

TASK	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

**STANDARD IS 1 IN EACH APPLICABLE TASK****Rating Scale***The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

**TASK CHECKLIST***The student:***Preparation and Planning**

- sets goals and follows instruction accurately
- responds to directed questions and follows necessary steps to find answers
- accesses basic in-school/community information sources
- interprets and organizes information into a logical sequence
- records information accurately, using correct technical terms
- uses time effectively

**Content****Content** (continued)**Presenting/Reporting**

- demonstrates effective use of at least one medium of communication:  
*e.g., Written: spelling, punctuation, grammar, basic format*  
*Oral: voice projection, body language*  
*Audio-Visual: techniques, tools*
- uses correct grammatical convention and technical terms through proofreading/editing
- provides an introduction that describes the purpose of the project
- communicates information in a logical sequence
- states a conclusion based on a summary of facts
- provides a reference list of three or more basic information sources

**REFLECTIONS/COMMENTS:**

TASK	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

## STANDARD IS 2 IN EACH APPLICABLE TASK

## Rating Scale

*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

## TASK CHECKLIST

*The student:*

**Preparation and Planning**

- sets goals and describes steps to achieve them
- uses personal initiative to formulate questions and find answers
- accesses a range of relevant in-school/ community resources
- interprets, organizes and combines information into a logical sequence
- records information accurately with appropriate supporting detail and using correct technical terms
- plans and uses time effectively
- gathers and responds to feedback regarding approach to task and project status

**Content****Content** (continued)**Presenting/Reporting**

- demonstrates effective use of at least two communication media:
  - e.g., Written: spelling, punctuation, grammar, format (formal/informal)*
  - Oral: voice projection, body language, appearance*
  - Audio-Visual: techniques, tools, clarity*
- maintains acceptable grammatical and technical standards through proofreading and editing
- provides an introduction that describes the purpose and scope of the project
- communicates ideas into a logical sequence with sufficient supporting detail
- states a conclusion by synthesizing the information gathered
- provides a reference list that includes five or more relevant information sources

## REFLECTIONS/COMMENTS:

TASK	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

## STANDARD IS 3 IN EACH APPLICABLE TASK

## Rating Scale

*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

## TASK CHECKLIST

*The student:*

## Preparation and Planning

- sets goals and describes steps to achieve them
- uses personal initiative to formulate questions and find answers
- accesses a range of relevant information sources and recognizes when additional information is required
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately, using appropriate technical terms and supporting detail
- plans and uses time effectively, prioritizing tasks on a consistent basis
- accesses and refines approach to task and project status based on feedback and reflection

## Content

## Content (continued)

## Presenting/Reporting

- demonstrates effective use of at least one medium of communication:
  - e.g., Written: spelling, punctuation, grammar, format (formal/informal, technical/literary)*
  - Oral: voice projection, body language, appearance, enthusiasm, evidence of prior practice*
  - Audio-Visual: techniques, tools, clarity, speed and pacing*
- maintains acceptable grammatical and technical standards through proofreading and editing
- provides an introduction that describes the purpose and scope of the project
- communicates thoughts/feelings/ideas clearly to justify or challenge a position
- states a conclusion by analyzing and synthesizing the information gathered
- gives evidence of adequate research through a reference list including seven or more relevant information sources

## REFLECTIONS/COMMENTS:

TASK	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

**STANDARD IS 1 IN EACH APPLICABLE TASK**

**Rating Scale**

*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

Assessment Tools

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**TASK CHECKLIST**

*The student:*

**Preparation and Planning**

- sets goals and follows instructions accurately
- adheres to established timelines
- responds to directed questions and follows necessary steps to find answers
- uses time effectively

**Information Gathering and Processing**

- accesses basic in-school/community information sources
- uses one or more information-gathering techniques
- interprets and organizes information into a logical sequence
- records information accurately, using correct technical terms
- distinguishes between fact and fiction/opinion/theory
- responds to feedback when current approach is not working

**Content**

- describes one or more career opportunities within the field; e.g.:
  - labour-based
  - technical
  - professional

