



## Teacher Rubric Unit 5 PT3

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Section #: \_\_\_\_\_

### Unit 5 Performance Task 3: Helping Professions Awareness Campaign Rubric and Checklist

#### Deliverables

1. All required sections of the helping professions research are complete.	Yes	No
2. All required sections of the biographical sketch are complete.	Yes	No
3. All components of the job shadowing assignment are complete.	Yes	No
4. All required sections of the social media posts are complete.	Yes	No

#### Relational Skills and Personal Attributes

5. The student demonstrated effective independent work habits		
a. responsibility	Yes	No
b. self-discipline	Yes	No

Quality Indicators	Meets or Exceeds Expectations	Not Yet or Inconsistently Meets Expectations	Does Not Meet Expectations	Comments
Applied Knowledge: Critical Thinking Skills	<p>Student demonstrates all of the requisite skills when researching the helping professions and shadowing, interviewing, and videoing a helping professional:</p> <ul style="list-style-type: none"> <li>critical thinking</li> <li>creativity</li> <li>ability to make sound decisions</li> <li>ability to solve problems</li> <li>ability to reason logically</li> <li>ability to plan well</li> <li>ability to organize ideas well</li> </ul>	<p>Student demonstrates some of the requisite skills when researching the helping professions and shadowing, interviewing, and videoing a helping professional but does not demonstrate the behaviors checked below:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> critical thinking</li> <li><input type="checkbox"/> creativity</li> <li><input type="checkbox"/> ability to make sound decisions</li> <li><input type="checkbox"/> ability to solve problems</li> <li><input type="checkbox"/> ability to reason logically</li> <li><input type="checkbox"/> ability to plan well</li> <li><input type="checkbox"/> ability to organize ideas well</li> </ul>	<p>Student does not demonstrate enough applied knowledge when researching the helping professions or shadowing, interviewing, and videoing a helping professional.</p>	

<p>Career Navigation Skills</p>	<p>Student demonstrates background knowledge and understanding of key concepts about the helping profession through all of the following indicators:</p> <ul style="list-style-type: none"> <li>• ability to understand the impact of the helping professions on careers</li> <li>• ability to understand the link between helping professions to altruism, servant leadership and service learning</li> <li>• identify steps to embark on pathways that lead to a career in the helping professions</li> </ul>	<p>Student demonstrates some background knowledge and understanding of key concepts about the helping profession but not the indicators checked below:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ability to understand the impact of the helping professions on careers</li> <li><input type="checkbox"/> ability to understand the link between helping professions to altruism, servant leadership and service learning</li> <li><input type="checkbox"/> identify steps to embark on pathways that lead to a career in the helping professions</li> </ul>		
<p>Executive Skills</p>	<p>Student demonstrates the ability to</p> <ul style="list-style-type: none"> <li>• manage time effectively to complete all the required tasks on time</li> <li>• manage resources effectively to complete the shadowing, interviewing and videoing of a helping professional</li> <li>• communicate effectively by interviewing and videoing a helping</li> </ul>	<p>Student does not demonstrate the following abilities:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> manage time effectively to complete all the required tasks on time</li> <li><input type="checkbox"/> manage resources effectively to complete the shadowing, interviewing and videoing of a helping professional</li> <li><input type="checkbox"/> communicate effectively by interviewing and videoing a helping professional and posting through social media</li> <li><input type="checkbox"/> apply information</li> </ul>	<p>Student does not demonstrate enough of the required executive skills when researching the helping professions or when shadowing, interviewing and videoing a helping professional.</p>	

	<p>professional and posting through social media</p> <ul style="list-style-type: none"> <li>• apply information technology appropriately when posting through social media</li> <li>• apply information technology effectively when posting to social media to increase the number of views</li> </ul>	<p>technology appropriately when posting through social media</p> <p><input type="checkbox"/> apply information technology effectively when posting to social media to increase the number of views</p>		
<p>Communication Skills</p>	<p>Student demonstrates all of the requisite communication skills by meeting the following indicators:</p> <ul style="list-style-type: none"> <li>• effectively communicates verbally in an interactive presentation</li> <li>• actively listens to instructions necessary to complete the task</li> <li>• accurately conveys information as a means to promote the helping profession</li> </ul>	<p>Student demonstrates some of the requisite communication skills but does not meet the indicators checked below:</p> <p><input type="checkbox"/> effectively communicates verbally in an interactive presentation</p> <p><input type="checkbox"/> actively listens to instructions necessary to complete the task</p> <p><input type="checkbox"/> accurately conveys information as a means to promote the helping profession</p>	<p>Student does not demonstrate the required communication skills when researching the helping professions or shadowing, interviewing and videoring a helping professional.</p>	
<p>Information Use Skills</p>	<p>Student demonstrates all of the requisite information use skills by meeting the following indicators:</p>	<p>Student does not demonstrate one of the requisite information use skills:</p> <p><input type="checkbox"/> use research information to</p>	<p>Student does not demonstrate the ability to use and communicate information to complete a biographical sketch</p>	

	<ul style="list-style-type: none"> <li>• use research information to understand the benefits and demands of the helping profession</li> <li>• communicate information by creating a biographical sketch and posting on social media</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> understand the benefits and demands of the helping profession</li> <li><input type="checkbox"/> communicate information by creating a biographical sketch and posting on social media</li> </ul>	and posting on social media.	
Civic Engagement Skills	<p>Student demonstrates all of the requisite civic engagement skills by meeting the following indicators:</p> <ul style="list-style-type: none"> <li>• developing an awareness of major national, state, and local governance issues by conducting an interview</li> <li>• participating in civic and community-based organizations by shadowing a helping professional</li> </ul>	<p>Student demonstrates some of the requisite civic engagement skills but not the indicator checked below:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> developing an awareness of major national, state, and local governance issues by conducting an interview</li> <li><input type="checkbox"/> participating in civic and community-based organizations by shadowing a helping professional</li> </ul>	Student does not demonstrate enough of the civic engagement skills when interviewing and shadowing a helping professional.	

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