
Evaluation Tools

Cosmetology

RUBRIC

“A rubric is a printed set of guidelines that distinguishes performances or products of different quality. A rubric has descriptors that define what to look for at each level of performance. Rubrics also often have measurement criteria providing specific examples or tell-tale signs of things to look for in work.”

The word rubric derives from the Latin word for red. Long ago, a rubric was a set of instructions for a law or liturgical services, typically written in red. Thus, a rubric instructs people on how to “lawfully” judge a performance.

Not only does a good rubric provide a consistent and reliable means for assessing performance, it also provides the student with a clear and written explanation of the instructor’s expectations of a performance.

Evaluation Tools

Sample Rubric

School

Teacher

CTE Program - Level III

Course Name

LEVELS OF PERFORMANCE

3	2	1	0	0
90% +	80% +	70% +	60% +	Less than 60%
Mastered	Exceeded	Attained	Approaching Attainment	Unattained
<p>Student presents a clear, specific understanding of the standards. All notes, assignments, test, work place records and labs required are completed on time, are extremely well organized and questions are answered accurately. High interest and excitement have lead the student to reach far beyond the requirements. Student has read related materials and has used many sources of information for reports and or experiments. The student has used his/her new knowledge when participating in all oral discussions, assignments and written work. Student makes connections between classroom and work place. The students' notes, tests, labs, workplace records, debates, CTSO participation, and assignments are of the highest level of achievement above 90%.</p>	<p>Student presents a clear, specific understanding of the standards. High interest and excitement leads the student to an investigation that reaches beyond requirements. All notes, assignments, tests, workplace records and labs required are completed on time, are very well organized and questions are answered accurately. The student has used more resources than required and demonstrates new knowledge both orally and in written work and uses this knowledge in his/her assignments and oral participation. New knowledge is evident when student shows connections between classroom and work place relationships. Student notes, tests, labs, work place records, CTSO participation, debates and assignments are clearly organized, carefully done, and often go beyond teacher expectations. All tests are beyond the standard level of achievement between 80% to 89%.</p>	<p>Student meets assignment expectations. The student demonstrates new knowledge learned in oral participation and or written tasks. The work is well organized and complete. The student understood the assignments. He/she used the resources required and organized information in all notes, assignments, tests,work place records, debates and labs. All notes, assignments and labs are complete, carefully done and the student meets just above the minimum requirements and expectations. All tests, work place records, CTSO participation, assignments and labs meet the standard level of achievement between 70% to 79%.</p>	<p>Student knowledge of the topic is understood, but at minimum level of standards. The assignments, notes and labs are occasionally incomplete and could be organized better. Some resources have been used, but it is not clear what the student understood. Some of the information included by the student was not important to the topic. Student does most of what is required, but nothing more. Some of the work may not be finished. Tasks are not carefully done and the information from the resources is not used. Tests, labs, notes, CTSO participation, and workbased learning results are at a level of achievement between 60% to 69%.</p>	<p>Student knowledge of the subject is not shown. Steps through the process were not followed. Notes, tests, assignments, workbased learning and labs lack neatness, organization, detail and evidence of new knowledge. Work does not meet requirements. Parts are missing. Participation is weak, or student is often not participating. Labs, tests, CTSO participation, and assignments are poorly done and fall well behind the standard level of achievement. Overall, the student has failed to grasp new concepts covered in the standards. The level of achievement is below 60%.</p>

Definition of Rubric:

"A rubric is a printed set of guidelines that distinguishes performances or products of different quality. A rubric has descriptors that define what to look for at each level of performance. Rubrics also often have measurement criteria providing specific examples or tell-tale signs of things to look for in work."

The word rubric derives from the Latin word for red. Long ago, a rubric was the set of instructions for a law or liturgical service, typically written in red. Thus, a rubric instructs people on how to "lawfully" judge a performance. A good rubric allows valid and reliable--criterion-referenced--discrimination of performance.

Instructional Resources

Cosmetology CIP No. 12.0400

Please note: This list of instructional resources is provided as a tool and not an endorsement by the Arizona Department of Education. Contact information for these resources is subject to change.

Content: **Associations/Organizations**
 Journals and Periodicals
 Textbooks
 Websites

ASSOCIATIONS

American Association of Cosmetology Schools

<http://www.beautyschools.org/>

Cosmetology Educators of America (CEA)

15825 N. 71st Street, Suite 100
Scottsdale, AZ 85254-1521

A national non-profit association open to all privately owned schools of Cosmetology Arts & Sciences. AACS specializes in updating our members with information about new teaching methods, current industry events, and Washington, DC updates. This is done through a series of seminars, conferences and conventions held throughout the year. The educational division.

Arizona Board of Cosmetology

http://www.cosmetology.state.az.us/General_Info/About.htm

The Arizona Board of Cosmetology, mandated to protect the public, issues 12 categories of licenses to individuals who qualify by reciprocity or through the Board's administration of a written and practical examination; to salons; and to schools. The Board enforces regulation by inspections, by investigation of consumer complaints, and conducts hearings and imposes enforcement action when appropriate.

