3.1.5 3.1.6 3.1.7 3.2.1 3.3.1 3.3.1 3.3.1 3.3.2 3.3.3 3.3.1 3.3.3	Major	Learning	Satisfactory		1	Satisfactory
Deckage 1.0 1.1.1 1.1.2 1.1.2 1.1.3 1.2.1 1.2.2 1.3.3 1.2.1 1.3.2 1.0 Post 1.3.3				Assessments	Score	completion
1.0 1.1.12 1.1.2 1.1.3 1.2.1 1.2.1 1.2.2 1.3.1 1.3.2 2.0 2.1.1 2.1.2 2.1.3 2.1.4 2.2.1 2.2.2 2.1.3 2.1.4 2.2.2 2.2.3 2.2.4 2.2.2 2.3.1 2.3.1 2.3.1 2.3.1 2.3.1 2.3.1 2.3.1 2.3.1 2.3.1 2.3.1 2.3.2 3.0 3.1.1 3.0 9re 3.1.2 3.1.2 3.1.3 3.1.5 3.1.6 3.1.7 3.2.2 3.3.1 3.1.7 3.2.1 3.2.2 3.3.3 3.3.1 3.4.4 3.3.1.5 3.1.6 3.1.7 3.2.1 3.2.2 3.3.3 3.3.1 3.4.1 3.4.2 3.3.3 3.5.1 3.5.2 3.3.3 3.5.1 3.4.1 3.4.2 3.3.3 3.5.1 3.4.3 3.5.1 3.4.1 3.4.2 3.3.3 3.5.1 3.4.1 3.4.2 3.4.1 3.4.1 3.4.2 3.4.3 3.5.1 3.5.2 3.5.3 3.5.3 3.5.1 3.5.3 3.5.1 3.5.3 3.5.1 3.5.3 3.5.1 3.5.2 3.5.3 3.5.3 3.5.1 3.5.1 3.5.2 3.5.3 3.5.1 3.5.3 3.5.1 3.5.3 3.5.1 3.5.3 3.5.1 3.5.3 3.5.1 3.5.3 3.5.1 3.5.3 3.5.1 3.5.3 3.5.1 3.5.3 3.5.1 3.5.3 3.5.1 3.5.3 3.5.3 3.5.1 3.5.3 3.5.1 3.5.3 4.0 4.1.1 4.4.2 4.4.1 4.4.2 4.4.1 4.4.2 4.4.1 4.4.2 5.5.2.1 5.5.2.1 5.5.2.1 5.5.2.1 5.5.2.2 5.5.3.1 5.5.3.1]			,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	5503.0	Completion
1.1. 2 1.1. 3 1.2.1 1.2.1 1.2.2 1.3.1 1.3.1 1.3.2 2.0 2.1.1 2.0 Fre 2.1.2 2.1.3 2.1.4 2.2.1 2.2.2 2.2.3 2.2.4 2.2.5 2.3.1 2.3.3 2.3.1 2.3.1 2.3.2 3.1.1 3.0 Fre 3.1.2 3.1.4 3.1.5 3.1.6 3.1.7 3.2.1 3.2.1 3.2.2 3.3.1,3 3.3.1 3.4.1 3.4.2 3.4.3 3.5.1 3.5.2 3.3.3 3.0 Post 4.0 4.1.1 4.1.2 4.1.2 4.2.3 4.2.3 4.3.1 4.3.1.5 4.3.1.1 4.3.2.2 4.4.11 4.4.2.3 4.4.3 5.0 Fost 4.0 Post 4.0 Post 5.2.1 5.2.2 5.3.1 4.0 Post 4.1 Post 4.2.1 4.2.2 4.2.3 4.3.1 4.3.1 5.4.2 4.4.1 4.4.2 4.4.2 4.4.1 4.4.2 4.4.3 5.0 Fost 4.0 Post 5.2.1 5.2.2 5.3.1 5.3.1 4.0 Post	1.0	1.1.1				
