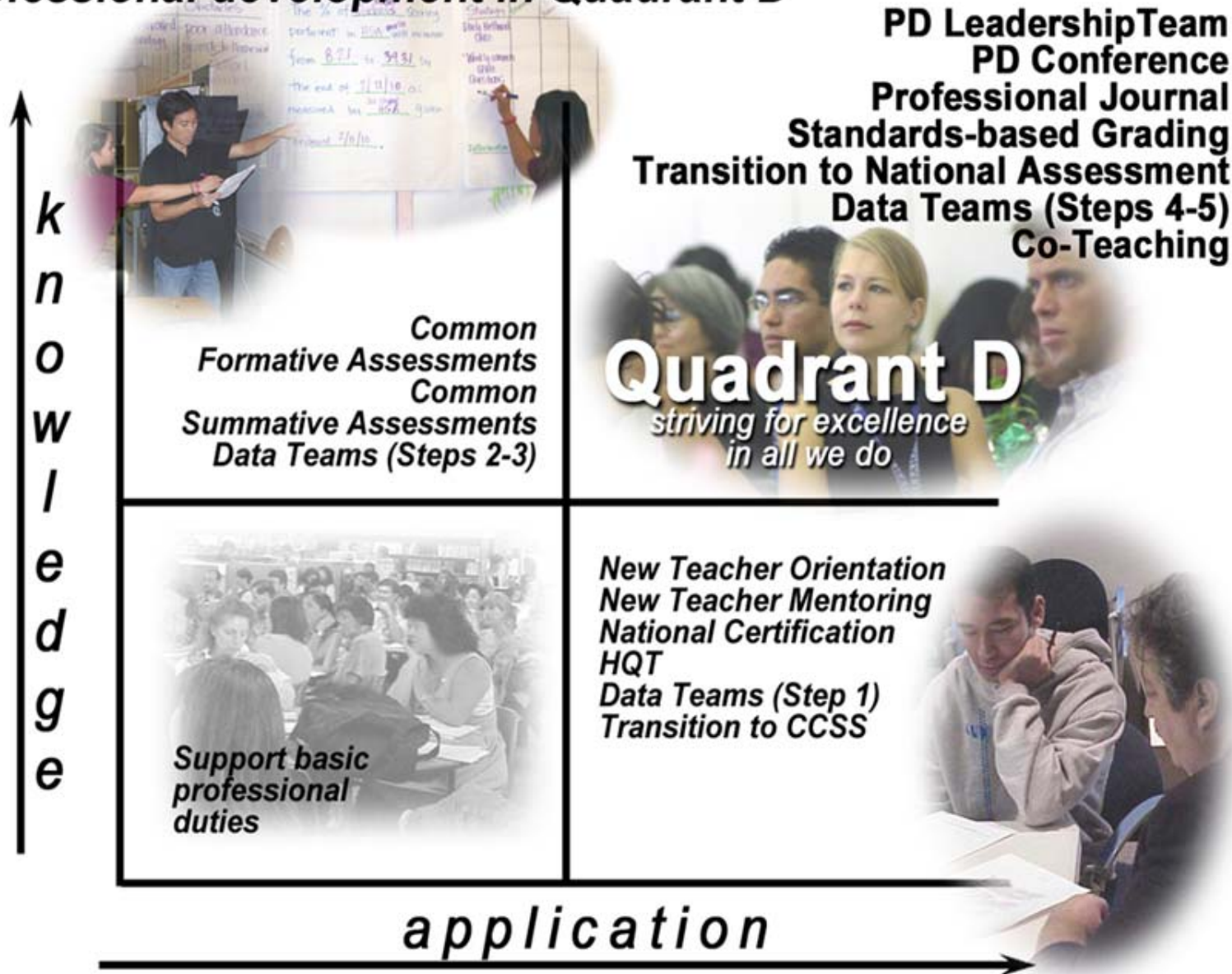


Moanalua High School

professional development in Quadrant D





Data Team Leaders Training, 2010

Key Attributes

1. A PD vision of high expectations for all
2. Teachers are empowered; if teaching should be “student-centered, then PD should be “teacher-centered”
3. PD is teacher led by MoHS PD Team – members represent all subject areas and have common period off for meeting, planning, and collaboration
4. PD is pervasive and key part of school culture
5. PD Time built in to bell schedule (every Monday from 2:00-3:00 pm); other time provided (sub days, stipends)
6. PD is structured around PLCs, PD groups, learning circles, or **data teams**; relationships are modeled
7. Teachers are required to reflect on practice on how to increase learning and are expected to share with others (conference presentations, journal articles, PD

Tipping Point Moments

2001 – Setting high expectations for PD for high school teachers ... silence ... “could hear a pin drop.”