American Beauty Association

<http://www.abbies.org/index.html>

The American Beauty Association's mission is to "expand, serve and protect the interests of the professional beauty industry." Established to be the unified voice of the professional salon industry, the American Beauty Association's membership includes manufacturers, manufacturer representatives and associated firms, including the most prestigious hair, skin and nail care companies in the United States. The American Beauty Association has been instrumental in representing the professional salon industry at all levels of government.

Associated Bodywork and Massage Professionals

<http://www.abmp.com/home/index.html>

Offering liability insurance, business support, educational materials, and legislative advocacy and updates, ABMP members are ensured we're looking out for their best interests. We offer three different membership levels as well as membership for skin care professionals.

CIDESCO

www.cidesco.com

A world wide association for Beauty professionals. Holds seminars, conferences, and has over 200 schools worldwide.

Day Spa Association

<http://www.dayspaassociation.com/>

Information on Day Spa Facilities, Etiquette, Services etc.

International Guild of Professional Electrologists, Inc.

<http://www.igpe.org/about.htm>

The International Guild of Professional Electrologists, Inc. (IGPE) is a non-profit organization dedicated to providing the latest information about permanent hair removal to the consumer.

National Cosmetology Association

<http://www.behindthechairexchange.com/nca/>

NCA offers a variety of programs and benefits focused on helping members to develop individual career paths focused on success. Current programs include:

Americas' Academy - Presented by the "best of the best" of NCA's Americas' Educators, the Americas' Academy provides product neutral quality education offerings at both NCA and industry events.

Americas' Educators - NCA's National Education Committee, the Americas' Educators include 350+ top hair, nail and esthetics educators who bring the latest techniques to their peers.

CIDESCO - The world's leading organization of professional estheticians is represented in United States by NCA. Under the banner of CIDESCO USA, NCA offers internationally recognized certification and educational programs to leading estheticians.

National Interstate Council of Cosmetology Boards

www.nicesting.org

The National-Interstate Council of State Boards of Cosmetology, Inc. (NIC) is composed of members of licensing boards of cosmetology from each of the fifty states and the U.S. territories.

JOURNALS AND PERIODICALS

American Spa Magazine

<http://www.americanspamag.com/americanspa/>

Atlanta Hair Magazine

<http://www.atlantahairmag.com/>

Information on multicultural hair and salons

Cosmetólogos Latin

by Carlos Velensuela

<http://www.abmp.>

Focusing on the the Latino community.

DaySpa

www.dayspamagazine.com

The business magazine for the salon of the future.

Hair News Magazine

<http://www.hair-news.com/>

Dedicated to the art and science of hair

Hype Hair

No website found

Hype Hair is a hair care and beauty magazine for African American women. Creative, up-to-date hairstyles, makeup tips, fashions and exclusive celebrity style tips.

Modern Salon

Salon Today

Process

<http://www.salontoday.com/mainpage.ihtml>

Nails

<http://www.nailsmag.com/home.cfm>

Magazine dedicated to nail care and art.

NailPro

<http://www.nailpro.com/>

Nailpro is committed to providing the ultimate resource for the professional nail world. Every day, salon owners, managers and nail technicians are exposed to an increasing variety of products and services available to them. In this competitive environment, *Nailpro* focuses on how to translate these products and ideas into marketable services that generate greater revenues.

TEXTBOOKS

Thomson – Delmar Learning

<http://www.delmarlearning.com/cosmetology/Index.aspx?cat1ID=CM>

28 Styles for Student Practice

Author: Kenneth Young

Edition: 002

ISBN: 1562530704

Copyright: 1991

A unique blend of traditional and contemporary styles, Milady's 28 Styles features both long-haired and short styles, to give cosmetologists experience in cutting, setting, comb-out and blow-dry techniques.

African-Caribbean Hairdressing

Author: Sandra Gittens

Edition: 002

ISBN: 1861528043

Copyright: 2002

African-Caribbean Hairdressing, Second Edition is an updated essential guide covering all aspects of hairdressing techniques in this area. It is the only book written in the UK for students and professionals studying and working with this client group. African-Caribbean hair is more delicate than other types of hair and the techniques and procedures require a specialist knowledge and expertise. This book takes the reader step-by-step through each skill area with the aid of illustrations and photographs

The Art of Hair Colouring

Author: David Adams; Jacki Wadson

Edition: 001

ISBN: 1861528949

Copyright: 1998

Designed for both hairdressing students and experienced technicians, the object of this book is to unveil the visionary world of colour. This book will help you to understand the philosophy, the history, and the power of colour and, perhaps more importantly, it will also show you how, with step-by-step photo sequences, to take the uncertainty and complexity out of colouring hair.

