

Assessment and Evaluation Plan: Online Career Readiness Communication Module

Introduction

The purpose of this online learning module is to provide an accessible, asynchronous version of Career Readiness for high school students who may not be able to participate in a traditional classroom setting due to work schedules, family responsibilities, transportation challenges, or other barriers that make regular attendance difficult. This module serves as a prototype for a larger online Career Readiness course that could be implemented within Franklin High School and potentially expanded to other Seattle Public Schools. The module focuses on Communication Skills, one of the essential 21st Century workplace skills taught within a larger Workplace Readiness unit.

The target audience includes high school students who need flexibility in how and when they engage with coursework. Many of these students are balancing school with work, family obligations, or language acquisition needs. Because the course is delivered asynchronously through Schoology, students are able to complete learning activities at their own pace while still demonstrating mastery of the required skills and standards.

The overall goal of the module is to help students become more effective communicators in professional settings. Students will learn not only what effective communication looks like, but also how to intentionally plan communication based on audience, purpose, timing, and delivery method. Ultimately, the desired outcome is that students can transfer these skills beyond the course and successfully apply them in future workplace situations. As with most workplace skills, simply knowing the concepts is not enough; students must demonstrate that they can apply them appropriately in authentic situations.

Learning Objectives

By the end of this module, students will be able to:

1. Identify different communication modes and methods and explain their impact on effective communication.
2. Practice strategies for effective communication and determine personal strengths and areas for future growth.
3. Evaluate and design strategic communication plans using a framework that includes audience analysis, communication goals, key messages, delivery methods, and timing.

4. Apply a communication planning framework to a realistic workplace scenario by creating and delivering a communication that demonstrates effective audience awareness, message design, delivery method, and timing.

One important consideration in the design of this course is that workplace readiness skills are ultimately learner-driven. The course can provide knowledge, practice opportunities, feedback, and assessment, but students themselves determine whether they will consistently apply these skills in future workplaces. For this reason, learner self-assessment and reflection are built into the module alongside more traditional assessments. Students are expected to identify communication weaknesses, practice improvement strategies, receive feedback, and demonstrate measurable growth throughout the learning process.

Assessment Techniques – How Will You Assess?

Formal Grading

Yes, the course includes formal grading because it is part of a for-credit high school Career and Technical Education program and contributes toward graduation requirements. Students must demonstrate mastery of both foundational communication concepts and practical workplace communication skills. Formal grades provide a clear measure of achievement while maintaining consistency with district expectations for credit-bearing coursework.

Formative Assessment

Learners will receive ongoing feedback throughout the module through several low-stakes formative assessments. These include:

- Vocabulary activities focused on the seven characteristics of effective communication.
- Vocabulary and application quizzes related to communication planning concepts.
- Reflection posts in which students evaluate their own communication strengths and weaknesses.
- Video submissions demonstrating both a communication strength and a communication weakness.
- Peer and instructor feedback through discussion board activities.
- Scenario-based communication planning exercises.

- Reflections analyzing previous communication failures and redesigning those communications using the planning framework learned in the course.

These assessments help students monitor their progress while also providing opportunities for practice before they are evaluated on their final demonstration of learning.

Summative Assessment

The summative assessment consists of two components.

The first component is a 10-question objective assessment that measures student understanding of key vocabulary, communication concepts, and workplace communication scenarios.

The second component is a performance-based assessment in which students apply the communication planning framework to a workplace scenario and submit a video demonstration explaining their planning process and communicating their message. Students must also demonstrate improvement in a communication weakness they previously identified earlier in the module. Students may complete this through a recorded video submission or during a live Teams or Bookings meeting that can be recorded for assessment purposes.

This combination allows students to demonstrate both what they know and can do.

Validity and Reliability

Reliability is strengthened through objective assessments, consistent scoring criteria, clearly defined expectations, and standardized rubrics used for evaluating student performance. The communication planning scenarios require students to apply the same framework to new situations, creating consistency across assessments.

Validity is addressed through authentic assessment design. Rather than simply recalling definitions, students must apply communication skills to realistic workplace situations similar to those they may encounter in future employment. The final assessment requires students to demonstrate both mastery of the communication planning process and improvement in an identified communication weakness, ensuring the assessment measures genuine skill development rather than memorization alone.

Type of Knowledge Assessed

The module assesses both declarative knowledge and procedural knowledge.

Declarative knowledge includes communication terminology, communication methods, the seven characteristics of effective communication, and the components of communication planning. These concepts are measured primarily through quizzes and objective assessment items.

Procedural knowledge is the primary focus of the module. Students must demonstrate their ability to analyze workplace situations, develop communication plans, make strategic communication choices, and effectively deliver messages in authentic contexts. Because Career Readiness is intended to prepare students for real workplace situations, assessing procedural knowledge is essential.

