

## Teachers Guide to Completing the SAE Assessment Form

The SAE assessment form is designed to provide the agricultural education teacher with an easy to use, consistent way to assess students' supervised agricultural experience programs. The form is designed to be useful across SAE types and programs.

There are two parts to the form. The first part defines the key components of any SAE and then describes the type of activities that occur in initial, basic, commendable, advanced, and superior SAE's. This part is on side one. The second part provides the state exemplary standards and a space to enter locally planned SAE quality goals, actual SAE results, and a grade. This part is on side two.

The definition part is broken down into 4 major components: planning, recording, curriculum coverage, student decision making. Each of these areas is weighted, through a point system, based on the importance of each to an SAE's quality.

The definition part should be used by teachers to:

- 1) Discuss with students and parents the kind of SAE the student wants to achieve. This will normally occur prior to the beginning of each year's SAE. This discussion is an excellent use of a home visit. The results of this activity should be recorded in the second part under Planned.
- 2) Evaluate each student's SAE accomplishments and progress. This will normally occur at the end of each grading period or at least at the end of each SAE project year. The results of this activity should be recorded in the second part under Actual. This may be used to assign a grade.

If used with all students in a program, a teacher can compile the actual quality ratings from step 2 above into an average rating for the program. This average rating depicts the quality of the program's SAEs.

Determining the quality of each student's SAE should be a cooperative venture between the student and the teacher. If an industry partner or parent is actively involved in the SAE, they can also be included in the assessment. A student's SAE quality should be determined by:

- 1) Assessing how well the student has planned the SAE. Using the descriptions under each level within the planning component, the people assessing the SAE should determine what best describes the student's status. Then a score is determined using the point range identified with the description. For example: If a student has selected an SAE with relative independence and has developed plans of practices or training plans with little supervision they would be identified as "Advanced." The student would then be given a score of 7 or 8. *This process is used throughout the remaining steps.*
- 2) Assessing how well the student has recorded the SAE's activities.
- 3) Assessing how well the student has developed an SAE that provides quality learning experiences that reflect the scope of the program's curriculum.
- 4) Assessing how much decision making the student uses when completing the SAE.

As with all assessment, it is important to use the results to improve each student's SAE and to improve the overall quality of the program's SAEs. Assessment results are also used by state leaders to determine needed changes to improve SAEs statewide. Assessment should become an integral part of a teacher's educational planning.

## Supervised Agricultural Experience Program – Assessment Form

Student name \_\_\_\_\_

1) \_\_\_\_\_ (0-10) Planning documents (e.g., training plans, agreements, plans of practice, procedures, and budgets.)

<b>Initial</b> (1-2) explores and understands an SAE with supervision	<b>Basic</b> (3-4) selects and develops planning documents for their SAE with supervision	<b>Commendable</b> (5-6) shares responsibility for selecting an SAE and develops planning documents with supervision	<b>Advanced</b> (7-8) selects SAE independently and develops planning documents with minimal supervision	<b>Superior</b> (9-10) understands components and importance of planning documents; can complete documents independently and seeks input .
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2) \_\_\_\_\_ (0-10) Record keeping system.

<b>Initial</b> (1-2) select a record system with instructor assistance.	<b>Basic</b> (3-4) keeps appropriate records in a timely fashion with supervision, begins resume	<b>Commendable</b> (5-6) completes appropriate records with some supervision;and understands the importance of records;has a current resume.	<b>Advanced</b> (7-8) Maintains accurate records with minimal supervision, summarizes records;updates resume	<b>Superior</b> (9-10) analyzes records, evaluates practices and identifies alternatives based on their records with little supervision
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3) \_\_\_\_\_ (0-40) Performance of OCAP (or an equivalent in occupations without OCAP's) competencies pertinent to the occupational goal of the student. This is a percentage calculation based upon the competencies in the applicable OCAP. Formula: Number of competencies experienced in real world setting as a part of an SAE / Number of core competencies \* 40.

<b>Initial</b> (1-8) 0-20% performance	<b>Basic</b> (9-16) 21-40% performance	<b>Commendable</b> (17-24) 41-60% performance	<b>Advanced</b> (25-32) 61-80% performance	<b>Superior</b> (33-40) 81-100% performance
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4. \_\_\_\_\_ (0-40 ) Extent to which the student directs the supervised agricultural experience program.

<b>Initial</b> (1-8) task identified by others, student works with supervision, student does not make decisions	<b>Basic</b> (9-16) task identified by others, student works with minimal supervision	<b>Commendable</b> (17-24) task identified by others, student works independently, identifies some problems & seeks help with solutions	<b>Advanced</b> (25-32) shared decision making by student and other persons, student works independently	<b>Superior</b> (33-40) student makes decisions based upon current conditions and works independently, identifies problems & solves them
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## Supervised Agricultural Experience Program – Performance Objective Planning Form

Student name \_\_\_\_\_ Date \_\_\_\_\_

### Objectives

Mid-course targets	Standard	<u>Planned</u>	<u>Actual</u>	<u>Grade</u>
1 <sup>st</sup> semester level	8	_____	_____	_____
2nd semester level	18	_____	_____	_____
End of 1 <sup>st</sup> summer	34	_____	_____	_____
1 <sup>st</sup> semester level	62	_____	_____	_____
2nd semester level	100	_____	_____	_____

### Signatures

Student

Teacher \_\_\_\_\_

Parent \_\_\_\_\_

Cooperator/mentor \_\_\_\_\_