2003 – A challenge to teachers – telling high school teachers that their grading practices were questionable and needed to change ... uproar ... could not hear anything more than complaints.

2001- 1st PD Structure (PD Inquiry Teams, required PD performance/product)

2003 – Begin professional development on classroom grading practices & assessment for and of learning; implementation ongoing for 8 years

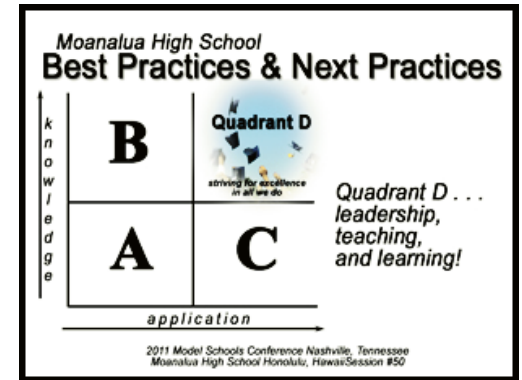
2005 – Voluntary PD performance/product

2007 – Guaranteed and viable curriculum /common assessments; 2nd PLC Structure (curriculum groups)

2010 – 3rd PLC Structure (Data Teams)

Teacher Quotes

“This time, I feel much more positive about change—for good....I know there will be bumps along the way and questions galore, but the



Moanalua High School Professional Development

“Moanalua High School has developed a professional learning structure that has been widely recognized as the “gold standard” model for how a large, ethnically diverse urban high school can undertake professional learning to improve instruction and student achievement.”

Jan Burgess, ASCD, 2009

2011 MoHS PROFESSIONAL DEVELOPMENT SURVEY – May 6, 2011 RESULTS (previous year in parentheses)

Teacher Name _____

Department _____

Please complete the survey below by selecting the best possible answer to each question. The results of this survey will be used for the accreditation report and planning purposes. Please return to the box of D. Galera before Friday (teacher check out) afternoon.

		Strongly Disagree 1	Disagree 2	3	Agree 4	Strongly Agree 5
1. When I grade or evaluate students ...						
a.	a student's grade represents what he/she knows & is able to do	1 – 1%(2%)	2 – 4%(2%)	3 – 4%(3%)	4 – 58%(56%)	5 – 33%(36%)
b.	behavior is separated from learning	1 – 0%(2%)	2 – 4%(9%)	3 – 17%(16%)	4 – 36%(38%)	5 – 43%(31%)
c.	grades are based on traditional percentages (90% =A, 80%=B)	1 – 12%(19%)	2 – 21%(22%)	3 – 30%(30%)	4 – 32%(26%)	5 – 5%(2%)
d.	formative assessment results lead to changes in teaching	1 – 1%(1%)	2 – 0%(0%)	3 – 13%(13%)	4 – 58%(56%)	5 – 29%(26%)
e.	homework counts as part of the final grade	1 – 1%(13%)	2 – 27%(24%)	3 – 29%(24%)	4 – 39%(24%)	5 – 20%(13%)
f.	only summative assessments are used	1 – 14%(16%)	2 – 38%(39%)	3 – 19%(16%)	4 – 26%(21%)	5 – 3%(5%)
g.	late work is accepted within a reasonable time period	1 – 1%(0%)	2 – 6%(3%)	3 – 4%(5%)	4 – 49%(50%)	5 – 39%(38%)
h.	multiple pieces of evidence are used to determine a final grade	1 – 0%(1%)	2 – 1%(0%)	3 – 4%(2%)	4 – 40%(41%)	5 – 55%(53%)
i.	a zero is assigned for incomplete assignments or tests	1 – 16%(23%)	2 – 28%(27%)	3 – 30%(26%)	4 – 20%(14%)	5 – 7%(9%)
j.	a student is given an opportunity to demonstrate achievement if he/she is involved in cheating or plagiarism	1 – 4%(7%)	2 – 5%(8%)	3 – 23%(24%)	4 – 48%(42%)	5 – 22%(18%)
k.	students are involved in the process by co-constructing criteria	1 – 3%(1%)	2 – 23%(15%)	3 – 37%(32%)	4 – 33%(42%)	5 – 4%(7%)
l.	recency of student learning is considered	1 – 0%(1%)	2 – 0%(0%)	3 – 9%(9%)	4 – 72%(64%)	5 – 19%(24%)
m.	I provide descriptive feedback to increase student learning	1 – 0%(1%)	2 – 0%(0%)	3 – 14%(15%)	4 – 58%(52%)	5 – 28%(30%)