1.1.3 1.2.1 1.2.2 1.3.1 1.3.2 2.0 2.1.1 2.1.2 2.1.3 2.1.4 2.2.1 2.2.2 2.2.3 2.2.3 2.2.4 2.2.5 2.3.1 2.3.2 2.3.3 2.3.2 2.3.3 3.0 3.1.1 3.1.2 3.1.3 3.1.4 3.1.5 3.1.6 3.1.7 3.1.4 3.1.5 3.1.6 3.1.7 3.2.1 3.2.2 3.3.1 3.4.1 3.4.1 3.4.2 3.3.1 3.4.1 3.4.1 3.4.2 3.3.3 3.5.1 3.4.1 3.4.1 3.4.2 3.5.3 3.5.3 3.0 Post 4.0 4.1.1 4.1.2 4.2.2 4.2.3 4.3.3 4.3.1 4.3.1 4.3.1 4.2.2 4.4.1 4.2.2 4.4.1 4.4.2 4.4.2 4.4.3 5.0 Post 4.0 Post 5.2.1 5.5.2 5.3.1 5.5.3 5.5.3 4.0 Post						
1.2.1 1.2.2 1.3.1 1.0 Post 2.0 Fre 2.1.2 2.0 Fre 2.1.3 2.0 Fre 2.1.3 2.0 Fre 2.1.3 2.1.4 2.2.1 2.2.2 2.2.3 2.2.4 2.2.5 2.3.1 2.3.2 2.3.3 2.0 Post 2.3.2 2.3.3 3.0 Post 3.1.2 3.0 Pre 3.1.2 3.0 Pre 3.1.2 3.1.4 3.1.5 3.1.6 3.1.7 3.2.1 3.2.1 3.2.1 3.2.2 3.3.3 3.3.1 3.3.4.1 3.3.4.1 3.3.5.2 3.3.1 3.3.4.1 3.3.5.2 3.3.1 3.3.4.1 3.3.4.2 3.3.1 3.3.4.1 3.3.4.2 3.3.1 3.3.4.1 3.3.4.2 3.3.3 3.3.5 3.3.3 3.3.5 3.3.3 3.3.5 3.3.3 3.3.5 3.3.3 3.3.5 3.3.3 3						
1.2 1.3.1 1.0 Post 2.0 Pre 2.1 2.0 Pre 2.0 P						<u></u>
1.3.1 1.0 Post 2.0 Pre 2.1.2 2.0 Pre 2.1.3 2.0 Pre 2.1.3 2.1.4 2.2.1 2.2.2 2.1.4 2.2.2 2.2.3 2.2.3 2.2.4 2.2.5 2.3.1 2.3.2 2.3.3 2.0 Post 3.0 Pre 3.1.2 3.1.2 3.1.4 3.1.5 3.1.6 3.1.5 3.1.6 3.1.7 3.2.1 3.2.2 3.3.3 3.2.1 3.3.4.1 3.4.2 3.3.5 3.3.4 3.3.4 3.3.5 3.3.4 3.3.5 3.3.4 3.3.5 3.3.						
1.3.2						
2.0 2.1.1 2.0 Pre 2.1.2 2.1.2 2.1.3 2.1.4 2.1.4 2.2 2.1.4 2.2.1 2.2.2 2.2.3 2.2.3 2.2.4 2.2.3 2.3	 					
2.1.2 2.1.3 2.1.4 2.2.1 2.2.2 2.2.3 2.2.4 2.2.5 2.3.1 2.3.2 2.3.3 3.0 Pre 3.1.1 3.1.1 3.1.2 3.1.3 3.1.4 3.1.5 3.1.6 3.1.6 3.1.7 3.2.1 3.2.2 3.2.1 3.2.1 3.2.2 3.3.1 3.4.1 3.4.2 4.4.1 4.4.2 4.2.2 4.4.3 4.3.2 4.4.1 4.4.2 4.4.2 4.4.3 5.0 5.1.1 5.2.2 5.3.1 5.3.2 5.3.2 5.3.1 5.3.2 5.3.2 5.3.1 5.3.2 5.3.2 5.3.1 5.3.2 5.3.2 5.3.1 5.3.2 5.3.2 5.3.1 5.3.2 5.3.2 5.4.1						
