



NH Department of Education

## Bureau of Career Development



### Quality Performance Assessment Plan

**Task Title:** Assistant Group Leader Internship at BCCNH

**Grade Level:** 11th

**Abstract/ Summary:** Students will engage in a semester long paid internship at Boys & Girls Club of Central New Hampshire as an Assistant Group Leader. Students will work with BGCCNH members under the supervision of a site director or group leader from BGCCNH to assist kids in participating in program activities, orienting new members to the Club, and providing guidance and role modeling to members. All students will additionally participate in a rigorous orientation process.

**Time Needed to Complete Task:** 1 semester

**Created by:** Nicole Levesque

#### **ALIGN: Instructional Goals**

*Please select competencies, work study practices, skills, and content that you will assess with this Performance Assessment Task*

#### **New Hampshire Competencies**

Please write out the entire competency. We are looking to assess every aspect of the competency chosen.

- **Math Competencies**
- **Science Competencies**
- **ELA Competencies**

#### **ELA Competencies:**

- **Research:** Students will engage in research/inquiry to investigate topics and analyze, integrate, and present information.
- **Reading Informational Texts:** Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts.
- **Explanatory Writing:** Students will demonstrate the ability to effectively write informative texts to examine and convey complex ideas for a variety of purposes audiences
- **Speaking:** Students will demonstrate the ability to speak purposefully and effectively-strategically making decisions about content, language use, and discourse style.
- **Listening:** Students will demonstrate the ability to listen and view critically for a variety of purposes.
- **Technology:** Students will demonstrate the ability to use the tools of technology (including digital media and the Internet) to gather, interpret, and analyze information and create shareable products.



### **New Hampshire Work Study Practices**

Please write out the entire work study practice. We recommend no more than 1-2 work study practices.

- **CTE Competencies**

- Use correct terminology, vocabulary and appropriate language to communicate effectively in the workplace
- Select and safely use appropriate tools, supplies, and equipment for a specific task or set of tasks.
- Employ effective time and project management strategies to complete work efficiently and proficiently.
- Demonstrate awareness strategies to safely work in a variety of workspaces and locations.

### **Depth of Knowledge Alignment**

- **What is the DOK of this task? Provide evidence.**

**This is a DOK Level 3. Students will be able to:**

- Generalize and connect ideas using supporting evidence (How Positive Behavior Strategies are best applied)
- Explain how concepts can be used to solve a non-routine problem (First-aid , CPR, completing an accident/incident report etc...)
- Use and show reasoning, planning, and evidence to support conclusions or to identify design flaws (pro-solutions training)
- Generalize and support a pattern or trend (Positive Behavior Strategies, safety procedures, etc...)
- Critique conclusions drawn/evidence used/ credibility of sources

### **Essential Questions to Guide Learning and Inquiry**

- What is the big idea and/or enduring understanding?
- How does the essential question connect with the enduring understanding of the curriculum unit?

### **Essential Questions BGCCNH Internship:**

- What is the students' understanding of child development and child safety?
- In what ways were listening and speaking skills used in a professional setting working with children, parents, peers, and co-workers? How were those skills altered depending on the audience?
- What technology was utilized during this experience? i.e. email, BCGA website, NH Connections, Pro-solutions on-line course, etc...
- What deliverables were produced from the students' use of technology, informational reading, and



research ? (i.e. Pro-Solutions certification, emails/reports/daily notes with redacted names for HIPPA, completed quizzes/assessments from orientation training etc...)

**Students will know (content)...**

- Child development
- Child safety
- Workplace policy and procedures
- Positive Behavior Strategies at BGCCNH
- Lesson planning or curriculum expectations
- Work-place technology and web-based platforms
- Incident reporting
- ProSolutions
- First-aid
- CPR
- Handwashing Best Practices

**Students will be able to (skills)...**

- Engage in research
- Solve problems
- Communicate effectively with a variety of audiences
- Analyze and interpret data
- Utilize technology to access information and resources

**DESIGN: Performance Task and Evidence**

*Please design a performance task that will provide evidence of competencies, work study practices, skills, and content that have been identified.*

**Common performance task summary**

Students will complete a presentation addressing the four essential questions above while outlining their internship experience. Deliverables should be saved throughout the internship to include in their presentation with permission from the worksite including lesson plans created, emails in compliance with HIPPA, completed trainings etc...

