

SCHOOL INFO AND/OR LOGO



## **EVALUATION TOOLKIT**

**PREWORK TRAINING  
WORK SKILLS COURSE**

&

**TRAINING FOR A SEMISKILLED TRADE  
PREPARATION FOR A SEMISKILLED TRADE COURSE**



This Evaluation Toolkit would not have been possible without the time and expertise given by the following team members:

Travis Hall	English Montreal School Board <i>Career Development Consultant</i>
Kavita Gardner	English Montreal School Board <i>Teacher, Training for a Semiskilled Trade</i>
Malcolm MacPhee	Riverside School Board <i>Career Education Consultant</i>
Marina Bresba	Riverside School Board <i>Teacher, Prework Training</i>
Eric DiMichele	Riverside School Board <i>Teacher, Prework Training</i>
Ingrid Hove Gust	Sir Wilfrid Laurier School Board <i>Educational Consultant</i>
Kelly Young	Sir Wilfrid Laurier School Board <i>Teacher, Training for a Semiskilled Trade</i>
Steve Greig	Western Québec School Board <i>Special Education Consultant</i>
Billy Boudreau	Western Québec School Board <i>Teacher, Prework Training and Training for a Semiskilled Trade</i>
Russell Dennis	Western Québec School Board <i>Teacher, Training for a Semiskilled Trade</i>
Tara Wheeler	<i>Project Development Officer for the Work-Oriented Training Path</i>
Marsha Gouett	MEESR-Direction des services à la communauté Anglophone-Services aux réseaux <i>Spécialiste en sciences de l'éducation</i>

In 2015, a group of WOTP consultants and teachers came together to create a set of evaluation tools for the *Work Skills* and *Preparation for a Semiskilled Trade* courses in the Prework Training and Training for a Semiskilled Trade options of the Work-Oriented Training Path. This toolkit was created using the *Québec Education Program*, the *Framework for the Evaluation of Learning* for the *Work Skills* and *Preparation for a Semiskilled Trade* courses, and the Ministry annual *Directives*.

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This Evaluation Toolkit for the WOTP contains the following working documents:

<b>Program/Course</b>	<b>Document Title</b>	<b>Intended Use</b>
<b>Prework Training</b> Work Skills	<b>TRAINING PLAN - TEACHER RECORD SHEET</b> Competency 1 Work Skills	This document could be used by the teacher to evaluate the seven competencies chosen from the Directory of Semiskilled Trades. The teacher can use evidence and comments from the School-based Practicum Supervisor (if this person is different than the teacher) and the Workplace Supervisor to help inform evaluation. However, it is essential that the teacher observes the students performing the chosen competencies (and related tasks) in person, as it is the teacher's responsibility to determine if competence has been achieved.
<b>Training for a Semiskilled Trade</b> <i>Preparation for a Semiskilled Trade</i>	<b>TRAINING PLAN- TEACHER RECORD SHEET</b> Competency 1 <i>Preparation for a Semiskilled Trade</i>	This document could be used by the teacher to evaluate the required competencies associated with the chosen semiskilled trade in the <i>Directory of Semiskilled Trades</i> . The teacher can use evidence and comments from the School-based Practicum Supervisor (if this person is different than the teacher) and the Workplace Supervisor to help inform evaluation. However, it is essential that the teacher observes the students performing the established competencies (and related tasks) in person, as it is the teacher's responsibility to determine if competence has been achieved.
<b>Prework Training</b> <i>Work Skills</i>	<b>TRAINING PLAN- SCHOOL-BASED PRACTICUM SUPERVISOR RECORD SHEET</b> Competency 1 <i>Work Skills</i>	This document could be used by the School-based Practicum Supervisor to provide anecdotal evidence (with date indicated) and comments about the students' progress in their workplace practicums. This evidence and associated comments will help inform the teacher's evaluation process.
<b>Training for a Semiskilled Trade</b> <i>Preparation for a Semiskilled Trade</i>	<b>TRAINING PLAN- SCHOOL-BASED PRACTICUM SUPERVISOR RECORD SHEET</b> Competency 1 <i>Preparation for a Semiskilled Trade</i>	This document could be used by the Workplace Supervisor to provide anecdotal evidence (with date indicated) and comments about students' progress in their workplace practicums. This evidence and associated comments will help inform the teacher's evaluation process.
<b>Both</b>	<b>TRAINING PLAN- WORKPLACE SUPERVISOR FEEDBACK FORM</b> <i>Development of specific competencies/skills</i>	This document could be used by the Workplace Supervisor to provide anecdotal evidence (with date indicated) and comments about students' progress in their workplace practicums. This evidence and associated comments will help inform the teacher's evaluation process.
	<b>WORKPLACE SUPERVISOR FEEDBACK FORM</b> <i>Development of attitudes and behaviours required in the workplace</i>	This document could be used by all those who are involved in the supervision and evaluation of the students' workplace practicums. The evidence gathered here could help to inform the teacher's final evaluation of the student.
	<b>STUDENT REFLECTION SHEET</b> Competencies 1 & 2	This document could be used by the student to reflect on aspects of Competency 1 and 2 as they progress through their workplace practicum. These reflections could be used by the teacher to inform the evaluation process.
	<b>STUDENT OVERALL REFLECTION</b>	This final student reflection sheet gives students an opportunity to reflect on their practicum as a whole. This reflection could be used by the teacher to inform the evaluation process.

## EVALUATION OF THE WORK SKILLS & PREPARATION FOR A SEMISKILLED TRADE COURSES

Successful completion of the *Work Skills* or *Preparation for a Semiskilled Trade* course is one of the conditions for obtaining a Prework Training Certificate (PWTC) or a Training Certificate for a Semiskilled Trade (TCST), as applicable. Evaluation in these courses requires that a number of individuals share information.

*“The school is responsible for evaluating students’ level of competency development and for making evaluation decisions. It should, however, exchange information with the workplace and ensure communication between students, workplace supervisors and the school. Students should be evaluated regularly and progressively during the learning process so that they become actively involved in the development of their competencies and learn to adjust their approach as needed.”*

Work Skills, page 5

Preparation for a Semiskilled Trade, page 5

Teachers are not obligated to use this evaluation toolkit; they have the right to choose their own means of evaluation. However, the toolkit is offered in the hope that it will streamline and facilitate the exchange of information and the overall evaluation process for teachers. The record sheets and feedback forms provide space to insert the school’s logo/contact information.

Course	Work Skills (WS)	Preparation for a Semiskilled Trade (PST)
Hours/Year	0/300/600	375
Quote from QEP	<i>“The aim of the program is to help students construct their occupational identity, adopt behaviours and attitudes required in the workplace and foster their gradual integration into the work force, by offering them the opportunity to develop work-related competencies in actual work settings.”</i> (Work Skills, page 1)	<i>“In this one-year program, students learn a semiskilled trade. They are given the opportunity to apply the competencies they developed in general education in a real work setting... The students will try their hand at work-related activities in keeping with their interests and abilities, which may give them a sense of motivation and help them to find meaning in their academic learning.”</i> (Preparation for a Semiskilled Trade, page 1)
Competencies as per the Québec Education Program	<p><b>Develops specific competencies associated with one or more semiskilled trades</b></p> <ul style="list-style-type: none"> <li>• Thorough preparation</li> <li>• Correct execution</li> <li>• Relevance of reflections regarding his/her work methods and experience*</li> </ul>	<p><b>Develops the specific competencies associated with a semiskilled trade</b></p> <ul style="list-style-type: none"> <li>• Thorough preparation</li> <li>• Correct execution</li> <li>• Relevance of reflections regarding his/her work methods and experience*</li> </ul>
Evaluation Criteria as per the Framework for the Evaluation of Learning	<p><b>Adopts attitudes and behaviours required in the workplace</b></p> <ul style="list-style-type: none"> <li>• Relevance of attitudes and behaviours adopted</li> <li>• Degree of adaptability to the workplace</li> <li>• Relevance of reflections regarding the attitudes and behaviours adopted in the workplace*</li> </ul>	<p><b>Adopts attitudes and behaviours required in the workplace</b></p> <ul style="list-style-type: none"> <li>• Relevance of attitudes and behaviours adopted</li> <li>• Degree of adaptability to the workplace</li> <li>• Relevance of reflections regarding the attitudes and behaviours adopted in the workplace*</li> </ul>

\* The student must be provided with feedback on this element, but the element must not be considered when determining the student’s mark in the report card.



# TRAINING PLAN – TEACHER RECORD SHEET

## Competency 1 – Work Skills

*Develops specific competencies associated with one or more semiskilled trades*



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### Legend for Grades in the Pework Training Program

**A mark of “A” or “B” is used to indicate that a student has successfully completed a given subject.**

Mark	For the ongoing evaluation of a subject (Years 2 and 3)	Mark	For the <u>final</u> evaluation of a subject (LAST term in Year 3 only)
A	The student meets the requirements set for him or her very well.	A	The student meets the program requirements very well.
B	The student meets the requirements set for him or her.	B	The student meets the program requirements.
C	The student partially meets the requirements set for him or her.	C	The student partially meets the program requirements.
D	The student does not meet the requirements set for him or her.	D	The student does not meet the program requirements.

**STUDENT NAME:**

Circle:    YEAR 2    YEAR 3					
	COMPETENCY	TERM 1	TERM 2	TERM 3	COMMENTS
1					
2					
3					
4					
5					
6					
7					

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**TRAINING PLAN – TEACHER RECORD SHEET**  
**Competency 1 – Preparation for a Semiskilled Trade**  
*Develops the specific competencies associated with a semiskilled trade*



SCHOOL INFO AND/OR LOGO

**STUDENT NAME:**

**EVALUATION FOR TERM 3:**

- 0 – 49%: The student does not meet the program requirements.
- 50 – 59%: The student partially meets the program requirements.
- 60 – 79%: The student meets the program requirements.
- 80 – 100%: The student meets the program requirements very well.

**SEMISKILLED TRADE:**

COMPETENCY	TASK	TERM 1	TERM 2	TERM 3	COMMENTS





# TRAINING PLAN – SCHOOL-BASED PRACTICUM SUPERVISOR RECORD SHEET

## Competency 1 – Work Skills

*Develops specific competencies associated with one or more semiskilled trades*



SCHOOL INFO AND/OR LOGO

**STUDENT NAME:**

Circle:    **YEAR 2**    **YEAR 3**

*Evidence about a student's performance is any observable behaviour that gives evidence of the student fulfilling the requirements of the chosen competency and its associated tasks. This evidence can be recorded using check marks or symbols, or it can be anecdotal. It is suggested that a date be included.*

	<b>COMPETENCY</b>	<b>EVIDENCE</b>	<b>COMMENTS</b>
1			
2			
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# TRAINING PLAN – SCHOOL-BASED PRACTICUM SUPERVISOR RECORD SHEET

## Competency 1 – Preparation for a Semiskilled Trade *Develops the specific competencies associated with a semiskilled trade*



SCHOOL INFO AND/OR LOGO

**STUDENT NAME:**

**SEMISKILLED TRADE:**

**PRACTICUM INFORMATION:**

*Evidence about a student's performance is any observable behaviour that gives evidence of the student fulfilling the requirements of the chosen competency and its associated tasks. This evidence can be recorded using check marks or symbols, or it can be anecdotal. It is suggested that a date be included.*

COMPETENCY	TASK	EVIDENCE	COMMENTS

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# WORKPLACE SUPERVISOR FEEDBACK FORM

## *Development of attitudes and behaviours required in the workplace*



SCHOOL INFO AND/OR LOGO

Name:

Year:

- PWT: Work Skills  
 TST: Preparation for a Semiskilled Trade

**Accurate choice of attitudes  
and behaviours**

**Degree of Adaptability to the  
Workplace**

Attitude/Behaviour	Evidence	Evidence
<b>Responsibility &amp; Reliability</b> <ul style="list-style-type: none"> <li>• Is punctual</li> <li>• Attends work regularly</li> <li>• Follows verbal instructions</li> <li>• Communicates issues in a timely manner</li> <li>• Is dependable</li> </ul>		
<b>Respect for the Work Environment</b> <ul style="list-style-type: none"> <li>• Maintains work area and equipment</li> <li>• Is actively aware of work environment</li> <li>• Respects health &amp; safety guidelines</li> </ul>		
<b>Self-Discipline</b> <ul style="list-style-type: none"> <li>• Demonstrates good personal hygiene and appearance</li> <li>• Is trustworthy</li> <li>• Does not demonstrate disruptive behaviours</li> <li>• Demonstrates positive attitude, despite external factors</li> </ul>		
<b>Autonomy</b> <ul style="list-style-type: none"> <li>• Manages own schedule within requirements of workplace</li> <li>• Identifies workplace issues and problem-solves</li> <li>• Communicates basic needs</li> <li>• Demonstrates judgement &amp; decision-making skills</li> <li>• Shows independence (completes tasks without supervision)</li> </ul>		
<b>Relationships &amp; Teamwork</b> <ul style="list-style-type: none"> <li>• Has appropriate relationships with co-workers</li> <li>• Has appropriate relationships with supervisors</li> <li>• Has appropriate relationships with clients</li> <li>• Demonstrates concern for others</li> <li>• Offers help (without prompt)</li> </ul>		
<b>Thoroughness</b> <ul style="list-style-type: none"> <li>• Works steadily (time spent in productive work)</li> <li>• Sees a task through to completion</li> <li>• Checks for errors in own work (quality of work)</li> <li>• Is productive (quantity of work)</li> </ul>		
<b>Attentiveness &amp; Open-Mindedness</b> <ul style="list-style-type: none"> <li>• Listens to supervisor and coworkers</li> <li>• Respects others' diversity</li> <li>• Identifies positive role models</li> <li>• Accepts correction</li> <li>• Demonstrates flexibility/responds positively to new situations</li> <li>• Is able to transfer skills to a new task</li> </ul>		
<b>Desire to Learn &amp; Improve</b> <ul style="list-style-type: none"> <li>• Demonstrates motivation and interest in work</li> <li>• Demonstrates willingness and ability to learn</li> <li>• Asks relevant questions</li> <li>• Demonstrates interest in the global work environment (company, trade, or field of work)</li> </ul>		
<b>Initiative</b> <ul style="list-style-type: none"> <li>• Offers help without prompt</li> <li>• Independently identifies and responds appropriately to needs of the workplace</li> </ul>		

- Sets and meets goals outside of basic work expectations
- Suggests a new idea or project



• N O T E S •

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WOTP



**Work-Oriented Training Path**

## STUDENT REFLECTION SHEET

### Competencies 1 and 2



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NAME: \_\_\_\_\_ Circle: **PWT**    **TST**    (Semiskilled Trade: \_\_\_\_\_ )

Reflecting on your work practicum experience is an important part of learning about what kind of worker you are. You can use this form to record your reflections or speak to your teacher about another way to do this (i.e.; journal, recording, drawing, etc.)

WORKPLACE SKILLS	REFLECTION	WORKPLACE ATTITUDES AND BEHAVIOURS	REFLECTION
		<b>Responsibility &amp; Reliability</b> <ul style="list-style-type: none"> <li>• Are you on time for work?</li> <li>• Do you go to work regularly?</li> <li>• Do you do what your boss asks of you?</li> <li>• If you have a problem, do you speak to someone about it right away?</li> </ul>	
		<b>Respect for the Work Environment</b> <ul style="list-style-type: none"> <li>• Do you keep your work area clean and organized?</li> <li>• Do you keep your equipment clean?</li> <li>• Do you respect the safety rules at work?</li> </ul>	
		<b>Self-Discipline</b> <ul style="list-style-type: none"> <li>• Do you dress appropriately for work?</li> <li>• Can you be trusted to do the right thing at work?</li> <li>• Are you able to keep calm even when you're upset?</li> <li>• Do you have a positive attitude at work?</li> </ul>	
		<b>Autonomy</b> <ul style="list-style-type: none"> <li>• Can you start your daily routine without having to be asked?</li> <li>• If something needs to be done at work, do you do it without having to be asked?</li> </ul>	

WORKPLACE SKILLS	REFLECTION	WORKPLACE ATTITUDES AND BEHAVIOURS	REFLECTION
		<p><b>Relationships &amp; Teamwork</b></p> <ul style="list-style-type: none"> <li>Do your co-workers enjoy working with you?</li> <li>Does your boss think that you are good worker?</li> <li>Do you treat clients with respect?</li> </ul>	
		<p><b>Thoroughness</b></p> <ul style="list-style-type: none"> <li>Do you work nonstop until the job is done?</li> <li>Are you proud of your work when the job is completed?</li> </ul>	
		<p><b>Attentiveness &amp; Open-Mindedness</b></p> <ul style="list-style-type: none"> <li>Do you listen to and follow the advice of your co-worker and boss?</li> <li>Are you willing to learn from your mistakes?</li> <li>Do you respond well to new situations?</li> </ul>	
		<p><b>Desire to Learn &amp; Improve</b></p> <ul style="list-style-type: none"> <li>Do you feel motivated to do well at your work practicum?</li> <li>Are you interested in learning about your work practicum?</li> <li>Do you ask questions of your co-workers and/or boss?</li> <li>Do you show others that you are motivated and interested in your work experience?</li> </ul>	
		<p><b>Initiative</b></p> <ul style="list-style-type: none"> <li>Do you offer to help others even if they don't ask for it?</li> <li>Do you set goals for yourself in your work practicum?</li> <li>Do you suggest new ideas or tasks to your co-workers or boss?</li> </ul>	



NAME:

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PWT  
 TST (Semiskilled Trade: \_\_\_\_\_ )

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## OVERALL REFLECTION

- The work skills that I am good at are:

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- I am a good worker because:

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● **This work experience has taught me that:**

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● **This is what I'd like to do next:**

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**Signature:** \_\_\_\_\_

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