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2.1.4 2.2.1 2.2.2 2.2.3 2.2.3 2.2.4 2.2.5 2.3.1 2.3.2 2.3.3 2.0 Post 3.1.1 3.0 Fre 3.1.2 3.1.5 3.1.6 3.1.7 3.2.1 3.2.2 3.3.1 3.4.1 3.4.1 3.4.1 3.4.1 3.4.1 3.5.2 3.5.3 3.5.3 3.5.3 3.5.1 3.5.2 3.5.3 3.5.3 3.5.1 3.5.2 3.5.3 3.5.3 3.5.3 3.5.3 3.5.1 3.5.2 3.5.3						
2.2.1 2.2.2 2.2.3 2.2.4 2.2.5 2.3.1 2.3.1 2.3.2 2.3.3 3.0 3.1.1 3.1.2 3.1.2 3.1.3 3.1.4 3.1.5 3.1.6 3.1.6 3.1.7 3.2.1 3.2.2 3.3.1 3.4.1 3.4.2 3.3.4.3 3.5.1 3.4.1 3.4.1 4.4.2 4.1.2 4.2.1 4.2.2 4.2.3 4.3.1 4.3.1 4.3.1 4.3.1 4.4.2 4.4.1 4.4.2 4.4.1 4.4.2 4.4.3 4.4.1 4.4.2 4.4.1 4.4.2 4.4.1 4.4.2 4.4.1 4.4.2 4.4.1 4.4.2 4.4.1 4.4.2 4.4.1 4.4.2 4.4.1 4.4.2 4.4.1 5.5.2 5.3.1 5.3.1 5.3.2 5.3.1 5.3.1 5.3.1 5.3.1 5.3.2 5.3.1 5.3.1 5.3.1 5.3.1 5.3.1 5.3.2 5.3.1 5.3.1 5.3.2 5.3.1 5.3.1 5.3.2 5.3.1 5.3.2 5.3.1 5.3.2 5.3.1 5.3.2 5.3.1 5.3.2 5.3.1 5.3.2 5.3.1 5.3.2 5.3.1 5.3.2 5.3.1 5.3.2 5.3.1 5.3.2 5.3.1 5.3.2 5.3.1 5.3.2 5.4.1						
2.2.2 2.2.3 2.2.4 2.2.5 2.3.1 2.3.2 2.3.3 2.0 Pre 3.1.1 3.0 Pre 3.1.2 3.1.4 3.1.5 3.1.6 3.1.6 3.1.7 3.2.1 3.2.2 3.3.3.1 3.4.1 3.4.1 3.5.5 3.5.1 3.5.2 3.5.5 3.5.5 3.5.5 3.5.5 3.5.5 3.5.5 3.5.1 3.5.2 3.3.1 4.0 4.1.1 4.1.2 4.2.2 4.2.1 4.2.2 4.2.3 4.4.3 4.3.1 4.3.2 4.4.3 5.0 Post 4.0 Post 5.0.1 5.2.1 5.2.2 5.3.1 5.3.5 5.0 5.1.1 5.5.2.2 5.3.1 5.5.2.2 5.3.1 5.5.2.2 5.3.1 5.5.2.2 5.3.1 5.5.2.2 5.3.1 5.5.2.2 5.3.1 5.5.2.2 5.3.1 5.5.2.2 5.3.1 5.5.2.2 5.3.1 5.5.2.2 5.3.1 5.5.2.2 5.3.1 5.5.2.2 5.3.1 5.5.2.2 5.3.1						
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GENERAL AND VOCATIONAL WORK EXPERIENCE EDUCATION