**Key criteria for performance assessment**

Please list the criteria used in the rubric. We recommend no more than 4—5 criteria. The criteria should come from the competencies, standards, work study practices., skills and/or content.

**Research**

- Ability to build and present knowledge

**Reading Information Texts:**

- Comprehension of written materials and resources

**Explanatory Writing**

- Ability to examine and Convey complex ideas for a variety of purposes and audiences

**Listening**

- Ability to collaborate and comprehend

**Speaking**

- Effectively and strategically making decisions about content, language use, and discourse style

**Technology**

- Using of internet and web platforms to complete work orientation, trainings, and school coursework

**Possible Accommodations**

What will teachers do in terms of instruction, curriculum and assessment to support the learning of SPED/ELL/Other students in class?

- Presentation accommodations
- Response accommodations
- Setting accommodations
- Timing/Scheduling accommodations

**Resources/Texts/Scaffolding Materials**

What's included here depends on the task assignment. It is recommended that a variety of resources are provided that allow students to make choices to access the information needed to complete the assignment

- Job support through school staff as appropriate
- Appropriate technology for the students' needs such as readers, speech to text, etc...

- Access to internet and a computer

**Teacher Guide****Pre-requisites and Placement in the Curriculum**

When in the year will this take place? What skills and concepts should be covered before the students perform this task?

- Appropriate workplace behavior
- Professional communication
- Basic computer skills
- Accessing and identifying appropriate texts for research and information

**Possible Formative Assessments**

How do I assess my students' understanding about the performance requirements of the task (e.g. milestones, benchmarks, observations, dialogues, student reflection, quizzes)? How do I adjust my instruction accordingly?

Employer feedback around communication, technology, and accessing and comprehending informational texts and a presentation at completion of the internship summarizing through explanatory writing and artifacts the essential questions asked in this unit.



### Teacher Instructions

To ensure the fidelity in implementation, this section includes:

- Step-by-step procedures to implement task as designed
- Information on time allotted for each step of the task
- Materials needed

- The internship will last over the duration of the semester. Student will attend their internship 2 days a week from 2pm to 5pm.
- The teacher/ELO coordinator/school counselor should remain in contact with the student and worksite to ensure that the student has access to the needed resources and materials to complete coursework.
- Teachers should be available to answer students' questions around competencies as they arise.
- Students need to address, through presentation and artifacts, by the end of their internship, the essential questions below:
  - What is the students' understanding of child development and child safety?
  - In what ways were listening and speaking skills used in a professional setting working with children, parents, peers, and co-workers? How were those skills altered depending on the audience?
  - What technology was utilized during this experience? i.e. email, BCGA website, NH Connections, Pro-solutions on-line course, etc...
  - What deliverables were produced from the students' use of technology, informational reading, and research? (i.e. Pro-Solutions certification, emails/reports/daily notes with redacted names for HIPPA, completed quizzes/assessments from orientation training etc...)

### Teaching/Learning Plan

*To be completed by individual teacher, as learning plan may vary teacher to teacher*

The lesson plan is written as an outline that other teachers could understand and/or apply in their respective classroom (s). This generally outlines the scope and sequence of the lesson plans within the unit.