1. Considering where you are at this time, please identify the following:

a. Your **greatest need** in terms of specific training for professional development? Promethean Tech-10 Technology –5 SBG-4

b. Which of the following would you have the greatest interest and motivation to attend: (Please circle numbers)

- (1) Training in standards-based unit planning (6) 7% (was 21%)
- (2) Training in standards-based grading (23) 28% (was 45%)
- (3) Training in the use of the data teams process (7) 8%
- (4) Training in how to promote higher level thinking skills (39) 47% (was 33%)
- (5) Training in how to promote teaming and collaboration skills by students in the classroom (17) 20% (was 27%)
- (6) Training in how to use new technologies as learning tools for students (47) 57% (was 41%)
- (7) Training in how to differentiate instruction in the classroom (15) 18% (was 27%)
- (8) Training on learning styles of students and how to meet them (11) 13% (was 23%)
- (9) Training in the effective use of formative assessment (12) 14% (was 24%)
- (10) Training in the Rigor and Relevance Framework and developing Quadrant D lessons (22) 26% (was 37%)

Please respond to the statements below by circling the best response following the statement. I have a clear understanding of ...
 (Previous results in parentheses)

1. ... the HCPS III standards that correspond to the content areas that I teach.	Yes –91%(86%)	No – (3%)	Not Sure-9%(9%)
2. ...the difference between standards-based education and traditional teaching .	Yes –96% (89%)	No – (0%)	Not Sure-3%(11%)
3. ...how to provide descriptive feedback to students.	Yes –88% (87%)	No – (1%)	Not Sure – 12%(10%)
4. ...how to design and use culminating assessments.	Yes – 75%(72%)	No – (2%)	Not Sure – 25%(24%)
5. ...how to promote collaboration and teamwork among learners in the classroom.	Yes – 77%(69%)	No – 1%(6%)	Not Sure – 21%(24%)
6. ...student learning styles.	Yes – 73%(77%)	No – (1%)	Not Sure – 24%(22%)
7. ... how to promote higher level thinking skills among classroom learners.	Yes –57%(59%)	No – (1%)	Not Sure – 37%(38%)
8. ... the difference between formative and summative assessment.	Yes – 96%(91%)	No – (4%)	Not Sure – 4%(5%)
9. ... how to develop quality standards-based unit plans.	Yes – 70%(59%)	No – (7%)	Not Sure – 29%(34%)
10. ... the Rigor and Relevance Framework and Quadrant D Lessons.	Yes - 68%(39%)	No –8% (19%)	Not Sure – 24%(42%)
11. ... how to use the 5 Step Data Team Process to review instruct. strategies.	Yes – 53%	No – 9%	Not Sure – 38%
12. ... the Common Core State Standards.	Yes – 42%	No – 17%	Not Sure – 41%
13. ...how to use formative assessment results to make changes in teaching.	Yes – 83%(79%)	No – (1%)	Not Sure – 17%(19%)
14. ...how to differentiate instruction.	Yes – 71%(70%)	No – (1%)	Not Sure – 29%(28%)

Mahalo!

Please return to the box of D. GALERA before May 6, 2011

Moanalua High School Schoolwide Grading Policy 2010-2011

Purpose of Grading

The purpose of grading is to communicate student achievement of current Hawaii Content and Performance Standards (HCPS) to interested stakeholders (students, parents, colleges and other institutions).

Purpose of School-wide Grading Policy

The school-wide grading policy implemented across all grade levels and disciplines shall:

- Provide teachers with guidelines to ensure common understandings of required practices and procedures to assess and evaluate student achievement fairly.
- Consistently and clearly communicate student achievement to all stakeholders.

Foundations of Standard-Based Grading

- Evidence of both formative and summative assessments shall be collected and recorded.
- Formative assessments shall be used to promote success in summative assessments.
- Formative assessments shall be evaluated with descriptive feedback.

- The purpose of formative assessments is to give reflective, thoughtful, meaningful feedback to the student and the teacher.
- Feedback of formative assessments directly helps students achieve learning goals and is a building block for summative assessments.
- Multiple opportunities shall be offered to students to provide evidence of learning.

Guiding Principles

Formative Assessments Characteristics

Formative assessments:

- Are student assignments that will help learners acquire skills to achieve standards.
- Shall provide evidence of student progress.
- Shall encourage risk-taking.
- Shall prepare students for summative assessments.

Teacher Expectations and Responsibilities

Teachers shall:

- provide frequent, meaningful opportunities to practice skills and gauge/track progress.
- provide clearly defined processes and expectations to prepare students for summative assessments.

- provide accurate, specific and timely descriptive feedback so that students can prepare for summative assessments.
- consider and utilize student feedback to improve the learning process.