Terminal Objective 4.0 (G)(V)

SPONSOR'S FORM

	(Student	s Name)			(Date)						
	(Name of	Sponsor)			(Location of Sp.	onsor)					
the Pro	gram. For each	s working of the s escribes y	esigned to rate the with you in General tatements in the leader observations of DABILITY (Punctual)	l or Vocation eft hand colu f the student	nal Work Experience umn, please place a t's behavior.	Education					
		(A)	(B)	(C)	(D)	(E)					
1.	Gets to work on time	Never	Seldom	Sometimes	Most of the time	Always					
2.	Leaves work early	Always	Most of the time	Sometimes	Seldom	Never					
3.	Extends breaks beyond time allowed	Always	Most of the time	Sometimes	Seldom	Never					
4.	Is a clock watcher	Always	Most of the time	Sometimes	Seldom	Never					
5.	When needed, will stay on to help	Never	Seldom	Sometimes	Most of the time	Always					
	Column Totals										
	Subtotal (A+B+C+D+E)		<u>:</u>	5	Aver	age Rating					
			ATTITUDE TOWARD	SPONSOR							
6.	Tries to help out when spon- sor busy	Never	Seldom	casionally	Frequently	Always					
7.	Makes helpful suggestions	Never	Seldom	casionally	Frequently	y Frequently					



	(Student's	Name)				
	(00000000	(A)	(B)	(C)	(D)	(E)
8.	Is courteous	Never	Seldom	Occasionally	Frequently	Always
9.	Asks how he (she) can improve	Never	Seldom	Occasionally	Frequently	Very Frequently
10.	Exhibits positive attitude toward sponsor	Never	Seldom	Occasionally	Frequently	Always
	Column Totals					
	Subtotal (A+B+C+D+E)		5	=	Ave	rage Ratin g
		DR	ESS AND GROOM	ING		
11.	Hair style and length	Not Acceptable	Poor Taste	Fair	Good	Very Appropriate
12.	Clothing	Not Acceptable	Poor Taste	Fair	Good	Very Appropriate
13.	Personal Cleanliness	Not Acceptable	Poor Taste	Fair	Good	Very Excellent
14.	Grooming and neatness	Not Acceptable	Poor	Fair	Good	Outstanding
15.	Will accept sponsor's sugges- tions regarding dress and grooming	Rejects Suggestions	Reluctantly Complies		Usually	Always Cheerfully
	Column Totals					
	Subtotal (A+B+C+D+E)		<u>•</u> 5 =	:	Avera	ge Rating



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	2000	- (5) (1)		
(Student's Name)				
`.				
	Average (Dependabil	.ity)		
	Average (Attitude)			
	Average (Grooming)			
	(0200many)			
	GRAND TOTAL		• 3 =	
			•	
				3
				Average Rating
•				
			(Sponsor's	Signature)

Terminal Objective 4.0 (G)(V)

FELLOW EMPLOYEES

(Student's Name)					(Date)	
	(Name of Sponsor	:)		(.	Location of Sp	onsor)
the Pro	student who is work	king with you the statement	i in a General s in the left	hand column, pl	ork Experience ease place an	Education
	<u>A</u> (CCEPTS FULL S	SHARE OF WORK	RESPONSIBILITIES		
		(A)	(B)	(C)	(D)	(E)
1.	Looks for the easy jobs	Always	Frequently	Occasionally	Seldom	Never
2.	Volunteers for extra duty	Never	Seldom	Occasionally	Frequently	Always
3.	Blames others for failures	Always	Frequently	Occasionally	Seldom	Never
4.	Helpful to others on the job	Never	Seldom	Occasionally	Frequently	Always .
5.	Will "clean up" after a spill or an accident	Never	Seldom	Occasionally	Frequently	Always
	Column Totals					
	Subtotal (A+B+C+D+E)		· ·	5 =	Av	rerage Rating
	ACCEPT	S CONSTRUCTI	VE CRITICISM 1	N A POSITIVE MAN	INER	
6.	Seems to resent criticism	Always	Frequently	Occasionally	Seldom	Never
7.	Attempts to follow suggestions	Never	Seldom	Occasionally	Frequently	Always



T.O. #4.0 (G) (V)

