

INTRODUCTION

EL CIVICS EMPLOYMENT UNIT

Advanced Level

This guide will take you through the Employment objective. The objective is to *“Identify and access employment and training resources needed to apply for a job.”*

There are three tasks for this assessment.

In the first task, students will research employment openings in fields related to job interests by using resources such as “help wanted” ads or the Internet, and students will create a list of 3 job openings each of which includes 4 key elements.

There activities in the unit are suggestions only and can be adapted to meet your students’ specific needs.

Page 4: The first page of Task 1 contains a suggested list of activities and materials.

Pages 5-8: **Want Ad Abbreviations, Want Ad Practice, and Want Ad Practice Chart.** The next four pages have practice activities on want ads.

Page 9: **Task 1 Assessment Chart** - Students create a list of 3 job openings which include 4 key elements for each job.

Page 10: **Employment Rubric: Task 1.** The task is worth 15 points. The student score will be added to Task 2 and Task 3 for the final score.

In the second task, students will complete a job application.

Page 11: This page contains a suggested list of activities and materials for Task 2.

Pages 12: **Reference Sheet:** Students complete a reference sheet, which includes previous job information and references. This sheet may be used during the assessment to help students complete the job application.

Page 13 - 16: **What Goes In a Job Application, Tips For Filling Out A Job Application, Vocabulary Matching Exercise, Job Application:** These four pages provide vocabulary practice and practical tips for completing a job application.

Page 17-18: **Practice Application for Employment.** For further practice, instructors can use their own sample applications or samples brought in by students.

Page 19: **Application Checklist:** For peer or self-review, use the application checklist. This can be done with partners, small groups, or as a final review when students are completing their job application.

Page 20 - 21: **Task 2 Assessment –Application for Employment**

Page 22: **Employment Rubric: Task 2. The task is worth 14 points.**
Content: 12
Legibility, Neatness, Spelling: 2 points.

In the third task, students will give an oral report on the training or educational pathway of their choice.

Page 23: The first page of Task 3 contains a suggested list of activities and materials.

Pages 24-25: **MiraCosta Collect Schedule Information Gap:** Students look at an excerpt from the schedule on Customer Service Classes and ask and answer questions. Each student has information that the other student needs.

Pages 26 - 27: **MiraCosta Career Plan and Educational Goals:** These activities help students capture information about their own educational goals and prepare for the presentation.

Page 28: **Task 3 Assessment Directions** – oral presentation

Page 29: **Task 3 Rubric.** The task is worth to 20 points. The student's score will be added to Task 1 and Task 2 for the final score.

Page 30: **Employment Rubric: Final Score** (Tasks 1, 2, and 3) The total points for this objective are 49 points.

Instructors note total points for your level. At the advanced level, students need to score:

45 points.

This number needs to be explained to your students. The score a student receives on Task 1 will be added to Tasks 2 and 3 for the final score. For this objective, if an advanced student scores 15 on Task 1 and 19 on Task 2, they only need to score 10 points on Task 3 to pass the objective.

REMINDER - The activities in this packet are meant to be suggestions for your use on completing the objectives. These additional assessments are not meant to be "additional work for you and your students." They are to be incorporated into your regular classroom activities.

EMPLOYMENT OBJECTIVE: TASK 1

Identify and access employment and training resources needed to apply for a job.

Level: Advanced

Task 1	Materials	Suggested Activities
<p>Students will research employment openings in fields related to job interests by using resources such as “help wanted” ads or the internet, and students will create a list of 3 job openings each of which include 4 elements such as:</p> <ol style="list-style-type: none"> 1. Type of job 2. Qualifications 3. Experience required 4. How to apply 	<ol style="list-style-type: none"> 1. Want Ad Abbreviations 2. Want Ad Abbreviations Answer Key 3. Practice Want Ads 4. Want Ad Practice Chart 5. Want Ad Assessment Chart 6. Employment Rubric: Task 1 	<ol style="list-style-type: none"> 1. Practice want ad abbreviations, using Want Ad Abbreviations. 2. Look at Practice Want Ads. Have Ss answer questions and then complete the Want Ad Practice Chart. 3. Have Ss look at local want ads or on the internet for jobs they would be interested in. 4. Review the Employment Rubric: Task 1 so that Ss understand the requirements. 5. Direct Ss to complete the Want Ad Assessment Chart.

Want Ad Abbreviations

Match the abbreviations with their correct descriptions.