**Content** (continued)

- identifies and describes occupations relevant to one or more career opportunities; e.g.:
  - nature of the occupation
  - duties of the employee
- provides a survey of current employment statistics relevant to one or more careers; e.g.:
  - types of occupations
  - number of employees
- identifies entrance requirements and training programs relevant to one or more careers; e.g.:
  - entrance requirements and competencies
  - type of training programs
- assesses current and future employment opportunities and trends; e.g.:
  - local and national needs
  - opportunities for advancement

**Collaboration and Teamwork**

- cooperates with group members
- shares work appropriately among group members

**Information Sharing**

- demonstrates effective use of one or more communication media:  
*e.g., written, oral, audio-visual*
- communicates information in a logical sequence
- uses correct grammatical conventions and technical terms
- cites three or more basic information sources

**REFLECTIONS/COMMENTS:**

TASK	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

**STANDARD IS 2 IN EACH APPLICABLE TASK**

**Rating Scale**

*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

G.22/ Forestry, CTS  
(1997)

**TASK CHECKLIST**

*The student:*

**Preparation and Planning**

- sets goals and establishes steps to achieve them
- creates and adheres to useful timelines
- uses personal initiative to formulate questions and find answers
- plans and uses time effectively

**Information Gathering and Processing**

- accesses a range of relevant in-school/community resources
- uses a range of information-gathering techniques
- interprets, organizes and combines information into a logical sequence
- records information accurately with appropriate supporting detail and using correct technical terms
- determines accuracy/currency/reliability of information sources
- gathers and responds to feedback regarding approach to the task

**Content**

- describes one or more career opportunities within the field; e.g.:
  - labour-based
  - technical
  - professional
- identifies and describes occupations relevant to one or more career opportunities; e.g.:
  - nature of the occupation
  - duties of the employee
  - workplace conditions

**Content** (continued)

- provides a survey of current employment statistics relevant to one or more careers; e.g.:
  - types of occupations
  - number of employees
  - employment trends
- identifies entrance requirements and training programs relevant to one or more careers; e.g.:
  - entrance requirements and competencies
  - type and extent of training programs
- assesses current and future employment opportunities and trends; e.g.:
  - local, national and international needs
  - opportunities for advancement and/or career change

**Collaboration and Teamwork**

- cooperates with group members
- shares work appropriately among group members
- negotiates solutions to problems

**Information Sharing**

- demonstrates effective use of two or more communication media:  
*e.g., written, oral, audio-visual*
- communicates ideas in a logical sequence with sufficient supporting detail
- maintains acceptable grammatical and technical standards
- cites five or more relevant information sources

**REFLECTIONS/COMMENTS:**

TASK	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

**STANDARD IS 3 IN EACH APPLICABLE TASK**

**Rating Scale**

*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

Assessment Tools

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**TASK CHECKLIST**

*The student:*

**Preparation and Planning**

- sets clear goals and establishes steps to achieve them
- creates and adheres to detailed timelines
- uses personal initiative to formulate questions and find answers
- plans and uses time effectively, prioritizing tasks on a consistent basis

**Information Gathering and Processing**

- accesses a range of relevant information sources and recognizes when additional information is required
- demonstrates resourcefulness in collecting data
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately with appropriate supporting detail and using correct technical terms
- recognizes underlying bias/assumptions/values in information sources
- assesses and refines approach to the task and project status based on feedback and reflection

**Content**

- describes one or more career opportunities within the field; e.g.:
  - labour-based
  - technical
  - professional
- identifies and describes occupations relevant to one or more career opportunities; e.g.:
  - nature of the occupation
  - duties of the employee
  - workplace conditions
  - salary/wages and employee benefits

**Content (continued)**

- provides a survey of current employment statistics relevant to one or more careers; e.g.:
  - types of occupations
  - number of employees
  - employment trends
- identifies entrance requirements and training programs relevant to one or more careers; e.g.:
  - entrance requirements and competencies
  - type and extent of training programs
  - post-secondary institutions
- assesses current and future employment opportunities and trends; e.g.:
  - local, national and international needs
  - opportunities for advancement and/or career change
  - opportunities for self-employment and entrepreneurship

