**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3406: WORK ENVIRONMENT**

**Level:** First Period Apprenticeship

**Prerequisite:** HSA3900: Apprenticeship Safety

**Description:** Students identify and apply safe and hygienic practices in the work environment.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

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| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3406: WORK ENVIRONMENT**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| **1. maintain a safe and hygienic work environment** |  |  |  |

**Teacher Signature Date**

**COURSE HSA3406: WORK ENVIRONMENT**

**Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| **1. maintain a safe and hygienic work environment** | | | | | | |
| 1.1 describe processes used in the levels of infection control | I can consistently describe processes used in the levels of infection control. | I can usually describe processes used in the levels of infection control. | | I sometimes need assistance to describe processes used in the levels of infection control. | I often need assistance to describe processes used in the levels of infection control. | I have not yet provided evidence of this performance task. |
| 1.2 describe differences between cleaning, disinfection, and sterilization | I can consistently describe differences between cleaning, disinfection, and sterilization. | I can usually describe differences between cleaning, disinfection, and sterilization. | | I sometimes need assistance to describe differences between cleaning, disinfection, and sterilization. | I often need assistance to describe differences between cleaning, disinfection, and sterilization. | I have not yet provided evidence of this performance task. |
| 1.3 describe cleaning processes for equipment and work facilities for clients and staff | I can consistently describe cleaning processes for equipment and work facilities for clients and staff. | I can usually describe cleaning processes for equipment and work facilities for clients and staff. | | I sometimes need assistance to describe cleaning processes for equipment and work facilities for clients and staff. | I often need assistance to describe cleaning processes for equipment and work facilities for clients and staff. | I have not yet provided evidence of this performance task. |
| 1.4 describe the use of first aid kits | I can consistently describe the use of first aid kits. | I can usually describe the use of first aid kits. | | I sometimes need assistance to describe the use of first aid kits. | I often need assistance to describe the use of first aid kits. | I have not yet provided evidence of this performance task. |
| 1.5 describe factors that determine a safe and hygienic work environment | I can consistently describe factors that determine a safe and hygienic work environment. | I can usually describe factors that determine a safe and hygienic work environment. | | I sometimes need assistance to describe factors that determine a safe and hygienic work environment. | I often need assistance to describe factors that determine a safe and hygienic work environment. | I have not yet provided evidence of this performance task. |
| 1.6 describe methods of sanitizing of towels, capes, and smocks | I can consistently describe methods of sanitizing of towels, capes, and smocks. | I can usually describe methods of sanitizing of towels, capes, and smocks. | | I sometimes need assistance describe methods of sanitizing of towels, capes, and smocks. | I often need assistance to describe methods of sanitizing of towels, capes, and smocks. | I have not yet provided evidence of this performance task. |
| 1.7 demonstrate methods of sanitizing of towels, capes, and smocks | I can consistently demonstrate methods of sanitizing of towels, capes, and smocks. | I can usually demonstrate methods of sanitizing of towels, capes, and smocks. | | I sometimes need assistance to demonstrate methods of sanitizing of towels, capes, and smocks. | I often need assistance to demonstrate methods of sanitizing of towels, capes, and smocks. | I have not yet provided evidence of this performance task. |
| 1.8 demonstrate personal and public hygiene procedures for preventing the spread of contagious or communicable diseases as required by Alberta’s personal services legislation | I can consistently demonstrate personal and public hygiene procedures for preventing the spread of contagious or communicable diseases as required by Alberta’s personal services legislation. | I can usually demonstrate personal and public hygiene procedures for preventing the spread of contagious or communicable diseases as required by Alberta’s personal services legislation. | | I sometimes need assistance to demonstrate personal and public hygiene procedures for preventing the spread of contagious or communicable diseases as required by Alberta’s personal services legislation. | I often need assistance to demonstrate personal and public hygiene procedures for preventing the spread of contagious or communicable diseases as required by Alberta’s personal services legislation. | I have not yet provided evidence of this performance task. |

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| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3411: HEAD ANATOMY AND PHYSIOLOGY**

**Level:** First Period Apprenticeship

**Prerequisite:** HSA3900: Apprenticeship Safety

**Description:** Students use anatomy and physiology for analyzing head and facial features to design suitable haircuts and hairstyles.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

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| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3411: HEAD ANATOMY AND PHYSIOLOGY**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| **1. use the anatomy of the head to design haircuts and hairstyle** |  |  |  |

**Teacher Signature Date**

**COURSE HSA3411: HEAD ANATOMY AND PHYSIOLOGY**

**Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. use the anatomy of the head to design haircuts and hairstyle | | | | | | |
| 1.1 describe the skeletal system and bones that are of primary concern to a hairstylist | I can consistently describe the skeletal system and bones that are of primary concern to a hairstylist. | I can usually describe the skeletal system and bones that are of primary concern to a hairstylist. | | I sometimes need assistance to describe the skeletal system and bones that are of primary concern to a hairstylist. | I often need assistance to describe the skeletal system and bones that are of primary concern to a hairstylist. | I have not yet provided evidence of this performance task. |
| 1.2 describe the muscular system that are of primary concern to a hairstylist | I can consistently describe the muscular system that are of primary concern to a hairstylist. | I can usually describe the muscular system that are of primary concern to a hairstylist. | | I sometimes need assistance to describe the muscular system that are of primary concern to a hairstylist. | I often need assistance to describe the muscular system that are of primary concern to a hairstylist. | I have not yet provided evidence of this performance task. |
| 1.3 describe the arteries and veins that supply blood to the head, face, and neck | I can consistently describe the arteries and veins that supply blood to the head, face, and neck. | I can usually describe the arteries and veins that supply blood to the head, face, and neck. | | I sometimes need assistance to describe the arteries and veins that supply blood to the head, face, and neck. | I often need assistance to describe the arteries and veins that supply blood to the head, face, and neck. | I have not yet provided evidence of this performance task. |

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| 1.4 describe the nerves that are of primary concern to a hairstylist | I can consistently describe the nerves that are of primary concern to a hairstylist. | I can usually describe the nerves that are of primary concern to a hairstylist. | I sometimes need assistance to describe the nerves that are of primary concern to a hairstylist. | I often need assistance to describe the nerves that are of primary concern to a hairstylist. | I have not yet provided evidence of this performance task. |
| 1.5 describe the composition of the main divisions of the skin and the structures | I can consistently describe the composition of the main divisions of the skin and the structures. | I can usually describe the composition of the main divisions of the skin and the structures. | I sometimes need assistance to describe the composition of the main divisions of the skin and the structures. | I often need assistance to describe the composition of the main divisions of the skin and the structures. | I have not yet provided evidence of this performance task. |
| 1.6 describe the functions of the main divisions of the skin and the structures | I can consistently describe the functions of the main divisions of the skin and the structures. | I can usually describe the functions of the main divisions of the skin and the structures. | I sometimes need assistance to describe the functions of the main divisions of the skin and the structures. | I often need assistance to describe the functions of the main divisions of the skin and the structures. | I have not yet provided evidence of this performance task. |
| 1.7 describe contagious and non-contagious disorders of the skin | I can consistently describe contagious and non-contagious disorders of the skin. | I can usually describe contagious and non-contagious disorders of the skin. | I sometimes need assistance to describe contagious and  non-contagious disorders of the skin. | I often need assistance to describe contagious and  non-contagious disorders of the skin. | I have not yet provided evidence of this performance task. |

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| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3416: HAIRCUTTING TOOLS AND EQUIPMENT**

**Level:** First Period Apprenticeship

**Prerequisite:** HSA3900: Apprenticeship Safety

**Description:** Students learn to ensure the safe handling and maintenance of haircutting tools and equipment used in salon operations.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

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| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3416: HAIRCUTTING TOOLS AND EQUIPMENT**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. use and maintain haircutting tools and equipment |  |  |  |

**Teacher Signature Date**

**COURSE HSA3416: HAIRCUTTING TOOLS AND EQUIPMENT**

**Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. use and maintain haircutting tools and equipment | | | | | | |
| 1.1 describe types of haircutting tools and equipment used in salon operations | I can consistently describe types of haircutting tools and equipment used in salon operations. | I can usually describe types of haircutting tools and equipment used in salon operations. | | I sometimes need assistance to describe types of haircutting tools and equipment used in salon operations. | I often need assistance to describe types of haircutting tools and equipment used in salon operations. | I have not yet provided evidence of this performance task. |
| 1.2 describe the principles of electrical tools equipment used | I can consistently describe the principles of electrical tools equipment used. | I can usually describe the principles of electrical tools equipment used. | | I sometimes need assistance to describe the principles of electrical tools equipment used. | I often need assistance to describe the principles of electrical tools equipment used. | I have not yet provided evidence of this performance task. |
| 1.3 describe sanitizing and disinfecting tools and equipment | I can consistently describe sanitizing and disinfecting tools and equipment. | I can usually describe sanitizing and disinfecting tools and equipment. | | I sometimes need assistance to describe sanitizing and disinfecting tools and equipment. | I often need assistance to describe sanitizing and disinfecting tools and equipment. | I have not yet provided evidence of this performance task. |

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| 1.4 describe replacement of sanitizing and disinfectant solutions | I can consistently describe replacement of sanitizing and disinfectant solutions. | I can usually describe replacement of sanitizing and disinfectant solutions. | I sometimes need assistance to describe replacement of sanitizing and disinfectant solutions. | I often need assistance to describe replacement of sanitizing and disinfectant solutions. | I have not yet provided evidence of this performance task. |
| 1.5 describe safety and maintenance for haircutting tools and equipment | I can consistently describe safety and maintenance for haircutting tools and equipment. | I can usually describe safety and maintenance for haircutting tools and equipment. | I sometimes need assistance to describe safety and maintenance for haircutting tools and equipment. | I often need assistance to describe safety and maintenance for haircutting tools and equipment. | I have not yet provided evidence of this performance task. |
| 1.6 demonstrate infection control for all haircutting tools and electrical equipment | I can consistently demonstrate infection control for all haircutting tools and electrical equipment. | I can usually demonstrate infection control for all haircutting tools and electrical equipment. | I sometimes need assistance to demonstrate infection control for all haircutting tools and electrical equipment. | I often need assistance to demonstrate infection control for all haircutting tools and electrical equipment. | I have not yet provided evidence of this performance task. |
| 1.7 demonstrate maintenance of haircutting tools and equipment in salons | I can consistently demonstrate maintenance of haircutting tools and equipment in salons. | I can usually demonstrate maintenance of haircutting tools and equipment in salons. | I sometimes need assistance to demonstrate maintenance of haircutting tools and equipment in salons. | I often need assistance to demonstrate maintenance of haircutting tools and equipment in salons. | I have not yet provided evidence of this performance task. |
| 1.8 use haircutting tools and equipment in the salon | I can consistently use haircutting tools and equipment in the salon. | I can usually use haircutting tools and equipment in the salon. | I sometimes need assistance to use haircutting tools and equipment in the salon. | I often need assistance to use haircutting tools and equipment in the salon. | I have not yet provided evidence of this performance task. |

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| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3421: CONSULTATION AND DRAPING**

**Level:** First Period Apprenticeship

**Prerequisite:** HSA3900: Apprenticeship Safety

**Description:** Students learn how to conduct client consultations where they analyze the client’s needs to perform the appropriate service(s). Students demonstrate the proper use of draping techniques.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

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| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3421: CONSULTATION AND DRAPING**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. drape and consult with clients |  |  |  |