	Abbreviation		Actual Word
1. ____	Appt	A.	Weekend
2. ____	Asst	B.	part-time
3. ____	Avail	C.	Salary
4. ____	Dept	D.	per hour
5. ____	Diplma	E.	evenings
6. ____	Educ	F.	Immediately
7. ____	Yr	G.	Experience
8. ____	Eves	H.	Required
9. ____	Exp	I.	available
10. ____	Min	J.	Appointment
11. ____	Morn	K.	morning(s)
12. ____	Nec	L.	high school
13. ____	opp	M.	Diploma
14. ____	PT	N.	Necessary
15. ____	Req'd or Req	O.	Opportunity
16. ____	Sal	P.	Assistant
17. ____	FT	Q.	full-time
18. ____	Immed	R.	Minimum
19. ____	Wknd	S.	Department
20. ____	H.S.	T.	Year
21. ____	/hr	U.	Education

Want Ad Abbreviations Answer Key

Match the abbreviations with their correct descriptions.

	Abbreviation		Actual Word
1. _J_	Appt	A.	Weekend
2. _P_	Asst	B.	part-time
3. _I_	Avail	C.	Salary
4. _S_	Dept	D.	per hour
5. _M_	Diplma	E.	evenings
6. _U_	Educ	F.	Immediately
7. _T_	Yr	G.	Experience
8. _E_	Eves	H.	Required
9. _G_	Exp	I.	available
10. _R_	Min	J.	Appointment
11. _K_	Morn	K.	morning(s)
12. _N_	Nec	L.	high school
13. _O_	opp	M.	Diploma
14. _B_	PT	N.	Necessary
15. _H_	Req'd or Req	O.	Opportunity
16. _C_	Sal	P.	Assistant
17. _Q_	FT	Q.	full-time
18. _F_	Immed	R.	Minimum
19. _A_	Wknd	S.	Department
20. _L_	H.S.	T.	Year
21. _D__	/hr	U	Education

Want Ad Practice: Intermediate

Read the want ads below. There are several abbreviations. Write the abbreviations on the line next to the words. The first one is done for you.

ASSEMBLY – F/T, all shifts. No exp. nec. Pay starting at \$7-8. Apply 11 a.m.-3 p.m. (619) 555-1234.	CUSTOMER SERVICE – F/T, Mon-Fri, \$9/hr. 2 yrs exp req'd. Know how to answer phones and help customers. Call (858) 555-2323.	CHILDCARE – Local daycare seeks P/T child care workers, Mon-Wed morn. Help with children. Call (760) 555-4321 for application.
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1. part-time ___P/T___	4. full-time _____	7. experience _____
2. required _____	5. years _____	8. Monday _____
3. per hour _____	6. necessary _____	9. mornings _____

Write the name of the correct job next to each description. More than one job can fit a description. The first one has been done for you.

- | | |
|--------------------------------------|-----------------------------------|
| 1. <u>Assembly, customer service</u> | A full-time job. |
| 2. _____ | Experience required. |
| 3. _____ | Apply in person. |
| 4. _____ | Call for an application. |
| 5. _____ | Pays more than \$6. 00 an hour. |
| 6. _____ | Work in the mornings only. |
| 7. _____ | Work from Monday to Friday. |
| 8. _____ | More than one shift is available. |

Want Ad Practice Chart

Look at the practice want ads. Write the information about each job on the chart.

Type of Job	Job Skills needed	Experience	How to apply
1.			
2.			
3.			

Task 1 Assessment Chart

Look for 3 jobs you like. Write the job information on the chart.

Type of Job	Job Skills needed	Experience	How to apply
1.			
2.			
3.			

Employment Rubric: Task 1

Research Job Openings

Students will research 3 job openings and complete a chart describing 4 key elements of each job.

Use the rubric below to score each job listing. **Each listing is worth 5 points, for a total of 15 points.**

Scoring Rubric	Points
Each job listing related to job interests that include 4 required elements of the job correctly and clearly stated with no more than 1-2 errors in grammar and spelling.	5
Each job listing related to job interests that include 4 required elements of the job correctly and clearly stated with no more than 1-2 errors in grammar and spelling. (BL responds orally)	4
Each job listing related to job interests that include 2 required elements of the job correctly and clearly stated with no more than 1-2 errors in grammar and spelling. (BL responds orally)	3
Each job listing related to job interests that includes 1 required element of the job correctly and clearly stated with no more than 1-2 errors in grammar and spelling. (BL responds orally)	2
Each job listing not related or in which required elements are missing or they are not correctly or clearly stated.	0

Job Listing

1. _____	0	2	3	4	5
2. _____	0	2	3	4	5
3. _____	0	2	3	4	5

Total Score: _____

EMPLOYMENT OBJECTIVE: TASK 2

Identify and access employment and training resources needed to apply for a job.