It is recommended that the following are included:

- The lesson plan includes how the goals will be addressed (What students know and can do)
- The different steps and the specific instructions that correspond with each step of the process.
- A time-line for each task
- Time or space for student reflection and feedback

**See attached lesson plan**



**Learning Plan**

**Learning Outcomes:**

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<b>Students will know (content)...</b>	<b>Students will be able to (skills)...</b>
<ul style="list-style-type: none"> <li>• Child development</li> <li>• Child safety</li> <li>• Workplace policy and procedures</li> <li>• Positive Behavior Strategies at BGCCNH</li> <li>• Lesson planning or curriculum expectations</li> <li>• Work-place technology and web-based platforms</li> <li>• Incident reporting</li> <li>• ProSolutions</li> <li>• First-aid</li> <li>• CPR</li> <li>• Handwashing Best Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in research</li> <li>• Solve problems</li> <li>• Communicate effectively with a variety of audiences</li> <li>• Analyze and interpret data</li> <li>• Utilize technology to access information and resources</li> </ul>

**Assessment Content:**

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Students need to address, through presentation and artifacts, by the end of their internship, the essential questions below:

- What is the students' understanding of child development and child safety?
- In what ways were listening and speaking skills used in a professional setting working with children, parents, peers, and co-workers? How were those skills altered depending on the audience?
- What technology was utilized during this experience? i.e. email, BCGA website, NH Connections, Pro-solutions on-line course, etc...
- What deliverables were produced from the students' use of technology, informational reading, and research ? (i.e. Pro-Solutions certification, emails/reports/daily notes with redacted names for HIPPA, completed quizzes/assessments from orientation training etc...)

**Duration of Internship:**

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The internship will last over the duration of the semester. Student will attend their internship 2 days a week from 2pm to 5pm.



Lesson Activities	Assessment
<ul style="list-style-type: none"> <li>• Orientation (within first month)</li> <li>• Training Activities (complete by month two)</li> <li>• Internship (occurring over duration of the semester)</li> <li>• Presentation (at completion of internship)</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of resources and how to apply them to research</li> <li>• Completion of ProSolutions, First-Aid, and CPR certification to show reading comprehension</li> <li>• Collection of artifacts including communication documents, reports, resources, reference letters etc... to support the student has acquired competencies/skills.</li> <li>• Presentation should address and summarize the listed assessment content. Presentation will be completed via PowerPoint, portfolio, video, etc... and will be presented in front of site mentor, site supervisor, teacher of record, ELO coordinator, etc...</li> </ul>

**Key Competencies:**

**Research**

- Ability to build and present knowledge

**Reading Information Texts:**

- Comprehension of written materials and resources

**Explanatory Writing**

- Ability to examine and Convey complex ideas for a variety of purposes and audiences

**Listening**

- Ability to collaborate and comprehend

**Speaking**

- Effectively and strategically making decisions about content, language use, and discourse style

**Technology**

- Use of internet and web platforms to complete work orientation, trainings, and school coursework



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## Work-based Learning Agreement

### Student Information:

Name \_\_\_\_\_  
Address \_\_\_\_\_  
Telephone No. \_\_\_\_\_ Emergency Contact \_\_\_\_\_  
Birthdate \_\_\_\_\_ Age \_\_\_\_\_ Student Career Objective \_\_\_\_\_  
Worksite Placement \_\_\_\_\_

### Worksite Information:

Employer \_\_\_\_\_  
Address \_\_\_\_\_  
Mentor/Worksite Supervisor \_\_\_\_\_ Telephone No. \_\_\_\_\_  
Dates of Internship \_\_\_\_\_ Starting Time \_\_\_\_\_ Ending Time \_\_\_\_\_  
Total Weekly Hours \_\_\_\_\_ Beginning Rate of Pay (opt.) \_\_\_\_\_

### Objective:

### General Competencies:

- Use correct terminology, vocabulary and appropriate language to communicate effectively in the workplace
- Select and safely use appropriate tools, supplies, and equipment for a specific task or set of tasks.
- Employ effective time and project management strategies to complete work efficiently and proficiently.
- Apply math concepts, including measurement, operations, and higher mathematics to relevant applications and specific tasks.
- Demonstrate awareness strategies to safely work in a variety of workspaces and locations.
- Explore careers within the cluster to include developing individual career documents.





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Knowledge and Skills:



Knowledge	Skills



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**Description of expected duties:**

A large, empty rectangular box with a thin black border, intended for the description of expected duties.