**Teacher Signature Date**

**COURSE HSA3421: CONSULTATION AND DRAPING**

**Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. drape and consult with clients | | | | | | |
| 1.1 describe factors that determine a successful consultation | I can consistently describe factors that determine a successful consultation. | I can usually describe factors that determine a successful consultation. | | I sometimes need assistance to describe factors that determine a successful consultation. | I often need assistance to describe factors that determine a successful consultation. | I have not yet provided evidence of this performance task. |
| 1.2 describe the steps required to perform a consultation | I can consistently describe the steps required to perform a consultation. | I can usually describe the steps required to perform a consultation. | | I sometimes need assistance to describe the steps required to perform a consultation. | I often need assistance to describe the steps required to perform a consultation. | I have not yet provided evidence of this performance task. |
| 1.3 describe the collection of client information | I can consistently describe the collection of client information. | I can usually describe the collection of client information. | | I sometimes need assistance to describe the collection of client information. | I often need assistance to describe the collection of client information. | I have not yet provided evidence of this performance task. |
| 1.4 describe hair and scalp analysis procedures | I can consistently describe hair and scalp analysis procedures. | I can usually describe hair and scalp analysis procedures. | | I sometimes need assistance to describe hair and scalp analysis procedures. | I often need assistance to describe hair and scalp analysis procedures. | I have not yet provided evidence of this performance task. |
| 1.5 describe types of capes | I can consistently describe types of capes. | I can usually describe types of capes. | | I sometimes need assistance to describe types of capes. | I often need assistance to describe types of capes. | I have not yet provided evidence of this performance task. |
| 1.6 describe the purpose of capes, smocks, and other protective wear | I can consistently describe the purpose of capes, smocks, and other protective wear. | I can usually describe the purpose of capes, smocks, and other protective wear. | | I sometimes need assistance to describe the purpose of capes, smocks, and other protective wear. | I often need assistance to describe the purpose of capes, smocks, and other protective wear. | I have not yet provided evidence of this performance task. |
| 1.7 describe the care of capes, smocks, and other protective wear | I can consistently describe the care of capes, smocks, and other protective wear. | I can usually describe the care of capes, smocks, and other protective wear. | | I sometimes need assistance to describe the care of capes, smocks, and other protective wear. | I often need assistance to describe the care of capes, smocks, and other protective wear. | I have not yet provided evidence of this performance task. |
| 1.8 perform a consultation | I can consistently perform a consultation. | I can usually perform a consultation. | | I sometimes need assistance to perform a consultation. | I often need assistance to perform a consultation. | I have not yet provided evidence of this performance task. |
| 1.9 demonstrate draping techniques for all types of services | I can consistently demonstrate draping techniques for all types of services. | I can usually demonstrate draping techniques for all types of services. | | I sometimes need assistance to demonstrate draping techniques for all types of services. | I often need assistance to demonstrate draping techniques for all types of services. | I have not yet provided evidence of this performance task. |

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| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3426: SALON OPERATIONS**

**Level:** First Period Apprenticeship

**Prerequisite:** HSA3900: Apprenticeship Safety

**Description:** Students learn the duties, responsibilities, and essentials of owning and managing a salon.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

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| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3426: SALON OPERATIONS**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. manage a salon |  |  |  |

**Teacher Signature Date**

**COURSE HSA3426: SALON OPERATIONS**

**Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. manage a salon | | | | | | |
| 1.1 describe the duties and responsibilities of salon staff | I can consistently describe the duties and responsibilities of salon staff. | I can usually describe the duties and responsibilities of salon staff. | | I sometimes need assistance to describe the duties and responsibilities of salon staff. | I often need assistance to describe the duties and responsibilities of salon staff. | I have not yet provided evidence of this performance task. |
| 1.2 describe the types of salon ownership | I can consistently describe the types of salon ownership. | I can usually describe the types of salon ownership. | | I sometimes need assistance to describe the types of salon ownership. | I often need assistance to describe the types of salon ownership. | I have not yet provided evidence of this performance task. |
| 1.3 describe the types of insurance coverage | I can consistently describe the types of insurance coverage. | I can usually describe the types of insurance coverage. | | I sometimes need assistance to describe the types of insurance coverage. | I often need assistance to describe the types of insurance coverage. | I have not yet provided evidence of this performance task. |
| 1.4 describe business math and record-keeping procedures | I can consistently describe business math and  record-keeping procedures. | I can usually describe business math and  record-keeping procedures. | | I sometimes need assistance to describe business math and record-keeping procedures. | I often need assistance to describe business math and record-keeping procedures. | I have not yet provided evidence of this performance task. |
| 1.5 describe sales, inventory control, and display marketing | I can consistently describe sales, inventory control, and display marketing. | I can usually describe sales, inventory control, and display marketing. | | I sometimes need assistance to describe sales, inventory control, and display marketing. | I often need assistance to describe sales, inventory control, and display marketing. | I have not yet provided evidence of this performance task. |
| 1.6 describe customer service, retail sales, and client building | I can consistently describe customer service, retail sales, and client building. | I can usually describe customer service, retail sales, and client building. | | I sometimes need assistance to describe customer service, retail sales, and client building. | I often need assistance to describe customer service, retail sales, and client building. | I have not yet provided evidence of this performance task. |
| 1.7 describe the types of educational enhancements and trade publications available | I can consistently describe the types of educational enhancements and trade publications available. | I can usually describe the types of educational enhancements and trade publications available. | | I sometimes need assistance to describe the types of educational enhancements and trade publications available. | I often need assistance to describe the types of educational enhancements and trade publications available. | I have not yet provided evidence of this performance task. |
| 1.8 describe the importance of following manufacturer’s directions and information | I can consistently describe the importance of following manufacturer’s directions and information. | I can usually describe the importance of following manufacturer’s directions and information. | | I sometimes need assistance to describe the importance of following manufacturer’s directions and information. | I often need assistance to describe the importance of following manufacturer’s directions and information. | I have not yet provided evidence of this performance task. |
| 1.9 develop a professional learning plan | I can consistently develop a professional learning plan. | I can usually develop a professional learning plan. | | I sometimes need assistance to develop a professional learning plan. | I often need assistance to develop a professional learning plan. | I have not yet provided evidence of this performance task. |
| 1.10 develop a product promotional plan | I can consistently develop a product promotional plan. | I can usually develop a product promotional plan. | | I sometimes need assistance to develop a product promotional plan. | I often need assistance to develop a product promotional plan. | I have not yet provided evidence of this performance task. |
| 1.11 schedule appointments | I can consistently schedule appointments. | I can usually schedule appointments. | | I sometimes need assistance to schedule appointments. | I often need assistance to schedule appointments. | I have not yet provided evidence of this performance task. |
| 1.12 complete financial transactions | I can consistently complete financial transactions. | I can usually complete financial transactions. | | I sometimes need assistance to complete financial transactions. | I often need assistance to complete financial transactions. | I have not yet provided evidence of this performance task. |
| 1.13 use a bookkeeping system | I can consistently use a bookkeeping system. | I can usually use a bookkeeping system. | | I sometimes need assistance to use a bookkeeping system. | I often need assistance to use a bookkeeping system. | I have not yet provided evidence of this performance task. |

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| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3431: HAIR AND SCALP ANALYSIS**

**Level:** First Period Apprenticeship

**Prerequisite:** HSA3900: Apprenticeship Safety

**Description:** Students analyze and describe the structure and condition of the hair and scalp.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

|  |  |
| --- | --- |
| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3431: HAIR AND SCALP ANALYSIS**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. analyze hair and scalp for a salon service |  |  |  |

**Teacher Signature Date**

**COURSE HSA3431: HAIR AND SCALP ANALYSIS**

**Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. analyze hair and scalp for a salon service | | | | | |
| 1.1 describe the structure of the hair root | I can consistently describe the structure of the hair root. | I can usually describe the structure of the hair root. | I sometimes need assistance to describe the structure of the hair root. | I often need assistance to describe the structure of the hair root. | I have not yet provided evidence of this performance task. |
| 1.2 describe the structure of the hair shaft | I can consistently describe the structure of the hair shaft. | I can usually describe the structure of the hair shaft. | I sometimes need assistance to describe the structure of the hair shaft. | I often need assistance to describe the structure of the hair shaft. | I have not yet provided evidence of this performance task. |
| 1.3 describe analysis of the scalp | I can consistently describe analysis of the scalp. | I can usually describe analysis of the scalp. | I sometimes need assistance to describe analysis of the scalp. | I often need assistance to describe analysis of the scalp. | I have not yet provided evidence of this performance task. |
| 1.4 describe analysis of the hair | I can consistently describe analysis of the hair. | I can usually describe analysis of the hair. | I sometimes need assistance to describe analysis of the hair. | I often need assistance to describe analysis of the hair. | I have not yet provided evidence of this performance task. |
| 1.5 describe the side bonds of the cortex | I can consistently describe the side bonds of the cortex. | I can usually describe the side bonds of the cortex. | I sometimes need assistance to describe the side bonds of the cortex. | I often need assistance to describe the side bonds of the cortex. | I have not yet provided evidence of this performance task. |
| 1.6 describe pigment of the hair | I can consistently describe pigment of the hair. | I can usually describe pigment of the hair. | I sometimes need assistance to describe pigment of the hair. | I often need assistance to describe pigment of the hair. | I have not yet provided evidence of this performance task. |
| 1.7 describe types and properties of hair | I can consistently describe types and properties of hair. | I can usually describe types and properties of hair. | I sometimes need assistance to describe types and properties of hair. | I often need assistance to describe types and properties of hair. | I have not yet provided evidence of this performance task. |
| 1.8 describe wave pattern of hair | I can consistently describe wave pattern of hair. | I can usually describe wave pattern of hair. | I sometimes need assistance to describe wave pattern of hair. | I often need assistance to describe wave pattern of hair. | I have not yet provided evidence of this performance task. |
| 1.9 describe the condition of the scalp | I can consistently describe the condition of the scalp. | I can usually describe the condition of the scalp. | I sometimes need assistance to describe the condition of the scalp. | I often need assistance to describe the condition of the scalp. | I have not yet provided evidence of this performance task. |
| 1.10 describe the growth patterns of hair | I can consistently describe the growth patterns of hair. | I can usually describe the growth patterns of hair. | I sometimes need assistance to describe the growth patterns of hair. | I often need assistance to describe the growth patterns of hair. | I have not yet provided evidence of this performance task. |
| 1.11 describe types of hair disorders | I can consistently describe types of hair disorders. | I can usually describe types of hair disorders. | I sometimes need assistance to describe types of hair disorders. | I often need assistance to describe types of hair disorders. | I have not yet provided evidence of this performance task. |
| 1.12 describe types of scalp disorders | I can consistently describe types of scalp disorders. | I can usually describe types of scalp disorders. | I sometimes need assistance to describe types of scalp disorders. | I often need assistance to describe types of scalp disorders. | I have not yet provided evidence of this performance task. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1.13 describe treatments for hair and scalp disorders | I can consistently describe treatments for hair and scalp disorders. | I can usually describe treatments for hair and scalp disorders. | I sometimes need assistance to describe treatments for hair and scalp disorders. | I often need assistance to describe treatments for hair and scalp disorders. | I have not yet provided evidence of this performance task. |

|  |  |
| --- | --- |
| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3436: SHAMPOO AND CONDITION HAIR**

**Level:** First Period Apprenticeship

**Prerequisite:** HSA3431: Hair and Scalp Analysis

**Description:** Students use their analysis of the structure and condition of hair and the relationship of hair to the scalp to select and use the appropriate hair and scalp cleansing and conditioning products.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

|  |  |
| --- | --- |
| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3436: SHAMPOO AND CONDITION HAIR**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. use shampoo |  |  |  |
| 2. use conditioner |  |  |  |
| 3. perform treatments |  |  |  |

