

*5th Annual Career Cluster Institute ~ Phoenix, AZ
Session Handout: Building a Better [!X%*&] Test!
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Guidelines for Developing Scenarios

*Based on VTECS' Scenario Development Process
As Implemented with the Arts Audio-Video Telecommunications (AAVTC)
Career Cluster Pilot Sites*

Sample Scenario

A Format that Includes Academic Skills and Workplace Skills

A. Scenario Title: *The Importance of Copyright Laws in the Workplace*

B. Standard(s):

Cluster Foundation Knowledge/Skills:

- ET9 Demonstrate professional conduct around issues such as but not limited to copyright, use of material taken from the Internet, privacy, etc.
- LG2 Apply knowledge of copyrights in seeking formal permission from copyright source before using these materials.

Pathway Knowledge/Skills:

- 4.4.4 Demonstrate professional conduct around issues such as but not limited to copyright, use of material taken from the Internet, privacy, etc.
- 4.6.1 Apply knowledge of copyrights in seeking formal permission from copyright source before using these materials.
- 4.6.3 Evaluate the need for signed release forms and obtain legal release forms before using copyrighted materials.
- 4.6.4 Recognize the legal implications of violating copyright processes.

C. Workplace Context/Situation:

As an employee in the in-house printing department for House Design, Inc., you receive a request to print copies of a house design which appears to have come from *Home Design Magazine*. Your department has not developed any specific procedures or directions for reproducing copyrighted materials.

- Describe in writing or demonstrate through role playing how you would handle this request.
- Write a letter to your supervisor in which you recommend specific policies and procedures for handling the reproduction of copyrighted materials, along with justification for implementing these procedures.

D. Time for Completion: 1 hour (estimated) to complete.

E. Academic Skills Required: (From VTECS Taxonomy of Performance Indicators [TAPI])

LA1	Applies reading process and strategies to directions or tasks that are relatively short with limited categories of information, directions, concepts and vocabulary.
LA2	Demonstrates competence in using various information sources, including knowledge-based and technical texts to perform specific tasks.
LA3	Demonstrates competence in writing and editing documents, using correct grammar, and punctuation.
SC499	Use computer for information processes.

F. Workplace Skills: (From VTECS Workplace Skills, Title 601)

D001	Communicate orally with others.	J001	Identify established rules regulations and policies.
D004	Prepare written communication.	J004	Assume responsibility for decisions and actions.
D006	Ask questions about task.	J006	Display initiative.
F007	Identify how to treat people with respect.	K002	Demonstrate basic knowledge of computing.
H000	Identify solutions to a problem and their impact.	L006	Display a positive attitude. Communicate orally with others.

G. Scenario Set-Up/Directions:

Instructor/Evaluator will determine whether the student will describe in writing or demonstrate through role playing how they would handle the request to print copyrighted material.

Student will need paper, a computer with word processing software, and a printer to prepare the letter and written description.

H. Performance Criteria:

1. Employee was courteous, respectful but decisive in refusing to print the material.
2. Employee explained reasons for why the material could not be copied.
3. Employee developed specific procedures with directions to fellow employees on the reproduction of copyrighted materials.
4. Employee wrote a business letter to the supervisor with recommended policies and procedures and provided justification for implementing these procedures.

I. Scoring Rubric:

Criteria	Just Starting (Novice)	Getting There (Apprentice)	Got It! (Proficient)	Wow! (Distinguished)
Courteous, Respectful Decisive	Did not provide explanation to employee and was abrupt.	Briefly described how immediate situation would be handled but lacked professional courtesy and respect.	In the description of how immediate problem of printing copyrighted material was handled, the employee was courteous, respectful but decisive in refusing to print the material.	In the description of how the immediate problem of printing copyrighted material was handled, the employee was courteous, respectful but decisive in refusing to print the material
Gave correct reasons why Copyrighted material cannot be copied without permission	Did not indicate how immediate situation of printing copyrighted material was handled.	Employee gave one reasons for not printing copyrighted materials but that reason was not 100% correct.	Employee gave two reasons for not printing copyrighted materials but only one reason was correct.	The employee took the time to explain all the reasons why the material could not be copied. All the reasons given were correct.
Developed specific procedures for fellow employees on reproduction of copyrighted materials.	Letter to supervisor did not include procedures and justification for adopting copyright procedures	Letter to supervisor included procedures but did not include justification for adopting copyright procedures.	Procedures to be followed were described and included justification for adopting copyright procedures.	Procedures to be followed were described and included justification for adopting copyright procedures.
Letter to supervisor contained required information in proper format with minimum errors.	Letter to supervisor was written but contained errors and did not include policies and procedures with justification.	Letter to supervisor was written in business letter style with a minimum of two errors and included policies and procedures but did not include justification.	Letter to supervisor was written in business letter style with minimum of one error and included policies and procedures with justification.	Letter to supervisor was written in clear, concise business letter style without error and included policies and procedures with justification.

