

ASSESSMENT CHECKLIST: WORKSTATION ROUTINES AND MANAGEMENT

INFWRKSTN

STUDENT : _____

MODULE: MAM_____

STANDARD	Students working at standard must demonstrate the technique requirements outlined in the checklists below. The columns to the left of the checklists indicate the minimum rating for <i>at standard</i> performance for introductory, intermediate and advanced level modules. The rating scale on the right defines the levels of competencies and should be applied when assessing student performance.
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Observation of Student	Minimum Standard (Intro Level)	Minimum Standard (Inter Level)	Minimum Standard (Adv. Level)	TECHNIQUE REQUIREMENTS <i>The student:</i>
—	1	2	3	<i>Work Station Routines</i> <input type="checkbox"/> appropriately adjusts monitor, keyboard, desk, chair and other equipment to ensure workstation is ergonomically appropriate (comfortable, healthy, safe and efficient) <input type="checkbox"/> maintains good body position <input type="checkbox"/> observes ethical, legal and security measures in handling software and hardware (copyright, privacy, confidentiality) <input type="checkbox"/> maintains an organized, neat workstation
—	2	3	3	<i>File Management</i> <input type="checkbox"/> labels, stores, accesses, backs up, and uses files and disks appropriately <input type="checkbox"/> creates and uses appropriate filenames and directories to organize information in a logical way <input type="checkbox"/> saves, retrieves, moves, copies, deletes and renames files and directories as required
—	1	2	3	<i>Time Management/Organization</i> <input type="checkbox"/> locates/uses multiple resources when needing assistance; e.g., print, on-line, teacher, peers <input type="checkbox"/> allows adequate time for set-up and close-down procedures <input type="checkbox"/> manages time effectively
—	2	3	3	<i>Professionalism</i> <input type="checkbox"/> takes initiative in evaluating and adjusting work processes and products to ensure they meet or exceed the standard <input type="checkbox"/> responds to problems and accepts challenges by thinking critically and creatively <input type="checkbox"/> uses related terminology appropriately

Rating Scale	
4	Demonstrates initiative that exceeds required techniques/skills.
3	Consistently demonstrates all designated techniques/skills, rarely needs prompting.
2	Demonstrates all designated techniques/skills, occasionally needs prompting.
1	Demonstrates most designated techniques/skills, frequently needs prompting.
0	Does not demonstrate designated technique/skill.

REFLECTIONS/COMMENTS

Standard: Three career profiles, all sections completed for each profile

Area of Career Exploration: _____

for Module _____

Career Profile 1

Career Profile 2

Career Profile 3

JOB TITLE:
Description (tasks, working conditions)
Education qualifications
Employment opportunities
Advancement potential
Salary range and benefits
Would you enjoy this type of work? Why? Why not?
Reference used (book, interview, etc.)

JOB TITLE:
Description (tasks, working conditions)
Education qualifications
Employment opportunities
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Salary range and benefits
Would you enjoy this type of work? Why? Why not?
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Salary range and benefits
Would you enjoy this type of work? Why? Why not?
Reference used (book, interview, etc.)

Standard: MAM2060 - Read and critique a minimum of 3 informal technical reports at level 2 competency MAM3080 - Read and critique a minimum of 2 formal technical reports at level 3 competency Answer the questions below and make comments regarding each of the reports.	Student Name(s)
	for Module

Critique 1

Critique 2

Critique 3

REPORT TITLE:
What is the main purpose of the report?
Who is the intended audience?
Is the content clear and concise? Explain.
What features make the content coherent, complete and correct?
What evidence is there of editing/ proofreading?
Suggestions for improvement.

REPORT TITLE:
What is the main purpose of the report?
Who is the intended audience?
Is the content clear and concise? Explain.
What features make the content coherent, complete and correct?
What evidence is there of editing/ proofreading?
Suggestions for improvement.

REPORT TITLE:
What is the main purpose of the report?
Who is the intended audience?
Is the content clear and concise? Explain.
What features make the content coherent, complete and correct?
What evidence is there of editing/ proofreading?
Suggestions for improvement.