**Teacher Signature Date**

**COURSE HSA3436: SHAMPOO AND CONDITION HAIR**

**Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. use shampoo | | | | | |
| 1.1 describe hair preparation techniques | I can consistently describe hair preparation techniques. | I can usually describe hair preparation techniques. | I sometimes need assistance to describe hair preparation techniques. | I often need assistance to describe hair preparation techniques. | I have not yet provided evidence of this performance task. |
| 1.2 describe types of shampoos | I can consistently describe types of shampoos. | I can usually describe types of shampoos. | I sometimes need assistance to describe types of shampoos. | I often need assistance to describe types of shampoos. | I have not yet provided evidence of this performance task. |
| 1.3 describe shampoo ingredients | I can consistently describe shampoo ingredients. | I can usually describe shampoo ingredients. | I sometimes need assistance to describe shampoo ingredients. | I often need assistance to describe shampoo ingredients. | I have not yet provided evidence of this performance task. |
| 1.4 describe shampooing services | I can consistently describe shampooing services. | I can usually describe shampooing services. | I sometimes need assistance to describe shampooing services. | I often need assistance to describe shampooing services. | I have not yet provided evidence of this performance task. |
| 1.5 describe applying tap water to the head | I can consistently describe applying tap water to the head. | I can usually describe applying tap water to the head. | I sometimes need assistance to describe applying tap water to the head. | I often need assistance to describe applying tap water to the head. | I have not yet provided evidence of this performance task. |
| 1.6 demonstrate a shampoo service | I can consistently demonstrate a shampoo service. | I can usually demonstrate a shampoo service. | I sometimes need assistance to demonstrate a shampoo service. | I often need assistance to demonstrate a shampoo service. | I have not yet provided evidence of this performance task. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 2. use conditioner | | | | | |
| 2.1 describe hair preparation techniques | I can consistently describe hair preparation techniques. | I can usually describe hair preparation techniques. | I sometimes need assistance to describe hair preparation techniques. | I often need assistance to describe hair preparation techniques. | I have not yet provided evidence of this performance task. |
| 2.2 describe types of conditioners | I can consistently describe types of conditioners. | I can usually describe types of conditioners. | I sometimes need assistance to describe types of conditioners. | I often need assistance to describe types of conditioners. | I have not yet provided evidence of this performance task. |
| 2.3 describe conditioner ingredients | I can consistently describe conditioner ingredients. | I can usually describe conditioner ingredients. | I sometimes need assistance to describe conditioner ingredients. | I often need assistance to describe conditioner ingredients. | I have not yet provided evidence of this performance task. |
| 2.4 describe conditioning services | I can consistently describe conditioning services. | I can usually describe conditioning services. | I sometimes need assistance to describe conditioning services. | I often need assistance to describe conditioning services. | I have not yet provided evidence of this performance task. |
| 2.5 demonstrate a conditioning service | I can consistently demonstrate a conditioning service. | I can usually demonstrate a conditioning service. | I sometimes need assistance to demonstrate a conditioning service. | I often need assistance to demonstrate a conditioning service. | I have not yet provided evidence of this performance task. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3. perform treatments | | | | | |
| 3.1 describe preparation techniques for hair treatments | I can consistently describe preparation techniques for hair treatments. | I can usually describe preparation techniques for hair treatments. | I sometimes need assistance to describe preparation techniques for hair treatments. | I often need assistance to describe preparation techniques for hair treatments. | I have not yet provided evidence of this performance task. |
| 3.2 describe scalp treatments | I can consistently describe scalp treatments. | I can usually describe scalp treatments. | I sometimes need assistance to describe scalp treatments. | I often need assistance to describe scalp treatments. | I have not yet provided evidence of this performance task. |
| 3.3 describe hair treatments | I can consistently describe hair treatments. | I can usually describe hair treatments. | I sometimes need assistance to describe hair treatments. | I often need assistance to describe hair treatments. | I have not yet provided evidence of this performance task. |
| 3.4 describe effects of hair treatments | I can consistently describe effects of hair treatments. | I can usually describe effects of hair treatments. | I sometimes need assistance to describe effects of hair treatments. | I often need assistance to describe effects of hair treatments. | I have not yet provided evidence of this performance task. |
| 3.5 describe hair cream application | I can consistently describe hair cream application. | I can usually describe hair cream application. | I sometimes need assistance to describe hair cream application. | I often need assistance to describe hair cream application. | I have not yet provided evidence of this performance task. |
| 3.6 describe correcting scalp problems | I can consistently describe correcting scalp problems. | I can usually describe correcting scalp problems. | I sometimes need assistance to describe correcting scalp problems. | I often need assistance to describe correcting scalp problems. | I have not yet provided evidence of this performance task. |
| 3.7 describe correcting hair problems | I can consistently describe correcting hair problems. | I can usually describe correcting hair problems. | I sometimes need assistance to describe correcting hair problems. | I often need assistance to describe correcting hair problems. | I have not yet provided evidence of this performance task. |
| 3.8 demonstrate scalp manipulations | I can consistently demonstrate scalp manipulations. | I can usually demonstrate scalp manipulations. | I sometimes need assistance to demonstrate scalp manipulations. | I often need assistance to demonstrate scalp manipulations. | I have not yet provided evidence of this performance task. |
| 3.9 demonstrate scalp treatments | I can consistently demonstrate scalp treatments. | I can usually demonstrate scalp treatments. | I sometimes need assistance to demonstrate scalp treatments. | I often need assistance to demonstrate scalp treatments. | I have not yet provided evidence of this performance task. |
| 3.10 demonstrate performing hair treatments | I can consistently demonstrate performing hair treatments. | I can usually demonstrate performing hair treatments. | I sometimes need assistance to demonstrate performing hair treatments. | I often need assistance to demonstrate performing hair treatments. | I have not yet provided evidence of this performance task. |

|  |  |
| --- | --- |
| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3441: PRINCIPLES OF HAIRCUTTING AND STYLES**

**Level:** First Period Apprenticeship

**Prerequisite:** HSA3900: Apprenticeship Safety

**Description:** Students explain the principles of haircutting and using styles.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

|  |  |
| --- | --- |
| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3441: PRINCIPLES OF HAIRCUTTING AND STYLES**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. cut hair with or without layers |  |  |  |

**Teacher Signature Date**

**COURSE HSA3441: PRINCIPLES OF HAIRCUTTING AND STYLES**

**Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. cut hair with or without layers | | | | | |
| 1.1 describe various haircuts | I can consistently describe various haircuts. | I can usually describe various haircuts. | I sometimes need assistance to describe various haircuts. | I often need assistance to describe various haircuts. | I have not yet provided evidence of this performance task. |
| 1.2 describe the principles of haircutting | I can consistently describe the principles of haircutting. | I can usually describe the principles of haircutting. | I sometimes need assistance to describe the principles of haircutting. | I often need assistance to describe the principles of haircutting. | I have not yet provided evidence of this performance task. |
| 1.3 describe suitability for a style | I can consistently describe suitability for a style. | I can usually describe suitability for a style. | I sometimes need assistance to describe suitability for a style. | I often need assistance to describe suitability for a style. | I have not yet provided evidence of this performance task. |
| 1.4 describe adaptability for a style | I can consistently describe adaptability for a style. | I can usually describe adaptability for a style. | I sometimes need assistance to describe adaptability for a style. | I often need assistance to describe adaptability for a style. | I have not yet provided evidence of this performance task. |

|  |  |
| --- | --- |
| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3446: CUSTOMIZING HAIRCUTS**

**Level:** First Period Apprenticeship

**Prerequisite:** HSA3900: Apprenticeship Safety

**Description:** Students learn how to ensure the client has the correct posture and body position when cutting the client’s hair. Students describe how to customize haircuts.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

|  |  |
| --- | --- |
| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3446: CUSTOMIZING HAIRCUTS**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. cut hair with or without layers |  |  |  |

**Teacher Signature Date**

**COURSE HSA3446: CUSTOMIZING HAIRCUTS**

**Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. cut hair with or without layers | | | | | |
| 1.1 describe how to ensure the client has proper posture and body position when cutting hair | I can consistently describe how to ensure the client has proper posture and body position when cutting hair. | I can usually describe how to ensure the client has proper posture and body position when cutting hair. | I sometimes need assistance to describe how to ensure the client has proper posture and body position when cutting hair. | I often need assistance to describe how to ensure the client has proper posture and body position when cutting hair. | I have not yet provided evidence of this performance task. |
| 1.2 describe how to customize haircuts | I can consistently describe how to customize haircuts. | I can usually describe how to customize haircuts. | I sometimes need assistance to describe how to customize haircuts. | I often need assistance to describe how to customize haircuts. | I have not yet provided evidence of this performance task. |

|  |  |
| --- | --- |
| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3451: DEMONSTRATE THE PRINCIPLES OF HAIRCUTTING**

**Level:** First Period Apprenticeship

**Prerequisite:** HSA3441: Principles of Haircutting and Styles

HSA3446: Customizing Haircuts

**Description:** Students demonstrate basic haircutting principles by successfully completing basic types of haircuts.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstyling trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

|  |  |
| --- | --- |
| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3451: DEMONSTRATE THE PRINCIPLES OF HAIRCUTTING**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. cut hair with or without layers |  |  |  |

**Teacher Signature Date**

**COURSE HSA3451: DEMONSTRATE THE PRINCIPLES OF HAIRCUTTING**

**Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | **Proficient** | **Adequate** | **Limited** | **Not Yet  Demonstrated** |
| 1. cut hair with or without layers | | | | | |
| 1.1 demonstrate the principles of haircutting | I can consistently demonstrate the principles of haircutting. | I can usually demonstrate the principles of haircutting. | I sometimes need assistance to demonstrate the principles of haircutting. | I often need assistance to demonstrate the principles of haircutting. | I have not yet provided evidence of this performance task. |

|  |  |
| --- | --- |
| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3456: DEMONSTRATE HAIRCUTTING ON VARIOUS TYPES OF HAIR**

**Level:** First Period Apprenticeship

**Prerequisite:** HSA3451: Demonstrate the Principles of Haircutting

**Description:** Students demonstrate haircutting by successfully completing a variety of haircuts on various types of hair.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

|  |  |
| --- | --- |
| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3456: DEMONSTRATE HAIRCUTTING ON VARIOUS TYPES OF HAIR**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. cut hair with or without layers |  |  |  |

**Teacher Signature Date**

**COURSE HSA3456: DEMONSTRATE HAIRCUTTING ON VARIOUS TYPES OF HAIR**

**Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. cut hair with or without layers | | | | | |
| 1.1 demonstrate cutting various types of hair | I can consistently demonstrate cutting various types of hair. | I can usually demonstrate cutting various types of hair. | I sometimes need assistance to demonstrate cutting various types of hair. | I often need assistance to demonstrate cutting various types of hair. | I have not yet provided evidence of this performance task. |

|  |  |
| --- | --- |
| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3461: RAZOR CUTTING AND SHEAR CUTTING**

**Level:** First Period Apprenticeship

**Prerequisite:** HSA3900: Apprenticeship Safety

**Description:** Students demonstrate razor cutting and shear cutting by successfully completing a number of haircuts using a razor or shears.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

|  |  |
| --- | --- |
| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3461: RAZOR CUTTING AND SHEAR CUTTING**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. cut hair with or without layers |  |  |  |

**Teacher Signature Date**

**COURSE HSA3461: RAZOR CUTTING AND SHEAR CUTTING**

**Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. cut hair with or without layers | | | | | |
| 1.1 demonstrate razor cutting and shear cutting | I can consistently demonstrate razor cutting and shear cutting. | I can usually demonstrate razor cutting and shear cutting. | I sometimes need assistance to demonstrate razor cutting and shear cutting. | I often need assistance to demonstrate razor cutting and shear cutting. | I have not yet provided evidence of this performance task. |

|  |  |
| --- | --- |
| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3466: CLIPPER CUTTING**

**Level:** First Period Apprenticeship

**Prerequisite:** HSA3461: Razor Cutting and Shear Cutting

**Description:** Students demonstrate clipper use by successfully completing a number of haircuts using a clipper.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

|  |  |
| --- | --- |
| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3466: CLIPPER CUTTING**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. cut hair with or without layers |  |  |  |

**Teacher Signature Date**

**COURSE HSA3466: CLIPPER CUTTING**

**Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | **Proficient** | **Adequate** | **Limited** | **Not Yet  Demonstrated** |
| 1. cut hair with or without layers | | | | | |
| 1.1 demonstrate clipper use | I can consistently demonstrate clipper use. | I can usually demonstrate clipper use. | I sometimes need assistance to demonstrate clipper use. | I often need assistance to demonstrate clipper use. | I have not yet provided evidence of this performance task. |

|  |  |
| --- | --- |
| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3471: TEXTURIZING TECHNIQUES**