Qualitative and Quantitative Data

The course incorporates both quantitative and qualitative assessment data.

Quantitative measures include quiz scores, completion rates, participation records, assessment scores, and rubric ratings.

Qualitative measures include student reflections, video submissions, discussion board contributions, self-assessments, peer feedback, and instructor observations.

The combination is important because communication skills involve measurable performance as well as personal growth, self-awareness, and behavioral change.

Role of the Online Instructor

The online instructor serves as both evaluator and coach throughout the learning process. Feedback will be provided on reflection posts, discussion board activities, and video submissions. The instructor will also evaluate the final performance task using a rubric aligned to the learning objectives.

In addition, the instructor serves a role similar to a workplace supervisor or colleague within the assessment process. Although learners complete most activities independently, the final demonstration requires interaction and feedback, ensuring students are not developing these skills entirely in isolation. This mirrors the reality of workplace communication, where communication effectiveness is ultimately judged by others rather than solely by the individual communicating.

Assessment Tools – What Will You Use to Assess?

Electronic Assessment Tools

The primary assessment platform will be Schoology, which serves as the district's learning management system. Additional Microsoft tools may be integrated where appropriate.

Schoology Quizzes

- Assess vocabulary, communication concepts, and scenario-based decision making.
- Provide immediate feedback and support learner self-monitoring.

Discussion Boards

- Support reflection, peer feedback, and communication practice.
- Encourage students to evaluate their own learning and respond to others professionally.

Video Submissions

- Allow students to demonstrate communication skills in an authentic format.
- Provide stronger evidence of communication mastery than traditional written responses.

Interactive Scenario Activities

- Allow students to make communication planning decisions in simulated workplace situations.
- Provide opportunities for practice before high-stakes assessment.

Rubric-Based Performance Assessments

- Measure student ability to apply communication planning and delivery skills.
- Focus on authentic workplace performance rather than simple recall of information.

Sample Assessment Items

Vocabulary Quiz

Which of the seven characteristics of effective communication is most important when providing instructions to a new employee, and why?

Reflection Activity

Identify one communication weakness you currently have. How might improving this weakness impact your success in school, work, or future career opportunities?

Video Submission

Record yourself demonstrating both a communication strength and a communication weakness. Explain which area you intend to improve during the module.

Discussion Board

Review a classmate's video and provide one example of an effective communication strategy you observed and one suggestion for growth.

Scenario-Based Activity

Your supervisor needs information before the end of the day. Determine the best communication method, message, and timing, and explain your reasoning.

Summative Performance Assessment

Apply the communication planning framework to an assigned workplace scenario and deliver a communication that demonstrates audience awareness, strategic planning, and improvement in a previously identified communication weakness.

URLs for Electronic Tools

- Schoology: <https://www.schoology.com>
- Microsoft Forms: <https://forms.office.com>
- Microsoft Stream: <https://stream.office.com>
- Microsoft Bookings: <https://bookings.microsoft.com>
- Microsoft Teams: <https://www.microsoft.com/microsoft-teams>

Evaluation – How Will You Show That Your Assessments Prove Achieved Outcomes?

Variables Examined

To evaluate overall course effectiveness, I will examine:

- Student completion rates
- Assessment performance trends
- Summative rubric scores

- Growth between initial and final communication demonstrations
- Discussion board engagement
- Reflection data demonstrating increased self-awareness
- Student satisfaction survey responses
- Rates of successful course completion
- Evidence of skill transfer through scenario-based assessments and authentic communication performance.

Evaluation Tools

Evaluation data will be collected through:

- Schoology analytics and gradebook reports
- Quiz reports
- Rubric scores
- Discussion board participation records
- Student reflection submissions
- Student feedback surveys
- Video submissions and recordings
- Course completion and enrollment records.

Collection Process

Data will be collected continuously throughout the module. Formative assessment data will be reviewed while instruction is occurring to identify students who may need additional support. Summative assessment data and learner feedback will be reviewed after course completion to evaluate overall effectiveness and identify opportunities for improvement.

Separating Subjective and Objective Data

Objective data will include assessment scores, rubric ratings, completion rates, participation rates, and quiz performance.

Subjective data will include student reflections, self-assessments, peer feedback, and learner perceptions gathered through surveys.

These data sets will be analyzed separately and then compared. For example, students may report increased confidence in communication skills, but rubric data will help determine whether measurable improvement actually occurred.

How the Data Will Be Used

The evaluation data will be used to refine both the instructional design and assessment structure of future modules. Areas where students consistently struggle may indicate a need for additional instructional supports, revised activities, stronger scaffolding, or clearer directions. Student feedback will help identify usability, pacing, and accessibility improvements for future online learners.

Because this module serves as a prototype for a larger asynchronous Career Readiness course, results from the assessment and evaluation process will also help determine whether the model is effective enough to expand into a complete online course covering additional 21st Century workplace skills.