Level: Advanced

Task 2	Materials	Suggested Activities
<p>Advanced students will complete a job application.</p>	<ol style="list-style-type: none"> 1. Reference Sheet 2. Practice Application 3. What Goes in a Job Application 4. Tips for Filling out a Job Application 5. Vocabulary Matching Exercise (and Answer Key) 6. Practice Applications (Optional) 7. Application Checklist 8. Assessment Application 9. Employment Rubric:Task 2 	<ol style="list-style-type: none"> 1. Have Ss complete Reference Sheet with personal and previous job information. 1. Review Employment Rubric: Task 2 so that Ss understand the requirements. 2. Demonstrate how to complete an application using the Practice Application. 3. Practice vocabulary and how to correctly complete a job application with What Goes in a Job Application, Tips for Filling out a Job Application, and Vocabulary Matching Exercises. 4. Complete Practice Applications as needed (optional: have Ss bring in applications from places they are interested in. Direct Ss to use the Application Checklist to review their own applications (and/or trade with partners for a peer review.) 5. Have Ss complete Assessment Application.

REFERENCE SHEET

Schools Attended

School Name	Dates Attended	City, State	Degree

Recent Jobs

Company Name	Dates Worked	Address	Reason for Leaving

References

Name	Address	City, State	Phone Number

WHAT GOES IN A JOB APPLICATION

Melia is looking for a job. She has written some notes about her past work experience and education. Read the notes below and decide where they belong in the application. Write the letter of the note next to the correct section of the application. There can be more than one answer for each section.

1. I earned my GED in 2001.
2. My phone number is (760) 555-1654.
3. I worked as a cashier at McDonald's from 1998-2000.
4. I can type 35 words per minute.
5. My address is 435 Rialto Avenue.
6. I worked in customer service at Mervyns from 2001-2002.
7. I took a computer class and received a certificate in 2003.
8. I know how to use a fax machine, a copier, and voicemail.
9. I volunteered at Jefferson Elementary School from 1996-1998.

Job Application

_____ Personal Information

___1___ Education and Training

_____ Work History

_____ Skills and Experience

TIPS FOR FILLING OUT A JOB APPLICATION



1. Read all of the application before filling it out.
2. Use a **blue** or **black** pen.
3. Print or type neatly and completely.
4. List a telephone number. Use a message number if you do not have a telephone.
5. Have permission (*in advance*) from three references to use their names on the application.
6. Put “open” or “negotiable” for salary.
7. List a specific position.
8. List all of your skills and abilities. Include volunteer experience.
9. Remember to sign your name.
10. Never leave any section blank. If a question does not apply to you, write “n/a.”

VOCABULARY MATCHING EXERCISE:

JOB APPLICATION

Below are words you will often see on an employment application. Write the letter of the definition next to the correct word. Look up any words you don't know in a dictionary.

	Word	Definition
1. ___	Salary	A. Temporarily removed from a job without pay
2. ___	Convicted	B. Before
3. ___	Duties	C. Things that may be hard to do
4. ___	Reference	D. Not long ago
5. ___	Dismissed	E. Detail about a job
6. ___	Disability	F. Sent by someone
7. ___	Spouse	G. A legal member of a country
8. ___	Suspended	H. Married, single, divorced, widowed
9. ___	Previous/former	I. Job title
10. ___	Extracurricular/ hobbies	J. Insured against loss
11. ___	Maiden name	K. Past skills that you have learned to do
12. ___	Limitations	L. A physical or mental condition that may affect your ability to do the job without help
13. ___	Recent	M. Fired
14. ___	Experience	N. What you like to do in your free time when not working
15. ___	Position	O. Husband or wife
16. ___	Bonded	P. Activities you were supposed to do on your job
17. ___	Description	Q. What the job pays
18. ___	Referred	R. A woman's last name before she was married
19. ___	Marital status	S. Found guilty of a crime
20. ___	Citizen	T. Someone who knows you well enough to tell others about you or your past jobs

Vocabulary Matching Exercise:

Job Application (Answer Key)

Below are words you will often see on an employment application. Write the letter of the definition next to the correct word. Look up any words you don't know in a dictionary.