**Level:** First Period Apprenticeship

**Prerequisite:** HSA3451: Demonstrate the Principles of Haircutting

**Description:** Students demonstrate texturizing techniques by successfully completing a number of hairstyles using the texturizing techniques.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

|  |  |
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| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3471: TEXTURIZING TECHNIQUES**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. cut hair with or without layers |  |  |  |

**Teacher Signature Date**

**COURSE HSA3471: TEXTURIZING TECHNIQUES**

**Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. cut hair with or without layers | | | | | |
| 1.1 demonstrate texturizing techniques | I can consistently demonstrate texturizing techniques. | I can usually demonstrate texturizing techniques. | I sometimes need assistance to demonstrate texturizing techniques. | I often need assistance to demonstrate texturizing techniques. | I have not yet provided evidence of this performance task. |

|  |  |
| --- | --- |
| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3476: VARIOUS HAIRCUTS**

**Level:** First Period Apprenticeship

**Prerequisite:** HSA3451: Demonstrate the Principles of Haircutting

**Description:** Students demonstrate how to successfully complete a variety of haircuts.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

|  |  |
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| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3476: VARIOUS HAIRCUTS**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. cut hair with or without layers |  |  |  |

**Teacher Signature Date**

**COURSE HSA3476: VARIOUS HAIRCUTS**

**Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. cut hair with or without layers | | | | | |
| 1.1 demonstrate various haircuts | I can consistently demonstrate various haircuts. | I can usually demonstrate various haircuts. | I sometimes need assistance to demonstrate various haircuts. | I often need assistance to demonstrate various haircuts. | I have not yet provided evidence of this performance task. |

|  |  |
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| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3481: CUSTOMIZING TECHNIQUES**

**Level:** First Period Apprenticeship

**Prerequisite:** HSA3451: Demonstrate the Principles of Haircutting

**Description:** Students demonstrate customizing techniques by successfully completing a number of customized haircuts.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

|  |  |
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| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3481: CUSTOMIZING TECHNIQUES**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. cut hair with or without layers |  |  |  |

**Teacher Signature Date**

**COURSE HSA3481: CUSTOMIZING TECHNIQUES**

**Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. cut hair with or without layers | | | | | |
| 1.1 demonstrate customizing techniques | I can consistently demonstrate customizing techniques. | I can usually demonstrate customizing techniques. | I sometimes need assistance to demonstrate customizing techniques. | I often need assistance to demonstrate customizing techniques. | I have not yet provided evidence of this performance task. |

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| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3486: HAIRCUTTING TECHNIQUES**

**Level:** First Period Apprenticeship

**Prerequisite:** HSA3451: Demonstrate the Principles of Haircutting

**Description:** Students demonstrate haircutting techniques by successfully completing a number of haircuts using various techniques.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

|  |  |
| --- | --- |
| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3486: HAIRCUTTING TECHNIQUES**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. cut hair with or without layers |  |  |  |

**Teacher Signature Date**

**COURSE HSA3486: HAIRCUTTING TECHNIQUES**

**Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. cut hair with or without layers | | | | | |
| 1.1 demonstrate haircutting techniques | I can consistently demonstrate haircutting techniques. | I can usually demonstrate haircutting techniques. | I sometimes need assistance to demonstrate haircutting techniques. | I often need assistance to demonstrate haircutting techniques. | I have not yet provided evidence of this performance task. |

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| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3491: FACIAL AND NAPE HAIR THEORY**

**Level:** First Period Apprenticeship

**Prerequisite:** HSA3900: Apprenticeship Safety

**Description:** Students explain how to trim and remove facial hair and nape hair.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

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| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3491: FACIAL AND NAPE HAIR THEORY**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. trim and remove facial and nape hair |  |  |  |

**Teacher Signature Date**

**COURSE HSA3491: FACIAL AND NAPE HAIR THEORY**

**Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. trim and remove facial and nape hair | | | | | |
| 1.1 describe facial hair and nape hair growth patterns | I can consistently describe facial hair and nape hair growth patterns. | I can usually describe facial hair and nape hair growth patterns. | I sometimes need assistance to describe facial hair and nape hair growth patterns. | I often need assistance to describe facial hair and nape hair growth patterns. | I have not yet provided evidence of this performance task. |
| 1.2 describe shapes and styles of facial hair | I can consistently describe shapes and styles of facial hair. | I can usually describe shapes and styles of facial hair. | I sometimes need assistance to describe shapes and styles of facial hair. | I often need assistance to describe shapes and styles of facial hair. | I have not yet provided evidence of this performance task. |
| 1.3 describe methods of trimming facial and nape hair | I can consistently describe methods of trimming facial and nape hair. | I can usually describe methods of trimming facial and nape hair. | I sometimes need assistance to describe methods of trimming facial and nape hair. | I often need assistance to describe methods of trimming facial and nape hair. | I have not yet provided evidence of this performance task. |
| 1.4 describe removal of facial and nape hair | I can consistently describe removal of facial and nape hair. | I can usually describe removal of facial and nape hair. | I sometimes need assistance to describe removal of facial and nape hair. | I often need assistance to describe removal of facial and nape hair. | I have not yet provided evidence of this performance task. |

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| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3496: FACIAL AND NAPE HAIR TRIMMING AND REMOVAL**

**Level:** First Period Apprenticeship

**Prerequisite:** HSA3491: Facial and Nape Hair Theory

**Description:** Students demonstrate how to use changeable and disposable blades to trim and remove facial hair and nape hair.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

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| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3496: FACIAL AND NAPE HAIR TRIMMING AND REMOVAL**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. trim and remove facial hair and nape hair |  |  |  |

**Teacher Signature Date**

**COURSE HSA3496: FACIAL AND NAPE HAIR TRIMMING AND REMOVAL**

**Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. trim and remove facial hair and nape hair | | | | | |
| 1.1 demonstrate removal of facial hair and nape hair | I can consistently demonstrate removal of facial hair and nape hair. | I can usually demonstrate removal of facial hair and nape hair. | I sometimes need assistance to demonstrate removal of facial hair and nape hair. | I often need assistance to demonstrate removal of facial hair and nape hair. | I have not yet provided evidence of this performance task. |
| 1.2 demonstrate trimming of facial hair and nape hair | I can consistently demonstrate trimming of facial hair and nape hair. | I can usually demonstrate trimming of facial hair and nape hair. | I sometimes need assistance to demonstrate trimming of facial hair and nape hair. | I often need assistance to demonstrate trimming of facial hair and nape hair. | I have not yet provided evidence of this performance task. |
| 1.3 demonstrate razor techniques | I can consistently demonstrate razor techniques. | I can usually demonstrate razor techniques. | I sometimes need assistance to demonstrate razor techniques. | I often need assistance to demonstrate razor techniques. | I have not yet provided evidence of this performance task. |

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| --- | --- |
| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3501: STYLE HAIR**

**Level:** First Period Apprenticeship

**Prerequisite:** HSA3486: Haircutting Techniques

**Description:** Students explain and demonstrate how to form and finish hairstyles in a variety of ways after a haircut.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

|  |  |
| --- | --- |
| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3501: STYLE HAIR**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. style hair after a haircut |  |  |  |

**Teacher Signature Date**

**COURSE HSA3501: STYLE HAIR**

**Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. style hair after a haircut | | | | | |
| 1.1 describe hairstyling | I can consistently describe hairstyling. | I can usually describe hairstyling. | I sometimes need assistance to describe hairstyling. | I often need assistance to describe hairstyling. | I have not yet provided evidence of this performance task. |
| 1.2 describe distribution of styling and finishing product | I can consistently describe distribution of styling and finishing product. | I can usually describe distribution of styling and finishing product. | I sometimes need assistance to describe distribution of styling and finishing product. | I often need assistance to describe distribution of styling and finishing product. | I have not yet provided evidence of this performance task. |
| 1.3 demonstrate hairstyling procedures after haircuts | I can consistently demonstrate hairstyling procedures after haircuts. | I can usually demonstrate hairstyling procedures after haircuts. | I sometimes need assistance to demonstrate hairstyling procedures after haircuts. | I often need assistance to demonstrate hairstyling procedures after haircuts. | I have not yet provided evidence of this performance task. |

|  |  |
| --- | --- |
| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3900: APPRENTICESHIP SAFETY**

**Level:** First Period Apprenticeship

**Prerequisite:** None

**Description:** Students develop the knowledge and skills required to maintain a personal health and safety plan; identify the steps for obtaining a journeyman certificate; and describe how to apply legislation, regulations, and practices of the industry.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

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| --- | --- |
| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3900: APPRENTICESHIP SAFETY**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. apply legislation, regulations, and practices ensuring safe work in the hairstylist trade |  |  |  |
| 2. use industry standard practices for climbing, lifting, rigging, and hoisting in the hairstylist trade |  |  |  |
| 3. apply industry standard practices for hazardous materials and fire protection in the hairstylist trade |  |  |  |
| 4. manage an apprenticeship to earn journeyperson certification |  |  |  |
| 5. use coaching skills when training an apprentice |  |  |  |
| 6. describe the role of the network of industry committees that represent trades and occupations in Alberta |  |  |  |

