





Milestone #1 Best Practices Rubric




Teacher Name: _____

PART 1: Use the first page of this rubric with a peer, colleague or family member while facilitating the practice lesson plan, 'Welcome to Digitability!' Have your partner track the total number of times any of the below are observed. They will focus on four things:

	1. Use of Applied Behavior Analysis Language Formulas Each time the teacher uses the phrase, "For a participation dollar..." , mark a line. Count the total number of lines and record the number.	Total #
	2. Use of Immediate Feedback & Positive Reinforcement Each time the teacher uses the phrase, "Nice job earning a participation dollar..." mark a line. Count the total number of lines and record the number.	Total #
	3. Use of Data Collection Each time the teacher uses the Dollar Tracker to mark down a student earning a participation dollar, mark a line. Count the total number of lines and record the number.	Total #
	4. Use of Positive Narration Each time the teacher calls out the total dollars students have earned in the lesson, mark a line. Count the total number of lines and record the number.	Total #


PART 2: This section can be completed by the teacher. Then, enter the responses into the [Form in Step 3 of Milestone 1](#) included in the training email sent to you.



5. Use of Differentiation


Which of the following Supplemental Materials were used in the facilitation of this lesson?

- ☐ SE1.TRACKER
- ☐ SE1.GOALS
- ☐ SE1.NUMBERS
- ☐ SE1.IEC.Y/N
- ☐ SE1.BADGE
- ☐ Image exchange cards SE1.1.1.
- ☐ Image exchange cards SE1.1.2.
- ☐ Image exchange cards SE1.1.6.
- ☐ WORD WALL PRINTOUT SE1.1.3
- ☐ Exit ticket SE1.1.4.1
- ☐ Exit ticket SE1.1.5.2
- ☐ Student Earnings Sheet 1.1.10




6. Use of The Five Types of Prompting


Check the box for each of the prompting techniques you used during the lesson. [In Step Three of your Milestone #1 Training.](#) use the form to enter data and briefly describe how you implemented these techniques.




Verbal




Gestural



Modeling



Positional







Physical

Describe how you used these strategies:





Visual	
Verbal	
Gestural	
Positional	
Physical	


WARM UP & LESSON VIDEO

Social Economy: Workplace Culture

1.  "In Digitability, you can earn virtual dollars to spend in this classroom. You will earn one dollar each time you participate. Let's practice! "
2.  "For a Participation Dollar, raise your hand and tell me how many dollars you would like to earn today?"
3.  "(Student Name) said (repeat answer) dollars. Nice job earning a Participation Dollar! Who else would like to earn a Participation Dollar?"
4. Give each student a **My Income Goals** handout or electronic copy. "For a Participation Dollar, enter the amount of money you want to earn under **Goal Income**."
5.  "For a Participation Dollar, who can tell me what they think of when they hear the word technology?"


Possible Answers: Anything goes! Award dollars for all participation.

6.  "(Student Name) thinks of (repeat answer). Nice job earning a Participation Dollar!"
7.  "For a Participation Dollar, who can tell me a job that uses technology?"
- Possible Answers:** Any job earns! Award dollars for all participation.
8.  "(Student Name) said (repeat answer). Nice job earning a Participation Dollar!"
9.  "For a Participation Dollar, who can tell me the name of our first badge?"

10.  "(Student Name) said (repeat answer). Nice job earning a Participation Dollar!"

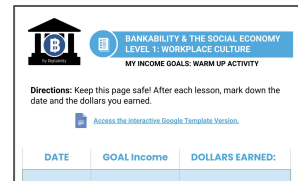
Bring attention to the screen. "Let's watch this training video. I know that (Student Name) is actively watching because he has his eyes on the screen. When you hear the word 'Digitability' give me a thumbs up and I'll add Participation Dollars."

 Play video **Welcome to Digitability!**

 Do not go on to the activity just yet.

Ways to Differentiate

- T1 Use [5 Types of Prompting](#) for verbal responses.
- T2 Use [My Income Goals](#) for prompting.