Basic Care for Naturally Textured Hair, Cultivating Curly, Coily, and Kinky Hair

ISBN: 0766837610

Copyright: 2002

Amazing locks, braids, weaves, twists, and wraps define some of the hairstyles worn best by those with very curly or African hair. Black Hair Care not only covers the internationally renowned and latest styles, it also shows how to care for your hair, and gives professional advice on hair coloring, chemical treatments, styling, and sculpting techniques.

How to Create the Perfect Eyebrow

Author: Victoria Bush

Edition: 001

Product Type: Books

ISBN: 1401833357

Copyright: 2004

It features basic and advanced methods of measuring to properly place an eyebrow, including essential information regarding eye set, arch placement, beginning point, ending point, long-standing rules and corrective techniques

Life Management Skills for Cosmetology, Barber-Styling, and Nail Technology

Author: Catherine Lamb

Edition: 001

Product Type: Books

ISBN: 1562532529

Copyright: 1996

With this self-help organizer your students will learn how to manage time; how to succeed in school; and develop goals in life. Included are tips on how to study and how to seek advice; money management and job searching skills; internships possibilities; motivational quotes to spark discussion and support teacher's efforts, and much more. It's a complete guide to help students graduate and prepare for the transition to the professional market

Mature Elegance: Styles and Techniques for Mature Clients

Author: Sara Ringler; Louise Adrian Cotter

Edition: 001

ISBN: 1562533398

Copyright: 1998

Mature Elegance is a book of style selections and helpful technical tips to help you in targeting this important segment of society. This book includes comprehensive technical, coverage of facial features and makeup, hair color and perming, in addition to valuable information on how to sell to and communicate with this very large market segment.

Milady's Aesthetician Series, Ensuring an Optimal Outcome in Skin Care

Author: Pamela Hill

Edition: 001

Product Type: Books

ISBN: 1401881785

Copyright: 2005

This book addresses some of the most important topics in medical skin care—not the technical side of the business but the relationship side. Readers will learn how to conduct a client consultation and the most important components of a client care plan. They will also gain valuable advice about developing and maintaining positive working relationships with physicians. From clinician ethics to patient rights, this book helps the reader advance professionally by educating them about these important components of the business.

Milady's Aesthetician Series, Microdermabrasion

Author: Pamela Hill

Edition: 001

Product Type: Books

ISBN: 1401881769

Copyright: 2005

This book's innovative approach to teaching advanced microdermabrasion techniques makes it easy for aestheticians, clinicians and physicians to follow proven techniques. Professionals in medical skin care facilities, day spas and resort spas will find that the case studies and specific instructions for implementing process will give them invaluable insight into performing highly successful treatments.

Milady's Hair Removal Techniques, A Comprehensive Manual

Author: Helen Bickmore

Edition: 001

ISBN: 1401815553

Copyright: 2004

This helpful guide provides the most complete source for those seeking to expand their knowledge on a variety of hair removal techniques. You'll receive basic information and instruction on both temporary and permanent methods of hair removal, including waxing, electrolysis and lasers.

Milady's Hairstyling, Men's, Women's and Children's Styles

Author: Kenneth Young

Edition: 001

ISBN: 1562531549

Copyright: 1993

This clearly illustrated guide shows readers innovative styling techniques for men, women, and children, with special emphasis on hands-on techniques to achieve attractive, fashionable results

Milady's Situational Problems for the Cosmetology Student

Author: Catherine Frangie

Edition: 001

ISBN: 1401838952

Copyright: 2004

Situational Problems for Cosmetology Students tests students' knowledge of how they should apply the information they have learned to real-life situations. While the Exam Review gauges their recollection of information, this text asks that they apply that knowledge to situations that more closely reflect what they are likely to encounter as a salon employee, demonstrating that they know how to use the information they have learned.

Milady's Standard Cosmetology

Author: Milady

Edition: 001

ISBN: 1562538799

Copyright: 2004

Milady's Standard Textbook of Cosmetology has led the way in cosmetology education for more than 64 years by changing to meet the evolving needs of students and the market. With this new edition, the changes are dramatic. The fresh new text layout, completely new and reorganized chapters, and all new photography and illustrations provide the open, easy-to-follow format that students need with the reliability that is the hallmark of Milady.

Milady's Standard Professional Barbering

Author: Maura T. Scali-Sheahan

Edition: 004

ISBN: 1401873952

Copyright: 2005

Milady's Standard Professional Barbering brings you the latest in men's haircutting and styling. Designed to help prepare for a successful career in the professional market, this text boasts full-color photos and illustrations that provide better clarity of procedures and accurate visual representations.

Milady's Razor Cutting

Author: Kenneth Young

Edition: 001

ISBN: 1562531808

Copyright: 1994

An easy-to-read book, Milady's Razor Cutting is a step-by-step technical guide to cutting a variety of specific haircuts using razor techniques. This highly-illustrated book show each facet of various processes, including haircuts appealing to all types of clients.