	Word	Definition
1. <u> Q </u>	Salary	A. Temporarily removed from a job without pay
2. <u> S </u>	Convicted	B. Before
3. <u> P </u>	Duties	C. Things that may be hard to do
4. <u> T </u>	Reference	D. Not long ago
5. <u> M </u>	Dismissed	E. Detail about a job
6. <u> L </u>	Disability	F. Sent by someone
7. <u> O </u>	Spouse	G. A legal member of a country
8. <u> A </u>	Suspended	H. Married, single, divorced, widowed
9. <u> B </u>	Previous/former	I. Job title
10. <u> N </u>	Extracurricular/ hobbies	J. Insured against loss
11. <u> R </u>	Maiden name	K. Past skills that you have learned to do
12. <u> C </u>	Limitations	L. A physical or mental condition that may affect your ability to do the job without help
13. <u> D </u>	Recent	M. Fired
14. <u> K </u>	Experience	N. What you like to do in your free time when not working
15. <u> I </u>	Position	O. Husband or wife
16. <u> J </u>	Bonded	P. Activities you were supposed to do on your job
17. <u> E </u>	Description	Q. What the job pays
18. <u> F </u>	Referred	R. A woman's last name before she was married
19. <u> H </u>	Marital status	S. Found guilty of a crime
20. <u> G </u>	Citizen	T. Someone who knows you well enough to tell others about you or your past jobs

Practice Application for Employment Personal Information

Name (Last Name First)		Phone Number ()	
Present Address	City	State	Zip Code
Permanent Address	City	State	Zip Code
Phone Number ()		Work/Message Phone ()	
Referred by	Do you have any relatives working for this company? Yes No Name _____ Relationship to you _____		

EMPLOYMENT DESIRED

Position	Start Date	Salary Desired
Are You Employed? Yes No	If so, may we contact your present employer? Yes No	
Ever applied to this company before? Yes No	Where?	When?
Are you legally eligible to work in this country? Yes No		
Have you ever been convicted of a felony? Yes No (If your answer is yes, please explain. A conviction will not necessarily disqualify you.) _____ _____		

EDUCATION HISTORY

School Name	Years Attended	Degree	Subjects Studied
High School			
College			
Trade or Business School			

RECENT JOBS

(LIST BELOW YOUR LAST THREE EMPLOYERS, BEGINNING WITH THE MOST RECENT ONE FIRST)

Dates: From: _____ To: _____ (mo/yr) (mo/yr)		Employer's Name	
Address		Phone Number ()	
Immediate Supervisor	Salary	Position	
Job Duties			
Reason for Leaving			

Dates: From: _____ To: _____ (mo/yr) (mo/yr)		Employer's Name	
Address		Phone Number ()	
Immediate Supervisor		Salary	Position
Job Duties			
Reason for Leaving			

Dates: From: _____ To: _____ (mo/yr) (mo/yr)		Employer's Name	
Address		Phone Number ()	
Immediate Supervisor		Salary	Position
Job Duties			
Reason for Leaving			

General Information

Special Training/Skills or Additional Job-Related Information

References Give the names of three people not related to you, whom you have known at least one year.

Name	Address	Phone Number	Business	Years Known
1.				
2.				
3.				

Date _____ Signature _____

JOB APPLICATION CHECKLIST

Directions: After you fill out the application, answer the following questions. If you circle “No” for any question, go back to the application and make any necessary changes. Always check your application carefully before turning it in.

1. I used a blue or black pen.	Yes	No
2. I used my personal information sheet.	Yes	No
3. I wrote clearly and neatly.	Yes	No
4. I completed every section.	Yes	No
5. I used “n/a” for every question that did not apply to me.	Yes	No
6. I checked the spelling.	Yes	No
7. I used correct commas and periods correctly.	Yes	No
8. I used correct grammar.	Yes	No
9. I signed my name.	Yes	No

Employment Assessment: Task 2

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION				
Date: _____ Social Security Number: _____ XXX-XX-XXXX				
Name: _____				
Last	First	MI		
Present Address: _____				
Street	City	State	Zip Code	
Permanent Address: _____				
Street	City	State	Zip Code	
Home Phone: _____ Business/Message Phone: _____				
State name and department of any relative, other than spouse, already employed by this company: _____				
Referred by: _____				
EMPLOYMENT DESIRED				
Position: _____	Date You Can Start: _____	Salary Desired: _____		
Are you employed now? _____				
If, so may we contact your present employer? _____				
Have you ever applied to this Company before? _____				
Where? _____ When? _____				
CONVICTIONS: Have you ever been convicted of a felony? Yes _____ No _____				
(If your answers is "YES" please list below circumstances, places and dates. A conviction will not necessarily disqualify you).				

