



Gold Seal:

Copernicus Education Gateway

Author(s): <i>Marsha Kucker</i>			Lesson Title: <i>Determining Abilities and Aptitudes</i>			
Grade Span			ICLE Application Model			
<i>K-4</i>	<i>5-8</i> <i>XX</i>	<i>9-12</i>	<i>A</i>	<i>B</i>	<i>C</i> <i>XX</i>	<i>D</i>

Instructional Focus:

Writing – Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Listening – Students listen for a variety of purposes appropriate to the grade level.

Speaking – Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Reading – Students read a variety of grade level materials, applying strategies appropriate to various situations.

Performance Task

It is recommended that an aptitude assessment be given sometime during or after 10th grade. However, there are some commercial products designed for 7th – 8th grade. This activity is to develop an awareness of aptitudes and relate them to careers.

1. Review with the students the meaning of abilities and aptitudes. Abilities are ratings of a person's ability to learn different skills. Aptitudes are not based on what you already know. They are ratings that try to tell how quickly and easily you learn.
2. List the following aptitudes on the chalkboard.
 - a. General learning ability
 - b. Verbal aptitude
 - c. Numerical aptitude
 - d. Spatial perception
 - e. Form perception
 - f. Clerical perception
 - g. Eye hand coordination
 - h. Finger dexterity
 - i. Manual dexterity
3. Discuss the meanings with the students.
4. Have students rate themselves on a scale of 1 – 5 with 1 being lowest and 5 being highest on each item listed.
5. Divide the class into small groups. Give each group a career area listed in the Occupational Outlook Handbook. (For instance, Executive, Administrative, and Managerial Occupations.) Ask students to define the type of work that is done in that occupational group and the skills and aptitudes that are required. Use the aptitude handout as well. (attached)
6. Have groups share their research.
7. Ask each student to think about his/her aptitude and which of the career groupings he/she would be most interested. Have them prepare an I- search paper on a selected career from the group.

ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling (ela 1)
Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report. (ela 3)
Follow oral or written directions. (ela 4)
Discriminate important ideas from unimportant ideas while reading. (ela 15)
Express opinions clearly and forcefully without interrupting or insulting others. (ela 16)
Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20)
Write a report on a topic that uses several sources of information and correctly document those sources. (ela 36)
Apply, extend, and expand on information while reading. (ela 46)
Analyze and evaluate a speaker's statements of opinion, personal preference and values. (ela 70)

Scoring Guide:

See attached: Determining Abilities and Aptitudes Scoring Rubric.doc See attached: Determining Abilities and Aptitudes Chart

Keywords

English Language Arts	Mathematics	Science
Reading Comprehension Independent research Construction reading	Algebra	Earth Science
Writing Careers Composition Elements of writing Grammar Word processing Vocabulary	Geometry	Life Science
Communications Discussion Listening Retell Communication	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	

YOUR ABILITIES AND APTITUDES

VERBAL ABILITY

The ability to understand the meaning of words and how to use them. You need to understand relationships between words and to understand meanings of whole sentences and paragraphs.

NUMERICAL APTITUDE

The ability to work quickly and accurately with numbers and number combinations.

GENERAL LEARNING ABILITY

The ability to understand new things. It is closely related to doing well in school.

SPATIAL PERCEPTION

The ability to understand how objects can be moved, folded, and arranged and to see in your mind what they would look like in three dimensions.

FORM PERCEPTION

The ability to see likenesses and differences in shapes and of shading of things, lengths and widths of lines and details in patterns of objects.

CLERICAL PERCEPTION

The ability to scan numbers and words quickly to see if they are correct or to see differences in words and numbers.

MANUAL DEXTERITY

The ability to move hands easily and skillfully especially when putting items into place or creating or building something.

FINGER DEXTERITY

The ability to move fingers and to handle small objects with fingers quickly and accurately.

EYE HAND COORDINATION

The ability to match eye with hand movement quickly and accurately.

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Topic	Totally Unrelated	Remotely Related	Somewhat Relevant	Directly Relevant	
Organization	Not organized, events make no sense	Some organization, events jump around, start and end are unclear	Organized, events are somewhat jumpy	Good organization, events are logically ordered, sharp sense of beginning and end	
Quality of Information	Unable to find specific details	Details are somewhat sketchy	Some details are non-supporting to the subject	Supporting details specific to subject	
Grammar & Spelling	Very frequent grammar and/or spelling errors	More than two errors	Only one or two errors	All grammar and spelling are correct	
Interest Level	Needs descriptive words	Vocabulary is repetitious, details lack "color"	Vocabulary is varied, supporting details need work	Vocabulary varied, supporting details vivid	
Neatness	Illegible writing, loose pages	Legible writing, some ill-formed letters, print too small or too large, papers stapled together	Legible writing, well-formed characters, clean and neatly bound in a report cover, illustrations provided	Word processed or typed, clean and neatly bound in a report cover, illustrations provided	
Timeliness	Report handed in more than one week late	Up to one week late	Up to two days late	Report handed in on time	

TOTAL