

# REVIEW 9-14

## Assess Progress and Build Your Transition Portfolio

### TRANSITION OBJECTIVE

Students will evaluate their progress by completing an **Assessment Sheet** and adding information to their *Transition Portfolio*.

### 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 six lessons has had on me is \_\_\_\_."

#### ☐ STEP 2: Convene Roundtable

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

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CAREER MANAGEMENT: Unit 1	REVIEW OF LESSONS 9-14
<b>Assessment &amp; Portfolio Guide</b>	
Lesson 9: Identify the Meaning and Causes of Anger ✎ When are you angry?	
Lesson 10: Recognize the Physical Responses to Anger ✎ How do you control an adrenaline reaction?	
Lesson 11: Practice Controlling the Physical Reactions to Anger ✎ How can relaxing help you?	
Lessons 12 & 13: Learn a Process for Controlling Your Anger & Control Your Anger on the Job ✎ How do you control your anger?	
<input type="checkbox"/> Add your completed <b>Staying in Control</b> log to your Transition Portfolio.	
Lesson 14: Respond Assertively when Accused ✎ Why does blaming have a negative outcome?	

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#### ☐ 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 - 10 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.

the **Assessment & Portfolio Guide** to their *Transition Portfolio*.

#### ❑ **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: Maria and John have shared their answers. John chooses to share what Maria has learned about handling anger. John would say, "The most important thing Maria learned is to relax before responding to anger." Have all students take a turn sharing one thing their partner has learned. Remind students to add

#### ❑ **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 page xviii for "The Six Step Process to Better Vocabulary Instruction."

### KEY WORDS

anger  
relaxation  
in control  
apologize

provoke  
adrenaline  
energized  
incident  
frustration

feelings  
control  
self-control  
solution

revenge  
calm  
responsibility  
compromise  
problem

forgive  
reaction  
conflict  
blame

#### **MATERIALS AND PREPARATION**

- Student Handouts: **Assessment & Portfolio Guide**, page 44.
- Make 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, Self-Esteem, Sociability, Self-Management, Integrity/Honesty