BANKABILITY & THE SOCIAL ECONOMY
LEVEL 1: WORKPLACE CULTURE
MY INCOME GOALS: WARM UP ACTIVITY

Directions: Keep this page safe! After each lesson, mark down the date and the dollars you earned.

[Access the Interactive Google Template Version.](#)

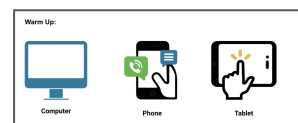
DATE	GOAL Income	DOLLARS EARNED:

- T3 Modify questioning to a [Yes/No](#) Format.



 YES	 NO
--	---


Ways to Differentiate

- T1 Use [5 Types of Prompting](#) for verbal responses.
- T2 Use [Image Exchange Cards](#) for prompting.




- T3 Modify questioning to a [Yes/No](#) Format.

 YES	 NO
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-  Training videos are designed to be explicit.

INFORMAL ASSESSMENT


During the Informal Assessment you will prompt several students to recall a variety of concepts from the video.

11.  *"For a Participation Dollar, what does the video say Digitability will teach you?"*

Possible Answers: new work skills, technology, communication


 Structure prompting to get multiple students to recall the key concept using language from the video. **Key Concept:** "Digitability will teach you new work skills to help you become employed."

Optional: Write the term and definition in notebooks after student responses.

12.  *"(Student Name) said (repeat answer). Nice job earning a Participation Dollar!"*

13.  *"For a Participation Dollar, what does the video say you will earn?"*

Possible Answers: badges, virtual dollars

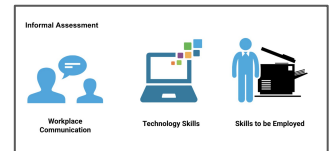
14.  *"(Student Name) said (repeat answer). Nice job earning a Participation Dollar!"*

At the end of the Informal Assessment section, have all students repeat the key concept of the lesson: **Key Concept:** "Digitability will teach you new work skills to help you become employed."

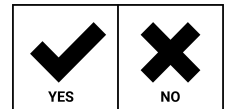
Ways to Differentiate


T1 Use [5 Types of Prompting](#) for verbal responses.

T2 Use [Informal Assessment IECs](#) for prompting.




T3 Modify questioning to a [Yes/No](#) Format.




 **Pro Tip:** Use [Positive Narration](#) to call out earnings for each student in the class: "[Name] has earned three dollars for participating..."


ONLINE ACTIVITY

15.  *"For a Participation Dollar, who would like to lead our team in completing this activity?"* Select a student.

16.  *"(Student Name) come on up! Nice job earning a Participation Dollar!"*

17. Prompt the student to click the Activity button displayed at the end of the lesson video.

18.  When the activity is displayed, ask the student to survey their peers on the correct answer. *"How can you get feedback from the team?"*

19.  After receiving input from the class, tell the student, *"You have received feedback from your peers. Now YOU will need to make the final decision."*

a. If the student clicks on the correct answer, have the student or whole class dance to the music!


b. If the student chooses an incorrect answer, try again with some help, until the badge is unlocked.

Ways to Differentiate





T1 Use [Verbal Prompting](#) to suggest methods for surveying class.

T2 Use [Increased Assistance Methods](#).

T3 Use [Physical Prompting](#) by providing hand-over-hand assistance to select the answer choice.







 **Pro Tip:** The goal is for the student to independently lead this activity. Each student will require different levels of prompting, but overtime should increase their social skills.


EXIT TICKET PART 1: JOB ASSIGNMENT



20.  **Choose an Exit Ticket Job Assignment** for each of your students (see differentiation).
21.  Set a Job Assignment Deadline. *"I'm setting a timer for ___ minute(s). If you complete this job assignment in ___ minute(s) you will earn \$2."*
22.  Remind students, *"The deadline is approaching. There is one minute left."*
23.  If there are students who have not completed their Job Assignment within the initial amount of time you allotted, create a second opportunity for a lesser amount of money.

 Use the [TAG Writing Rubric](#) to assess Writing Skills for students completing T1 writing assignment.