EDUCATION				
	Name of School	Circle Last Year Completed	Did You Graduate?	Subjects Studied/ Degrees Received
High School		1 2 3 4	<input type="checkbox"/> Yes <input type="checkbox"/> No	
College		1 2 3 4	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Trade or Business School		1 2 3 4	<input type="checkbox"/> Yes <input type="checkbox"/> No	

WORK HISTORY : List below last three employers, starting with the last one first

Dates (mo/yr)	Firm Name and Address	Position Title and Description of Duties:
From: _____	_____	_____
To: _____	_____	_____
	Telephone No. _____	_____
Salary: _____	Immediate Supervisor: _____	_____
	Reason for Leaving: _____	

Dates (mo/yr)	Firm Name and Address	Position Title and Description of Duties:
From: _____	_____	_____
To: _____	_____	_____
	Telephone No. _____	_____
Salary: _____	Immediate Supervisor: _____	_____
	Reason for Leaving: _____	

Dates (mo/yr)	Firm Name and Address	Position Title and Description of Duties:
From: _____	_____	_____
To: _____	_____	_____
	Telephone No. _____	_____
Salary: _____	Immediate Supervisor: _____	_____
	Reason for Leaving: _____	

REFERENCES: Give the Names of Three Persons Not Related to You, Whom You Have Known at Least One Year.

NAME	ADDRESS	PHONE	BUSINESS	HOW LONG?

Signature _____	Date : _____
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Employment Rubric

Task 2: Complete a Job Application

Scoring Rubric Beginning High-Advanced	Points (14 possible)
Content	
90% of the items assigned to the Intermediate Low-Advanced level students are correct.	12
80% of the items assigned to the Intermediate Low-Advanced level students are correct.	10
70% of the items assigned to the Intermediate Low-Advanced level students are correct	8
80% of the items assigned to the Beginning High level students are correct.	6
80% of the items assigned to the Beginning Low level students are correct.	4
Less than 70% of the items assigned to the Intermediate low-Advanced level students are correct OR less than 80% of the items assigned to Beginning Low or Beginning High level students are correct.	0
Legibility, Neatness and Legibility	
Neat and legible. Spelling errors do not interfere with meaning.	2
Not neat or legible or spelling errors interfere with meaning.	0

Total Score: _____

EMPLOYMENT OBJECTIVE: TASK 3

Identify and access employment and training resources needed to apply for a job.

Level: Advanced

Task 3	Materials	Suggested Activities
<p>Present an oral Report Content (14 points) After doing level-appropriate research on the training or educational pathway to the career of their choice, student will give an oral report on their findings. The report will be based on the answers to 4 questions such as:</p> <ul style="list-style-type: none"> * What is the name of the program? ▪ What do you need to apply for the program? What is the application process? ▪ How long is the program? ▪ What job(s) can you get after finishing the program? <p>Visual Aid (4 points possible) In class, student will make a relevant, appropriate, legible and neat visual aide such as power point, poster, overhead transparency, etc., to support the oral report.</p> <p>Presentation (2 points possible) Student will make a relevant visual aid to support the report and will refer to it during the oral report. Student will use effective speech and body language throughout the report.</p>	<ol style="list-style-type: none"> 1. College Schedule (selected pages) 2. Educational Goals Worksheet 3. Career Plan 4. Task 3 Oral Presentation Directions 5. Task 3 Assessment 6. Employment Rubric: Task 3 	<ol style="list-style-type: none"> 1. Discuss and research training needed for career goals. Use internet, want ads, training program catalogues, etc. Use the College Schedule examples to practice. 2. Have students complete Educational Goals Worksheet and Career Plan. Share results. 3. Help students prepare for the oral presentation on their training program. Review Employment Rubric – Task 3 so they understand the requirements. 4. Practice presentations in small groups/partners. 5. Have Ss prepare a poster to use as a visual aid in their presentation.