	(Student's Name)	(A)	(B)	(C)	(D)	(E)
8.	Seems crushed when criticized	Always	Frequently	Occasionally	Seldom	Never
9.	Seems to resist authority	Always	Frequently	Occasionally	Seldom	Never
10.	Appears to accept criticism but goes about job the same way without change	Always	Frequently	Occasionally	Seldom	Never
	Column Totals					
	Subtotal (A+B+C+D+E)			5 =	Avera	age Rating
	REQUES	TS ASSIST	NCE OR DIRECT	IONS WHEN NECESSA	ARY	
11.	Asks for help when needed	Never	Seldom	Occasionally	Frequently	Always
12.	Would rather blunder through than ask for help	Always	Frequently	Occasionally	Seldom	Never
13.	Asks for help when it is <u>not</u> needed	Always	Frequently	Occasionally	Seldom	Never
14.	Afraid to make a mistake or be wrong	Always	Frequently	Occasionally	Seldom	Never
15.	Fails to read directions then asks for help	Always	Frequently	Occasionally	Seldom	Never



(Student's	Name)		
Column Totals	(A) (B)	(c)	(D) (E)
Subtotal (A+B+C+D+E)	5	=	Average Rating
	Average (Responsib	ilities)	
	Average (Criticism		
	Average (Direction	s)	
	GRAND TOTAL	<u>•</u> 3 =	Average Rating
		10	vanla Gianahuna)

Terminal Objective 4.0 (G)(V)

KEY-SPONSOR'S FORM

				KEY-SPONSO	OR'S FORM		
		(Student's	Name)			(Date)	
		(Name of Sp	onsor)			(Location of Spo	onsor)
	the Pro	student who is gram. For each	working of the s your obs	with you in a G statements in th servations of th	eneral or Vocati		nce Education
			(A)	(B)	(C)	(D)	(E)
	1.	Gets to work on time	Never	Seldom	Sometimes	Most of the time	Always
	2.	Leaves work early	Always	Most of the ti	Sometimes	Seldom	Never
()	3.	Extends breaks beyond time allowed	Always	Most of the ti	Sometimes	Seldom	Never
	4.	Is a clock watcher	Always	Most of the ti	Sometimes	Seldom	Never
	5.	When needed, will stay on to help	Never	Seldom	Sometimes	Most of the time	Always
		Value	(1)	(2)	(3)	(4)	(5)
		Column Totals					
		Subtotal (A+B+C+D+	-Е)		÷ 5 =	Ave	erage Rating
				ATTITUDE TO	NARD SPONSOR		
	6.	Tries to help out when sponsor busy	Never	Seldom	Occasionally	Frequently	Always
Ci	7.	Makes helpful suggestions	Never	Seldom	Occasionally		Very Frequently



	(Student's Name)					
	,					
		(A)	(B)	(C)	(D)	(E)
8.	Is courteous	Never	Seldom	Occasionally	Frequently	Always
9.	Asks how he (she) can improve	Never	Seldom	Occasionally	Frequently	Very Frequently
10.	Exhibits positive attitude toward sponsor	Never	Seldom	Occasionally	Frequently	Always
[Value	(1)	(2)	(3)	(4)	(5)
i	Column Totals					
	(A+B+C+D+E)	DR	ESS AND GRO		Ave	erage Rating
11.	Hair style and length	Not Acceptable	Poor Taste	Fair	Good	Very Appropriat
12.	Clothing	Not Acceptable	Poor Taste	Fair	Good	Very Appropriat
13.	Personal cleanliness	Not Acceptable	Poor Taste	Fair	Good	Very Excellent
14.	Grooming and neatness	Not Acceptable	Poor	Fair	Good	Outstandin
15.	Will accept sponsor's sug- gestions regarding dress and grooming	Suggestions	Reluctantly Complies		Usually	Always Cheerfully
	Value	(1)	(2)	(3)	(4)	(5)
	Column Totals					
	Subtotal (A+B+C+D+E)		·	5	Av	erage Rating



Average (I	Dependability)		
Average (A	Attitude)		
Average (Grooming)		
GRAND TOTA	AL	<u>.</u> 3	=
			Average Rating
		(Sponsor's	Signature)

- Key: (1) To compute average for each section, divide the subtotals by 5 and write in the average rating.
 - (2) (a) To compute the overall average of the sponsor rating, add the three averages and write the total in the space provided.
 - (b) Divide the total by 3 and write the average in the space provided.

