

Best Works Lesson Plan

Goals:

To introduce Sophomores to the idea of looking for their best work in all their classes.

To understand what constitutes a “Best Work” for this assignment.

To understand the requirements for the Best Work assignment.

Materials:

Best Works Requirements and Reflection Handout (1 copy for each student)

Secretary’s Commission on Achieving Necessary Skills (SCANS) (1 copy for each student)

Reflective Paper Rubric (1 copy for each student)

Procedure:

Introduce the idea of Best Works.

Explain why it is important to do your best always.

Explain requirements.

Go over the Reflection Rubric.

Conclusion:

Have students predict what classes their best work will come from.

Best Works Requirements

- Two Best Works (evidence) must be from your current academic year.
- Evidence may include projects, performance assessments or extended response.
- One of your two Best Works must be an written paper from any of your classes.
- Make sure it reflects your best effort.
- Reflection Essay will be evaluated by the instructor according to the Reflection Rubric.
- Any of the Best Works, whether a project, performance assessment or extended response, must also identify the SCANS you used as you created your Best Work.

Best Works Reflection

Answer the following questions in an essay – one for each Best Work.

- Why was this selection chosen?
- ON the SCANS checklist – check all the skills that you used in creating your Best Work. Also describe how 3 or 4 of those skills relate to your future career goals.
- Explain what you learned from the Best Work that you selected.
- How might your Best Work become better?

Secretary's Commission on Achieving Necessary Skills

Place a checkmark in the box next to ALL the SCANS Skills and Competencies that you used in completing This Best Work selection. Turn this checklist in with your reflection sheet.

Basic Skills:

- Reading – locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
- Writing - communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
- Arithmetic/Mathematics – performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
- Listening – receives, attends to, interprets, and responds to verbal messages and other cues
- Speaking – organizes ideas and communicates orally

Thinking Skills:

- Creative Thinking – generates new ideas
- Decision Making – specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
- Problem Solving – recognizes problems and devises and implements plan of action
- Seeing Things in the Mind's Eye – organizes, and processes symbols, pictures, graphs, objects, and other information
- Know How to Learn – uses efficient learning techniques to acquire and apply new knowledge and skills
- Reasoning – discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities:

- Responsibility – exerts a high level of effort and perseveres towards goal attainment
- Self-esteem – believes in own self-worth and maintains a positive view of self
- Sociability – demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
- Self-Management – assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
- Integrity/Honesty – chooses ethical courses of action

Resources:

- Time – selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
- Money – uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- Material and Facilities – acquires, stores, allocates, and uses materials or space efficiently
- Human Resources – assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal:

- Participates as Member of a Team – contributes to group effort
- Teaches Others New Skills
- Services Clients/Customers – works to satisfy customers' expectations
- Exercises Leadership – communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- Negotiates – works toward agreements involving exchange of resources, resolves divergent interests
- Works with Diversity – works well with men and women from diverse backgrounds

Information:

- Acquires and Evaluates Information
- Organizes and Maintains Information
- Interprets and Communicates Information
- Uses Computers to Process Information

Systems:

- Understands Systems – knows how social, organizations, and technological systems work and operates effectively with them
- Monitors and Corrects Performance – distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions
- Improves or Designs Systems – suggests modifications to existing systems and develops new or alternative systems to improve performance

Technology:

- Selects Technology – chooses procedures, tools or equipment including computers and related technologies
- Applies Technology to Task – understands overall intent and proper procedures for setup and operation of equipment
- Maintains and Troubleshoots Equipment – prevents, identifies, or solves problems with equipment, including computers and other technologies

West Valley School District RAM Project

Rubric for Assessing a Reflective Paper

Criteria	Analysis	Content
5 – Distinguished	The student’s paper shows serious self-examination resulting in a new or enhanced understandings and valid speculation about the implication of those understandings for the student’s future.	The paper is comprehensive; all of the required elements are included and clearly identified; each element is well-elaborated and supported with ample detail to inform readers and to justify conclusions about the self as a learner and about future plans.
4 – Accomplished	The student’s paper shows thoughtful self-analysis resulting in some new or enhanced understandings, and some thoughts about his/her future plans based on those understandings. It communicates an understanding of strengths and weaknesses and how it will affect his/her future.	The paper is complete, in that all of the required elements are included and sufficiently elaborated to inform readers and to support the conclusions drawn. It connects knowledge and skills gained in their K-12 experience with future career and educational goals.
3 – Competent (Standard)	The student’s paper show some self-analysis leading to clearer understandings and some thinking about the meaning of these for future plans; the analysis or the thinking about implication could be stronger. It reveals strengths and weaknesses.	The paper is thorough and detailed: it has all the required elements and many supporting details; elements of the paper could be more clearly identified or more fully supported with information and connection to conclusions could be stronger.
2 – Needs Improvement	The student’s paper shows an attempt to analyze life experiences; but, analysis is mostly superficial and the paper is more narrative than reflective; conclusions tend to be poorly supported. It attempt so address strengths and weaknesses.	The paper is somewhat incomplete; one or more of the required elements is missing or too brief to be informative, and/or there is too little supporting detail to inform readers or support conclusions drawn.
1 - Limited	The student’s paper shows little/no attempt to analyze the experiences being described, or to draw conclusions about the implication for future plans. There is little or no identification of strengths or weaknesses.	The paper is incomplete: required elements are missing or so brief/unelaborated as to be unrecognizable and/or there is too little detail to fulfill the purposes of the autobiographical paper.