**Collaboration and Teamwork**

- cooperates with group members
- shares work appropriately among group members
- negotiates with sensitivity solutions to problems
- displays effective communication and leadership skills

**Information Sharing**

- demonstrates effective use of a variety of communication media:  
*e.g., written, oral, audio-visual*
- communicates thoughts/feelings/ideas clearly to justify or challenge a position
- maintains acceptable grammatical and technical standards
- gives evidence of adequate information gathering by citing seven or more relevant information sources

**REFLECTIONS/COMMENTS:**

TASK	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Analyzing Perspectives	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Negotiating and Debating	4	3	2	1	0	N/A

**STANDARD IS 1 IN EACH APPLICABLE TASK**

**Rating Scale**

*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

**TASK CHECKLIST**

*The student:*

**Preparation and Planning**

- accurately describes an issue on which people disagree
- poses an important question regarding the issue
- accesses basic in-school/community information sources regarding the issue
- uses one or more information-gathering techniques

**Analyzing Perspectives**

- states a position on the issue and logical reasons for adopting that position
- explains why the issue is important by presenting examples of possible consequences
- clarifies different points of view regarding the issue; *e.g., social, economic, environmental*
- distinguishes between fact and fiction/opinion/theory

**Collaboration and Teamwork**

- works with a range of peer members
- shares information/opinions/suggestions through group discussion
- listens to and respects the views of others

**Negotiating and Debating**

- presents a convincing argument in logical sequence supporting a position adopted on the issue
- provides a relevant response to opposing arguments
- speaks clearly so the argument can be understood
- establishes a shared understanding of key alternatives and consequences relevant to the issue

**REFLECTIONS/COMMENTS:**

TASK	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Analyzing Perspectives	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Negotiating and Debating	4	3	2	1	0	N/A

**STANDARD IS 2 IN EACH APPLICABLE TASK**

**Rating Scale**

*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

Assessment Tools

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**TASK CHECKLIST**

*The student:*

**Preparation and Planning**

- accurately describes an issue on which people disagree, explaining areas of disagreement
- poses one or more thoughtful questions regarding the issue
- accesses a range of relevant in-school/community resources
- uses a range of information-gathering techniques

**Analyzing Perspectives**

- states a position on the issue and logical reasons for adopting that position
- explains why the issue is important by presenting examples of possible consequences categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related*
- determines accuracy/currency/reliability of information and ideas

**Collaboration and Teamwork**

- works with a range of peer members
- shares information/opinions/suggestions, maintaining a balance between speaking and listening
- listens to and respects the views of others, requesting clarification as necessary from other group members

**Negotiating and Debating**

- presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance
- provides a relevant and convincing response to opposing arguments
- speaks clearly without hesitation so the argument can be understood
- negotiates a shared agreement on preferred alternatives relevant to the issue

**REFLECTIONS/COMMENTS:**

TASK	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Analyzing Perspectives	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Negotiating and Debating	4	3	2	1	0	N/A

**STANDARD IS 3 IN EACH APPLICABLE TASK**

**Rating Scale**

*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

G.26/ Forestry, CTS  
(1997)

**TASK CHECKLIST**

*The student:*

**Preparation and Planning**

- accurately describes an issue on which people disagree, explaining specific causes of disagreement
- poses thoughtful questions regarding the issue
- accesses a range of relevant information sources and recognizes when additional information is required
- demonstrates resourcefulness in collecting data

**Analyzing Perspectives**

- states a position on the issue and insightful reasons for adopting that position
- explains why the issue is important by presenting examples of possible consequences and implications
- categorizes different points of view regarding the issue;  
*e.g., cultural, ethical, economic, environmental, health-related, scientific, political*
- recognizes underlying bias/assumptions/values in information and ideas

**Collaboration and Teamwork**

- works with a wide range of peer members
- shares information/opinions/suggestions, maintaining a balance between speaking and listening
- listens to and respects the views of others, requesting clarification as necessary from other group members