Terminal Objective 4.0 (G)(V)

KEY - FELLOW EMPLOYEES

	(Student's Name	e)	_		(Date)	
	(Name of Sponso	r)	_	(Loc	cation of Spons	sor)
the	e student who is work ogram. For each of t that describes you	king with you the statement cobservation	ou in a General ats in the left ons of the stud	t hand column, pl dent's behavior.	lork Evnerience	. Paugatio
	ACC	(A)		RESPONSIBILITIES	4	
		(A)	(B)	(C)	(D)	(E)
1.	Looks for the easy jobs	Always	Frequently	Occasionally	Seldom	Never
2.	Volunteers for extra duty	Never	Seldom	Occasionally	Frequently	Always
3.	Blames others for failures	Always	Frequently	Occasionally	Seldom	Never
4.	Helpful to others on the job	Never	Seldom	Occasionally	Frequently	Always
5.	Will "clean up" after a spill or an accident	Never	Seldom	Occasionally	Frequently	Always
	Value	(1)	(2)	(3)	(4)	(5)
	Column Totals					
	Subtotal (A+B+C+D+E)		• 5	=	Avera	ge Ratin
	ACCEPT	S CONSTRUCT	IVE CRITICISM	IN A POSITIVE MA	NNER	
6.	Seems to resent criticism	Always	Frequently	Occasionally	Seldom	Never
7.	Attempts to fol-	Never	Seldom	Occasionally	Frequently	Always



KEY T.O. #4.0 (G) (V)

	(Student's Name	e)				
		(A)	(B)	(C)	(D)	(E)
8.	Seems crushed when criticized	Always	Frequently	Occasionally	Seldom	Never
9.	Seems to resist authority	Always	Frequently	Occasionally	Seldom	Never
10.	Appears to accept criticism but goes about job the same way without change	Always	Frequently	Occasionally	Seldom	Never
	Value	(1)	(2)	(3)	(4)	(5)
	Column Totals					
	Subtotal (A+B+C+D+E)		5	=	Ave	rage Rating
	REQUES	rs assistan	CE OR DIRECTIO	NS WHEN NECESSAR	<u>y</u>	•
11.	Asks for help when needed	Never	Seldom	Occasionally	Frequently	Always
12.	Would rather blunder through than ask for help	Always	Frequently	Occasionally	Seldom	Never
13.	Asks for help when it is <u>not</u> needed	Always	Frequently	Occasionally	Seldom	Never
14.	Afraid to make a mistake or be wrong	Always	Frequently	Occasionally	Seldom	Never
15.	Fails to read directions then asks for help	Always	Frequently	Occasionally	Seldom	Never

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		•	•

	(Studer	it's Name)				
		(A)	(B)	(C)	(D)	(E)
	'alue	(1)	(2)	(3)	(4)	(5)
Column	n Totals					
Subtot (A-	al +B+C+D+E)] <u>÷</u>	5 =		Average Rating
		Average (F	Responsibili	ties)		
		Average (C	riticism)			
		Average (D	irections)			
		GRAND TOTA	ıL	3 =	A	verage Rating
				(Sponsor's Signa	ture)
·: (1)	To compute the average	average for ea	ch section,	divide the sub	totals by 5 and	write in
(2)	(a) To con averag	pute the overa	ll average the total in	of the sponsor proving the space proving	rating, add the ided.	three
	(b) Divide	the total by	3 and write	the average in	the space prov	ided



Terminal Objective 4.0 (G) (V)