PART 2: WORKPLACE COMMUNICATION

24.  *"For a Participation Dollar, who will share their sentence?"*
25.  *"(Student Name) said (repeat answer). Nice job earning a Participation Dollar!"*
26.  *"For a Participation Dollar, who can share one of their examples?"*
27.  *"(Student Name) said (repeat answer). Nice job earning a Participation Dollar!"*
28.  *"For a Participation Dollar, who would like to come up and present their job assignment?"*
29.  *"(Student Name), nice job sharing and earning a Participation Dollar!"*


  Use the [Exit Ticket Rubric](#) to assess Workplace Communication Skills for students throughout the year. Later, you can enter scores as earnings into [Bankability Payroll](#) field called Exit Ticket.

30.  *"For a Participation Dollar, who would like to give feedback to (student) on their presentation?"*
31.  *"You can give feedback by telling (Student) what you liked about their presentation. Then, you can ask (Student) a question."*

Be sure that students do both.

- a. Describe what they liked about the presentation (prompt students to say more than "I liked your drawing." Ask, *"What did you like about it?"*)
- b. Ask a question about the presentation.

32.  *"Nice job giving feedback and earning a Participation Dollar, (student)!"*

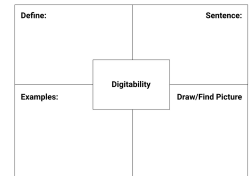
33.  After student does both, ask the student presenting, *"(Student), what did you hear [student who gave feedback] say?"*

Ways to Differentiate

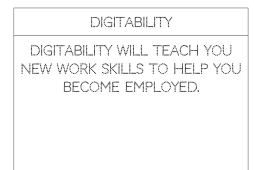
T1 Student completes [Vocab Paragraph](#) worksheet



T2 Student completes [Vocab Block](#) worksheet



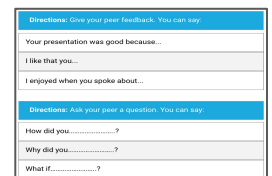
T3 Student completes [Trace n' Learn](#) card



Ways to Differentiate


T1 Use [5 Types of Prompting](#) for verbal responses.

T2 Use [Sentence Starters](#) & [Exit Ticket IECs](#) for prompting.




T3 Student completes [Peer to Peer Feedback IEC](#)



 **Pro Tip:** Prompt the student to say more than, "I liked your drawing."

WRAP UP

Social Economy: Workplace Culture

1. Read off total earnings for each student. "(Student Name) earned ____ Participation Dollars. Nice work." Repeat for each student.
2.  "For a Participation Dollar (Student Name), what will you do with your earnings?"

Possible Answers: pay bills, purchase rewards, save for larger purchases

3.  "(Student Name) said they will (repeat answer). Nice job earning a Participation Dollar!"



Workplace Connections Activity

Students will log into their Digitability account and unlock their first badge. Enter each student's earnings from this lesson into [Bankability Payroll System](#) in the field called **Participation/Contributing**.



Setting Boundaries with Independent Practice

Independent practice gives students the opportunity to exercise self-regulation strategies. Tell students, "Unlock the (lesson badge/s) and then logout of your account. If you follow directions, you will earn \$__ Following Directions Dollars. However, if you unlock badges not assigned, you will pay a Not Following Directions fine of \$1."

Find more information on [Assigning Independent Practice](#).



Looking Ahead

- **Level 1 Social Economy** - Have your list of bills and rewards set up in Bankability! [Here are some ideas](#) to get you started!
- **Coaching & Rewards** - Schedule your one-week check-in call with your Coach! They can answer more questions once you implement a lesson plan with your students and identify the best resources to support your classroom needs.
- **Work Simulation** - Your coach will introduce you to the Work Simulation Competition and help brainstorm project ideas and partners! [Learn more.](#)



Ways to Differentiate

- T1** Students use [password card](#) and log in independently.

DIGITABILITY URL : app.digitability.com
NAME : _____
USERNAME : _____
PASSWORD : _____
DIGITABILITY URL : app.digitability.com
NAME : _____
USERNAME : _____
PASSWORD : _____

- T2** Student uses [verbal prompting](#) or adult/Tier 1 partner.