ASSESSMENT GUIDE: COMMUNICATION STRATEGIES WRITING PROJECTS

MAMCOM-2

STUDENT: _____ MODULE: MAM _____

At Standard	<i>Introductory Level</i>	At Standard	<i>Intermediate Level</i>	At Standard	<i>Advanced Level</i>
	<p><u>CORRESPONDENCE</u> writing consists of planning, composing, revising and proofreading a:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Personal Business Letter <input type="checkbox"/> Business Letter <input type="checkbox"/> Memo <input type="checkbox"/> E-Mail 		<p><u>TECHNICAL REPORTS (INFORMAL)</u> - writing consists of a minimum of two informal reports in an area of interest. List and name below:</p> <p>1. 2.</p>		<p><u>TECHNICAL REPORTS (FORMAL)</u> - writing consists of a minimum of one formal report in an area of interest. Name below:</p> <p>1.</p>
1	<p><u>PREWRITING</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies main purpose <input type="checkbox"/> identifies intended audience <input type="checkbox"/> identifies details to be included <input type="checkbox"/> completes research (if necessary) <input type="checkbox"/> organizes writing using AIDA formula (attention, interest, desire, action) <input type="checkbox"/> outlines details in logical order <input type="checkbox"/> selects appropriate format 	2	<p><u>PREWRITING</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies main purpose <input type="checkbox"/> identifies intended audience <input type="checkbox"/> identifies details to be included <input type="checkbox"/> completes research (if necessary) <input type="checkbox"/> organizes writing using AIDA formula (attention, interest, desire, action) <input type="checkbox"/> outlines details in logical order <input type="checkbox"/> selects appropriate format 	3	<p><u>PREWRITING</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies main purpose <input type="checkbox"/> identifies intended audience <input type="checkbox"/> identifies details to be included <input type="checkbox"/> completes research (if necessary) <input type="checkbox"/> organizes writing using AIDA formula (attention, interest, desire, action) <input type="checkbox"/> outlines details in logical order <input type="checkbox"/> selects appropriate format
1	<p><u>WRITING</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> conveys message through use of 5 Cs <ul style="list-style-type: none"> • clear • correct • coherent • concise • complete <input type="checkbox"/> uses appropriate tone <input type="checkbox"/> edits for meaning (check for spelling & typographical errors) 	2	<p><u>WRITING</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> conveys message through use of 5 Cs <ul style="list-style-type: none"> • clear • correct • coherent • concise • complete <input type="checkbox"/> uses appropriate tone <input type="checkbox"/> edits for meaning (check for spelling & typographical errors) 	3	<p><u>WRITING</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> conveys message through use of 5 Cs <ul style="list-style-type: none"> • clear • correct • coherent • concise • complete <input type="checkbox"/> uses appropriate tone <input type="checkbox"/> edits for meaning (check for spelling & typographical errors)
1	<p><u>REVISING/PROOFREADING</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> proofreads for correct facts, dates, names & figures <input type="checkbox"/> proofreads for sentence structure, grammar & punctuation <input type="checkbox"/> shows evidence of edits completed by two others <ul style="list-style-type: none"> • Name of Editor #1 _____ • Name of Editor #2 _____ <input type="checkbox"/> uses constructive feedback to revise writing 	2	<p><u>REVISING/PROOFREADING</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> proofreads for correct facts, dates, names & figures <input type="checkbox"/> proofreads for sentence structure, grammar & punctuation <input type="checkbox"/> shows evidence of edits completed by two others <ul style="list-style-type: none"> • Name of Editor #1 _____ • Name of Editor #2 _____ <input type="checkbox"/> uses constructive feedback to revise writing 	3	<p><u>REVISING/PROOFREADING</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> proofreads for correct facts, dates, names & figures <input type="checkbox"/> proofreads for sentence structure, grammar & punctuation <input type="checkbox"/> shows evidence of edits completed by two others <ul style="list-style-type: none"> • Name of Editor #1 _____ • Name of Editor #2 _____ <input type="checkbox"/> uses constructive feedback to revise writing