**Negotiating and Debating**

- presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance and backing each with sound evidence
- provides a relevant and convincing rebuttal to opposing arguments
- speaks clearly without hesitation so the argument can be understood by all listeners
- negotiates a shared agreement on preferred alternatives by resolving divergent points of view

**REFLECTIONS/COMMENTS:**

**LAB ASSESSMENT: Outdoor Forest Experiences**

**FORLAB**

Student Name: \_\_\_\_\_

Course(s):        WLD1030    FOR1050    FOR1060    WLD2030    FOR2060    FOR3110

ACTIVITY/ TASK:						
DATE:						
Management	4	4	4	4	4	4
	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	0	0	0	0	0	0
Teamwork	4	4	4	4	4	4
	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	0	0	0	0	0	0
Equipment and Materials	4	4	4	4	4	4
	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	0	0	0	0	0	0
Environmental Ethics	4	4	4	4	4	4
	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	0	0	0	0	0	0

**Rating Scale**

*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

Assessment Tools

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**ASSESSMENT CRITERIA**

*The student:*

**Management**

- prepares self for task
- organizes and works in an orderly manner
- interprets and carries out instructions accurately
- plans and uses time in a logical sequence
- attempts to solve problems prior to requesting help
- \_\_\_\_\_
- \_\_\_\_\_

**Teamwork**

- cooperates with group members
- shares tasks/tools appropriately among peers
- negotiates solutions to problems
- displays effective communication skills
- \_\_\_\_\_
- \_\_\_\_\_

**Equipment and Materials**

- selects appropriate equipment and materials
- handle/uses equipment and materials safely
- demonstrates concern for safe procedures/techniques
- cleans/maintains/stores equipment in a safe manner
- keeps work/study environment clean and organized
- advises of immediate hazards and necessary repairs
- \_\_\_\_\_
- \_\_\_\_\_

**Environmental Ethics**

- protects flora and fauna
- chooses environmentally friendly materials
- minimizes generation of waste materials
- follows accepted practices for disposing of wastes
- protects/manages water supply
- \_\_\_\_\_
- \_\_\_\_\_

CTS, Forestry /G.27  
(Revised 1999)

RATING	ASSESSMENT CRITERIA
<p><b>4</b> <b>3</b> <b>2</b> <b>1</b> <b>0</b></p>	<p><i>The student:</i></p> <p><b>Preparation and Planning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> identifies a specific issue regarding the forest environment</li> <li><input type="checkbox"/> talks to others in order to clarify ideas</li> <li><input type="checkbox"/> accesses basic in-school/community resources regarding the issue</li> <li><input type="checkbox"/> identifies appropriate individuals/agencies to contact</li> <li><input type="checkbox"/> establishes a position on the issue</li> <li><input type="checkbox"/> _____</li> </ul>
<p><b>4</b> <b>3</b> <b>2</b> <b>1</b> <b>0</b></p>	<p><b>Writing the Letter</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> clearly states a position on the issue and a rationale for adopting that position</li> <li><input type="checkbox"/> considers the implications of various approaches for dealing with the issue</li> <li><input type="checkbox"/> cites references to support information/views</li> <li><input type="checkbox"/> maintains an appropriate tone of communication</li> <li><input type="checkbox"/> requests a response to the letter</li> <li><input type="checkbox"/> uses correct grammatical and technical conventions</li> <li><input type="checkbox"/> demonstrates proofreading and editing skills</li> <li><input type="checkbox"/> _____</li> </ul>
<p><b>4</b> <b>3</b> <b>2</b> <b>1</b> <b>0</b></p>	<p><b>Critiquing the Response</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> identifies important elements of the response: <ul style="list-style-type: none"> <li>- acknowledgement of support or concern</li> <li>- statement of position and rationale</li> <li>- reference to supporting information/views</li> <li>- comments regarding future options/alternatives</li> </ul> </li> <li><input type="checkbox"/> assesses quality of the response based on: <ul style="list-style-type: none"> <li>- logical development of ideas</li> <li>- quality/quantity of supporting information and views</li> <li>- tone of communication</li> </ul> </li> <li><input type="checkbox"/> suggests possible improvements to the response and original letter</li> <li><input type="checkbox"/> _____</li> </ul>

**Rating Scale**

*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

***REFLECTIONS/COMMENTS***

TASK	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Technical Components	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A

**STANDARD IS 1 FOR INTRODUCTORY LEVEL COURSES, 2 FOR INTERMEDIATE LEVEL COURSES, AND 3 FOR ADVANCED LEVEL COURSES**

**Rating Scale**

*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
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- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

**TASK CHECKLIST**

*The student:*

**Preparation and Planning**

- sets goals and follows instructions
- responds to directed questions and/or follows necessary steps to find answers
- uses time effectively
- accesses basic in-school/community information sources
- interprets and organizes information logically
- transfers and/or extrapolates data from print and visual sources to create maps
- \_\_\_\_\_
- \_\_\_\_\_

**Technical Components**

- prepares an outline of the mapped area to scale
- provides an appropriate map title
- records relevant location data
- provides a map legend that explains:
  - map symbols
  - map scale
- organizes use of space; e.g.:
  - map size in relationship to paper size
  - use of borders
  - position of legend

**Technical Components (continued)**

- demonstrates appropriate use of colour, shading and/or patterns
- produces a document free of wrinkles and smudges
- maintains appropriate technical standards through proofreading and editing; e.g.:
  - spelling
  - legibility
- \_\_\_\_\_
- \_\_\_\_\_

**Information Sharing**

- communicates map content through oral presentation
- demonstrates ability to use map overlays in presentation
- poses questions based on information provided in map
- \_\_\_\_\_
- \_\_\_\_\_

**Collaboration and Teamwork**

- shares work appropriately among group members
- respects the views of others
- negotiates solutions to problems
- \_\_\_\_\_
- \_\_\_\_\_

**REFLECTIONS/COMMENTS**



**LOG/VERIFICATION OF VOLUNTEER WORK**

**FORLOG-VOL(a)**

Student Name: \_\_\_\_\_

Course: \_\_\_\_\_

Supervisor: \_\_\_\_\_

<p>Volunteer Service Provided: _____ Date: _____</p> <p>Volunteer Site/Location: _____</p> <p>Time Volunteered: _____</p> <p>Description of Volunteer Service:</p> <p>(a) goals/tasks established by supervisor _____</p> <p>_____</p> <p>_____</p> <p>(b) tasks completed by volunteer: _____</p> <p>_____</p> <p>_____</p> <p>Observations/Insights Gained From Volunteer Work:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____ (Student's Signature)</p> <p>_____ (Supervisor's Signature)</p> <p>_____ (Supervisor's Phone Number)</p>	<p>Volunteer Service Provided: _____ Date: _____</p> <p>Volunteer Site/Location: _____</p> <p>Time Volunteered: _____</p> <p>Description of Volunteer Service:</p> <p>(a) goals/tasks established by supervisor _____</p> <p>_____</p> <p>_____</p> <p>(b) tasks completed by volunteer: _____</p> <p>_____</p> <p>_____</p> <p>Observations/Insights Gained From Volunteer Work:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____ (Student's Signature)</p> <p>_____ (Supervisor's Signature)</p> <p>_____ (Supervisor's Phone Number)</p>
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**STANDARD: The student completes all sections of the log/verification for five hours of volunteer work.**

<b>PREPARATION AND PLANNING</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
<i>The student:</i>			
• identifies personal and environmental goals for volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	
• prepares a list of potential environmental, forest industry and/or professional organizations to contact regarding volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• contacts an organization regarding desire to volunteer, sharing personal information through interview and/or resume	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• obtains satisfactory placement for volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	
• establishes a schedule of dates and times for volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	
• identifies and adheres to school policies/ procedures regarding off-campus activities	<input type="checkbox"/>	<input type="checkbox"/>	