KEY - THE PUBLIC SERVED

(Student's Name)					(Date)				
	(Name of Sponsor)	*		(Loc	(Location of Sponsor)				
the Pro	ECTIONS: This form is des student who is working wi gram. For each of the stathat describes your obser	th you in tements i vations o	n a G eneral in the left of the stud	or Vocational Whand column, pl	ork Experience ease place an	Educatio			
		(A)	(B)	(C)	(D)	(E)			
1.	Is cheerful when serving customers	Never	Seldom	Occasionally	Frequently	Always			
2.	Tries to be of extra help to customers	Never	Seldom	Occasionally	Frequently	Always			
3.	Seems to enjoy meeting customers	Never	Seldom	Occasionally	Frequently	Always			
4.	Disappointed when not able to help customer	Never	Seldom	Occasionally	Frequently	Always			
5.	Enjoys busy time serving customers rather than slack time	Never	Seldom	Occasionally	Frequently	Always			
	Value	(1)	(2)	(3)	(4)	(5)			
	Column Totals								
	Subtotal (A+B+C+D+E)		<u>.</u> 5	******	Aver	age Ratin			



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(Student's Name)

MAKES ADEQUATE ATTEMPT TO MEET PUBLIC'S NEEDS

		(A)	(B)	(C)	(D)	(E)
6.	Takes time to find out customer's need	Never	Seldom	Occasionally	Frequently	Always
7.	Customers ask for this employee by name	Never	Seldom	Occasionally	Frequently	Always
8.	Thorough in deal- ing with custo- mers	Never	Seldom	Occasionally	Frequently	Always
9.	Keeps customers waiting unneces- sarily	Always	Frequently	Occasionally	Seldom	Never
10.	Seeks the custo- mer as a necessary evil	Always	Frequently (2)	Occasionally	Seldom	Never
	1 vacae			(3)	(4)	(5)
	Column Totals					
	Subtotal (A+B+C+D+E)		5	=	Average	Rating
	PROVIDES SERVI	CE WHICH P	ROMOTES CONFID	ENCE IN THE ESTA	BLISHMENT	
11.	"Talks up" the employer and firm to the customer	Never	Seldom	Occasionally	Frequently	Always
12.	Cheerfully investi- gates complaints	Never	Seldom	Occasionally	Frequently	Always
13.	If an error has been made, can admit it to customer	Never	Seldom	Occasionally	Frequently	Always
14.	Demonstrates know- ledge of product or service offered	Never	Seldom	Occasionally	Frequently	Always



	(Student's Nam	ne)	_			
15.	Asks customers	(A)	(B)	(c)	(D)	(E)
	to "come back"	Never	Seldom	Occasionally	Frequently	Always
	Value	(1)	(2)	(3)	(4)	(5)
	Column Totals					
	Subtotal (A+B+C+D+E)		· 5	_	Avera	ge Rating
		Average	(Attitude)			
		Average	(Public Ne	eds)		
		Average	(Services)			
		GRAND TO	TAL	•	3 =	
					Average	e Rating
				(Spor	nsor's Signatur	ce)
Key:	: (1) To compute ave the average ra	rage for each s ting.	section, d	ivide the subto	tals by 5 and u	vrite in
	(2) (a) To computo averages o	the overall and write the	average of total in t	the sponsor rai	ting, add the x	three
	(b) Divide the	total by 3 as	rd write t	<u>he average in th</u>	ie. Space phovio	lod



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Terminal Objective 4.0 (G)(V)

THE PUBLIC SERVED

(Student's Name)				(Date)			
	(Name of Sponsor)			(Loca	tion of Sponsor)		
the	e student who is working worki	ith you in atements i rvations o	n a General n the left of the stud	or Vocational W hand column, pl ent's behavior.	ease place an "X" in t	ion	
	EXHIBITS POS	ITIVE ATTI	TUDE TOWAR	D THE PUBLIC SER	<u>VED</u>		
1.	Is cheerful when serving customers	Never	Seldom	Occasionally	Frequently Always	5	
2.	Tries to be of extra help to customers	Never	Seldom	Occasionally	Frequently Always	3	
3.	Seems to enjoy meeting customers	Never	Seldom	Occasionally	Frequently Always	<u>.</u>	
4.	Disappointed when not able to help customer	Never	Seldom	Occasionally	Frequently Always	<u>.</u>	
5.	Enjoys busy time serving customers rather than slack time	Never	Seldom	Occasionally	Frequently Always	<u>.</u>	
COL	UMN TOTALS						
SUB	TOTAL		5	=	Average Rating		



