

Summative Assessment for Process Standards:

This should be given once the student has successfully mastered all three formative assessments.

Standards:

Standard 9: Students will be able to advocate for themselves in real life situations.

- a. Ask for help
 - i. Identify the problem
 - ii. Try to solve it independently
 - iii. Find the right person for the situation to ask for help
 - iv. Get their attention
 - v. Explain the problem
 - vi. Work with the person to solve the problem
 - vii. Thank the person for their help

Task:

During our shopping trip, the students will each have a list of three items to find. When the student has passed all of their formative assessments, you will place an item they are unfamiliar with on their shopping list. For example, ask them to find an artichoke. The student will have to identify that they don't know what the item is or where to find it. The student should try to use what they know about the grocery store to find the item. If they can't then they will need to find an employee of the grocery store and explain to them clearly that they are looking to purchase the item but are unable to find it. Once the grocery store employee understands what they want, then the student will follow them to where the item is located and retrieve the item. Once this is complete, then the student will thank the employee for their help.

Criteria	Beginner (1)	Developing (2)	Mastery (3)
Identify the problem	Student does not notice that there is a problem.		Student notices that there is a problem.
Try to solve it independently	Student does not try to solve the problem by themselves.		Student attempts to solve or solves the problem by themselves.
Find the right person for the situation to ask for help	Student is unable to identify anyone that could help.	Student asks someone for help but it is not the person that will be able to help them.	Student asks for help from an appropriate person for the situation.
Get their attention	Student is unable to get the person's attention.	Student is able to get the person's attention with prompting.	Student is able to get the person's attention independently.
Explain the problem	Student is unable to communicate what the problem is.	Student is able to tell the person something related to the problem but the person that is helping is unclear how to help.	Student is able to explain the problem so that the person they are asking understands what they want.

Work with the person to solve the problem	Student does not work with the person to fix the problem.	Student works with the person to fix the problem when prompted.	Student works with the person to fix the problem.
Thank the person for their help	Student does not thank the person for their help.		Student thanks the person who helped them for their help.

**If the student is unable to do a step after prompting, the teacher will provide the answer and have them move to the next step. (e.g., if they can't find someone to help after prompting, the teacher will show the student who to ask)