Student Expectations and Responsibilities

Students shall:

- provide evidence in a timely manner within a grading period.
- use feedback to assess current progress to make improvements.
- provide feedback to teachers to improve assignments and methods.
- actively participate in the process.

Summative Assessments

Characteristics

Summative assessments:

- Are final products and/or performances to evaluate student achievement of standards within a grading period.

Teacher Expectations and Responsibilities

Teachers shall:

- provide summative assessments that are based on previous

teaching/learning and formative assessments.

- provide multiple/varied opportunities to demonstrate achievement within a grading period.
- provide clear criteria and expectations about how to achieve learning goals.
- provide clear and accurate feedback.
- consider and utilize student feedback to improve process.

Student Expectations and Responsibilities

Students shall:

- provide evidence in a timely manner within a grading period.
- use feedback to assess current progress to make improvements.
- provide feedback to teachers to improve assignments and methods.
- actively participate in the process.

Levels of Achievement

A Exceeds	<ul style="list-style-type: none"> • <u>Understanding:</u> Student demonstrates a strong grasp of concepts and skills. • <u>Work quality:</u> Student work is consistently of high quality and well organized.
--------------	--

B Meets	<ul style="list-style-type: none"> • <u>Understanding:</u> Student demonstrates a good grasp of concepts and skills. • <u>Work quality:</u> Student work is usually of high quality and well organized.
C Approaching	<ul style="list-style-type: none"> • <u>Understanding:</u> Student demonstrates a satisfactory grasp of concepts and skills. • <u>Work quality:</u> <i>Student work is usually of acceptable quality and organized, and sometimes of high quality and organized.</i>
D Below Approaching	<ul style="list-style-type: none"> • <u>Understanding:</u> Student demonstrates a less than satisfactory grasp of concepts and skills. • <u>Work quality:</u> <i>Student work is seldom of acceptable quality.</i>

F Well Below	<ul style="list-style-type: none"> • <u>Understanding:</u> <i>Student demonstrates little or no grasp of concepts and skills.</i> • <u>Work quality:</u> <i>Student work is almost never of acceptable quality.</i>
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Accommodating / Reporting GLOs (behaviors)

Cheating/Plagiarism: students shall be given another opportunity to demonstrate achievement of the learning goal(s) after appropriate administrative action.

Attendance: students shall be given the opportunity to make up work missed due to absences within a reasonable time period.

Late work: late work shall be accepted within a reasonable time period. Penalties cannot be used to misrepresent a student's actual achievement.

*Special thanks to Ken O'Connor for his guidance and help in reviewing and revising our schoolwide grading policy.

Moanalua High One of 15 Model Schools Nationwide

By Katherine Poythress 05/17/2011



Katherine Poythress/Civil Beat

What happens when a strong principal, involved parents and motivated teachers come together?

Moanalua High School is a good example. The school has been selected as one of 15 model high schools for 2011 by the International Center for Leadership in Education, an educational advocacy and consulting company. The schools will share their best practices at the 19th annual Model Schools Conference this June in Nashville. The conference attracts thousands of educators and is widely considered the nation's leading education reform event.

It's not the first time Moanalua has grabbed the spotlight in recent years.

"We've had so many national and state awards this year that it would take me half an hour to go through all of them," Principal Darrel Galera said at a May 10 school community council meeting. He wasn't bragging — he merely meant it as a compliment to his students.

Moanalua faculty, students and parents say the secrets to their success are a strong principal,

an unusually collaborative culture, a focus on constant professional development and an outside-the-box approach to the classroom.

Collaboration Is Key

Everyone seems to want to credit someone else for the school's success.

The teachers attribute it to Galera's visionary leadership. Galera attributes it to a collaborative faculty and involved parents. The students say it's the personal attention they get from their teachers and a wealth of extracurricular opportunities.

"I think it's a collaboration that started with the principal," said Chris Eng, a parent who still serves on the school community council even though his children have already graduated. "He had a vision for what this school could be, and everyone has caught that vision. It's been an exciting time."

"I'm a (geographic exception) parent, so I asked for my kids to come here," said Julie Fujiwara, a mom from Kaneohe. "All of the programs here are exemplary, and I was just impressed with everything — the academics, the commitment, the support, and the fact that they are always looking for ways to improve."

Committed to Improving People

The school's dedication to continuous improvement is driven by Galera, said Wray Jose, a U.S. history and government teacher. One thing Galera does well is provide the tools, resources and support that teachers need in order to develop professionally.

"A good leader helps, and Darrel Galera is great at that," said Jose.

Moanalua ramped up its focus on professional development in 2001. Galera actively sought educational speakers and conferences for his teachers. He assembled a dedicated professional development team that began walking teachers through new strategies. That year Galera also began requiring his faculty to share their best new methods in writing and in digital presentations at an annual conference for fellow educators from around the state.