**Teacher Signature Date**

**COURSE HSA3900: APPRENTICESHIP SAFETY**

**Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. apply legislation, regulations, and practices ensuring safe work in the hairstylist trade | | | | | | |
| 1.1 demonstrate the application of the Occupational Health and Safety Act, Regulation, and Code | I can consistently demonstrate the application of the *Occupational Health and Safety Act*, *Regulation*, and *Code*. | I can usually demonstrate the application of the *Occupational Health and Safety Act*, *Regulation*, and *Code*. | | I sometimes need assistance to demonstrate the application of the *Occupational Health and Safety Act*, *Regulation*, and *Code*. | I often need assistance to demonstrate the application of the *Occupational Health and Safety Act*, *Regulation*, and *Code*. | I have not yet provided evidence of this performance task. |
| 1.2 describe the employer’s and employee’s role with Occupational Health and Safety (OH&S) regulations, Worksite Hazardous Materials Information Systems (WHMIS), fire regulations, Workers’ Compensation Board regulations, and related advisory bodies and agencies | I can consistently describe the employer’s and employee’s role with OH&S regulations, WHMIS, fire regulations, Workers’ Compensation Board regulations, and related advisory bodies and agencies. | I can usually describe the employer’s and employee’s role with OH&S regulations, WHMIS, fire regulations, Workers’ Compensation Board regulations, and related advisory bodies and agencies. | | I sometimes need assistance to describe the employer’s and employee’s role with OH&S regulations, WHMIS, fire regulations, Workers’ Compensation Board regulations, and related advisory bodies and agencies. | I often need assistance to describe the employer’s and employee’s role with OH&S regulations, WHMIS, fire regulations, Workers’ Compensation Board regulations, and related advisory bodies and agencies. | I have not yet provided evidence of this performance task. |
| 1.3 describe Alberta’s *Public Health Act* and the Personal Services Regulation as it pertains to the hairstylist industry | I can consistently describe Alberta’s *Public Health Act* and the Personal Services Regulation as it pertains to the hairstylist industry. | I can usually describe Alberta’s *Public Health Act* and the Personal Services Regulation as it pertains to the hairstylist industry. | | I sometimes need assistance to describe Alberta’s *Public Health Act* and the Personal Services Regulation as it pertains to the hairstylist industry. | I often need assistance to describe Alberta’s *Public Health Act* and the Personal Services Regulation as it pertains to the hairstylist industry. | I have not yet provided evidence of this performance task. |
| 1.4 describe industry practices for hazard assessment and control procedures | I can consistently describe industry practices for hazard assessment and control procedures. | I can usually describe industry practices for hazard assessment and control procedures. | | I sometimes need assistance to describe industry practices for hazard assessment and control procedures. | I often need assistance to describe industry practices for hazard assessment and control procedures. | I have not yet provided evidence of this performance task. |
| 1.5 describe the responsibilities of workers and employers to apply emergency procedures | I can consistently describe the responsibilities of workers and employers to apply emergency procedures. | I can usually describe the responsibilities of workers and employers to apply emergency procedures. | | I sometimes need assistance to describe the responsibilities of workers and employers to apply emergency procedures. | I often need assistance to describe the responsibilities of workers and employers to apply emergency procedures. | I have not yet provided evidence of this performance task. |
| 1.6 describe tradesperson attitudes with respect to housekeeping, personal protective equipment (PPE), and emergency procedures | I can consistently describe tradesperson attitudes with respect to housekeeping, PPE, and emergency procedures. | I can usually describe tradesperson attitudes with respect to housekeeping, PPE, and emergency procedures. | | I sometimes need assistance to describe tradesperson attitudes with respect to housekeeping, PPE, and emergency procedures. | I often need assistance to describe tradesperson attitudes with respect to housekeeping, PPE, and emergency procedures. | I have not yet provided evidence of this performance task. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1.7 describe the roles and responsibilities of employers and employees with the selection and use of PPE | I can consistently describe the roles and responsibilities of employers and employees with the selection and use of PPE. | I can usually describe the roles and responsibilities of employers and employees with the selection and use of PPE. | I sometimes need assistance to describe the roles and responsibilities of employers and employees with the selection and use of PPE. | I often need assistance to describe the roles and responsibilities of employers and employees with the selection and use of PPE. | I have not yet provided evidence of this performance task. |
| 1.8 select, use, and maintain appropriate PPE for worksite applications | I can consistently select, use, and maintain appropriate PPE for worksite applications. | I can usually select, use, and maintain appropriate PPE for worksite applications. | I sometimes need assistance to select, use, and maintain appropriate PPE for worksite applications. | I often need assistance to select, use, and maintain appropriate PPE for worksite applications. | I have not yet provided evidence of this performance task. |
| 1.9 use required PPE for tasks | I can consistently use required PPE for tasks. | I can usually required PPE for tasks. | I sometimes need assistance to required PPE for tasks. | I often need assistance to required PPE for tasks. | I have not yet provided evidence of this performance task. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 2. use industry standard practices for climbing, lifting, rigging, and hoisting in the hairstylist trade | | | | | |
| 2.1 describe manual lifting procedures | I can consistently describe manual lifting procedures. | I can usually describe manual lifting procedures. | I sometimes need assistance to describe manual lifting procedures. | I often need assistance to describe manual lifting procedures. | I have not yet provided evidence of this performance task. |
| 2.2 describe rigging hardware and associated safety factors | I can consistently describe rigging hardware and associated safety factors. | I can usually describe rigging hardware and associated safety factors. | I sometimes need assistance to describe rigging hardware and associated safety factors. | I often need assistance to describe rigging hardware and associated safety factors. | I have not yet provided evidence of this performance task. |
| 2.3 describe industry-related body mechanics | I can consistently describe  industry-related body mechanics. | I can usually describe  industry-related body mechanics. | I sometimes need assistance to describe industry-related body mechanics. | I often need assistance to describe industry-related body mechanics. | I have not yet provided evidence of this performance task. |
| 2.4 select equipment for rigging loads | I can consistently select equipment for rigging loads. | I can usually select equipment for rigging loads. | I sometimes need assistance to select equipment for rigging loads. | I often need assistance to select equipment for rigging loads. | I have not yet provided evidence of this performance task. |
| 2.5 describe hoisting and load moving procedures | I can consistently describe hoisting and load moving procedures. | I can usually describe hoisting and load moving procedures. | I sometimes need assistance to describe hoisting and load moving procedures. | I often need assistance to describe hoisting and load moving procedures. | I have not yet provided evidence of this performance task. |
| 2.6 maintain PPE for climbing, lifting, and load moving equipment | I can consistently maintain PPE for climbing, lifting, and load moving equipment. | I can usually maintain PPE for climbing, lifting, and load moving equipment. | I sometimes need assistance to maintain PPE for climbing, lifting, and load moving equipment. | I often need assistance to maintain PPE for climbing, lifting, and load moving equipment. | I have not yet provided evidence of this performance task. |
| 2.7 practise workplace ergonomics | I can consistently practise workplace ergonomics. | I can usually practise workplace ergonomics. | I sometimes need assistance to practise workplace ergonomics. | I often need assistance to practise workplace ergonomics. | I have not yet provided evidence of this performance task. |
| 2.8 use PPE for climbing, lifting, and load moving equipment | I can consistently use PPE for climbing, lifting, and load moving equipment. | I can usually use PPE for climbing, lifting, and load moving equipment. | I sometimes need assistance to use PPE for climbing, lifting, and load moving equipment. | I often need assistance to use PPE for climbing, lifting, and load moving equipment. | I have not yet provided evidence of this performance task. |

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| 3. apply industry standard practices for hazardous materials and fire protection in the hairstylist trade | | | | | |
| 3.1 describe roles, responsibilities, features, and practices related to the WHMIS program | I can consistently describe roles, responsibilities, features, and practices related to the WHMIS program. | I can usually describe roles, responsibilities, features, and practices related to the WHMIS program. | I sometimes need assistance to describe roles, responsibilities, features, and practices related to the WHMIS program. | I often need assistance to describe roles, responsibilities, features, and practices related to the WHMIS program. | I have not yet provided evidence of this performance task. |
| 3.2 describe three key elements of WHMIS | I can consistently describe three key elements of WHMIS. | I can usually describe three key elements of WHMIS. | I sometimes need assistance to describe three key elements of WHMIS. | I often need assistance to describe three key elements of WHMIS. | I have not yet provided evidence of this performance task. |
| 3.3 describe handling, storing, and transporting procedures for hazardous material | I can consistently describe handling, storing, and transporting procedures for hazardous material. | I can usually describe handling, storing, and transporting procedures for hazardous material. | I sometimes need assistance to describe handling, storing, and transporting procedures for hazardous material. | I often need assistance to describe handling, storing, and transporting procedures for hazardous material. | I have not yet provided evidence of this performance task. |
| 3.4 describe venting procedures when working with hazardous materials | I can consistently describe venting procedures when working with hazardous materials. | I can usually describe venting procedures when working with hazardous materials. | I sometimes need assistance to describe venting procedures when working with hazardous materials. | I often need assistance to describe venting procedures when working with hazardous materials. | I have not yet provided evidence of this performance task. |
| 3.5 describe hazards, classes, procedures, and equipment related to fire protection | I can consistently describe hazards, classes, procedures, and equipment related to fire protection. | I can usually describe hazards, classes, procedures, and equipment related to fire protection. | I sometimes need assistance to describe hazards, classes, procedures, and equipment related to fire protection. | I often need assistance to describe hazards, classes, procedures, and equipment related to fire protection. | I have not yet provided evidence of this performance task. |

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| 4. manage an apprenticeship to earn journeyperson certification | | | | | |
| 4.1 describe the contractual responsibilities of the apprentice, the employer, and Alberta Apprenticeship and Industry Training | I can consistently describe the contractual responsibilities of the apprentice, the employer, and Alberta Apprenticeship and Industry Training. | I can usually describe the contractual responsibilities of the apprentice, the employer, and Alberta Apprenticeship and Industry Training. | I sometimes need assistance to describe the contractual responsibilities of the apprentice, the employer, and Alberta Apprenticeship and Industry Training. | I often need assistance to describe the contractual responsibilities of the apprentice, the employer, and Alberta Apprenticeship and Industry Training. | I have not yet provided evidence of this performance task. |
| 4.2 describe the purpose of the apprentice record book | I can consistently describe the purpose of the apprentice record book. | I can usually describe the purpose of the apprentice record book. | I sometimes need assistance to describe the purpose of the apprentice record book. | I often need assistance to describe the purpose of the apprentice record book. | I have not yet provided evidence of this performance task. |
| 4.3 describe the procedure for changing employers during an active apprenticeship | I can consistently describe the procedure for changing employers during an active apprenticeship. | I can usually describe the procedure for changing employers during an active apprenticeship. | I sometimes need assistance to describe the procedure for changing employers during an active apprenticeship. | I often need assistance to describe the procedure for changing employers during an active apprenticeship. | I have not yet provided evidence of this performance task. |
| 4.4 describe the purpose of the course outline | I can consistently describe the purpose of the course outline. | I can usually describe the purpose of the course outline. | I sometimes need assistance to describe the purpose of the course outline. | I often need assistance to describe the purpose of the course outline. | I have not yet provided evidence of this performance task. |
| 4.5 describe the procedure for progressing through an apprenticeship | I can consistently describe the procedure for progressing through an apprenticeship. | I can usually describe the procedure for progressing through an apprenticeship. | I sometimes need assistance to describe the procedure for progressing through an apprenticeship. | I often need assistance to describe the procedure for progressing through an apprenticeship. | I have not yet provided evidence of this performance task. |
| 4.6 describe advancement opportunities in this trade | I can consistently describe advancement opportunities in this trade. | I can usually describe advancement opportunities in this trade. | I sometimes need assistance to describe advancement opportunities in this trade. | I often need assistance to describe advancement opportunities in this trade. | I have not yet provided evidence of this performance task. |

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| 5. use coaching skills when training an apprentice | | | | | |
| 5.1 describe the process for coaching an apprentice | I can consistently describe the process for coaching an apprentice. | I can usually describe the process for coaching an apprentice. | I sometimes need assistance to describe the process for coaching an apprentice. | I often need assistance to describe the process for coaching an apprentice. | I have not yet provided evidence of this performance task. |

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| 6. describe the role of the network of industry committees that represent trades and occupations in Alberta | | | | | |
| 6.1 describe Alberta’s Apprenticeship and Industry Training system | I can consistently describe Alberta’s Apprenticeship and Industry Training system. | I can usually describe Alberta’s Apprenticeship and Industry Training system. | I sometimes need assistance to describe Alberta’s Apprenticeship and Industry Training system. | I often need assistance to describe Alberta’s Apprenticeship and Industry Training system. | I have not yet provided evidence of this performance task. |
| 6.2 describe roles and responsibilities of the Alberta Apprenticeship and Industry Training Board, the government of Alberta, and post-secondary institutions | I can consistently describe roles and responsibilities of the Alberta Apprenticeship and Industry Training Board, the government of Alberta, and  post-secondary institutions. | I can usually describe roles and responsibilities of the Alberta Apprenticeship and Industry Training Board, the government of Alberta, and  post-secondary institutions. | I sometimes need assistance to describe roles and responsibilities of the Alberta Apprenticeship and Industry Training Board, the government of Alberta, and  post-secondary institutions. | I often need assistance to describe roles and responsibilities of the Alberta Apprenticeship and Industry Training Board, the government of Alberta, and  post-secondary institutions. | I have not yet provided evidence of this performance task. |
| 6.3 describe roles and responsibilities of the Provincial Apprenticeship Committees (PACs), Local Apprenticeship Committees (LACs), and Occupational Committees (OCs) | I can consistently describe roles and responsibilities of the PACs, LACs, and OCs. | I can usually describe roles and responsibilities of the PACs, LACs, and OCs. | I sometimes need assistance to describe roles and responsibilities of the PACs, LACs, and OCs. | I often need assistance to describe roles and responsibilities of the PACs, LACs, and OCs. | I have not yet provided evidence of this performance task. |

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| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3506: STYLING, PERMING, AND COLOURING TOOLS AND EQUIPMENT**

**Level:** Second Period Apprenticeship

**Prerequisite:** HSA3900: Apprenticeship Safety

**Description:** Students describe, maintain, and use tools and equipment for styling, perming, and colouring hair. Students demonstrate how to use styling aids for wet hair.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

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| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3506: STYLING, PERMING, AND COLOURING TOOLS AND EQUIPMENT**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. use and maintain hairstyling, perming, and colouring tools and equipment |  |  |  |
| 2. use styling aids for wet hair |  |  |  |