<b>VERIFYING AND REFLECTING</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
<i>The student:</i>			
• submits a log of tasks undertaken for each volunteer site and/or work experience (see Part II)	<input type="checkbox"/>	<input type="checkbox"/>	
• performs volunteer tasks in a satisfactory manner (see Part II)	<input type="checkbox"/>	<input type="checkbox"/>	
• provides a brief written summary of personal observations/impressions regarding the volunteer experience:	<input type="checkbox"/>	<input type="checkbox"/>	
– contribution of tasks undertaken to environmental stewardship			
– problems encountered and suggested solutions			
– recommendations regarding future volunteer experiences			

**STANDARD IS 2 IN EACH APPLICABLE TASK AREA**

**Rating Scale**

*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

**REFLECTIONS / COMMENTS**

**STUDENT LOG OF ACTIVITIES**

**Student's Name:** \_\_\_\_\_

**Sponsoring Organization:** \_\_\_\_\_

**Supervisor's Name/Position:** \_\_\_\_\_

**Date(s) of Volunteer Work:** \_\_\_\_\_

**Time(s)/Duration of Volunteer Work:** \_\_\_\_\_

\_\_\_\_\_

**Volunteer Tasks Undertaken:**

\_\_\_\_\_  
**Student's Signature**

\_\_\_\_\_  
**Date**

**VERIFICATION BY SUPERVISOR**

*The student:*

- follows instructions and adheres to guidelines
- uses time effectively
- demonstrates concern for safe procedures and techniques
- anticipates and advises of potential hazards
- works cooperatively with other group members.

**Supervisor's Comments:**

\_\_\_\_\_  
**Supervisor's Signature**

\_\_\_\_\_  
**Date**

**REFLECTION GUIDE FOR OUTDOOR EXPERIENCES**

**FORREF-OUT**

<b>JOURNAL ENTRY:</b>	<b>#1</b>	<b>#2</b>	<b>#3</b>	<b>#4</b>	<b>#5</b>
<b>DATE:</b>					
<b>Individual/Group Preparedness</b>	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A
<b>Cooperation and Teamwork</b>	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A
<b>Responsibility and Safety</b>	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A
<b>Environmental Ethics</b>	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A
<b>TOTAL:</b>					

**Rating Scale**

*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

**CRITERIA FOR REFLECTION**

*The student:*

**Individual/Group Preparedness**

- sets goals and follows instructions accurately
- adheres to established timelines
- identifies/assembles outdoor gear appropriate to the task
- uses time effectively
- \_\_\_\_\_
- \_\_\_\_\_

**Cooperation and Teamwork**

- works with a range of peer members
- shares work appropriately among group members
- considers the ideas/suggestions of others
- \_\_\_\_\_
- \_\_\_\_\_

**Responsibility and Safety**

- selects and uses appropriate equipment/materials
- follows safe procedures/techniques
- anticipates and advises of potential hazards
- practises proper sanitation procedures
- \_\_\_\_\_
- \_\_\_\_\_

**Environmental Ethics**

- uses environmentally friendly materials
- picks up garbage and carries everything out that is carried in
- avoids ecologically sensitive areas
- demonstrates techniques for protecting water supply
- \_\_\_\_\_
- \_\_\_\_\_

**REFLECTION GUIDE FOR ENVIRONMENTAL RESPONSIBILITY/CITIZENSHIP**

**FORREF-ENV**

<b>JOURNAL ENTRY:</b>	<b>#1</b>	<b>#2</b>	<b>#3</b>	<b>#4</b>	<b>#5</b>
<b>DATE:</b>					
<b>Preparation and Planning</b>	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A
<b>Comprehension and Analysis</b>	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A
<b>Evaluation and Decision-Making</b>	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A
<b>Presenting and Reporting</b>	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A
<b>TOTAL:</b>					

**Rating Scale**

*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

Assessment Tools

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**REFLECTION CRITERIA**

*The student:*

**Preparation and Planning**

- sets goals and follow instructions accurately
- establishes a schedule of activities for completing each journal entry
- accesses in-school/community sources of information
- plans and uses time effectively

