

# REVIEW 1-5

## Assess Progress and Build Your Transition Portfolio

### TRANSITION OBJECTIVE

Students will evaluate their progress by completing an **Assessment Sheet** and reviewing their progress.

### RELEVANCE TO SUCCESSFUL TRANSITION

Evaluation is one of the most important components of the growth process. Self-evaluation is a powerful tool commonly used by highly successful people. Add peer-evaluation to this process and growth will compound. The evaluation process here begins with self-evaluation, combines with peer evaluation and ends with a statement of the next step toward a specific growth area.

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## INSTRUCTIONAL SEQUENCE

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### ☐ STEP 1: Update Journal

The impact the last five lessons has had on me is . . .

### ☐ STEP 2: Convene Roundtable

"Evaluating my progress is important because \_\_\_\_\_."

### ☐ STEP 3: Advance Organizer

"Today you will evaluate your progress in this class."


### ☐ STEP 4: Activity - 15 Minutes

Please note: The **Assessment & Portfolio Guide** is part of a transition assessment process. In this process, students complete projects to use their new skills and knowledge, then collect samples of their work in a portfolio. This assessment guide may also be used as a formal test or a review of lesson concepts. If needed, make up additional test questions and activities.

Students go over the questions and statements on the **Assessment & Portfolio Guide**. For five minutes, have students briefly review the lessons with a partner, then have students share lesson highlights with the class.

### ☐ STEP 5: Activity - 25 Minutes

Students complete the **Assessment & Portfolio Guide** by answering the questions or completing the statement directions. Provide assistance for students who need help with reading or writing. For poor writers, provide a tape recorder, someone to take dictation or a voice-activated device.



CAREER MANAGEMENT: Unit 2

REVIEW OF LESSONS 1-5

Assessment & Portfolio Guide

Lesson 1: Learn the Reasons People Work  
✎ What are the three most important reasons you want to work?

Lessons 2 & 3: Where are the Jobs? Know the Phases of a Job Opening  
✎ If you are looking for a job, where is the first place to start?

Lesson 4: Play an Active Part in Your Job Search  
✎ Review **A New Way to Find A Job** and add it to your Transition Portfolio.

Lesson 5: Identify Helpful People  
✎ Add **Build Your Network** to your Transition Portfolio.

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THE TRANSITION CURRICULUM

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**□ STEP 6: Activity - 20 Minutes**

Have students share their answers with a partner. Each partner then chooses one thing the other has learned and shares this with the class. For example: Steven and Patty have shared their answers. Patty chooses to share what Steven has learned about communication. Patty would say, "The most important thing Steven learned is to build a network list for information about finding jobs." Have all students take a turn sharing one thing their partner has learned. Remind students to add the **Assessment & Portfolio Guide** to their *Transition Portfolio*.

**□ STEP 7: Evaluate Outcomes**

"One way I feel I have grown from these lessons is \_\_\_\_."

**□ STEP 8: Connecting Activity**

Students share their most important growth area with a friend or family member.

**□ STEP 9: Key Words**

See "Key Words" section on page xviii for the "Six Step Process to Better Vocabulary Instruction."

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## KEY WORDS

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benefit environment	contribute	asset	classified ads	hidden
networking	job market	referral	phase	advertise
announcement	opportunity	percentage	traditional	modern
initiative	prospective	passive role	active role	sequence
contacts	maximize	acquaintances	formal	network
	informal interview		web search	

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**MATERIALS AND PREPARATION**

- Student Handout: **Assessment & Portfolio Guide**, page 66.
- Prepare a screen image of the **Assessment & Portfolio Guide**.
- Prepare to share suggestions with the students.
- Prepare your own areas of growth to share with the class.

**SCANS FOUNDATION SKILLS**

- Basic Academic Skills: Listening, Speaking
- Thinking Skills: Creative Thinking, Decision Making
- Personal Qualities: Responsibility, Sociability, Self-Esteem, Self-Management, Integrity/Honesty