**Teacher Signature Date**

**COURSE HSA3506: STYLING, PERMING, AND COLOURING TOOLS AND EQUIPMENT**

**Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. use and maintain hairstyling, perming, and colouring tools and equipment | | | | | | |
| 1.1 describe tools and equipment used for styling, perming, and colouring hair | I can consistently describe tools and equipment used for styling, perming, and colouring hair. | I can usually describe tools and equipment used for styling, perming, and colouring hair. | | I sometimes need assistance to describe tools and equipment used for styling, perming, and colouring hair. | I often need assistance to describe tools and equipment used for styling, perming, and colouring hair. | I have not yet provided evidence of this performance task. |
| 1.2 describe power tools and equipment used for styling, perming, and colouring hair | I can consistently describe power tools and equipment used for styling, perming, and colouring hair. | I can usually describe power tools and equipment used for styling, perming, and colouring hair. | | I sometimes need assistance to describe power tools and equipment used for styling, perming, and colouring hair. | I often need assistance to describe power tools and equipment used for styling, perming, and colouring hair. | I have not yet provided evidence of this performance task. |
| 1.3 describe procedures for sanitizing and disinfecting tools and equipment | I can consistently describe procedures for sanitizing and disinfecting tools and equipment. | I can usually describe procedures for sanitizing and disinfecting tools and equipment. | | I sometimes need assistance to describe procedures for sanitizing and disinfecting tools and equipment. | I often need assistance to describe procedures for sanitizing and disinfecting tools and equipment. | I have not yet provided evidence of this performance task. |

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| 1.4 describe the replacement of sanitizing and disinfectant solutions | I can consistently describe the replacement of sanitizing and disinfectant solutions. | I can usually describe the replacement of sanitizing and disinfectant solutions. | I sometimes need assistance to describe the replacement of sanitizing and disinfectant solutions. | I often need assistance to describe the replacement of sanitizing and disinfectant solutions. | I have not yet provided evidence of this performance task. |
| 1.5 describe safety and maintenance for tools and equipment | I can consistently describe safety and maintenance for tools and equipment. | I can usually describe safety and maintenance for tools and equipment. | I sometimes need assistance to describe safety and maintenance for tools and equipment. | I often need assistance to describe safety and maintenance for tools and equipment. | I have not yet provided evidence of this performance task. |
| 1.6 demonstrate infection control for hairstyling tools and electrical equipment | I can consistently demonstrate infection control for hairstyling tools and electrical equipment. | I can usually demonstrate infection control for hairstyling tools and electrical equipment. | I sometimes need assistance to demonstrate infection control for hairstyling tools and electrical equipment. | I often need assistance to demonstrate infection control for hairstyling tools and electrical equipment. | I have not yet provided evidence of this performance task. |
| 1.7 demonstrate maintenance of tools and equipment used for styling, perming, and colouring hair | I can consistently demonstrate maintenance of tools and equipment used for styling, perming, and colouring hair. | I can usually demonstrate maintenance of tools and equipment used for styling, perming, and colouring hair. | I sometimes need assistance to demonstrate maintenance of tools and equipment used for styling, perming, and colouring hair. | I often need assistance to demonstrate maintenance of tools and equipment used for styling, perming, and colouring hair. | I have not yet provided evidence of this performance task. |
| 1.8 use styling, perming, and colouring hair tools and equipment | I can consistently use styling, perming, and colouring hair tools and equipment. | I can usually use styling, perming, and colouring hair tools and equipment. | I sometimes need assistance to use styling, perming, and colouring hair tools and equipment. | I often need assistance to use styling, perming, and colouring hair tools and equipment. | I have not yet provided evidence of this performance task. |

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| 2. use styling aids for wet hair | | | | | |
| 2.1 describe the removal of excess moisture | I can consistently describe the removal of excess moisture. | I can usually describe the removal of excess moisture. | I sometimes need assistance to describe the removal of excess moisture. | I often need assistance to describe the removal of excess moisture. | I have not yet provided evidence of this performance task. |
| 2.2 describe styling aids and applications | I can consistently describe styling aids and applications. | I can usually describe styling aids and applications. | I sometimes need assistance to describe styling aids and applications. | I often need assistance to describe styling aids and applications. | I have not yet provided evidence of this performance task. |
| 2.3 demonstrate the removal of excess moisture | I can consistently demonstrate the removal of excess moisture. | I can usually demonstrate the removal of excess moisture. | I sometimes need assistance to demonstrate the removal of excess moisture. | I often need assistance to demonstrate the removal of excess moisture. | I have not yet provided evidence of this performance task. |
| 2.4 demonstrate applications of styling aids | I can consistently demonstrate applications of styling aids. | I can usually demonstrate applications of styling aids. | I sometimes need assistance to demonstrate applications of styling aids. | I often need assistance to demonstrate applications of styling aids. | I have not yet provided evidence of this performance task. |

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| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3511: DRYING HAIR**

**Level:** Second Period Apprenticeship

**Prerequisite:** HSA3900: Apprenticeship Safety

**Description:** Students describe and demonstrate effective techniques to dry hair.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

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| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3511: DRYING HAIR**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. dry hair |  |  |  |

**Teacher Signature Date**

**COURSE HSA3511: DRYING HAIR**

**Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. dry hair | | | | | | |
| 1.1 describe pre-drying techniques | I can consistently describe pre-drying techniques. | I can usually describe pre-drying techniques. | | I sometimes need assistance to describe pre-drying techniques. | I often need assistance to describe pre-drying techniques. | I have not yet provided evidence of this performance task. |
| 1.2 describe manipulation of hair | I can consistently describe manipulation of hair. | I can usually describe manipulation of hair. | | I sometimes need assistance to describe manipulation of hair. | I often need assistance to describe manipulation of hair. | I have not yet provided evidence of this performance task. |
| 1.3 demonstrate directing hair using the hands | I can consistently demonstrate directing hair using the hands. | I can usually demonstrate directing hair using the hands. | | I sometimes need assistance to demonstrate directing hair using the hands. | I often need assistance to demonstrate directing hair using the hands. | I have not yet provided evidence of this performance task. |
| 1.4 demonstrate the use of products | I can consistently demonstrate the use of products. | I can usually demonstrate the use of products. | | I sometimes need assistance to demonstrate the use of products. | I often need assistance to demonstrate the use of products. | I have not yet provided evidence of this performance task. |

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| 1.5 explain the use of products for specific texture and natural growth patterns | I can consistently explain the use of products for specific texture and natural growth patterns. | I can usually explain the use of products for specific texture and natural growth patterns. | I sometimes need assistance to explain the use of products for specific texture and natural growth patterns. | I often need assistance to explain the use of products for specific texture and natural growth patterns. | I have not yet provided evidence of this performance task. |
| 1.6 demonstrate the use of tools and equipment used for drying the hair | I can consistently demonstrate the use of tools and equipment used for drying the hair. | I can usually demonstrate the use of tools and equipment used for drying the hair. | I sometimes need assistance to demonstrate the use of tools and equipment used for drying the hair. | I often need assistance to demonstrate the use of tools and equipment used for drying the hair. | I have not yet provided evidence of this performance task. |

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| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3516: SETTING WET HAIR**

**Level:** Second Period Apprenticeship

**Prerequisite:** HSA3900: Apprenticeship Safety

**Description:** Students describe and demonstrate techniques for setting wet hair into style patterns.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

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| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3516: SETTING WET HAIR**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. set wet hair into a style pattern |  |  |  |

**Teacher Signature Date**

**COURSE HSA3516: SETTING WET HAIR**

**Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. set wet hair into a style pattern | | | | | | |
| 1.1 describe the use of styling products | I can consistently describe the use of styling products. | I can usually describe the use of styling products. | | I sometimes need assistance to describe the use of styling products. | I often need assistance to describe the use of styling products. | I have not yet provided evidence of this performance task. |
| 1.2 describe wet setting techniques for styling hair | I can consistently describe wet setting techniques for styling hair. | I can usually describe wet setting techniques for styling hair. | | I sometimes need assistance to describe wet setting techniques for styling hair. | I often need assistance to describe wet setting techniques for styling hair. | I have not yet provided evidence of this performance task. |
| 1.3 describe starting point and establish direction of hair | I can consistently describe starting point and establish direction of hair. | I can usually describe starting point and establish direction of hair. | | I sometimes need assistance to describe starting point and establish direction of hair. | I often need assistance to describe starting point and establish direction of hair. | I have not yet provided evidence of this performance task. |
| 1.4 describe finger waving, pin curling, and roller setting | I can consistently describe finger waving, pin curling, and roller setting. | I can usually describe finger waving, pin curling, and roller setting. | | I sometimes need assistance to describe finger waving, pin curling, and roller setting. | I often need assistance to describe finger waving, pin curling, and roller setting. | I have not yet provided evidence of this performance task. |
| 1.5 demonstrate techniques for hair manipulation | I can consistently demonstrate techniques for hair manipulation. | I can usually demonstrate techniques for hair manipulation. | | I sometimes need assistance to demonstrate techniques for hair manipulation. | I often need assistance to demonstrate techniques for hair manipulation. | I have not yet provided evidence of this performance task. |
| 1.6 demonstrate setting wet hair into a style pattern | I can consistently demonstrate setting wet hair into a style pattern. | I can usually demonstrate setting wet hair into a style pattern. | | I sometimes need assistance to demonstrate setting wet hair into a style pattern. | I often need assistance to demonstrate setting wet hair into a style pattern. | I have not yet provided evidence of this performance task. |

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| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3521: STYLING DRY HAIR**

**Level:** Second Period Apprenticeship

**Prerequisite:** HSA3900: Apprenticeship Safety

**Description:** Students describe and demonstrate tools and aids to style dry hair.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

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| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3521: STYLING DRY HAIR**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. style dry hair |  |  |  |

**Teacher Signature Date**

**COURSE HSA3521: STYLING DRY HAIR**

**Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. style dry hair | | | | | | |
| 1.1 describe types of dry hairstyling and finishing aids | I can consistently describe types of dry hairstyling and finishing aids. | I can usually describe types of dry hairstyling and finishing aids. | | I sometimes need assistance to describe types of dry hairstyling and finishing aids. | I often need assistance to describe types of dry hairstyling and finishing aids. | I have not yet provided evidence of this performance task. |
| 1.2 describe distribution of styling and finishing aids | I can consistently describe distribution of styling and finishing aids. | I can usually describe distribution of styling and finishing aids. | | I sometimes need assistance to describe distribution of styling and finishing aids. | I often need assistance to describe distribution of styling and finishing aids. | I have not yet provided evidence of this performance task. |
| 1.3 describe procedures to style dry hair using thermal irons | I can consistently describe procedures to style dry hair using thermal irons. | I can usually describe procedures to style dry hair using thermal irons. | | I sometimes need assistance to describe procedures to style dry hair using thermal irons. | I often need assistance to describe procedures to style dry hair using thermal irons. | I have not yet provided evidence of this performance task. |
| 1.4 describe procedures to protect the integrity of the hair and the scalp | I can consistently describe procedures to protect the integrity of the hair and the scalp. | I can usually describe procedures to protect the integrity of the hair and the scalp. | | I sometimes need assistance to describe procedures to protect the integrity of the hair and the scalp. | I often need assistance to describe procedures to protect the integrity of the hair and the scalp. | I have not yet provided evidence of this performance task. |
| 1.5 demonstrate thermal hairstyling methods and techniques | I can consistently demonstrate thermal hairstyling methods and techniques. | I can usually demonstrate thermal hairstyling methods and techniques. | | I sometimes need assistance to demonstrate thermal hairstyling methods and techniques. | I often need assistance to demonstrate thermal hairstyling methods and techniques. | I have not yet provided evidence of this performance task. |
| 1.6 demonstrate dry hairstyling procedures | I can consistently demonstrate dry hairstyling procedures. | I can usually demonstrate dry hairstyling procedures. | | I sometimes need assistance to demonstrate dry hairstyling procedures. | I often need assistance to demonstrate dry hairstyling procedures. | I have not yet provided evidence of this performance task. |

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| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3526: UPDO AND UPSTYLE STYLING TECHNIQUES**

**Level:** Second Period Apprenticeship

**Prerequisite:** HSA3900: Apprenticeship Safety

**Description:** Students describe and demonstrate techniques for creating updo and upstyle hairstyles.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

|  |  |
| --- | --- |
| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3526: UPDO AND UPSTYLE STYLING TECHNIQUES**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. create updo and upstyle hairstyles |  |  |  |