- T3** Modify questioning to a [Yes/No](#) Format and adult/Tier 1 partner.

 YES	 NO
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PROGRESS DATA IN BANKABILITY

Enter each student's earnings for unlocking badges into [Bankability Payroll System](#) in the field called **Employee Salary** under the **BLUE Earnings Behavior** column. Enter any fines into **Directions** field under the **ORANGE Deductions Behavior** column. **NOTE: Badge deductions are the only fine that can be administered throughout Level 1.**



Pro Tip: Learn more about [earning gift card rewards](#) each month!



Supplemental Materials

Digitability



TechCrunch





[illegible]



BANKABILITY & THE SOCIAL ECONOMY LEVEL 1: WORKPLACE CULTURE

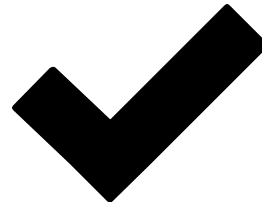
SE1.GOALS MY INCOME GOALS: WARM UP ACTIVITY

Directions: Keep this page safe! After each lesson, mark down the date and the dollars you earned.

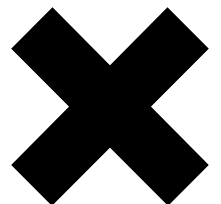


[Access the interactive Google Template version.](#)

DATE	GOAL Income	DOLLARS EARNED:



YES



No

Level 1 Social Economy IMAGE EXCHANGE CARD

SE1.NUMBERS

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

Level 1 Social Economy Lesson 1

IMAGE EXCHANGE CARD

SE1.1.1.1

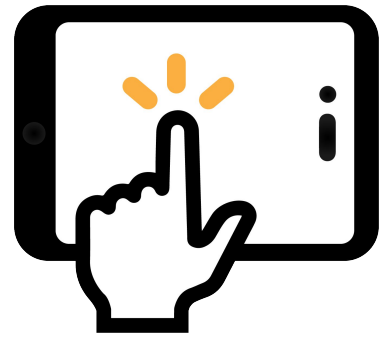
Warm Up



Computer



Phone



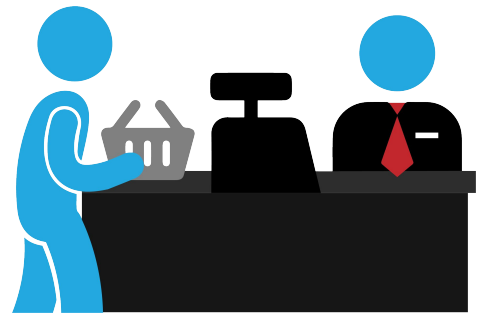
Tablet



Video Game
Creator



Waiter/Waitress



Clerk

Level 1 Social Economy Lesson 1

IMAGE EXCHANGE CARD

SE1.1.1.2

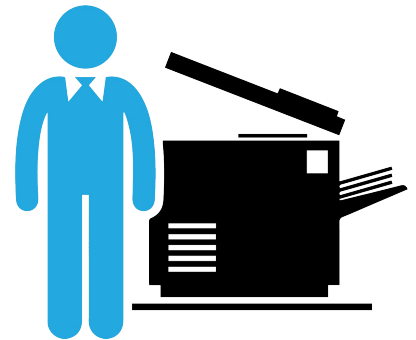
Informal Assessment



**Workplace
Communication**



Technology Skills



Skills to be Employed



Virtual money



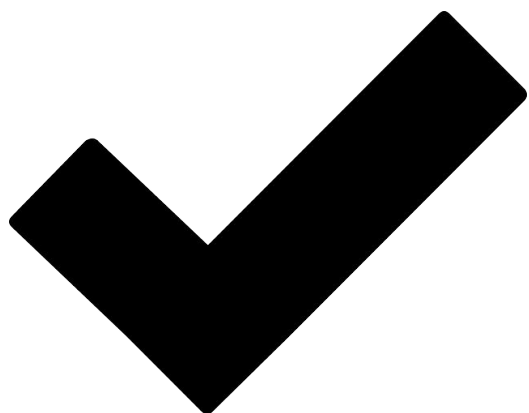
Badges



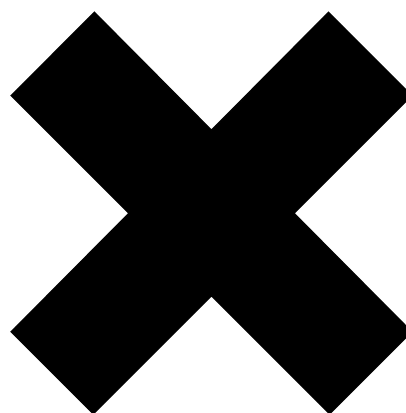
YES OR NO IMAGE EXCHANGE CARD

SE1.IEC.Y/N

Directions: To make a selection, right click on the YES or No box.



YES



NO



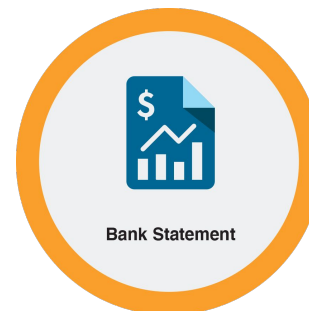
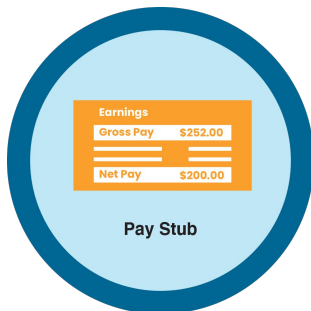
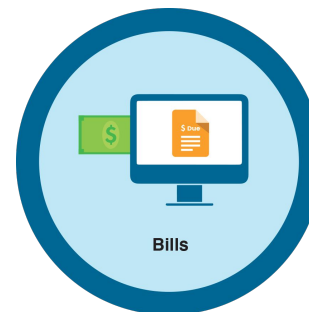
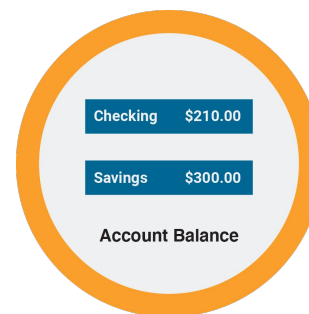
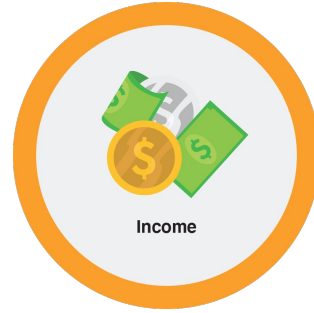
Level 1 Social Economy

Badge Board

SE1.BADGE



[Access the interactive Google Template version.](#)





WORD WALL PRINTOUT

SE1.1.3



Digitability will teach you new skills that will help you become employed.



SE1.1.4.1 | EXIT TICKET

Directions: Write a paragraph using this lesson's vocabulary term. Be sure to describe what it is and examples. Include any ways it may be used in the workplace.

Vocab Word
Digitability

[illegible]

Name

Date



T2 VOCAB BLOCK

SE1.1.4.2 | EXIT TICKET



[Access the interactive Google Template version.](#)

<p>Define:</p>	<p>Sentence:</p>
<p>Examples:</p>	<p>Draw/Find Picture</p>

Digitability



T3 TRACE 'N' LEARN

SE1.1.4.3 | EXIT TICKET



[Access the interactive Google Template version.](#)

DIGITABILITY

DIGITABILITY WILL TEACH YOU
NEW WORK SKILLS TO HELP YOU
BECOME EMPLOYED.