**Roles and Responsibilities in Work-based Learning**

<b>WBL/School Coordinator</b>	<b>Learner</b>	<b>Employer</b>	<b>Parent/Guardian</b>
<ul style="list-style-type: none"> <li>• Work-based learning opportunity will be under the direct supervision of the school coordinator</li> <li>• Must visit all potential work-sites, create a work-based learning agreement for review and signature by all involved parties, and complete appropriate paperwork and receive approval from the NH Department of Labor <u>prior</u> to a student starting a work-based learning opportunity.</li> <li>• Will ensure learner receives safety and related instruction from school in coordination with the work-based learning opportunity</li> <li>• Will visit the learner at their work-based learning site to observe and evaluate progress on a regular basis</li> <li>• Will ensure that the work-based learning opportunity aligns with course competencies and that student completes any required work including reflections, portfolio, research papers, etc...</li> </ul>	<ul style="list-style-type: none"> <li>• Agrees to perform all tasks and assigned duties to the best of their ability</li> <li>• Will address any work-based learning site issues with the site supervisor and school coordinator</li> <li>• Must adhere to the policy and procedure of the work-based learning site</li> <li>• Is responsible for maintaining regular attendance at school and work-based learning site.</li> <li>• If unable to attend a scheduled shift at their work-based learning site, learner should follow the call-out procedure of the employer.</li> <li>• Must dress appropriately for the site</li> <li>• Will complete any related instruction and/or course work necessary in order to earn credit</li> </ul>	<ul style="list-style-type: none"> <li>• Work-based learning site will adhere to state and federal Department of Labor regulations</li> <li>• A work-site mentor will be identified</li> <li>• Work-site mentor will provide an overview of the worksite, operations and procedures, and safety protocol</li> <li>• Work-site mentor will complete a periodic performance evaluation on learner</li> <li>• Learner should not be used to replace a regular worker</li> <li>• Any exposure to hazardous occupations must follow Department of Labor guidelines</li> <li>• The work-based learning site will follow the work-based learning agreement/training plan</li> <li>• Work-based learning site will keep accurate records of learner attendance and let school coordinator know if student does not show up without</li> </ul>	<ul style="list-style-type: none"> <li>• Agrees to allow the student to participate in the work-based learning opportunity</li> <li>• Will assist learner in arranging transportation to and from the work-based learning site</li> <li>• Will ensure student has safety equipment and appropriate attire needed for the work-based learning experience</li> <li>• Will provide support and encouragement to the learner</li> </ul>



WBL/School Coordinator	Learner	Employer	Parent/Guardian
<ul style="list-style-type: none"> <li>• Will ensure the learner has the opportunity to earn credit towards their high school diploma</li> <li>• Will coordinate regular meetings between learner, site mentor, site supervisor, and school coordinator to address progress, concerns, or questions</li> </ul>		<p>following appropriate call-out procedure</p> <ul style="list-style-type: none"> <li>• The work-based learning site will allow the school coordinator to visit student at the site for observation as needed</li> </ul>	

**School Coordinator Name:**

\_\_\_\_\_

**School Coordinator Signature:**

\_\_\_\_\_

**Learner Name:**

\_\_\_\_\_

**Learner Signature:**

\_\_\_\_\_

**Site Supervisor Name:**

\_\_\_\_\_

**Site Supervisor Signature:**

\_\_\_\_\_

**Work-based Learning Mentor Name:**

\_\_\_\_\_

**Work-based Learning Mentor Signature:**

\_\_\_\_\_

**Parent/Guardian Name:**

\_\_\_\_\_

**Parent/Guardian Signature:**

\_\_\_\_\_



**BGCCNH Site Orientation Checklist**

Employee Name: \_\_\_\_\_  
Supervisor: \_\_\_\_\_

Unit: \_\_\_\_\_  
Date: \_\_\_\_\_

*Please provide a tour of the facility, including the location of the following (check off as you complete it or write N/A if not applicable):*