**Teacher Signature Date**

**COURSE HSA3526: UPDO AND UPSTYLE STYLING TECHNIQUES**

**Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. create updo and upstyle hairstyles | | | | | | |
| 1.1 describe updo and upstyle hairstyles | I can consistently describe updo and upstyle hairstyles. | I can usually describe updo and upstyle hairstyles. | | I sometimes need assistance to describe updo and upstyle hairstyles. | I often need assistance to describe updo and upstyle hairstyles. | I have not yet provided evidence of this performance task. |
| 1.2 describe special techniques and procedures to create updos | I can consistently describe special techniques and procedures to create updos. | I can usually describe special techniques and procedures to create updos. | | I sometimes need assistance to describe special techniques and procedures to create updos. | I often need assistance to describe special techniques and procedures to create updos. | I have not yet provided evidence of this performance task. |
| 1.3 demonstrate updo and upstyle techniques | I can consistently demonstrate updo and upstyle techniques. | I can usually demonstrate updo and upstyle techniques. | | I sometimes need assistance to demonstrate updo and upstyle techniques. | I often need assistance to demonstrate updo and upstyle techniques. | I have not yet provided evidence of this performance task. |

|  |  |
| --- | --- |
| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3531: STYLE HAIR USING ACCESSORIES**

**Level:** Second Period Apprenticeship

**Prerequisite:** HSA3900: Apprenticeship Safety

**Description:** Students learn and demonstrate how to use accessories when styling hair by creating a variety of hairstyles. Students learn and demonstrate how to use brushes and combs on a variety of haircuts and styles.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

|  |  |
| --- | --- |
| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3531: STYLE HAIR USING ACCESSORIES**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. create hairstyles using hair accessories |  |  |  |
| 2. brush and comb out hair |  |  |  |

**Teacher Signature Date**

**COURSE HSA3531: STYLE HAIR USING ACCESSORIES**

**Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. create hairstyles using hair accessories | | | | | | |
| 1.1 describe hair accessories and their uses | I can consistently describe hair accessories and their uses. | I can usually describe hair accessories and their uses. | | I sometimes need assistance to describe hair accessories and their uses. | I often need assistance to describe hair accessories and their uses. | I have not yet provided evidence of this performance task. |
| 1.2 demonstrate the use of hair accessories to create a hairstyle | I can consistently demonstrate the use of hair accessories to create a hairstyle. | I can usually demonstrate the use of hair accessories to create a hairstyle. | | I sometimes need assistance to demonstrate the use of hair accessories to create a hairstyle. | I often need assistance to demonstrate the use of hair accessories to create a hairstyle. | I have not yet provided evidence of this performance task. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 2. brush and comb out hair | | | | | |
| 2.1 describe uses of brushes and combs | I can consistently describe uses of brushes and combs. | I can usually describe uses of brushes and combs. | I sometimes need assistance to describe uses of brushes and combs. | I often need assistance to describe uses of brushes and combs. | I have not yet provided evidence of this performance task. |
| 2.2 describe comb out procedures | I can consistently describe comb out procedures. | I can usually describe comb out procedures. | I sometimes need assistance to describe comb out procedures. | I often need assistance to describe comb out procedures. | I have not yet provided evidence of this performance task. |
| 2.3 demonstrate procedures to relax the hair | I can consistently demonstrate procedures to relax the hair. | I can usually demonstrate procedures to relax the hair. | I sometimes need assistance to demonstrate procedures to relax the hair. | I often need assistance to demonstrate procedures to relax the hair. | I have not yet provided evidence of this performance task. |
| 2.4 demonstrate techniques for how to backcomb and backbrush | I can consistently demonstrate techniques for how to backcomb and backbrush. | I can usually demonstrate techniques for how to backcomb and backbrush. | I sometimes need assistance to demonstrate techniques for how to backcomb and backbrush. | I often need assistance to demonstrate techniques for how to backcomb and backbrush. | I have not yet provided evidence of this performance task. |
| 2.5 demonstrate finishing and refining techniques | I can consistently demonstrate finishing and refining techniques. | I can usually demonstrate finishing and refining techniques. | I sometimes need assistance to demonstrate finishing and refining techniques. | I often need assistance to demonstrate finishing and refining techniques. | I have not yet provided evidence of this performance task. |

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| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3536: HAIR WRAPPING 1**

**Level:** Second Period Apprenticeship

**Prerequisite:** HSA3900: Apprenticeship Safety

**Description:** Students explain procedures for hair wrapping.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

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| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3536: HAIR WRAPPING 1**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. wrap hair |  |  |  |

**Teacher Signature Date**

**COURSE HSA3536: HAIR WRAPPING 1**

**Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. wrap hair | | | | | | |
| 1.1 describe processes for hair waving | I can consistently describe processes for hair waving. | I can usually describe processes for hair waving. | | I sometimes need assistance to describe processes for hair waving. | I often need assistance to describe processes for hair waving. | I have not yet provided evidence of this performance task. |
| 1.2 describe physical and chemical phases of chemical waving | I can consistently describe physical and chemical phases of chemical waving. | I can usually describe physical and chemical phases of chemical waving. | | I sometimes need assistance to describe physical and chemical phases of chemical waving. | I often need assistance to describe physical and chemical phases of chemical waving. | I have not yet provided evidence of this performance task. |
| 1.3 describe how to section hair for chemical waving | I can consistently describe how to section hair for chemical waving. | I can usually describe how to section hair for chemical waving. | | I sometimes need assistance to describe how to section hair for chemical waving. | I often need assistance to describe how to section hair for chemical waving. | I have not yet provided evidence of this performance task. |
| 1.4 describe procedures for hair wrapping | I can consistently describe procedures for hair wrapping. | I can usually describe procedures for hair wrapping. | | I sometimes need assistance to describe procedures for hair wrapping. | I often need assistance to describe procedures for hair wrapping. | I have not yet provided evidence of this performance task. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1.5 describe techniques for hair wrapping for long hair | I can consistently describe techniques for hair wrapping for long hair. | I can usually describe techniques for hair wrapping for long hair. | I sometimes need assistance to describe techniques for hair wrapping for long hair. | I often need assistance to describe techniques for hair wrapping for long hair. | I have not yet provided evidence of this performance task. |

|  |  |
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| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3541: HAIR WRAPPING 2**

**Level:** Second Period Apprenticeship

**Prerequisite:** HSA3536: Hair Wrapping 1

**Description:** Students demonstrate procedures for hair wrapping on a variety of hair types.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

|  |  |
| --- | --- |
| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3541: HAIR WRAPPING 2**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. wrap hair |  |  |  |

**Teacher Signature Date**

**COURSE HSA3541: HAIR WRAPPING 2**

**Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. wrap hair | | | | | | |
| 1.1 inspect hair and scalp prior to non-chemical and chemical services | I can consistently inspect hair and scalp prior to non-chemical and chemical services. | I can usually inspect hair and scalp prior to non-chemical and chemical services. | | I sometimes need assistance to inspect hair and scalp prior to non-chemical and chemical services. | I often need assistance to inspect hair and scalp prior to non-chemical and chemical services. | I have not yet provided evidence of this performance task. |
| 1.2 demonstrate sectioning and hair wrapping procedures | I can consistently demonstrate sectioning and hair wrapping procedures. | I can usually demonstrate sectioning and hair wrapping procedures. | | I sometimes need assistance to demonstrate sectioning and hair wrapping procedures. | I often need assistance to demonstrate sectioning and hair wrapping procedures. | I have not yet provided evidence of this performance task. |

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| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3546: CHEMICAL WAVING 1**

**Level:** Second Period Apprenticeship

**Prerequisite:** HSA3900: Apprenticeship Safety

**Description:** Students describe how to perm hair using chemical waving and neutralizing solutions.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstyling trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

|  |  |
| --- | --- |
| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3546: CHEMICAL WAVING 1**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. describe how to process hair using waving solutions |  |  |  |

**Teacher Signature Date**

**COURSE HSA3546: CHEMICAL WAVING 1**

**Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. describe how to process hair using waving solutions | | | | | | |
| 1.1 describe waving and neutralizing solutions | I can consistently describe waving and neutralizing solutions. | I can usually describe waving and neutralizing solutions. | | I sometimes need assistance to describe waving and neutralizing solutions. | I often need assistance to describe waving and neutralizing solutions. | I have not yet provided evidence of this performance task. |
| 1.2 describe waving and neutralizing application techniques and procedures | I can consistently describe waving and neutralizing application techniques and procedures. | I can usually describe waving and neutralizing application techniques and procedures. | | I sometimes need assistance to describe waving and neutralizing application techniques and procedures. | I often need assistance to describe waving and neutralizing application techniques and procedures. | I have not yet provided evidence of this performance task. |
| 1.3 describe processing time for waving and neutralizing solutions | I can consistently describe processing time for waving and neutralizing solutions. | I can usually describe processing time for waving and neutralizing solutions. | | I sometimes need assistance to describe processing time for waving and neutralizing solutions. | I often need assistance to describe processing time for waving and neutralizing solutions. | I have not yet provided evidence of this performance task. |

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| --- | --- | --- | --- | --- | --- |
| 1.4 describe test curls | I can consistently describe test curls. | I can usually describe test curls. | I sometimes need assistance to describe test curls. | I often need assistance to describe test curls. | I have not yet provided evidence of this performance task. |
| 1.5 describe water control for chemical waving | I can consistently describe water control for chemical waving. | I can usually describe water control for chemical waving. | I sometimes need assistance to describe water control for chemical waving. | I often need assistance to describe water control for chemical waving. | I have not yet provided evidence of this performance task. |
| 1.6 describe removal of waving and neutralizing solutions | I can consistently describe removal of waving and neutralizing solutions. | I can usually describe removal of waving and neutralizing solutions. | I sometimes need assistance to describe removal of waving and neutralizing solutions. | I often need assistance to describe removal of waving and neutralizing solutions. | I have not yet provided evidence of this performance task. |
| 1.7 describe removal of tools and excess moisture | I can consistently describe removal of tools and of excess moisture. | I can usually describe removal of tools and of excess moisture. | I sometimes need assistance to describe removal of tools and of excess moisture. | I often need assistance to describe removal of tools and of excess moisture. | I have not yet provided evidence of this performance task. |

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| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3551: CHEMICAL WAVING 2**

**Level:** Second Period Apprenticeship

**Prerequisite:** HSA3546: Chemical Waving 1

**Description:** Students demonstrate how to perm hair using chemical waving and neutralizing solutions on a variety of hair types.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

|  |  |
| --- | --- |
| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3551: CHEMICAL WAVING 2**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. demonstrate how to process hair using waving solutions |  |  |  |

**Teacher Signature Date**

**COURSE HSA3551: CHEMICAL WAVING 2**

**Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. demonstrate how to process hair using waving solutions | | | | | | |
| 1.1 demonstrate waving and neutralizing solutions application techniques and procedures | I can consistently demonstrate waving and neutralizing solutions application techniques and procedures. | I can usually demonstrate waving and neutralizing solutions application techniques and procedures. | | I sometimes need assistance to demonstrate waving and neutralizing solutions application techniques and procedures. | I often need assistance to demonstrate waving and neutralizing solutions application techniques and procedures. | I have not yet provided evidence of this performance task. |
| 1.2 demonstrate processing time test curls | I can consistently demonstrate processing time test curls. | I can usually demonstrate processing time test curls. | | I sometimes need assistance to demonstrate processing time test curls. | I often need assistance to demonstrate processing time test curls. | I have not yet provided evidence of this performance task. |
| 1.3 demonstrate processing hair using chemical waving and neutralizing solutions | I can consistently demonstrate processing hair using chemical waving and neutralizing solutions. | I can usually demonstrate processing hair using chemical waving and neutralizing solutions. | | I sometimes need assistance to demonstrate processing hair using chemical waving and neutralizing solutions. | I often need assistance to demonstrate processing hair using chemical waving and neutralizing solutions. | I have not yet provided evidence of this performance task. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1.4 demonstrate setting water temperature and pressure | I can consistently demonstrate setting water temperature and pressure. | I can usually demonstrate setting water temperature and pressure. | I sometimes need assistance to demonstrate setting water temperature and pressure. | I often need assistance to demonstrate setting water temperature and pressure. | I have not yet provided evidence of this performance task. |
| 1.5 demonstrate rinsing techniques | I can consistently demonstrate rinsing techniques. | I can usually demonstrate rinsing techniques. | I sometimes need assistance to demonstrate rinsing techniques. | I often need assistance to demonstrate rinsing techniques. | I have not yet provided evidence of this performance task. |
| 1.6 demonstrate removal of tools and excess moisture | I can consistently demonstrate removal of tools and excess moisture. | I can usually demonstrate removal of tools and excess moisture. | I sometimes need assistance to demonstrate removal of tools and excess moisture. | I often need assistance to demonstrate removal of tools and excess moisture. | I have not yet provided evidence of this performance task. |

