**Evaluation Strategy**

Students throughout the school year will be evaluated through the use of both formative and summative evaluation strategies. Information that is collected from the use of formative instructional practices will be used to help better implement the intended goals and expectations for students, especially in terms of creating and extending learning activities that students may seem to be struggling with.

Since the three areas of development intertwine with one another, all activities and evaluations should incorporate those skills into real life situations in order to make it meaningful for students. Therefore, assessments need to match the needs of the students in order to prepare them for life after graduation.

Summative Evaluation will be done by creating a “Senior Portfolio” that requires each graduating senior to have researched a career and create a presentation about that career that will involve showing how your academics in high school and personal skills play a crucial role in why you think this career would be good for you. The presentation will evaluate how well they researched their futures and how informed they became from conducting research. Students will also be required to create a resume that emphasizes what extracurricular activities they participated in school, as well as skills they believe to obtain.

 The summative evaluation will be paired along with the English 12 class that seniors are required to take. This will allow for the teacher to help check spelling, grammar, and format. If the students do not reach the school counselor and administration’s standards, then the school counselor will reevaluate the comprehensive school counseling program and make the necessary changes.