(Student's Name) MAKES ADEQUATE ATTEMPT TO MEET PUBLIC'S NEEDS (A) (B) (C) (D) (E) Takes time to find Never Seldom Occasionally Frequently Always out customer's need 7. Customers ask for Never Seldom Occasionally Frequently Always this employee by name 8. Thorough in dealing Never Seldom Occasionally Frequently Always with customers 9. Keeps customers waiting unneces-Always Frequently Occasionally Seldom Never sarily 10. Sees the customer as a necessary Always Frequently Occasionally Seldom Never evil Column Totals Subtotal (A+B+C+D+E)Average Rating PROVIDES SERVICE WHICH PROMOTES CONFIDENCE IN THE ESTABLISHMENT 11. "Talks up" the Never Seldom Occasionally Frequently Always employer and firm to the customer 12. Cheerfully investi-Never Seldom Occasionally Frequently Always gates complaints 13. If an error has been Never Seldom Occasionally Frequently Always made, can admit it to customer 14. Demonstrates know-Never Seldom Occasionally Frequently Always ledge of product or service offered



	(Student's Na		_			
		(A)	(B)	(C)	(D)	(E)
15.	Asks customers to "come back"	Never	Seldom	Occasionally	Frequently	Always
	Column Totals					
	Subtotal (A+B+C+D+E)		•	5 =	Average	e Rating
		Average	(Attitude)		
		Average	(Public N	eeds)		
		Average	(Services)		
		GRAND TO	TAL	· 3 =	A	verage Rating
						•
				(Spo	nsor's Signatu	re)

Terminal Objective 5.0 (G)(V)

SPONSOR'S EVALUATION

		SPONSO	R'S EVALU	ATION				
		(Student's Name)			(Date)			
	<u> </u>	(Name of Sponsor)		(Location of Sponsor)				
<u>D:</u>	IRECTIO	ONS:			(Student's	Job)		
h:	im in lending	Please complete this evaluation his Work Experience Education his future plans. If possible it to his school Work Experient in the chart below the most	Program, e, discus ence Educ importan	your evaluation Coord	nation can be venation with the linator.	ery helpful to student before		
1	of t	ter to be successful in this sthis student on each skill.	tudent's	chosen job	o and rate the m	nastery level		
	JO	DB-RELATED SKILLS		MAST	TERY LEVEL (Plea	use check one)		
		(Please write in)	Not	Acceptable	Acceptable	Proficient		
	1.							
	2.							
	3.							
	4.							
	5.							
2.	Rate colu	e the student's interest and i	nitiativ	e by placin	g an "X" in the	appropriate		
	(a)	Seeks the advice of more	(A)	(B)	(C)	(D)		
	(4)	experienced employees and superiors	Never	Seldom	Occasionally	Frequently		
	(b)	Practices on own initiative	Never	Seldom	Occasionally	Frequently		
	(c)	Takes pride in his increa- sing proficiency	Never	Seldom	Occasionally	Frequently		
	(d)	Welcomes constructive	Never	Seldom	Occasionally	Frequently		

criticism

3.	Rate skil	e the student's adaptability to changing job requirements involving technical lls by checking the appropriate line (yes or no).
	(a)	Reads literature on new skills required YES NO
	(b)	Observes and asks intelligent questions of more experienced employees
	(c)	Assists in the changeover (does not resist change)
4.	Rate poin	the student's quality and quantity of work by checking one answer for each
	(a)	Quality of Work (check one)
		Falls below pro- duction standard Meets produc- tion standard Exceeds produc- tion standard
	(b)	Quantity of Work (check one)
		Falls below pro- duction standard Meets produc- tion standard Exceeds produc- tion standard
5.	Is the in the firm?	nis student acceptable to you and encouraged (after graduation) to continue nis vocation and, if conditions permit, to become a regular employee of your
		(yes)(no)
		(Sponsor's Signature)