Rating Scale	<p>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.</p>	<p>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.</p>	<p>2 Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.</p>	<p>1 Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.</p>	<p>0 Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.</p>
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STUDENT: _____

MODULE: MAM _____

At Standard	<i>Intermediate Level - Communications Strategies II</i>	At Standard	<i>Advanced Level - Communication Strategies III</i>
	<p>ORAL PRESENTATION – delivers an oral report using effective communications strategies</p> <p><input type="checkbox"/> minimum of 5 minutes</p> <p><input type="checkbox"/> designated topic _____</p>		<p>ORAL PRESENTATION – delivers an oral, formal technical report using effective communications strategies</p> <p><input type="checkbox"/> minimum of 10 minutes</p> <p><input type="checkbox"/> presentation supported by visual aids</p> <p><input type="checkbox"/> title of formal technical report _____</p>
2	<p>Planning of Presentation</p> <p><input type="checkbox"/> chooses an appropriate topic of interest to presenter</p> <p><input type="checkbox"/> identifies purpose of presentation</p> <p><input type="checkbox"/> identifies audience</p> <p><input type="checkbox"/> considers time limit</p> <p><input type="checkbox"/> shows evidence of research</p>	3	<p>Planning of Presentation</p> <p><input type="checkbox"/> identifies audience</p> <p><input type="checkbox"/> considers time limit</p> <p><input type="checkbox"/> shows evidence of research</p> <p><input type="checkbox"/> prepares visual aids</p>
2	<p>Organization of Presentation</p> <p><input type="checkbox"/> Introduction</p> <ul style="list-style-type: none"> • gains listener’s attention • establishes credibility • provides a road map for the speech <p><input type="checkbox"/> Body</p> <ul style="list-style-type: none"> • determines logical order of main points • provides evidence to support main points <p><input type="checkbox"/> Conclusion</p> <ul style="list-style-type: none"> • summarizes main points • provides recommendations or action • gives audience a sense of completion • leaves the listener with a single idea or point he or she is trying to make 	3	<p>Organization of Presentation</p> <p><input type="checkbox"/> Introduction</p> <ul style="list-style-type: none"> • gains listener’s attention • establishes credibility • provides a road map for the speech <p><input type="checkbox"/> Body</p> <ul style="list-style-type: none"> • determines logical order of main points • provides evidence to support main points through use of visual aids <p><input type="checkbox"/> Conclusion</p> <ul style="list-style-type: none"> • summarizes main points • provides recommendations or action • gives audience a sense of completion • leaves the listener with a single idea or point he or she is trying to make
2	<p>Delivery</p> <p><input type="checkbox"/> speaks from notes rather than prepared text</p> <p><input type="checkbox"/> uses positive body language (posture, hand gestures)</p> <p><input type="checkbox"/> demonstrates clarity in voice (tone, rate, volume of delivery)</p> <p><input type="checkbox"/> establishes/maintains eye contact with audience</p> <p><input type="checkbox"/> shows sensitivity to non-verbal cues from audience</p> <p><input type="checkbox"/> asks/fields questions positively</p> <p><input type="checkbox"/> meets set time limit</p>	3	<p>Delivery</p> <p><input type="checkbox"/> speaks from notes rather than prepared text</p> <p><input type="checkbox"/> uses positive body language (posture, hand gestures)</p> <p><input type="checkbox"/> demonstrates clarity in voice (tone, rate, volume of delivery)</p> <p><input type="checkbox"/> establishes/maintains eye contact with audience</p> <p><input type="checkbox"/> shows sensitivity to non-verbal cues from audience</p> <p><input type="checkbox"/> asks/fields questions positively</p> <p><input type="checkbox"/> meets set time limit</p>

Rating Scale	<p>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.</p>	<p>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.</p>	<p>2 Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.</p>	<p>1 Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.</p>	<p>0 Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.</p>
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