Unit 1 PDS & WRS, Module 2

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| **Excelling** | **Poster identifies and describes at least**  **five strengths and five blockers** | **Entries are of high quality consisting of personal reflections based on a minimum of five strengths and five blockers** | | **Assists at least three peers by adding at least three strengths to each to peers’ posters** | | All questions have been completed using detail | | *Uses five or more reputable sources to collect information* | | **Can demonstrate knowledge of physical, social and emotional well-being, providing at least five examples of each** | | **All questions have been completed using detail** | | *Creates 10 or more open-ended possible interview questions* | | *Demonstrates strong communication skills, using a clear voice, engaging in conversation, actively listening, demonstrating the importance of interview questions as well as recording the interview* | | *Responses include all of the following aspects in detail: current workplace issues, wage agreements, roles and responsibilities of employer and employees and risk control measures, health* and **wellbeing, sugar in foods, catering for diversity, employees with special needs, organic and health food options** | | **Is able to list and describe 10 or more relevant recommendations for café owner** | | **Demonstrates both leadership and teamwork skills when participating in a team meeting** | | **Record of communication with at least five members of the school community to assist in planning of the project** | | **A detailed plan that encompasses both the theory and practical components of the project and includes all of the following components: timeline, roles and responsibilities and resources** | | **Takes the leadership role during implementation of project, as well as demonstrates teamwork, contributing to the success of the team/project** | | **Evaluation of project consisting of at least five positive and five negative aspects** | |
| **Connects personal reflection to real life, identifying key influences of all strengths and blockers listed** | | *Addresses all criteria in detail* | | *All interview questions were addressed, whereby the student further questioned the café owner for clarification/ elaboration* | | **Communicates effectively with the group, demonstrating competence in all agenda items being addressed** | | **Includes at least five pieces of data/evidence gathered to justify positive or negative feedback related to project** | |
| **Develops at least five strategies/ goals for future growth** | | **Outlines agenda items for the meeting and is in charge of minute taking** | | **Includes detailed strategies for improvement, with a minimum of five strategies** | |
| **Achieving** | **Poster identifies at least**  **three strengths and three blockers** | **Entries consist of personal reflections based on a minimum of three strengths and three blockers** | | **Assists at least one peer by adding three strengths to peer’s posters** | | All questions have been completed | | *Uses two or more reputable sources to collect information* | | **Can demonstrate knowledge of physical, social and emotional well-being, providing at least three examples of each** | | **All questions have been completed** | | *Creates 10 open-ended possible interview questions* | | *Demonstrates communication skills, using a clear voice, engaging in conversation, actively listening, demonstrating the importance of interview questions* | | *Responses include all of the following aspects: current workplace issues, wage agreements, roles and responsibilities of employer and employees and risk control measures* and **wellbeing, sugar in foods, catering for diversity, employees with special needs, organic and health food options** | | **Is able to list and describe five or more relevant recommendations for café owner** | | **Demonstrates only teamwork skills when participating in a team meeting** | | **Record of communication with at least three members of the school community to assist in planning of the project** | | **A plan that encompasses the practical components of the project and includes all of the following components: timeline, roles and responsibilities and resources** | | **Only demonstrates teamwork skills when participating in the success of the project** | | **Evaluation of project consisting of at least three positive and three negative aspects** | |
| **Connects personal reflection to real life, identifying key influences of all strengths or blockers listed** | | *Addresses all criteria* | | *All interview questions were addressed* | | **Communicates with the group, demonstrating competence in all agenda items being addressed.** | | **Includes at least three pieces of data/evidence gathered to justify positive or negative feedback related to project** | |
| **Develops at least three strategies/ goals for future growth** | | **Includes strategies for improvement, with a minimum of three strategies** | |
| **Satisfactory** | **Poster identifies at least**  **two strengths and/or two blockers** | **Entries consist of personal reflections based on a minimum of two strengths and/or two blockers** | | **Assists at least one peer by adding two strengths to peer’s posters, with teacher intervention** | | More than half of the questions have been completed | | *Uses one reputable source to collect information* | | **Can demonstrate knowledge of physical, social and emotional well-being** | | **More than half of the questions have been completed** | | *Creates more than five possible interview questions, not all of which are open ended* | | *Demonstrates limited communication skills, voice is quiet and level of engagement in conversation is lacking, with half or more of the interview questions addressed* | | *Responses include two of the following aspects: current workplace issues, wage agreements, roles and responsibilities of employer and employees and risk control measures* and **wellbeing, sugar in foods, catering for diversity, employees with special needs, organic and health food options** | | **Is able to list three or more recommendations for café owner; however, not all are relevant** | | **Communicates with the group, demonstrating competence in more than half of the agenda items being addressed** | | **Record of communication with at least two classmates in relation to the project** | | **A basic plan that encompasses either the theory or practical components of the project and includes two of the following components: timeline, roles and responsibilities and resources** | | **Minimal participated in project, needing prompting/ assistance from the team** | | **Evaluation of project describing one positive or one negative aspect** | |
| **Develops at least two strategies/ goals for future growth** | | *Addresses more than half of criteria* | | **Does not include any evidence but participates in data collection/ feedback** | |
| **Not yet satisfactory** | **Poster identifies at least**  **one strength or one blocker** | **Entries consist of personal reflections based on a minimum of one strength and/or one blocker** | | **Assists at least one peer by adding one strength to peer’s posters, with teacher intervention** | | Less than half of questions have been completed | | *Uses one reputable source to collect information* | | **Can demonstrate knowledge of physical, social or emotional well-being** | | **Less than half of questions have been completed** | | *Creates less than five ‘yes/no’ questions for interview* | | *Demonstrates limited communication skills and needs assistance when asking interview questions, with less than half of the interview questions addressed* | | *Responses include one of the following aspects: current workplace issues, wage agreements, roles and responsibilities of employer and employees and risk control measures* and **wellbeing, sugar in foods, catering for diversity, employees with special needs, organic and health food options** | | **Is able to list one recommendation for café owner; however, it is not relevant** | | **Minimal contribution with the group, demonstrating an understanding in less than half of the agenda items being addressed** | | **Record of communication with at least one classmate in relation to the project** | | **A basic plan that encompasses either the theory or practical components of the project and includes one of the following components: timeline, roles and responsibilities and resources** | | **Physically attended project; however, did not contribute to the team** | | **Evaluation of project listing one positive or one negative aspect** | |
| **Develops at least one strategy/ goal for future growth** | | *Addresses less than half of criteria* | | **Does not include any evidence or does not participate in data/collection/ feedback** | |
| Not shown | Not shown | | Not shown | | Not shown | | Not shown | | Not shown | | Not shown | | Not shown | | Not shown | | Not shown | | Not shown | | Not shown | | Not shown | | Not shown | | Not shown | | Not shown | |
|  | **Poster of self (strengths and blockers)** | | **Reflective journal (strengths/ blockers, strategies/goals)** | | **Peer participation** | | **Structured questions** | | **PowerPoint presentation (hospitality)** | | **Mind map** | | **Structured set of questions** | | **Interview questions** | | **Participation in interview** | | **Interview responses** | | **Recommendations for café owner** | | **Meeting minutes** | | **Record of consultation with school community** | | **Graphic organiser (planning project)** | | **Participation in project** | | **Reflective journal (evaluation of project)** |
| **Activity 3** | | | | | | | | | | **Activity 4** | | | | | | | | | | | | **Activity 6** | | | | | | | | |
| NOTE:  **Bold – PDS**  *Italics – WRS*  *Please note: Activity 5 is in Module 3 Rubric as there is no Module 3 for PDS, only WRS* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |