



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

<input type="checkbox"/> Teacher	<input type="checkbox"/> Self	<input type="checkbox"/> Peer	<input type="checkbox"/> Parent
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Date: \_\_\_\_\_

Person evaluating: \_\_\_\_\_

**Explore | Evaluation of Progress****Part 1** One suggestion I have which would help this EXPLO 'Explore' process is:

<b>Part 2 Exploring vocational opportunities means...</b>	<b>YES</b>	<b>SOME</b>	<b>NO</b>	<b>N/A</b>
Using ORIE (Observation, Reflection, Information Gathering and Experiential Activities) as you do different types of explorations.				
Consulting a wide variety of resources (documentary, human, material and institutional) in the exploration process.				
Validating information gathered during the vocational exploration process.				
Planning for experiential activities including job shadowing, Tool kits, virtual visits, etc.				
Exploring familiar and unfamiliar trades and vocational training in greater depth.				
Documenting all findings in an orderly way in order to be able to have a complete picture of the vocational training opportunities explored.				
Creating a portrait of trades, occupations and programs of study explored based on information gathered and discoveries made.				

<b>Part 3 Evaluation Summary</b>	<b>YES</b>	<b>SOME</b>	<b>NO</b>
This students in engaging in a well structured vocational exploration process.			

MELS working document  
EXPLO\_Explore\_eval\_checklist\_model.doc



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