**Safety**

- \_\_\_\_\_ First-Aid Kit / Extra Supplies
- \_\_\_\_\_ AED Machines
- \_\_\_\_\_ Blood Borne Pathogen Spill Kit
- \_\_\_\_\_ Emergency Operations Plan (Emergency Procedures and Evacuation Plans)
- \_\_\_\_\_ Location of fire extinguishers, check tag each month
- \_\_\_\_\_ Map of the building
- \_\_\_\_\_ Emergency Exits
- \_\_\_\_\_ Explain fire drill procedure- member count, where to meet, what to bring outside
- \_\_\_\_\_ How to pull a fire drill
- \_\_\_\_\_ Location of masks and gloves
- \_\_\_\_\_ Location of Hotline Posters
- \_\_\_\_\_ Fire Drill Log Book
- \_\_\_\_\_ Building Safety Checklist
- \_\_\_\_\_ Playground Checklist
- \_\_\_\_\_ Safety Committee Notes- where they are located
- \_\_\_\_\_ Kitchen Safety
- \_\_\_\_\_ Refrigerator/ Temp Logs
- \_\_\_\_\_ Temperature Gauges
- \_\_\_\_\_ Location of Emergency Procedures Posting (Emergency Contacts List)
- \_\_\_\_\_ Bus Safety Procedures: Safety Drills
- \_\_\_\_\_ Location of Allergy/Disabilities Lists
- \_\_\_\_\_ Location of First Aid Backpacks

**General Operation**

- \_\_\_\_\_ Staff Mailboxes
- \_\_\_\_\_ Walkie-Talkies
- \_\_\_\_\_ Site Operation Manual/ Binder  
*Workman's Comp Forms (to print and put in operations binder)*
- \_\_\_\_\_ Service elevator, if applicable
- \_\_\_\_\_ Staff Bathroom / All Bathrooms (show where bathrooms are and review bathroom policy)
- \_\_\_\_\_ Cleaning supplies and MSDS forms



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- \_\_\_\_\_ Building and bus keys/fobs for schools
- \_\_\_\_\_ Where to store personal belongings
- \_\_\_\_\_ Outside water tap (location)
  
- \_\_\_\_\_ Program supplies
- \_\_\_\_\_ Snack pickup, how to place snack orders (review)
- \_\_\_\_\_ Dinner/snack menus
- \_\_\_\_\_ Meal counts (MTS)
- \_\_\_\_\_ Lesson plans
- \_\_\_\_\_ Point out license and waivers
- \_\_\_\_\_ Check in binders or folders for staff
- \_\_\_\_\_ Snack procedures
- \_\_\_\_\_ Introduce new staff member to other staff and school personnel (if applicable), principal, support staff.

## **Forms**

- \_\_\_\_\_ Injury/Incident Reports
  
- \_\_\_\_\_ Reimbursement/Expense form
  
- \_\_\_\_\_ Daily staff and member attendance sheets
  
- \_\_\_\_\_ Health check form
- \_\_\_\_\_ Member change form (New Director's only)
- \_\_\_\_\_ Med. Authorization form
- \_\_\_\_\_ Member fee change form (New Director's only)
- \_\_\_\_\_ Late Pick-up form (New Director's only)

## **Files**

- \_\_\_\_\_ Member files
- \_\_\_\_\_ Staff files (new Director's only)