"Incentives like that force you to get involved, to be more hands-on and pay closer attention to what you're doing in the classroom," said Jose.

For the last 10 years, the Moanalua High School Professional Development Conference has driven improvements at Moanalua and all over the state. It has been called by at least one Nanakuli teacher, "Hawaii's best professional development opportunity for teachers all year, period."

Not Afraid of 'Stretch Learning'

The school's video presentation for the Model Schools Conference features a high-energy campus bustling with activities from academic competitions to athletic events and orchestra concerts.

Senior Anna Pidong said that the extracurricular activities provided her with opportunities to take learning to the next level — what she calls 'stretch learning.' She has used her involvement on the mock trial and robotics teams to synthesize concepts from her classes.

"Especially in mock trial, you are really applying what you learn and bringing it all together," she said.

But that synthesis — the part of school that makes learning relevant to students — isn't limited to extracurricular activities. It pervades Moanalua's classrooms, too. Although the high school consistently does well on annual assessments, they are never the focus.

"In our classes, you don't do just book work, but you're doing all these activities and applying your unique experiences to what you learn," Pidong explained. "The teachers develop quality relationships with us and teach for a bunch of different learning styles."

Embracing Data and Technology

A model school doesn't become a model school overnight, but two new initiatives this year may have helped give Moanalua a boost in the Model Schools competition: Data teams and a 21st-Century technology team.

Data teams review data derived from student scores on common course assessments. They use the information to identify strengths and weaknesses, and then develop strategies for addressing students' needs, said Jose.

The 21st-Century technology team is a group of faculty members who wanted to integrate technology into the teaching and learning experience, said Melissa Goo, a science teacher and chairwoman of the school community council.

As a result of the team's efforts, the school has 30 [Promethean interactive whiteboards](#) on campus and has fully implemented an online grade book that students and their parents can access anytime. The school also upgraded its online [Blackboard](#) system so it's more interactive.

"In doing that, we're really taking the classroom outside of the classroom," Goo said — a consistent theme at Moanalua.

Even though they may never be able to narrow down which people and programs should get the credit for it, almost all the school's stakeholders agree on one thing: Moanalua is one of the premier high schools in Hawaii and the nation.

"Wow, this is one terrific school," said Eng.

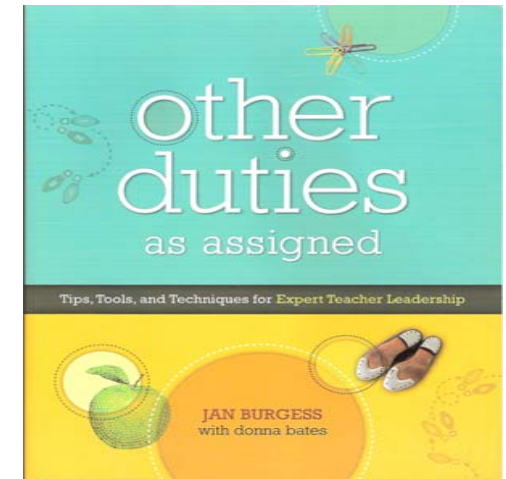
School Website:
www.mohs.k12.hi.us

School Contact:

Darrel Galera, Principal
2825 Ala Ilima St.
Honolulu, Hawaii 96818

darrel_galera@notes.k12.hi.us

(808) 837-8455 ext 1101



“Moanalua High School has developed a professional learning structure that has been widely recognized as the “gold standard” model for how a large, ethnically diverse urban high school can undertake professional learning to improve instruction and student achievement.”

Jan Burgess, ASCD, 2009

Moanalua High School Career & Academic Plan Advisory Program



Introduction

The increased demand in the American workplace for skilled workers is bringing about a change in the nation's educational system. In the last 50 years, our nation has moved from an economy with many jobs for unskilled labor to one where the majority of jobs require a high level of skills and the ability to adapt to change.

If students do not leave school with strong academic and employability skills to succeed in this competitive environment, they may face a future of unemployment, low wages and little chance for advancement.

Moanalua High School, in partnership with parents, businesses, and the community, is addressing this challenge. Moanalua High School's CAP program is a systemic movement which is based on the concept that EVERY student is important and must be helped to reach his or her fullest potential.

The Career and Academic Planning course was developed to ensure that students leave high school with skills that will help them enter the work world as well as prepare them for further learning. The CAP program has four overarching themes for each grade level that helps students know who they are, know where they

are going, know how to get there, and know how to be independent:

Grade 9:	Self-Assessment and Discovery
Grade 10:	Goal-Setting & Employment
Grade 11:	Exploring Post-Secondary Options
Grade 12	Financial Aid and Independence.