Milady's Standard Nail Technology

ISBN: 1562538829

Copyright: 2004

Up-to-date information available to nail technologists as well as updated supplementary materials for the student and instructor. In addition, this updated text incorporates recommendations from state boards of cosmetology, classroom instructors, school owners, manufacturers, and practitioners.

Nail Structure and Product Chemistry

Author: Douglas Schoon

Edition: 002

Product Type: Books

ISBN: 140186709X

Copyright: 2005

Easy-to-read and understand, this text brings together authoritative information from diverse fields including dermatology; toxicology; anatomy and physiology; chemistry; physics; and materials science. Authored by a leading research scientist in this field, the text serves as an informational guide for anyone interested in learning more about how and why professional nail products work; how to troubleshoot, understand and solve most common salon problems; why products sometimes don't work and how to avoid these problems; how to avoid product-related skin allergies; and more. The text contains an in-depth study of the natural nail, its various parts, and how they function together.

Professional Hairdressing, The Official Guide to Level 3

Author: Leo Palladino; Martin Green

Edition: 004

ISBN: 1861529406

Copyright: 2003

Professional Men's Hairdressing, The Art of Cutting and Styling

Author: Guy Kremer; Jacki Wadson

Edition: 001

ISBN: 1861529023

Copyright: 2003

In Professional Men's Hairdressing: the art of cutting and styling Guy presents a range of styles which show a variety of men's cuts and looks for the twenty first century. Presented in five cutting-edge collections, he demonstrates twenty five styles in step by step detail

Spa and Salon Alchemy

Author: Sandra Alexcae Moren

Edition: 001

ISBN: 1401879551

Copyright: 2005

Readers will learn about leading-edge equipment, products, services and treatments to help them make their planning decisions. They'll also gain insight into ancient and innovative approaches to healing, longevity and youthfulness that they can bring to their clients, promoting satisfaction and retention. And, spas/salons will more easily attract and retain staff using the author's new approaches to educating, coaching and developing personnel.

PIVOT POINT

http://pivotpointstore.com/books_and_video.html

Design Forum Book Sets

An exciting presentation of talent, from the industry's finest hair designers. Professional photographs of cutting-edge, international fashion trends. New applications for basic design techniques. Lessons in adaptability, allowing students to see how fashion trends may be altered for individual clients. Step-by-step technicals, putting the world of creative hair design at your students' fingertips. Client Style Selector

Mindful Teaching™

Mindful Teaching™ is a new, innovative professional development program for teachers. The goal of this program is to provide teachers with resources to become more effective teachers. The initial Development Briefs are numbered like college courses, they include:

Brief 101 Preparing To Teach

- Clarifying Your Beliefs
- Organizing the Physical Space
- Allocating Time for Learning
- Prioritizing Content
- Inviting the Learner

Brief 201 Focusing on Learning Readiness

This brief identifies the strategies used before the lecture to get the learner ready to learn. This is about the readiness phase of learning. The big idea here is that new learning is best introduced through a context that is personal (or at least familiar) or through an actual experience.

Brief 301 Engaging Learner Thinking

The focus is on ideas and strategies teachers can use to help each other design and lead thought-provoking, interactive content lectures to engage the learner. The big idea here is that in learning environments where formal knowledge is systematically defined, clarified, organized, challenged, affirmed and consolidated, learner understanding is enhanced.

Brief 401 Supporting Learner Performance

This brief centers on ideas and strategies that teachers can use to help each other incorporate thoughtful practice (application) and informative feedback (assessment) into their classroom routines. The big idea here is that all new learning requires the opportunity to practice and test new ideas.

Brief 501 Promoting Learner Responsibility

This brief centers on the ideas and strategies that teachers can use to help build a learning community to deepen relevance and meaning. The big idea here is that all new learning, if it is to be used, requires integration.

Design Forum 276 - The Mechanics of Emotion Bookset

The Pivot Point Store by calling 1-800-886-4247 ext 7303.
http://www.pivotpointstore.com/design_forum.html

Design Forum 276, DVD

Design Forum 276, Video Set

Design Forum 276, Book and Video Set

Design Forum 276, Bookset and DVD

Design Forum 275-Retrospect Book Set

Design Forum 274 - Innovation Book Set

Design Forum - Long Hair Coursebook - DFLH-BSC

Esthetician Guide to Working with Physicians

By Susanne S. Warfield

Guide to Building a Medical Esthetic Practice

By Susanne S. Warfield

Legal and Liability Issues of a Medical Spa

By Paula Cohen and Susanne S. Warfield

2003 PCI Yearbook

All the years abstracts re-indexed by subject matter for easy reference

OSHA Manual on Bloodborne Pathogens

By Susanne S. Warfield

Physicians Guide to In-Office Dispensing

By Inga Ellzey, MPA, RRA and Susanne S. Warfield

Laser Safety for the Salon, Spa & Small Medical Clinic

By Judi Nicholson, RN, BS and Susanne S. Warfield

Salon Fundamentals Text and DVD

Tool that enables educators to easily create custom and randomized tests and study guides in both print and electronic formats.

