Student Name: __________________________
Date: ___________________
Section #: ______________

Unit 5 Performance Task 3: Helping Professions Awareness Campaign Rubric and Checklist

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### Deliverables

1. All required sections of the helping professions research are complete.
2. All components of the job shadowing assignment are complete.
3. All required sections of the biographical sketch are complete.
4. All required sections of the helping professions career research are complete.

### Quality Indicators

- **Meets or Exceeds Expectations**
- **Not Yet or Inconsistently**
- **Does Not Meet Expectations**

### Relational Skills and Personal Attributes

- a. Responsibility
- b. Self-discipline
- c. Critical thinking
- d. Creativity
- e. Ability to plan well
- f. Ability to organize ideas well
- g. Ability to solve problems
decisions
- h. Ability to make sound critical thinking
- i. Ability to reason logically

### Applied Knowledge: Critical Thinking Skills

- Critical thinking
- Creativity
- Ability to make sound critical decisions
- Ability to reason logically
- Ability to plan well
- Ability to organize ideas well
- Ability to solve problems

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**Comments**

<table>
<thead>
<tr>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
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<tbody>
<tr>
<td><strong>No</strong></td>
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</tr>
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</table>

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Teacher Rubric Unit 5 PT3

Career Navigation Skills

Student demonstrates background knowledge and understanding of key concepts about the helping profession through all of the following indicators:

- ability to understand the impact of the helping professions on careers
- ability to understand the link between helping professions to altruism, servant leadership and service learning
- identify steps to embark on pathways that lead to a career in the helping professions

Student demonstrates some background knowledge and understanding of key concepts about the helping profession but not the indicators checked below:

- ability to understand the impact of the helping professions on careers
- ability to understand the link between helping professions to altruism, servant leadership and service learning
- identify steps to embark on pathways that lead to a career in the helping professions

Executive Skills

Student demonstrates the ability to:

- manage time effectively to complete all required tasks on time
- manage resources effectively to complete the shadowing, interviewing and videoing of a helping professional
- communicate effectively by interviewing and videoing a helping professional and posting through social media
- apply information

Student does not demonstrate the following abilities:

- manage time effectively to complete all required tasks on time
- manage resources effectively to complete the shadowing, interviewing and videoing of a helping professional
- communicate effectively by interviewing and videoing a helping professional and posting through social media
- apply information

Student does not demonstrate enough of the required executive skills when researching the helping professions or when shadowing, interviewing and videoing a helping professional.
<table>
<thead>
<tr>
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<th>Information Use Skills</th>
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| **Teacher Rubric Unit 5 PT3**

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<tbody>
<tr>
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</tr>
<tr>
<td>the ability to use and apply information technology appropriately when posting through social media</td>
<td>apply information technology effectively when posting to social media to increase the number of views</td>
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### Teacher Rubric Unit 5 PT3

#### Civic Engagement Skills

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<tr>
<th>Professional</th>
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</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

#### Professional Skills

- Use research information to understand the benefits and demands of the helping profession.
- Communicate information by creating a biographical sketch and posting on social media.

#### Civic Engagement Skills

- Developing an awareness of major national, state, and local governance issues by conducting an interview.
- Participating in civic and community-based organizations by shadowing a helping professional.

#### Professional Skills

- Professional organization by shadowing a helping professional.
- Participating in civic and community-based organizations by conducting an interview.

#### Civic Engagement Skills

- Student demonstrates all of the civic engagement skills.
- Student does not demonstrate enough of the civic engagement skills.

#### Professional Skills

- Professional organization by shadowing a helping professional.
- Participating in civic and community-based organizations by conducting an interview.
- Participating in civic and community-based organizations by shadowing a helping professional.

#### Professional Skills

- Use research information to understand the benefits and demands of the helping profession.
- Communicate information by creating a biographical sketch.