Standards

Wisconsin Common Career Technical Core Standards (WCCTS)
CD4.a.8.h: Apply communication strategies when adapting to a culturally diverse environment.
CD4.c.1.e: Recognize the appropriate behavior and communication skills necessary in adult interactions.
IMT3.a.6.m: Demonstrate the ability to use electronic communication technology.
IMT3.b.4.m: Apply communication and information technology to the various elements of a problem.
IMT3.b.7.h: Use communication and information technology to effectively solve a given problem.

Common Core State Standards
CCRR1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCRR10: Read and comprehend complex literary and informational texts independently and proficiently.
CCRW2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCRW4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCRSL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
CCRSL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CCRL6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Purpose

The beginning-of-year assessment provides a baseline measure of where students are in relation to technical standards. It engages students in reading, discussing, writing, and speaking about a technical text. The assessments will be evaluated with district CTE technical rubrics, and the results will be communicated with students to establish learning goals. Additionally, professional learning communities will be used for long-term and short-term instructional planning. An end-of-year assessment will be administered at the end of the term to measure student growth.

Materials

- Student packet (text and paper for planning and independent writing)
- Writing instruments
- Highlighters
- Computer with Internet Access
CTE Beginning-of-Year Assessment: Teacher Directions

Directions

Establish the purpose of the assessment, explaining to students why they are taking the assessment and how the results are going to be used to inform teaching and learning. The suggested time frame for this assessment is approximately 45-60 minutes. Introduce the text. Explain the tasks that students will be completing within the assessment. Share the criteria of proficiency with students, so they know what it is they have to know and be able to do and to what extent. Share the writing prompt with students prior to students reading the text and check for student understanding.

Task 1: Reading the Text
- Orient students to the directions and the text within the student response sheet
- Read the technical writing prompt and the “conversation” prompt to set the purpose for reading.
- Share protocols for interacting with text (e.g. AVID Critical Reading, underlining key ideas and details, writing in the margins...)

Task 2: Text-Based Discussions
- Engage students in text-based discussions, reminding students to keep the prompts as the focus for their discussion

Task 3: Independent Writing Task
- Orient students to the task activity where students plan their writing on the student response sheet—Encourage students to plan their writing prior to writing
- Restate the writing prompt
- Remind students about the criteria for their writing

Task 4: Independent Conversation Task
- Orient students to the task activity where students plan their “conversation” on the student response sheet—Encourage students to plan their conversation prior to getting started
- Restate the prompt
- Remind students about the criteria for their “conversation”

Note: Teachers can guide and support students as needed.