Question banks for each of the Salon Fundamentals Cosmetology textbook chapters are provided within the application. Educators can also create, use and save their own banks of questions.

Available question styles include Multiple Choice, True/False, Short Answer, Essay and Graphic.

Tests can be printed or posted and completed on a stand-alone computer, a local area network or a Web site in electronic (HTML) format. Electronic test results are scored automatically with a summary e-mailed to the instructor. The disc also contains printable Rubrics and Lesson Plans for the Salon Fundamentals Cosmetology program.

Prentice Hall

<http://vig.prenhall.com/catalog/academic/product/0,1144,0136059996,00.html>

Regents/Prentice Hall Textbook of Cosmetology, 3/E

Author: Mary Healy, Bronx, NY

ISBN: 0-13-690009-7

Publisher: Prentice Hall

Copyright: 1993

Every fundamental skill needed to prepare for the state licensing exam is included in this third edition of our leading cosmetology book. Presented with an emphasis on competency-based instruction, the text covers all basic services in cosmetology and stresses the effects of cosmetic processes on hair and skin.

Planning Your Cosmetology Career

Author: Mary Murphy-Martin

ISBN: 0-13-605999-6

Publisher: Prentice Hall

Copyright: 1994

The only workbook for cosmetology students with the information they need to make the transition from training to the workplace. Students using this workbook will experience greater job satisfaction and change jobs less frequently because they plan carefully to reach their career goals.

\WEBSITES

BeautyMag Online

<http://www.beautymagonline.com/frameset.htm>

The concept behind the e-magazine was to share information, inform and educate beauty and skin care professionals in an interactive manner globally. Caters to beauty professionals in all venues.

Dermascope

www.dermascope.com

The encyclopedia of aesthetics and spa therapy.

Hairnow International

<http://www.hairnow.com/>

We present to you the world's Salons and introduce the latest trends

Hooked on Nails

<http://www.hooked-on-nails.com/>

Website dedicated to nail technicians and especially interested consumers.

IsNow.com (Cosmetologists Chicago)

<http://www.isnow.com/>

Contains extensive links, tips, events, and articles related to the cosmetology industry.

Salon Channel.com

<http://www.salonchannel.com/default.htm>

Salon Web

<http://www.salonweb.com/gold/sm.htm>

Contains information of proper salon management as well as information on hair product chemistry and treatments.

Skin Inc.

www.Skininc.com

A magazine and articles on specific topics or stories related to skin care. (example: Skin Inc. Directory). If you are looking for general news, you can peruse the headlines listed in date order, with the most current news story listed first.

Vocational Information Center: Salon Business, Certification, Schools & Jobs

<http://www.khake.com/page76.html>

Contains many links on a variety of issues pertaining to Cosmetology professions.

CAREER DEVELOPMENT

Arizona Career Resource Network (AzCRN)

www.ade.az.gov/cte/azcrn

Arizona's career resource network for career exploration, college information, employability skills, job opportunities, Arizona labor market information, post secondary options, career advice.

Career Information System

www.azcis.intocareers.org

Provides information on careers, occupations, job search, self-employment, financial aid, programs of study, IDEAS Assessment, assessment link, O*NET Interest Profiler, etc.

You're Hired!

Clark, Marilyn; Mchalley, John; St. John, Michael; and Weihmann, Jan Hart.

Human Relations at Work

Eggland, Steven A. and Williams, John W. Cincinnati, OH:
Southwestern Publishing Company, 1993. ISBN 0-538-61092-1.

Strategies: Getting and Keeping the Job You Want

Ferrett, Sharon K
New York, NY: Glencoe McGraw-Hill. ISBN 0256-14229-7.

Lakeshore Basics and Beyond Catalog

www.lakeshorelearning.org

A variety of academic information related to the world of work and job ready skill information.

Real Games Series

www.realgame.com

A complete job readiness program. Select the level appropriate for your students. 1-888-700-8940.

Evaluation Tools

Cosmetology

The Five Learning & Employability Profile Traits

1. Commitment to Quality - *Gives best effort, evaluates work, and completes work to quality standards.*

Minimal/0-11	Initial/12-13	Progress/14-15	Proficient/16-17	Exemplary/18-20
Minimal effort. Attempt to evaluate work and utilize feedback is not evident. Does not regularly complete work.	Rarely gives best effort. Rarely evaluates work and utilizes feedback. Completes work inconsistently.	Inconsistently gives best effort. Sometimes evaluates work and utilizes feedback. Completes work; does not consistently meet quality standards.	Usually gives best effort. Usually evaluates work and utilizes feedback. Completes work; usually meets quality standards.	Consistently gives best effort. Constantly evaluates work and fully utilizes feedback to improve product quality. Consistently completes work according to the highest quality standards.