Level 1 Social Economy Lesson 1

IMAGE EXCHANGE CARD

SE1.1.5.2

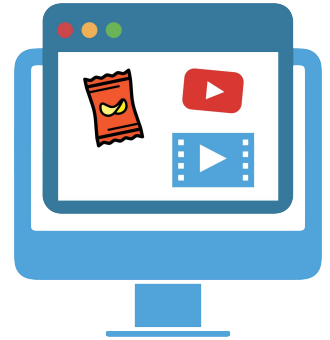
Wrap Up



Spend



Pay Bills



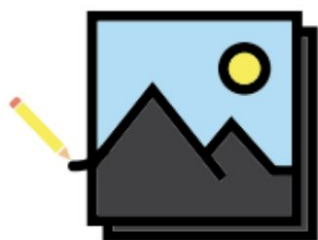
Purchase Rewards



PEER TO PEER FEEDBACK IMAGE EXCHANGE CARDS

SE1.FEEDBACK | EXIT TICKET

What did you like about your peer's presentation?



Drawing



Examples



Sentences



Voice



Eye Contact



Create Your Own

What questions do you have about your peer's presentation?



What kind of job do
you want to have in
the future?



What do you like to
spend money on?



Create Your Own
Question



SENTENCE STARTER CHECKLIST

SE1.STARTERS | EXIT TICKET

Directions: Give your peer feedback. You can say:

	Your presentation was good because...
	I like that you...
	I enjoyed when you spoke about...

Directions: Ask your peer a question. You can say:

	How did you.....?
	Why did you.....?
	What if.....?



SE1.TAG WRITING RUBRIC

Digitability™

Exit Ticket Part 1 Giving and Receiving Feedback for Workplace Communication Rubric

Teachers:

IEP Goal for Writing: Given a writing assignment at a ____ (grade/proficiency Level), Student will be able to compose a paragraph using the TAG Rubric in Digitability.

Every learner will have a range of writings skills. The goal is to demonstrate progress toward increasing writing skills through the repetition of the Exit Ticket Activity.

Writing Skills	Advanced	Proficient	Basic	Below Basic	Score
T & A: Turn Question into Topic Sentence and Answer Question	<p>Topic sentence clear, correctly placed and correctly answered. [4 points]</p> <p>Nice Job!</p>	<p>Topic sentence is either unclear or incorrectly placed but has a correct answer [3 points]</p> <p>Next Steps: For homework, you will revise your topic sentence to clearly introduce your topic.</p>	<p>Topic sentence is unclear but is correctly placed and has a correct answer [2 points]</p> <p>Next Steps: For homework, you will revise your topic sentence to clearly introduce your topic.</p>	<p>Topic sentence is unclear, incorrectly placed and did not have an accurate answer [1 point]</p> <p>Next Steps: For homework, you will revise your topic sentence to clearly introduce your topic.</p>	
G: Give Supporting Examples	<p>Paragraph(s) has/have three or more supporting example sentences that relate back to the topic sentence [4 points]</p> <p>Nice Job!</p>	<p>Paragraph(s) has/have two supporting detail sentences that relate back to the topic sentence. [3 points]</p> <p>Next Steps: For homework, you will revise your paragraph to include atleast 3 supporting details.</p>	<p>Paragraph(s) has/have one supporting example sentence that relates back to the topic sentence. [2 points]</p> <p>Next Steps: For homework, you will revise your paragraph to include atleast 3 supporting details.</p>	<p>Paragraph(s) has/have no supporting example sentences that relate back to the topic sentence. [1 point]</p> <p>Next Steps: For homework, you will revise your paragraph to include atleast 3 supporting details.</p>	