The CAP curriculum aligns to the Hawaii State Content and Performance Standards (HCPS III), Career and Technical Education, Career Planning Standards. Students, who successfully complete CAP each year by earning satisfactory grades for their culminating assessments, will be able to fulfill the Board of Education Policy 4540.3, the Personal Transition Plan graduation requirement.

The CAP curriculum includes a Career Pathways program which will expose students to potential career fields. Every student—whether college or career bound—will be asked to select a career pathway. Of course, students can change their selection if their interests change. The career pathway will challenge students to conduct further research on their career choice(s), and will assist them in planning their academics for high school and beyond.

“The purpose of CAP is to address the whole child—to provide students that personalized learning environment, an adult advocate that follows the student through their four years in high school, and to give students the foundation to be college and career ready.”

**Evangeline Casinas
CAP & PTP Coordinator**

Goals

A student who completes the Moanalua High School Career and Academic Plan (CAP) course will:

- Understand the significance of responsibility, attitude, work ethics, and quality at school and the workplace;
- Have the skills to interact productively with others on a team;
- Understand the relationship between educational achievement and career opportunities;
- Have the skills to make decisions and choose between alternatives, set appropriate and realistic goals, and manage their time;
- Identify and investigate career paths and occupations relevant to their interests, skills, and aptitudes;
- Be able to access resources for information regarding post-secondary institutions and career/employment opportunities;
- Demonstrate career planning skills through development of a personalized educational and career plan;
- Have the skills to seek and obtain employment;

For more information, contact
Vangie Casinas, CAP-PTP Coordinator
Moanalua High School
evangeline_casinas@notes.k12.hi.us