2. Work Habits - *Displays initiative, flexibility, and time management.*

Minimal/0-11	Initial/12-13	Progress/14-15	Proficient/16-17	Exemplary/18-20
Reluctant to begin tasks. Poor use of time. Rarely adjusts well to new situations.	Reluctant to begin tasks without significant teacher intervention. Needs frequent reminders to use available time. Has difficulty adjusting to new situations.	Inconsistently begins and completes tasks. Needs occasional prompting. Sometimes uses time effectively. Adjusts to new situations in an inconsistent manner.	Usually begins and remains on task without prompting until the work is completed. Generally uses time effectively. Usually adjusts well to new situations.	Consistently begins and remains on task until the work is completed. Maximizes time available. Consistently responds to changing situations in a successful manner.

3. Communication - *Reads with comprehension, writes with skill, and communicates effectively and responsibly in a variety of ways and settings.*

Minimal/0-11	Initial/12-13	Progress/14-15	Proficient/16-17	Exemplary/18-20
Understands and interprets information incorrectly. Presents information in a vague and unorganized manner. Refuses to access or use appropriate resources.	Seldom understands and interprets information accurately. Presents information in an unorganized manner. Accesses minimal resources.	Inconsistently receives, understands and interprets information accurately. Demonstrates a limited ability to present information in an organized manner. Inconsistently accesses appropriate resources.	Usually, receives, understands, and interprets information accurately. Presents information in a clear and organized manner using appropriate methods and resources.	Consistently receives, understands, and interprets information accurately. Consistently presents information in a clear, organized and engaging manner using a variety of methods and resources.

4. Interpersonal Effectiveness - *Works effectively with others and contributes productively as a member of a work team.*

Minimal/0-11	Initial/12-13	Progress/14-15	Proficient/16-17	Exemplary/18-20
Uncooperative and disrespectful in working with others. Disruptive to group efforts.	Demonstrates inappropriate group behaviors. Improvement needed in treating others with respect. Rarely contributes to group efforts.	Utilizes a limited number of positive group behaviors. Generally respectful of others. Contributes to group efforts in an inconsistent manner.	Consistently works well with others and is respectful. Contributes significantly to group efforts.	Consistently works well with others and is respectful. Contributes significantly to group efforts. Facilitates positive groups dynamics and respectful environment. Demonstrates leadership that plays a significant role in the success of group efforts.

5. Attendance and Punctuality - *Contributes to the learning environment in a consistent and responsible manner.*

Minimal/0-11	Initial/12-13	Progress/14-15	Proficient/16-17	Exemplary/18-20
Uncooperative and disrespectful in working with others. Disruptive to group efforts.	Demonstrates inappropriate group behaviors. Improvement needed in treating others with respect. Rarely contributes to group efforts.	Utilizes a limited number of positive group behaviors. Generally respectful of others. Contributes to group efforts in an inconsistent manner.	Consistently works well with others and is respectful. Contributes significantly to group efforts.	Consistently works well with others and is respectful. Contributes significantly to group efforts. Facilitates positive groups dynamics and respectful environment. Demonstrates leadership that plays a significant role in the success of group efforts.
Excessive absences make it difficult to contribute in class and are a serious obstacle to successful classroom performance. Student refuses to accept responsibility of making-up missed work.	Absences limit opportunities to contribute in class and consistently impact classroom performance. Student makes-up missed work only after frequent reminders.	Absences impact opportunity to contribute in class and noticeably impact classroom performance. Student needs occasional reminders before missed work is made up.	Absences rarely impact opportunity to contribute in class and rarely affect overall classroom performance. Student is usually responsible in seeking out and making-up missed work.	Absences do not limit opportunity to contribute in class and do not affect classroom performance. Student is consistently responsible in seeking out and making-up missed work.
PUNCTUALITY - (3+ Tardies per Quarter) Pattern of tardiness indicates lack of self-discipline related to punctuality.		PUNCTUALITY - (2 Tardies per Quarter) Instances of tardiness indicate punctuality may become a concern.		PUNCTUALITY - (0-1 Tardies per Quarter) Exemplary self-discipline related to punctuality.

Evaluation Tools

Cosmetology

Technology Education: Career Report Rubric

Student Name _____

CATEGORY	4	3	2	1
Quality of Information	Information gathered provides answers to the main questions along with several supporting details and/or examples for each.	Information gathered provides answers to main questions along with 1-2 supporting details and/or examples.	Information gathered provides answers to main questions, but no details and/or examples are given.	Information gathered has little or nothing to do with the questions posed.
Amount of Information	All topics are addressed, and all questions answered, with at least 3 sentences about each.	All topics are addressed and most questions answered, with at least 3 sentences about each.	All topics are addressed, and most questions answered with 1-2 sentences about each.	All topics not addressed OR most questions answered with words or phrases instead of sentences.
Organization	Information is very well organized with headings that relate clearly to the material.	Information is organized with headings, but some material under the headings may be out of place.	Information is generally organized, but no headings are used.	There appears to be little organization of the material.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors.	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Sources	Sources for information and graphics are documented in the designated format.	Most sources for information and graphics are documented in the designated format.	Sources for information and graphics are documented, but most are not in the correct format.	Some sources for information and graphics are not documented.