SE1.TAG WRITING RUBRIC

Legibility	<p>Legible handwriting, typing, or printing. [4 points]</p> <p>Nice Job!</p>	<p>Writing is legible in most places. [3 points]</p> <p>Next Steps: For homework, you will either rewrite or type up your paragraph(s) so that they are completely legible.</p>	<p>Writing is legible in some places. [2 points]</p> <p>Next Steps: For homework, you will either rewrite or type up your paragraph(s) so that they are completely legible.</p>	<p>Writing is not legible. [1 point]</p> <p>Next Steps: For homework, you will either rewrite or type up your paragraph(s) so that they are completely legible.</p>	
Mechanics	<p>Paragraph(s) has/have No errors in punctuation, capitalization and spelling. [4 points]</p> <p>Nice Job!</p>	<p>Paragraph(s) has/have 1-2 punctuation, capitalization and/or spelling errors. [3 points]</p> <p>Next Steps: For homework, you will correct all errors.</p>	<p>Paragraph(s) has/have 3-5 punctuation, capitalization and/or spelling errors. [2 points]</p> <p>Next Steps: For homework, you will correct all errors.</p>	<p>Paragraph(s) has/have 6+ punctuation, capitalization and/or spelling errors. [1 point]</p> <p>Next Steps: For homework, you will correct all errors.</p>	
Creativity/Style	<p>Makes writing descriptive by using 5-10 adverbs, adjectives and/or prepositional phrases appropriately in each paragraph ALL of the time. [4 points]</p> <p>Nice Job!</p>	<p>Makes writing descriptive by using 5-10 adverbs, adjectives and/or prepositional phrases appropriately in each paragraph MOST of the time. [3 points]</p> <p>Next Steps: For homework, you will rewrite your paragraph(s) with 5-10 adverbs, adjectives, and/or prepositional phrases.</p>	<p>Makes writing descriptive by using 5-10 adverbs, adjective and/or prepositional phrases appropriately in each paragraph SOME of the time. [2 points]</p> <p>Next Steps: For homework, you will rewrite your paragraph(s) with 5-10 adverbs, adjectives, and/or prepositional phrases.</p>	<p>Does not use adverbs, adjectives and/or prepositional phrases to make writing descriptive. [1 point]</p> <p>Next Steps: For homework, you will rewrite your paragraph(s) with 5-10 adverbs, adjectives, and/or prepositional phrases.</p>	
					Total Score:



SE1.EXIT TICKET RUBRIC

Digitability™

Exit Ticket Part 2 Giving and Receiving Feedback for Workplace Communication Rubric

Teachers:

IEP Goal for Workplace Communication: SWBAT exhibit workplace communication skills using expressive and receptive language with independence (total score of 8 or higher) on 4 out of 5 trials, as measured by the Digitability Exit Ticket Part 2 Giving and Receiving Feedback Rubric.

Every learner will have a range of expressive/receptive language skills. The goal is to demonstrate progress toward increasing workplace communication abilities through the repetition of the Exit Ticket Activity.

Workplace Communication	5	4	3	2	1	Score
EXPRESSIVE LANGUAGE	Presenter spoke independently for at least 60 seconds continuously without being prompted by the teacher.	Presenter spoke independently for at least 30 seconds continuously without being prompted by the teacher.	Presenter mostly spoke independently (at least 30 seconds), but was prompted once by the teacher.	Presenter spoke independently some of the time and was prompted 2-3 times by the teacher.	Presenter mostly used sentence fragments and was prompted more than four times by the teacher.	
RECEPTIVE LANGUAGE	Presenter responded independently the entire time AND directly to his/her peers. They repeated BOTH the peer feedback and answered the question accurately without being prompted by the teacher.	Presenter responded independently the entire time AND directly to his/her peers. They repeated EITHER peer feedback or answered the question accurately without being prompted by the teacher.	Presenter responded independently most of the time. He/she was prompted once to either respond directly to their peers, repeat the feedback, or answer the question.	Presenter responded independently some of the time. He/she was prompted 2-3 times to either respond directly to their peers, repeat the feedback, or answer the question.	Presenter was prompted four or more times to respond directly to their peers, repeat the feedback, or answer the question.	
					Total	



Deposit Slip

Date _____

Name _____

Cash

Checks

Total



Deposit Slip

Date _____

Name _____

Cash

Checks

Total



Deposit Slip

Date _____

Name _____

Cash

Checks

Total



Deposit Slip

Date _____

Name _____

Cash

Checks

Total



Deposit Slip

Date _____

Name _____

Cash

Checks

Total



Deposit Slip

Date _____

Name _____

Cash

Checks

Total

PASSWORD CARDS

Print and cut this card out for each student to put on their desk or keep with them. This will be a reminder of how to log their Digitability account.



[Access the interactive Google Template version.](#)

DIGITABILITY URL : app.digitability.com

NAME: _____

USERNAME : _____

PASSWORD : _____

DIGITABILITY URL : app.digitability.com

NAME: _____

USERNAME : _____

PASSWORD : _____