**Evaluation Strategy**

 This unit will use both formative and summative assessment. A great deal of the formative assessment will involve the use of authentic assessment due to the nature of the work that the students will be completing. There will be little use of traditional test and quizzes with more realistic assessments such as real applications, resumes and interview skills assessed.

 Formative evaluation will be done in several ways. Since much of the content produced by the students will be individualized to their own personal information and opinions, there will be little in terms of a “right” answer for much of the content of the unit. Prior to starting the unit, teachers could administer pre-and post-assessment surveys to determine what students know about the hiring process, completing applications and resumes and if the students have any clear ideas of career goals and how to achieve those goals. Following the unit, a second survey could be administered to see if the students are more knowledgeable of the hiring process and have a clearer idea of the potential careers and occupations they would like to pursue.

 Performance on successful and accurate completion of applications and resumes sould be assessed to gage student understanding of the content. Students could role-play to practice interview skills and enhance these skills. Students could also be a part of the assessment process by providing peer reviews and feedback. School administrators, other classroom teacher and members from the local community such as small business owners and managers could become part of this process to give the students the opportunity to practice these skills in a more realistic setting. The local community business members could also provide valuable feedback to the individual students and the class as a whole to the strengths and weaknesses of their interview performance and what they are looking for in candidates during interviews. The career assessment subunit could be assessed by the students creating an action plan describing their top career choices, explaining why they chose those careers and the steps they need to go through to achieve those careers.

 In addition to formative assessment measurements, summative evaluation could be measured over the next three to five years to measure the unit’s effectiveness. Before this unit is implemented in the first class for the first time, surveys could be given to local community business members to assess student’s abilities in the hiring process. These surveys could be competed every year by these local business members to determine the effectiveness of the unit and if it needs to be improved or altered. Although not exactly scientific, tracking students after graduation to see if they followed their chosen career paths, if and how many times they changed their college majors and comparing those results to current averages could also be used to determine the effectiveness of the unit.