Source for lesson and rubric: http://www.geocities.com/tech_ed_2000/units/wadd/career.htm

Evaluation Tools

Cosmetology

Problem-Solving Task

This scale evaluates the process employed in response to a problem-solving task. It takes into consideration the level of student knowledge and understanding with respect to the given problem solving task; the selection and implementation of appropriate procedures and/or strategies; and the accuracy of the solution obtained.

4 Response is characterized by all of the following:

- The student selects and implements relevant concepts and procedures/strategies needed to solve this problem.
- The student considers all constraints of the problem situation.
- The solution and all relevant work is correct; or, there is a mistake due to some minor computational or copying error.

3 Response is characterized by one of the following:

The student selects appropriate procedures/strategies to solve this problem; however, the response/solution is not entirely correct because one of the following is apparent:

- There is evidence the student has a misconception or has failed to consider a relevant concept needed to solve the problem correctly.
- The student fails to consider a constraint of the problem situation.
- The student has considered an irrelevant variable or failed to consider a relevant variable.

The response/solution is generally correct; however, from the information provided it is not completely clear how the student arrived at this solution.

2 Response is characterized by one of the following:

The student selects appropriate procedures/strategies to solve this problem; however, the response/solution is not correct because one or more of the following are:

- There is evidence that the student has several misconceptions or has failed to consider several relevant concepts needed to solve the problem correctly.
- The student fails to consider several constraints of the problem situation.
- The student has also considered several irrelevant variables or failed to consider several relevant variables.
- The student did not carry the procedures/strategies far enough to reach a solution.

The response/solution is generally correct; however, there is no information showing how the student arrived at this response/solution.

1 Response is characterized by the following:

An incomplete and/or incorrect response/solution is provided evidencing an attempt to solve the problem. In addition, one or more of the following are apparent:

- The student did consider a constraint or variable of the problem situation.
- The student understands some concepts relevant to the problem task.
- The student selected a totally inappropriate procedure/strategy.

0 Response is characterized by the following:

- It is blank.
- The student response only repeats information in the problem task.
- An incorrect solution/response is given and no other information is shown.

The solution/response and supportive information is totally irrelevant to the problem task.

Evaluation Tools

Cosmetology

Social Science Rubric: The Impact of Current Events on Consumer Prices

NAME _____ DATE _____

Exceeds standard (total points 11 - 12)

Meets standard (total points 8 - 10)

Approaches standard (total points 5 - 7)

Begins standard or absent (total points 1 - 4)

Score	Knowledge of evidence from the social sciences: facts/ supporting details; themes/ issues; and concepts/ideas	Reasoning: Analysis, evaluation and synthesis of evidence	Communication: Demonstrates knowledge and reasoning through oral, written, visual, dramatic or mixed media presentation
4	Key concepts/themes/ issues/ ideas are thoroughly identified, defined and described. Significant facts/ supporting details are included and accurately described. Has little or no factual inaccuracies.	Identifies and logically organizes almost all relevant evidence. Uses appropriate and comprehensive critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. Reaches informed conclusions based on the evidence.	Almost all ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. The presentation is well focused with a well-defined thesis. Presentation shows substantial evidence of organization. Presentation shows attention to the details of specific performance conventions.
3	Key concepts/themes/ issues/ ideas are identified, defined and described. Facts/ supporting details are included. May have a major factual inaccuracy, but most information is correct.	Identifies and organizes most of the relevant evidence. Uses partial critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. Reaches informed conclusions based on the evidence.	Most ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. The presentation demonstrates a focus and thesis with several narrative gaps. Presentation demonstrates adequate evidence of organization. Presentation has mistakes in attention to the details of specific performance conventions.
2	Some key concepts/ themes/ issues/ideas are identified, defined and described. Some facts/supporting details are included. Has some correct and some incorrect information.	Identifies some relevant evidence and omits most of the other evidence. Uses unclear, inappropriate or incomplete critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. Reaches incomplete or inaccurate conclusions based on the evidence.	Some ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. The presentation demonstrates an inadequate focus and thesis. Presentation demonstrates inadequate evidence of organization. Presentation has insufficient attention to the details of specific performance conventions.
1	Few or no key concepts/ themes/issues/ideas are identified, defined and described. Few or no facts/ supporting details are included. Information is largely inaccurate, absent or irrelevant.	Important evidence relevant to the problem is not identified. Critical thinking skills and habits of mind are absent. Conclusions are lacking, absent or unclear.	Expression of almost all ideas in the presentation is unclear. The presentation demonstrates little focus and lacks a thesis. Presentation demonstrates little or no evidence of organization. Presentation has multiple mistakes in attention to the details of specific performance conventions.