Scenario Format 1 **(With Performance Checklist)**

Title: *Description of job to be completed*

Skills/Tasks Assessed: *List of skills/tasks to be evaluated by completion of scenario.*

Time: *Estimated time needed to complete scenario*

Materials/Resources Needed *Materials or equipment Instructor/Evaluator need to have available before student begins scenario.*

Workplace Context:

The workplace context should include:

- *the type of business and job description or role of the person completing the job.*
- *what the employee is to do*
- *describe any specifications such as time, materials, equipment.*

These components are used to “fill in the blanks” in the template:

<p>You are _____ (role) who is expected to _____ (task) using _____ (content, process, equipment, knowledge) in order to _____ (performance expected) for _____ (audience) at or in _____ (setting).</p>
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Performance Criteria:

“How will I know if the employee has completed the task successfully?” Your answer to this question is the performance criteria. Performance Criteria may be a list of steps in a process to be completed or may describe what a product would look like if finished correctly.

Performance Checklist

Student's Name: _____

<u>Performance Expected</u>	<u>Yes</u>	<u>No</u>

Evaluated By: _____

Date: _____

Scenario Format 2
(With Rubric Template)

A. Scenario Title:

B. Standard(s)/Skills:

C. Workplace Context/Situation:

D. Time for Completion:

E. Academic Skills Required (i.e., Math, Language Arts and Science):

F. Workplace Skills:

G. Scenario Set-Up/Directions:

Instructor/Evaluator:

Student:

H. Performance Criteria

Rubric Scoring Guide:

Criteria	Just Starting (Novice)	Getting There (Apprentice)	Got It! (Proficient)	Wow! (Distinguished)

Scenario Review Checklist

1. **Do the standards —**
 - Include significant content and skills/processes?
 - Reflect a manageable number of skills for length of the unit?
 - Connect to what you want the student to know and be able to do?
2. **Does the workplace context —**
 - Assess all targeted standards?
 - Have a real-life context?
 - Engage the students in higher order thinking?
 - Have an audience beyond the Instructor?
 - Clearly define the task?
 - Have a product or performance, or both?
 - Provide options?
 - Allow students to demonstrate learning in different ways?
 - Allow for the diverse needs of students?
 - Reflect age appropriateness?
3. **Does the performance criteria listed —**
 - Correspond to what the student is to know and do in the workplace context?
 - Relate to the directions given in the workplace context?
 - Avoid subjective words?
 - Begin with a verb?
 - Describe the evidence or documentation expected?
4. **Does the Scoring guide —**
 - Describe the best possible performance/product to the least successful?
 - Use precise, understandable descriptors?
 - Focus on quality rather than quantity?
 - If a rubric, provide a true distinction between performance levels?
 - Address all tasks outlined in the workplace context?
 - Describe degrees of success?
 - Explain to students what is expected of them?
 - Address the targeted standard?
5. **Do the set-up directions —**
 - List things an evaluator needs to do prior to giving it to a student?
 - List materials, equipments and/or supplies an evaluator needs to gather or prepare?
 - List things a student needs to provide prior to beginning?
 - Indicate any attachments or references to help evaluator locate information or forms?
6. **Other —**
 - Is there a Title?
 - Does the title portray what the scenario is about?
 - Is there an estimated length of time for the unit?