**Comprehension and Analysis**

- considers the impact of one or more personal attitudes, actions and/or lifestyles on the forest environment
- identifies relevant social, economic and/or environmental perspectives
- explains potential sources of conflict regarding personal attitudes, actions and/or lifestyle  
*e.g., Who? What? Where? Why?*

**Evaluation and Decision Making**

- balances information and values
- demonstrates respect for and consider the views of others
- considers alternatives for environmental citizenship on the basis of their consequences and implications for the forest environment
- reflects on strengths of personal actions and lifestyle within the context of environmental responsibility, and suggest areas that need improvement

**Presenting and Reporting**

- uses correct grammatical convention and technical terms through proofreading/editing
- communicates information and ideas clearly in a logical sequence
- provides an introduction that describes the purpose of the journal entry
- states a conclusion based on a summary of information and ideas

CTS, Forestry /G.35

(1997)

PROPOSAL	RATIONALE	INTENDED OUTCOMES
1. <b>Personal Action</b>		
2. <b>Leadership Role</b>		

**RATING SCALE**

- 4 Demonstrates a thorough understanding of the need for action. Problems are solved independently in effective and creative ways. The rationale and outcomes are based on analysis of data and supported with sufficient detail.
- 3 Demonstrates an understanding of the need for action. Issues are effectively addressed in a self-directed manner. The rationale and outcomes are based on analysis of data and supported with some detail.
- 2 Demonstrates a general understanding of the need for action. Issues are addressed with guidance. The rationale and outcomes are based on limited data and detail.
- 1 Demonstrates partial understanding of the need for action. Attempts a proposal but the rationale and/or outcomes are general or unsupported.
- 0 Fails to understand the need for action or does not attempt a proposal.

**DIRECTIONS**

**THE STUDENT PROVIDES TWO PROPOSALS FOR ENVIRONMENTAL ACTION - ONE BASED ON PERSONAL/INDIVIDUAL ACTION, THE OTHER INVOLVING A LEADERSHIP ROLE. EACH PROPOSAL TO BE SUPPORTED WITH A RATIONALE AND INTENDED OUTCOMES.**

**STANDARD**

**EACH PROPOSAL TO BE COMPLETED TO A STANDARD OF 1 IN INTRODUCTORY COURSES, 2 IN INTERMEDIATE COURSES, AND 3 IN ADVANCED COURSES.**

TASK	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Technical Components	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A

**STANDARD IS 1 FOR INTRODUCTORY LEVEL COURSES, 2 FOR INTERMEDIATE LEVEL COURSES, AND 3 FOR ADVANCED LEVEL COURSES**

**Rating Scale**

*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

**Assessment Tools**

**TASK CHECKLIST**

*The student:*

**Preparation and Planning**

- sets goals and follows instructions
- responds to directed questions and/or follows necessary steps to find answers
- uses time effectively
- accesses basic in-school/community information sources
- interprets and organizes information logically
- transfers and/or extrapolates data from print and visual sources to create a diagram/technical drawing
- \_\_\_\_\_
- \_\_\_\_\_

**Technical Components**

- selects and uses appropriate drawing instruments and tools
- prepares an accurate outline of the theme to scale
- adds detail to the theme as required to ensure recognition and realism
- organizes use of space; e.g.:
  - diagram/technical drawing in relation to paper size
  - use of borders
  - position of labels

**Technical Components (continued)**

- accurately labels diagram/technical drawing components
- provides an appropriate title for the diagram/technical drawing
- demonstrates appropriate use of colour, shading and/or patterns
- produces a document free of wrinkles and smudges
- maintains appropriate technical standards through proofreading and editing; e.g.:
  - spelling
  - readability
- \_\_\_\_\_
- \_\_\_\_\_

**Information Sharing**

- communicates content of diagram/technical drawing through oral presentation
- demonstrates ability to use overlays in presentation
- poses questions based on information provided in the diagram/technical drawing
- \_\_\_\_\_
- \_\_\_\_\_

**Collaboration and Teamwork**

- shares work appropriately among group members
- respects the views of others
- negotiates solutions to problems
- \_\_\_\_\_
- \_\_\_\_\_