## **Maintenance**

- \_\_\_\_\_ Maintenance supplies
  
- \_\_\_\_\_ Bus supplies



### Supervisor Checklist

- \_\_\_\_\_ Provide a tour of the workplace (use site orientation checklist)
- \_\_\_\_\_ COVID Daily Parameters
- \_\_\_\_\_ Check to make sure that employee has received name tags and t-shirts (if not, communicate with HR)
- \_\_\_\_\_ Computer log-in information:
  - \_\_\_\_\_ Which computer does the employee use?
  - \_\_\_\_\_ Share email login and password (mail.centralnhclubs.org)
  - \_\_\_\_\_ Share BGCA log in information
  - \_\_\_\_\_ Go to BGCA.net with the employee to get an account set-up
    - \_\_\_\_\_ Email Chris to let him know of a new hire
    - \_\_\_\_\_ Show the new employee how to access the Platform and create an account
    - \_\_\_\_\_ Show how to access NH Connections
- \_\_\_\_\_ Provide a brief overview of the Platform
- \_\_\_\_\_ Review Job Description
- \_\_\_\_\_ Review cell phone policy and dress code
- \_\_\_\_\_ Provide an overview of how scheduling works for staff: when to expect the schedule, where is it located, how far in advance is it created. If the new employee is a supervisor, explain how to schedule staff in addition to the details above.
- \_\_\_\_\_ Discuss meals/snacks served on-site and explain the new staff member's role in serving
- \_\_\_\_\_ Attendance: Best practices of talking attendance and the process for taking attendance on site.
- \_\_\_\_\_ Handwashing: Best practices and when (share handout)
- \_\_\_\_\_ Positive Behavior Strategies: What steps do we take at BGCCNH
- \_\_\_\_\_ Forms:
  - \_\_\_\_\_ How to complete an accident/incident report
  - \_\_\_\_\_ How to complete a "write-up", if applicable
  - \_\_\_\_\_ How to request time off-ADP process/policy
  - \_\_\_\_\_ Any other applicable forms for their role
  
- \_\_\_\_\_ Review Philosophy/ Curriculum of BGCCNH and your site
- \_\_\_\_\_ Talk about Five Key Elements of BGCA
- \_\_\_\_\_ Review NHELs, if ECE program
- \_\_\_\_\_ Review NH licensing rules
- \_\_\_\_\_ Review social media policy
- \_\_\_\_\_ Site-specific lesson planning or curriculum expectations
- \_\_\_\_\_ Review yearly calendar
- \_\_\_\_\_ Review safety procedures: 1 on 1 policies, bathroom policy, no outside engagement
- \_\_\_\_\_ Review Employee Toolkit (can put in operation binder)
- \_\_\_\_\_ Review Family Handbook (checklist)
- \_\_\_\_\_ Review any new policies/procedures



### Checklist for Director of Operations

- Sets up email log and password; email to Supervisor
- Set up Platform account
- Set up BGCA access
- Set up bus driver training, if applicable
- Sets up food server training and other applicable food training, when applicable

### Checklist for HR

- Review Policies and Procedures Manual
- Review Progressive Discipline Policy
- Review Org Chart and Structure
- Review Safety Manual: High level overview

### Checklist for Professional Development Coordinator

- Review NH Professional Registry and help create an account, if needed.
- Review ProSolutions Website and help create an account, if needed.
- Review role of CCLU and Critical Violations
- Share list of ProSolutions trainings and talk about deadline for completion
- Share list of Platform trainings and talk about deadline for completion
- Share list of BGCA.net trainings and talk about deadline for completion
- Review Yearly Calendar: Staff training days
- Overview of Staff Committees

### Checklist for Finance

#### MTS Training –

- Member Information
- Member info tab
- Contacts – authorized to pick up, emergency contacts, emails and phone numbers
  - Medical tab-- special needs, meds at the club
  - Custom tab – state info, fee level, yearly review, assistance awarded
  - Groups – attending – summer and/or ASP
  - Active vs non-active
- Charges/Payments
  - Ability to read the statement
  - Printing a statement
  - Understanding abbreviations used
  - If a payment was missed – what that looks like





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\_\_\_ Questions on balances from parents – directors  
should email me with parent info attached so everyone knows it was  
communicated properly (checks and balances)

\_\_\_ Printing State Sheets

\_\_\_ Reports –

\_\_\_ Account balances

\_\_\_ Statements

\_\_\_ Tax Statement

\_\_\_ Member Fee Change Form

\_\_\_ Member Change Form

\_\_\_ CC form link

\_\_\_ Vacation Forms – when needed/why/etc.

\_\_\_ 1863 linking form

\_\_\_ Application process from Start to Finish

\_\_\_ PIF

\_\_\_ MTS Requirements

\_\_\_ Submitting reimbursements (mileage, program supplies, facility invoices)

\_\_\_ Approval process needed before ordering /purchasing program supplies, furniture,  
building supplies Etc.

