

REVIEW 7-11

Assess Progress and Build Your Transition Portfolio

TRANSITION OBJECTIVE

Students will evaluate their progress by completing an assessment sheet and reviewing the last six lessons.

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.

INSTRUCTIONAL SEQUENCE

❑ 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."

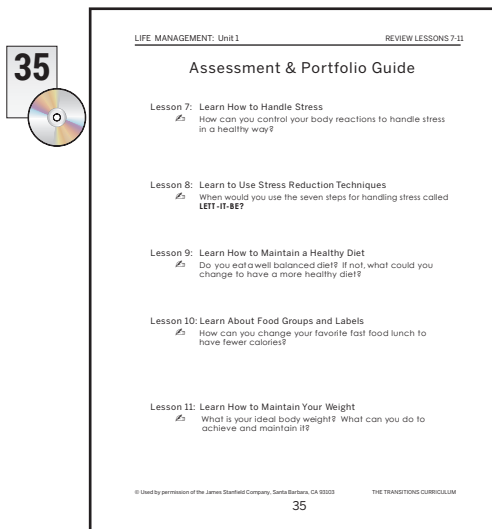
❑ STEP 4: Activity - 15 Minutes

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 hard copy or electronic portfolio. This assessment guide also may 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 handout **Assessment & Portfolio Guide**. For five minutes, have students briefly review the lessons with a partner, then share lesson highlights with the class.

❑ STEP 5: Activity - 25 Minutes

Students complete the handout **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.



□ 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: Matt and Briana have shared their answers. Briana chooses to share what Matt has learned about nutrition. Briana would say, "The most important thing Matt has learned is how many calories there are in fast food." Have all students take turns 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 for Better Vocabulary Instruction."

KEY WORDS

stress
immediate
creative
fuel
weight

panic
relief
respond
variety
fad diet

repair
tension
food groups
calories

exhaustion
relax
balanced
fats
nutrition

prevention
calm
efficient
protein
carbohydrates

MATERIALS AND PREPARATION

- Student Handout: **Assessment & Portfolio Guide**, page 35.
- Prepare a screen image of the handout **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