CAP Calendar

Moanalua High School

DATE		GRADE 9 <i>Self-Assessment & Discovery</i>	GRADE 10 <i>Goal Setting & Employment</i>	GRADE 11 <i>College & Career Exploration</i>	GRADE 12 <i>Finance & Independence</i>
Th	Aug 5	"That's Me!" Inclusion & CAP Syllabus	"That's Me!" Inclusion & CAP Syllabus	"That's Me!" Inclusion & CAP Syllabus	"That's Me!" Inclusion & CAP Syllabus
Th	12	Part 1: 4-MAT Learning Styles Survey	Goal Setting I	Goals and Timeline	<i>Counselor Visitations/Credit</i> ✓ Senior Year Calendar
W	18	Part 2: 4-MAT Plotting Instructions and Group Activity	Goal Setting II	Junior Song Practice	<i>Senior Song Practice</i>
Th	26	Freshmen Song Practice	Sophomore Song Practice	Personal Data Sheet (format)	<i>Counselor Visitations/Credit</i> ✓ Senior Year Calendar
Th	Sep 2	Part 3: 4-MAT Quadrant Activity Sheet	Personal Data Sheet	<i>Counselor Visitations/Credit</i> ✓ Academic Planning Lesson	Detailing Your Personal Data Sheet, Final Copy
Th	9	Homecoming Pep Rally	Homecoming Pep Rally	Homecoming Pep Rally	Homecoming Pep Rally
W	15	Who am I? Why Do I Need to Know?	Academic Planning Lesson	<i>Counselor Visitations/Credit</i> ✓ Academic Planning Lesson	Your Resume, Final Copy
Th	23	CAP ASSESSMENT	CAP ASSESSMENT	CAP ASSESSMENT	CAP ASSESSMENT
Th	Oct 14 Ext CAP	Registration Materials Issued	Academic Planning Lesson-contd Registration Materials Issued	Registration Materials Issued	Lifetouch Senior Pictures
Th	21	Academic Planning Lesson	EXPLORE Scores & the World of Work	College Essays/ Personal Statements, Part 1	College Essays/ Personal Statements, Part 2, Rubric
Th	28	Career Exploration Inventory (CEI) Inclusion and (Steps 1-3)	EXPLORE Compare & Contrast (Video)	PLAN Scores & the World of Work	College Essays/ Personal Statements, Part 2, Peer Review
Th	Nov 4	CEI (Steps 4-6)	EXPLORE Student Analysis	PLAN Compare & Contrast (Video)	Applying to a University of HI Campus
W	10	CEI (Steps 7-8)	Decisions, Decisions, Part I	PLAN Student Analysis	What If? ...Moving to Plan B
W	17	RIASEC Test	Decisions, Decisions, Part II	Letter of Recommendation	Debunking Myths of Financial Aid
Th	Dec 2	Occupational Values Surveys	Job Seeking Attitude Scale	Video: <i>In Search of a College Major and Career Direction</i>	Good Debt, Bad Debt
Th	9	CAP ASSESSMENT	CAP ASSESSMENT	CAP ASSESSMENT	CAP ASSESSMENT
Th	Jan 6	Spider / Strengths & Personality	The Resume	Exploring Post-Secondary Options Video: <i>Life After High School</i>	Filling out the FAFSA Form
Th	13	Strengths II/Work Behavior Style	Cover Letter	Steps to Selecting a School—Types of Schools	Credit Guest Speaker On My Way to College Independence
Th	20	Which Career Pathway Is For You? (Video)	Counselor Visitations/Job Applications	Trade Schools Community Colleges	Credit Guest Speaker On My Way to College Independence
Th	27	Career Pathway <i>Arts & Communication</i>	Counselor Visitations/Job Application	Hawaii Colleges (video)	How Does Credit Affect My Ride?
Th	Feb 3 EXT CAP	Career Pathway <i>Health/Human Services</i> SQS Survey	Job Interview Video and Role Play	SQS Survey	MAKING COLLEGE COUNT
Th	10	<i>Career fair lesson</i>	<i>Career fair lesson</i>	<i>Career fair lesson</i>	<i>Career fair lesson</i>
M	14	COLLEGE & CAREER FAIR	COLLEGE & CAREER FAIR	COLLEGE & CAREER FAIR	COLLEGE & CAREER FAIR
Th	17	SA CAMPAIGN RALLY Assembly in gym	SA CAMPAIGN RALLY Assembly in gym	SA CAMPAIGN RALLY Assembly in gym	Senior Assembly in Cafeteria
Th	24	Career Pathway <i>IET/Natural Resources</i>	Thank you letter (after interview)	College & Career Research	Independent Living ...Show Me the Money?
Th	Mar 3	CAP ASSESSMENT	CAP ASSESSMENT	CAP ASSESSMENT	CAP ASSESSMENT
W	Mar 23	Review of Qtr4 Assessment Career Pathway Portfolio	Review of Qtr4 Assessment Employment Portfolio	Review of Qtr4 Assessment College & Career Portfolio	Personal Transition Plan - Reflection 1 <i>"Revisiting CAP9 Career Pathway Portfolio"</i>
Th	31 EXT CAP	Making Sense of Surveys	"McGoogle Cover Letter" CAP Qtr4 assessment	ACT REGISTRATION	Personal Transition Plan – Reflection 2 <i>"Revisiting CAP10, Employment Portfolio"</i>
Th	Apr 7	Career Pathway Selection	Video: "Building the Right Resume & Cover Letter"	ACT Test Prep	Personal Transition Plan – Reflection 3 <i>"Revisiting CAP11, College & Career Portfolio"</i>
Th	14	"My Personal Dilemma" essay CAP Qtr4 assessment	PLAN Test Prep	How Do I Rate? Where Do I Stand?	On My Way - Who Wants to be a Millionaire?
W	20	EXPLORE Test Prep	Why Volunteer	Making a Match...You & Your College	Senior Assembly or Video
W	27	EXPLORE TEST – School-wide Testing	PLAN TEST – School-wide Testing	ACT TEST – School-wide Testing	SENIOR ACTIVITY
Th	28	Awareness Lesson: Introduction to Senior Project	How do I get Involved?	Finalizing Your List	Senior Assembly or Video
Th	May 5	CAP-PTP Working Session	CAP-PTP Working Session	"College & Career Choices" CAP Qtr4 Assessment	Backstroke/Appreciations
Th	12	CAP ASSESSMENT	CAP ASSESSMENT	CAP ASSESSMENT	CAP ASSESSMENT

Example of Summative Assessment for CAP, Grade 10



Grade 10 CAP Fourth Quarter Assessment "McGoogle" Summer Hire Wanted & Employment Portfolio

Congratulations, you have completed two years of Moosahua High School's CAP curriculum which lessons immersed you in self-assessment, career pathways, goal-setting, decision-making, and employability. Your CAP experience will now culminate in "McGoogle's" Summer Hire Wanted."

DIRECTIONS: Read the case scenario below. Refer to ALL CAP lessons from Grades 9 to the present to assist you in accomplishing the "McGoogle's" Summer Hire Wanted."

Your parent/guardian finally gave permission for you to buy a car. The only condition is that you have to put a \$2,000 down payment. Your parent/guardian will take care of the balance. It has now dawned on you... you need a job!

