Name:	□ Teacher	□ Self	□ Peer	□ Parer	nt
Inspiration of Personal Date:	Person evaluating:				
Training Date.	i erson evaluating.				
Explore Evaluation of Prog	ress				
Part ● One suggestion I have which would help this EXPLO 'Explore' p		process is:			
Part @ Exploring vocational opportuniti	ies means	YES	SOME	NO	N/A
Using ORIE (Observation, Reflection, Information Gathering and					
Experiential Activities) as you do different types of	<u> </u>				
Consulting a wide variety of resources (documenta and institutional) in the exploration process.	ry, human, material				
Validating information gathered during the vocation process.	·				
Planning for experiential activities including job shavirtual visits, etc.	dowing, Tool kits,				
Exploring familiar and unfamiliar trades and vocation greater depth.	onal training in				
Documenting all findings in an orderly way in order complete picture of the vocational training opporture.					
Creating a portrait of trades, occupations and prog	rams of study				
explored based on information gathered and disco	veries made.	7/50			
Part © Evaluation Summary		YES	SOME	NC	,
This students in engaging in a well structured voca process.	tional exploration				
MELS working document EXPLO_Explore_eval_checklist_model.doc					
Name:	□ Teacher	□ Self	□ Peer □ Parent		
Capteration of Control	Person evaluating:			•	
Explore Evaluation of Prog		process is:	;		
					5
Part © Exploring vocational opportunit		YES	SOME	NO	N/A
Using ORIE (Observation, Reflection, Information (Experiential Activities) as you do different types of	explorations.				
Consulting a wide variety of resources (documenta and institutional) in the exploration process.	ry, human, material				
Validating information gathered during the vocation process.	nal exploration				
Planning for experiential activities including job shavirtual visits, etc.	adowing, Tool kits,				
Exploring familiar and unfamiliar trades and vocation greater depth.	onal training in				
Documenting all findings in an orderly way in order complete picture of the vocational training opporture.					
Creating a portrait of trades, occupations and prog	iilioo oxpioled.		1		
	rams of study				
explored based on information gathered and disco-	rams of study	VEC	0045	- I NO	
	rams of study veries made.	YES	SOME	NC)