

Registration and Thirteenth Year Planning Lesson Plan

Objectives:

To register for meaningful classes in the junior year.

To reflect on how those classes chosen will help the student achieve their goals, specifically for their thirteenth year.

Materials Needed:

- ◆ Counseling Packet – to be determined and distributed by the counseling staff

Procedure:

Discussion:

How do the classes you take help you achieve your goals for your future?

Registration:

Follow the Counseling Office instructions.

Reflection:

After the students have registered in the computer labs have them write a reflective paper discussing how these class choices will get them to the next step in their personal and career goals.

Use the Reflection Paper Rubric to grade their product.

This becomes their EVIDENCE OF MEANINGFUL REGISTRATION for their portfolio.

West Valley School District RAM Project

Rubric for Assessing a Reflective Paper

Criteria	Analysis	Content
5 – Distinguished	The student’s paper shows serious self-examination resulting in a new or enhanced understandings and valid speculation about the implication of those understandings for the student’s future.	The paper is comprehensive; all of the required elements are included and clearly identified; each element is well-elaborated and supported with ample detail to inform readers and to justify conclusions about the self s a learner and about future plans.
4 – Accomplished	The student’s paper shows thoughtful self-analysis resulting in some new or enhanced understandings, and some thoughts about his/her future plans based on those understandings. It communicates an understanding of strengths and weaknesses and how it will affect his/her future.	The paper is complete, in that all of the required elements are included and sufficiently elaborated to inform readers and to support the conclusions drawn. It connects knowledge and skills gained in their K-12 experience with future career and educational goals.
3 – Competent (Standard)	The student’s paper show some self-analysis leading to clearer understandings and some thinking about the meaning of these for future plans; the analysis or the thinking about implication could be stronger. It reveals strengths and weaknesses.	The paper is thorough and detailed: it has all the required elements and many supporting details; elements of the paper could be more clearly identified or more fully supported with information and connection to conclusions could be stronger.
2 – Needs Improvement	The student’s paper shows an attempt to analyze life experiences; but, analysis is mostly superficial and the paper is more narrative than reflective; conclusions tend to be poorly supported. It attempt so address strengths and weaknesses.	The paper is somewhat incomplete; one or more of the required elements is missing or too brief to be informative, and/or there is too little supporting detail to inform readers or support conclusions drawn.
1 - Limited	The student’s paper shows little/no attempt to analyze the experiences being described, or to draw conclusions about the implication for future plans. There is little or no identification of strengths or weaknesses.	The paper is incomplete: required elements are missing or so brief/unelaborated as to be unrecognizable and/or there is too little detail to fulfill the purposes of the autobiographical paper.