McGOOGLE: Summer Hire Wanted, \$15/hr

Positions available:

Area of Communication	Business	Health	Human Services	Industrial Arts	Natural Resources
Graphic Art Assistant	Marketing Assistant/Sales	Nutritionist Assistant	Summer Fun Program Leader	Computer Lab Aide	Floral Assistant
Photographer	Receptionist	Personal Trainer Assistant	Parking Attendant	Technical Support	Recycling Program Assistant

SEEKING RESPONSIBLE, ENTHUSIASTIC, TEAM PLAYER, POSSESSING GOOD DECISION-MAKING AND GOAL-SETTING SKILLS TO JOIN OUR COMPANY. To apply, submit letter of application

First and Last Name
Address
City, ST, ZIP
Professional email address and/or phone number

Date

Ms. Justine Robinson (You can make up a name)
Human Resources Director
McGoogle,
55-555 Internet Drive
Honolulu, HI 96818

Dear Ms. Robinson:

You're posted on Monster.com for _____ select position from above listing describes the job I am interested in. Please consider me as an applicant

One of my strengths I can contribute to McGoogle is that I am _____, (4MAT characteristic based on your learning style). I learn best by _____ (4MAT learning activities), allowing me to be productive in your company.

Goal setting is one of my key strengths as it helps me determine a plan of action. For example, _____ (refer to goal-setting packet). You can select a goal or talk about the process of setting goals as a skill).

I am also a confident decision maker. For example, _____ (refer back to decision-making lesson to provide an example of how you problems solved and made a decision or you can talk about the process of decision-making as a skill. Optional, include additional information to "sell yourself" i.e. volunteer and/or work-related experiences.)

Enclosed for your review is a copy of my resume. If you have any questions, please call me at 555-1234. I look forward to hearing from you soon.

Sincerely,

Typed Student Name

Enclosure

Let me see your single-spaced. Double-space between paragraphs.

TASK: Sell yourself and get hired by McGoogle! In order to begin your job hunt, you must compile an employment portfolio, including a TYPED application (cover) letter.

Procedure

- Gather previous CAP lessons on 4MAT, Goal Setting, and Decision Making.
- Prepare a typed final copy of your application (cover) letter using the templates as a guide. Final copy should be formatted as a business letter. See Cover Letter lesson for sample.
- Compile documentation to complete your Employment Portfolio. See rubric for details.



Grade 10 CAP Fourth Quarter Assessment

The rubric below indicates all the evidence required and the level of achievement each student must MEET in order for a S-satisfactory credit to be awarded. Students should use the information in the rubric below to help meet the standards and earn credit. It is the students' responsibility to make up missing assignments and/or any incomplete work.

Task(s):

- Read Case Scenario: "McGoogle's" Summer Hire Wanted"
- Prepare an application letter
- Compile, complete, and submit Employment Portfolio

EVIDENCE	S-satisfactory MEETS	U-satisfactory APPROACHING	U-satisfactory WELL BELOW
McGoogle, Application Letter	Student completed application letter which contained the following: 1) Strength (referencing 4MAT and how they learn best) explanation/example of how student demonstrated goal-setting 2) explanation/example of how student demonstrated decision-making skills	Student completed application letter but content was inappropriate or Student completed application letter but could not provide evidence	Student did not complete application letter.
Employment Portfolio	Portfolio must have ALL of the following components: <input type="checkbox"/> Qtr1 assessment • Goal Setting <input type="checkbox"/> Qtr2 assessment • Decisions <input type="checkbox"/> Qtr3 assessment with evidence "Winners Guide to Finding Job" • Personal Data • Resume • Job Appl • Interview list • Thank You ltr <input type="checkbox"/> Qtr4 assessment • "McGoogle Application Ltr" • How Do I Get Involved	Employment Portfolio is incomplete. It is missing ONE or more components.	Student does not have their Employment Portfolio

Career and Technical Education Standards

Strand: CAREER PLANNING

Standard 2: Career Planning: Explore and understand educational and career options in order to develop and implement personal, educational, and career goals

Topic: Job Application Process and Career Portfolio Development

Benchmark 8-12.2.4 Assess career portfolio that documents evidence of progress toward the attainment of personal, educational, and career goals.

Benchmark 8-12.2.8 Gather and prepare documents related to job-seeking

Benchmark 8-12.2.7 Prepare for the job interview process

KNOW	UNDERSTAND	DO	LESSON	RELEVANCE
Important documents necessary for the job application process	<ul style="list-style-type: none"> Job application Application letter Resume Interview process Thank you letter Volunteer/Work & Community Service 	Write a letter of application with supporting examples Complete an Employment Portfolio	All lessons in 10 th Grade CAP culminate in this task.	<ul style="list-style-type: none"> Students will have learned the job search process and will have in hand an Employment Portfolio, which is a practical resource for their own employment, scholarship, and/or college interview endeavors.

Moanalua High School

Career and Academic Plan (CAP) in Quadrant D