## Documents in Welcome Packet

\_\_\_ Employee Toolkit (receive online)

\_\_\_ Child Protection Policy

\_\_\_ Yearly Calendar

\_\_\_ List of Trainings

\_\_\_ Org Chart and Structure

\_\_\_ Phone List

\_\_\_ Contact List

\_\_\_ Family Handbook

\_\_\_ Licensing Book



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## STUDENT PRESENTATION: GUIDELINES

Directions: Please create a presentation to summarize your orientation and internship process. The presentation can be a PowerPoint, video, portfolio, etc... include artifacts from your time interning.

### **Your presentation should address the following essential questions:**

- 1) What is your understanding of child development and child safety?
- 2) How did you go communicate with peers, students, and parents? In what ways did you need to change your communication technique for different audiences?
- 3) What technology did you use to help you learn and do your job?
- 4) What deliverables do you have from using technology, researching, and completing information reading? i.e certifications, daily notes, emails, etc....

### **Artifacts can include:**

- Certifications
- Photos (with permission)
- Emails (with permission)
- Reports (with permission)
- Notes (with permission)
- Quizzes/tests
- Performance reviews
- Lesson plans
- Other as appropriate\
- Reflections



**Student Performance Rubric: ELA Competencies**

	Performing	Developing	Emerging
<b>Research: Ability to read and present knowledge</b>	Learner demonstrates the ability to read and present knowledge through research. Learner knows where to locate resources and derive necessary information.	Learner demonstrates the ability to present knowledge through research but does not demonstrate a clear understanding of the information read through research. Learner knows where to locate resources but does not always derive necessary information.	Learner has not demonstrated the ability to read and present knowledge through research. Learner does not know where to locate resources and does not know how to derive necessary information.
<b>Reading Informational Texts: Comprehension of written materials and resources</b>	Learner demonstrates a proficient comprehension of written materials and resources and applies attained knowledge to their internship tasks.	Learner demonstrates a basic comprehension of written materials and resources and applies what knowledge they have attained to their internship tasks.	Learner has not demonstrated comprehension of written materials and resources and is unable to apply knowledge gleaned through texts to their internship tasks.
<b>Explanatory Writing: Ability to examine and convey complex ideas for a variety of purposes and audiences</b>	Learner examines and conveys complex ideas for a variety of purposes and audiences. Learner presents what they have learned in their internship with clarity and provides multiple relevant artifacts.	Learner examines and conveys complex ideas for one or two purposes or audiences. Learner presents what they have learned in their internship with some clarity and provides minimal relevant artifacts.	Learner does not examine and convey complex ideas for a variety of purposes and audiences. Learner does not present what they have learned in their internship with clarity and provides no artifacts.
<b>Listening: Ability to collaborate and comprehend</b>	Learner collaborates with co-workers, parents, and members with minimal to no error and comprehends all of what they are being told.	Learner collaborates with co-workers, parents, and members with minimal to moderate error and comprehends most of what they are being told.	Learner collaborates with co-workers, parents, and members with moderate to significant error and comprehends only some of what they are being told.
<b>Speaking: Effectively and strategically making decisions about content, language use, and discourse style</b>	Learner verbally communicates effectively with a variety of audiences including parents, co-workers, and members. They proficiently make strategic decisions around content, language use, and discourse style.	Learner verbally communicates effectively with at least one audience. They make some strategic decisions around content, language use, and discourse style.	Learner does not verbally communicate effectively with any audience. They do not make strategic decisions around content, language use, and discourse style.
<b>Technology: Use of internet and web platforms to complete work orientation, trainings, and school coursework</b>	Learner shows proficient use of technology in more than one way including accessing software, web platforms, internet, etc... to complete work orientation, trainings, and school coursework.	Learner shows a basic use of technology in at least one way including accessing software, web platforms, internet, etc... to complete orientation, trainings, and school coursework.	Learner does not use technology to complete orientation, trainings, or school coursework.

**Rubric Total Score:**