Evaluation Tools

Cosmetology

STUDENT RESEARCH MODULE

QUESTIONING

- 4 The question is clear, well-focused and requires high level thinking skills in order to research.
- 3 The question is clear and well focused. The question requires moderately high level thinking skills.
- 2 The question is incomplete and unclear. The teacher needed to help form a question.
- 1 Was unable to come up with a research question.

PLANNING

- 4 Made really good use of time. Was able to remain focused on the tasks and make changes when needed. Was able to develop a clear method to organize the information. Was able to make revisions in the plan when needed.
- 3 Was able to work within the time frame the teacher gave . Was able to develop a system to organize information. Was able to make revisions with help from the teacher.
- 2 Needed teacher help to list and organize what was needed to do. There are some steps missing in the planning. Made revisions with teacher help.
- 1 Was unable to come up with an organized plan and work within the time limits.

GATHERING

- 4 Used a variety of resources and carefully selected only the information that answered the question. Was able to continually revise the search based on information found.
- 3 Used many resources to find information that answered the question. Tried revising the search, but had some problems doing so.
- 2 Used 1 or more sources. Original question or focus guided the search, although should have made revisions. Made errors in selection of references
- 1 Lost focus during the gathering process and therefore the information was not accurate and complete.

SORTING

- 4 Thoroughly selected and organized information that answered the question in a organized way. Selected information that was appropriate.
- 3 Sorted information and organized information that answered the question without too many errors.
- 2 Tried to organize the information found, but made some mistakes. Wasn't able to completely stay focused on information that would answer the question.
- 1 Was unable to sort and organize the information found to answer the question.

SYNTHESIZING

- 4 Used the information found in a meaningful way to create an original product that clearly answers the question with accuracy, detail and understanding.
- 3 The product answers the question in a way that reflects learning using some detail and accuracy.
- 2 The product is not complete and only answers part of the question.
- 1 The product is incomplete and contains missing details and it isn't completely accurate.

TOTAL POINTS:

Student's Name:

Teacher:

http://www.bcps.org/offices/lis/models/tips/rubrics_sec/teach_rubric.html

Career Preparation

Evaluation Tools
Cosmetology 2006

Evaluation Tools

Cosmetology

STUDENTS USING TECHNOLOGY

Key Questions	Below Standard	Standard	Above Standard
Does the student demonstrate an ability to operate technology appropriate to his or her academic level?	<ul style="list-style-type: none"> • Does basic operations with help • Unable to troubleshoot 	<ul style="list-style-type: none"> • Performs routine tasks independently with a minimum of assistance • Can troubleshoot common operational difficulties 	<ul style="list-style-type: none"> • Performs complex tasks independently • Can troubleshoot some advanced operational difficulties
Does the student use technology tools safely, responsibly, and ethically?	<ul style="list-style-type: none"> • Seldom works cooperatively and collaboratively with technology • Demonstrates little or no evidence of ethical use of technology • Demonstrates little or no evidence or concern for personal or physical safety 	<ul style="list-style-type: none"> • Usually works cooperatively and collaboratively with technology • Demonstrates ethical use of technology • Uses technology with appropriate concern for personal and physical safety 	<ul style="list-style-type: none"> • Takes a leadership role in collaborative work with technology • Models a high level of respect for personal and physical safety • Models technology with appropriate concern for personal and physical safety
Does the student use technology as a problem-solving and decision-making tool?	<ul style="list-style-type: none"> • Demonstrates little or no evidence of formulating problems or choosing appropriate strategies for using technology • Uses few or inefficient technology resources to gather information • Seldom evaluates accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources 	<ul style="list-style-type: none"> • Formulates problems and chooses appropriate strategy with some guidance using technology • Uses a variety of technology resources to gather information • Usually evaluates accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources 	<ul style="list-style-type: none"> • Formulates problems and chooses appropriate strategy using technology • Consistently uses the most appropriate technology resources to gather information • Almost always researches and evaluates the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources
Does the student use technology to produce school assignments and projects?	<ul style="list-style-type: none"> • Needs much assistance to produce a product using technology • Tends to use a minimum of resources repeatedly • Communicates and/or illustrates ideas with difficulty using technology 	<ul style="list-style-type: none"> • Uses technology to design, develop, publish and present a product with a minimum of assistance • Routinely uses a variety of resources • Communicates and/or illustrates ideas with technology 	<ul style="list-style-type: none"> • Designs and develops advanced products with little or no assistance • Consistently seeks new resources to support work projects • Fluently communicates and/or illustrates ideas with technology

Source: <http://jls.palo-alto.ca.us/eslr/eslrTechnology.pdf>