**COLLEGE SCHEDULE
PARTNER A
(TAKEN FROM MCC COLLEGE CATALOGUE)**

**COLLEGE SCHEDULE
PARTNER B
TAKEN FROM MCC COLLEGE CATALOGUE**

Name _____

Date _____

EDUCATIONAL GOALS

1. What job would you like to have in the future?	
2. What training do you need for this job?	
3. Where can you get this training?	
4. What do you need to apply for the training program?	
5. How long does the program take?	
6. What other jobs can you do with this training?	

Now you are going to give a presentation to explain your goals to your class. To help you, make a poster with all information you learned about the training program to help you reach your goals. Make sure to include all the information you wrote on this worksheet.

CAREER PLAN - MiraCosta College English as a Second Language Program

Date: _____

NAME: _____ Student ID _____

ADDRESS: _____
(street) (city) (zip code)

PHONE# (____) _____

1. I am attending Noncredit ESL classes to ...
 Advance in my current job Brush up on basic skills
 Change my job career Prepare for college or other training
 Earn a high school diploma Personal Growth
 Earn a GED Other _____

2. *My career goal is: _____

3. What is the educational preparation needed to enter this career? (check below)
 H.S. diploma/GED Vocational training/certificate Other
 2-year college degree 4-year college degree more than 4-year degree

- 4) Information I gathered on this career:
 - a) Salary _____
 - b) Demand for people in this career _____
 - c) Duties _____

 - d) Related Occupations _____

NOTE: If you do not yet have this basic information regarding your chosen career, or if you are undecided about a career, a good starting point for conducting research is the EUREKA, California Career Information System. The following three EUREKA assignments are recommended:

- 1) Eureka MicroSkills IV – Use previously acquired job skills to find new career options.
- 2) Career Research Assignment using EUREKA
- 3) Is this Occupation right for me?

Employment: Task 3 Assessment Directions

Oral Presentation

After researching the training or educational pathway to the career of their choice, students will give an oral presentation. The report will be based on the answers to 4 questions such as:

1. What is the name of the program?
2. What do you need to apply for the program?
3. How long does the program take?
4. What jobs can you get after finishing the program?

The oral reports will be scored according to content, visual aid, and presentation for a total of 20 points. Use the Rubric to score the following:

Content: 14 points.

Visual Aid: 4 points

Presentation: 2 points

Employment Rubric: Task 3—Oral Report

Scoring Rubric	Points
Content	(14 possible)
Report is appropriate, clear and has correct content. All four questions are discussed. Ideas are well stated, clearly expressed, well organized and supported with concrete, relevant detail. No inference is required. There may be errors but they do not interfere with meaning.	14
Report is appropriate, clear and has correct content. At least 3 questions are discussed. Some ideas may not be well stated. Contains some relevant detail and is adequately organized. May require minimal inference. There may be errors but they do not interfere with meaning.	12
Report is appropriate and has correct content but may lack clarity. At least two questions are discussed. Many ideas may not be well stated. May lack appropriate or sufficient detail or clear focus. May require some inference. There may be errors but they do not interfere with meaning.	10
Report has correct content but lacks clarity. At least one question is discussed. May be unfocused with little or no supporting detail. May require a substantial degree of inference. There may be errors which interfere with meaning but the response can be understood with inference.	8
Report is inappropriate, unclear, incorrect, no questions are answered or there is no report.	0
Visual Aid	
Visual aid(s) is relevant and appropriate and delineates the main points of the oral report. Visual aid(s) is legible and neat.	4
Visual aid(s) is relevant and appropriate but may not completely delineate the main point of the oral report. Visual aid(s) is legible but may not be neat.	2
Visual aid(s) is not relevant, not appropriate, does not delineate any of the main points of the report or is not legible or neat or there is no visual aid(s).	0
Presentation	
Student uses effective speech and body language through most of the presentation and refers to a relevant visual aid.	2
Student reads the entire report or speaks too softly to be heard and/or does not refer to or have a visual aid. Body language distracts from the report.	0

Total: _____

Employment Objective: Final Score

Student _____	Total Points Task 1 _____
Class Level _____	Total Points Task 2 _____
Date _____	Total Points Task 3 _____
Circle One: Pass Not Pass	Total Score _____

Add the scores of Tasks 1,2, and 3 together for the final score. Use the rating scale below to determine if a student has passed or not passed.

Rating Scale	
Total Points Possible (Tasks 1-3):	49
Advanced:	45
Intermediate High	41
Intermediate Low	37
Beginning High	30
Beginning Low	19