**REFLECTIONS/COMMENTS**

TASK	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Technical Components	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A

**STANDARD IS 1 FOR INTRODUCTORY LEVEL COURSES, 2 FOR INTERMEDIATE LEVEL COURSES, AND 3 FOR ADVANCED LEVEL COURSES**

**Rating Scale**

*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

**TASK CHECKLIST**

*The student:*

**Preparation and Planning**

- sets goals and follows instructions
- responds to directed questions and/or follows necessary steps to find answers
- uses time effectively
- accesses basic in-school/community information sources
- interprets and organizes information logically
- transfers and/or extrapolates data from print and visual sources to create a flow chart
- \_\_\_\_\_
- \_\_\_\_\_

**Technical Components**

- prepares an outline of steps/processes in proper sequence and order
- organizes use of space in relation to paper size
- selects and uses appropriate drawing instruments and tools
- creates a flow chart that:
  - has a definite beginning and end
  - clearly indicates the sequencing of steps/processes
- provides arrows to indicate correct sequence of steps/processes

**Technical Components (continued)**

- labels flow chart components as required
- provides an appropriate title for the flow chart
- demonstrated appropriate use of colour, shading and/or patterns
- produces a document free of wrinkles and smudges
- maintains appropriate technical standards through proofreading and editing; e.g.:
  - spelling
  - legibility
- \_\_\_\_\_
- \_\_\_\_\_

**Information Sharing**

- communicates content of flow chart through oral presentation
- demonstrates ability to use flow chart overlays in presentation
- poses questions based on information provided in the flow chart
- \_\_\_\_\_
- \_\_\_\_\_

**Collaboration and Teamwork**

- shares work appropriately among group members
- respects the views of others
- negotiates solutions to problems
- \_\_\_\_\_
- \_\_\_\_\_

**REFLECTIONS/COMMENTS**

**OBSERVATION CHECKLIST FOR FIELD-BASED INVESTIGATIONS****FOROBS**

Student Name:	Course:	Date:
Destination:		
Contact Person:		
Title/Position of Contact Person:		

**PURPOSE OF TRIP (Teacher Defined)****STUDENT EXPECTATIONS (What do you expect to observe/learn?)****ACTUAL OBSERVATIONS (What did you actually observe/learn?)****APPLICATIONS OF SCIENCE AND TECHNOLOGY****REFLECTION ON FIELD INVESTIGATION (What did you find most interesting? least interesting?)**

<u><b>OBSERVED CAREERS</b></u>
<p style="text-align: center;"><b>Career #1:</b></p> <p>Title:                      Education Requirements:                      Salary Range:                      Pros:                      Cons:</p>
<p style="text-align: center;"><b>Career #2:</b></p> <p>Title:                      Education Requirements:                      Salary Range:                      Pros:                      Cons:</p>
<p style="text-align: center;"><b>Career #3:</b></p> <p>Title:                      Education Requirements:                      Salary Range:                      Pros:                      Cons:</p>

<p><b><u>Would any of the observed careers appeal to you? Why or why not?</u></b></p>   
---

<u><b>SUMMATIVE CHECKLIST</b></u> (to be completed by teacher/supervisor)
<p><i>The student:</i></p> <p><input type="checkbox"/> identifies trip goals and follows instructions accurately</p>
<p><input type="checkbox"/> adheres to established itinerary/timelines</p>
<p><input type="checkbox"/> demonstrates appropriate use of equipment, supplies and/or clothing</p>
<p><input type="checkbox"/> adheres to acceptable safety standards and behavioural expectations as established by school policy</p>
<p><input type="checkbox"/> accesses resources available on site</p>
<p><input type="checkbox"/> uses effective questioning techniques to gather information</p>
<p><input type="checkbox"/> interprets and records information accurately</p>
<p><input type="checkbox"/> follows directions/procedures indicated by tour guide and/or as established by industry policy while on site</p>
<p><input type="checkbox"/> completes all sections of the observation checklist for each field-based investigation.</p>
<p><input type="checkbox"/></p>
<p><input type="checkbox"/></p>