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| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3556: CHEMICAL RELAXERS 1**

**Level:** Second Period Apprenticeship

**Prerequisite:** HSA3900: Apprenticeship Safety

**Description:** Students describe how to use and remove chemical relaxers and neutralizing solutions.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

|  |  |
| --- | --- |
| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3556: CHEMICAL RELAXERS 1**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. describe how to process hair using relaxing solutions |  |  |  |

**Teacher Signature Date**

**COURSE HSA3556: CHEMICAL RELAXERS 1**

**Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. describe how to process hair using relaxing solutions | | | | | | |
| 1.1 describe types and uses of chemical relaxers | I can consistently describe types and uses of chemical relaxers. | I can usually describe types and uses of chemical relaxers. | | I sometimes need assistance to describe types and uses of chemical relaxers. | I often need assistance to describe types and uses of chemical relaxers. | I have not yet provided evidence of this performance task. |
| 1.2 describe the tools used for chemical relaxing hair | I can consistently describe the tools used for chemical relaxing hair. | I can usually describe the tools used for chemical relaxing hair. | | I sometimes need assistance to describe the tools used for chemical relaxing hair. | I often need assistance to describe the tools used for chemical relaxing hair. | I have not yet provided evidence of this performance task. |
| 1.3 describe application procedures for chemical relaxers and neutralizing solutions | I can consistently describe application procedures for chemical relaxers and neutralizing solutions. | I can usually describe application procedures for chemical relaxers and neutralizing solutions. | | I sometimes need assistance to describe application procedures for chemical relaxers and neutralizing solutions. | I often need assistance to describe application procedures for chemical relaxers and neutralizing solutions. | I have not yet provided evidence of this performance task. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1.4 describe processing of hair using chemical relaxers and neutralizing solutions | I can consistently describe processing of hair using chemical relaxers and neutralizing solutions. | I can usually describe processing of hair using chemical relaxers and neutralizing solutions. | I sometimes need assistance to describe processing of hair using chemical relaxers and neutralizing solutions. | I often need assistance to describe processing of hair using chemical relaxers and neutralizing solutions. | I have not yet provided evidence of this performance task. |
| 1.5 describe the processing time for chemical relaxers and neutralizing solutions | I can consistently describe the processing time for chemical relaxers and neutralizing solutions. | I can usually describe the processing time for chemical relaxers and neutralizing solutions. | I sometimes need assistance to describe the processing time for chemical relaxers and neutralizing solutions. | I often need assistance to describe the processing time for chemical relaxers and neutralizing solutions. | I have not yet provided evidence of this performance task. |
| 1.6 describe the strand test for chemical relaxers | I can consistently describe the strand test for chemical relaxers. | I can usually describe the strand test for chemical relaxers. | I sometimes need assistance to describe the strand test for chemical relaxers. | I often need assistance to describe the strand test for chemical relaxers. | I have not yet provided evidence of this performance task. |
| 1.7 describe the removal of chemical relaxers and neutralizing solutions | I can consistently describe the removal of chemical relaxers and neutralizing solutions. | I can usually describe the removal of chemical relaxers and neutralizing solutions. | I sometimes need assistance to describe the removal of chemical relaxers and neutralizing solutions. | I often need assistance to describe the removal of chemical relaxers and neutralizing solutions. | I have not yet provided evidence of this performance task. |

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| --- | --- |
| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3561: CHEMICAL RELAXERS 2**

**Level:** Second Period Apprenticeship

**Prerequisite:** HSA3556: Chemical Relaxers 1

**Description:** Students demonstrate how to use and remove chemical relaxers and neutralizing solutions.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

|  |  |
| --- | --- |
| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3561: CHEMICAL RELAXERS 2**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. demonstrate how to process hair using relaxing solutions |  |  |  |

**Teacher Signature Date**

**COURSE HSA3561: CHEMICAL RELAXERS 2**

**Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. demonstrate how to process hair using relaxing solutions | | | | | | |
| 1.1 demonstrate application procedures for using chemical relaxers and neutralizing solutions | I can consistently demonstrate application procedures for using chemical relaxers and neutralizing solutions. | I can usually demonstrate application procedures for using chemical relaxers and neutralizing solutions. | | I sometimes need assistance to demonstrate application procedures for using chemical relaxers and neutralizing solutions. | I often need assistance to demonstrate application procedures for using chemical relaxers and neutralizing solutions. | I have not yet provided evidence of this performance task. |
| 1.2 demonstrate the procedure to perform a strand test | I can consistently demonstrate the procedure to perform a strand test. | I can usually demonstrate the procedure to perform a strand test. | | I sometimes need assistance to demonstrate the procedure to perform a strand test. | I often need assistance to demonstrate the procedure to perform a strand test. | I have not yet provided evidence of this performance task. |
| 1.3 demonstrate the removal of chemical relaxers and neutralizing solutions | I can consistently demonstrate the removal of chemical relaxers and neutralizing solutions. | I can usually demonstrate the removal of chemical relaxers and neutralizing solutions. | | I sometimes need assistance to demonstrate the removal of chemical relaxers and neutralizing solutions. | I often need assistance to demonstrate the removal of chemical relaxers and neutralizing solutions. | I have not yet provided evidence of this performance task. |

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| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3566: COLOURING HAIR 1**

**Level:** Second Period Apprenticeship

**Prerequisite:** HSA3900: Apprenticeship Safety

**Description:** Students describe the basic principles of colour and the chemistry of hair colouring. Students describe the procedures to do predisposition and strand tests. Students describe the procedures to apply temporary hair colouring. Students describe the procedures for the removal of colour from the scalp.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

|  |  |
| --- | --- |
| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3566: COLOURING HAIR 1**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. apply colour to and remove colour from the hair |  |  |  |

**Teacher Signature Date**

**COURSE HSA3566: COLOURING HAIR 1**

**Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. apply colour to and remove colour from the hair | | | | | | |
| 1.1 describe the law of colour as it applies to the hairstylist trade | I can consistently describe the law of colour as it applies to the hairstylist trade. | I can usually describe the law of colour as it applies to the hairstylist trade. | | I sometimes need assistance to describe the law of colour as it applies to the hairstylist trade. | I often need assistance to describe the law of colour as it applies to the hairstylist trade. | I have not yet provided evidence of this performance task. |
| 1.2 describe terms that apply to the chemistry of hair colouring | I can consistently describe terms that apply to the chemistry of hair colouring. | I can usually describe terms that apply to the chemistry of hair colouring. | | I sometimes need assistance to describe terms that apply to the chemistry of hair colouring. | I often need assistance to describe terms that apply to the chemistry of hair colouring. | I have not yet provided evidence of this performance task. |
| 1.3 describe existing hair colour, including natural and artificial level, tone, and intensity | I can consistently describe existing hair colour, including natural and artificial level, tone, and intensity. | I can usually describe existing hair colour, including natural and artificial level, tone, and intensity. | | I sometimes need assistance to describe existing hair colour, including natural and artificial level, tone, and intensity. | I often need assistance to describe existing hair colour, including natural and artificial level, tone, and intensity. | I have not yet provided evidence of this performance task. |

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| --- | --- | --- | --- | --- | --- |
| 1.4 describe natural levels, desired level, underlying pigment, and percentage of unpigmented hair | I can consistently describe natural levels, desired level, underlying pigment, and percentage of unpigmented hair. | I can usually describe natural levels, desired level, underlying pigment, and percentage of unpigmented hair. | I sometimes need assistance to describe natural levels, desired level, underlying pigment, and percentage of unpigmented hair. | I often need assistance to describe natural levels, desired level, underlying pigment, and percentage of unpigmented hair. | I have not yet provided evidence of this performance task. |
| 1.5 describe hair analysis pertaining to hair colouring | I can consistently describe hair analysis pertaining to hair colouring. | I can usually describe hair analysis pertaining to hair colouring. | I sometimes need assistance to describe hair analysis pertaining to hair colouring. | I often need assistance to describe hair analysis pertaining to hair colouring. | I have not yet provided evidence of this performance task. |
| 1.6 describe effects of developers in hair colouring | I can consistently describe effects of developers in hair colouring. | I can usually describe effects of developers in hair colouring. | I sometimes need assistance to describe effects of developers in hair colouring. | I often need assistance to describe effects of developers in hair colouring. | I have not yet provided evidence of this performance task. |
| 1.7 describe colour application techniques and procedures | I can consistently describe colour application techniques and procedures. | I can usually describe colour application techniques and procedures. | I sometimes need assistance to describe colour application techniques and procedures. | I often need assistance to describe colour application techniques and procedures. | I have not yet provided evidence of this performance task. |
| 1.8 describe procedures used to perform a predisposition test | I can consistently describe procedures used to perform a predisposition test. | I can usually describe procedures used to perform a predisposition test. | I sometimes need assistance to describe procedures used to perform a predisposition test. | I often need assistance to describe procedures used to perform a predisposition test. | I have not yet provided evidence of this performance task. |
| 1.9 describe procedures used to perform a preliminary strand test | I can consistently describe procedures used to perform a preliminary strand test. | I can usually describe procedures used to perform a preliminary strand test. | I sometimes need assistance to describe procedures used to perform a preliminary strand test. | I often need assistance to describe procedures used to perform a preliminary strand test. | I have not yet provided evidence of this performance task. |
| 1.10 describe colour formulation and mixing | I can consistently describe colour formulation and mixing. | I can usually describe colour formulation and mixing. | I sometimes need assistance to describe colour formulation and mixing. | I often need assistance to describe colour formulation and mixing. | I have not yet provided evidence of this performance task. |
| 1.11 describe colour rinsing and removal | I can consistently describe colour rinsing and removal. | I can usually describe colour rinsing and removal. | I sometimes need assistance to describe colour rinsing and removal. | I often need assistance to describe colour rinsing and removal. | I have not yet provided evidence of this performance task. |
| 1.12 describe the procedures to remove colour from the hair and scalp | I can consistently describe the procedures to remove colour from the hair and scalp. | I can usually describe the procedures to remove colour from the hair and scalp. | I sometimes need assistance to describe the procedures to remove colour from the hair and scalp. | I often need assistance to describe the procedures to remove colour from the hair and scalp. | I have not yet provided evidence of this performance task. |

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| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3571: COLOURING HAIR 2**

**Level:** Second Period Apprenticeship

**Prerequisite:** HSA3566: Colouring Hair 1

**Description:** Students demonstrate how to complete predisposition and strand tests and how to mix colour formulations and prepare applications.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

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| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3571: COLOURING HAIR 2**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. apply colour to and remove colour from the hair |  |  |  |

**Teacher Signature Date**

**COURSE HSA3571: COLOURING HAIR 2**

**Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. apply colour to and remove colour from the hair | | | | | | |
| 1.1 demonstrate how to complete a predisposition test | I can consistently demonstrate how to complete a predisposition test. | I can usually demonstrate how to complete a predisposition test. | | I sometimes need assistance to demonstrate how to complete a predisposition test. | I often need assistance to demonstrate how to complete a predisposition test. | I have not yet provided evidence of this performance task. |
| 1.2 demonstrate how to complete a preliminary strand test | I can consistently demonstrate how to complete a preliminary strand test. | I can usually demonstrate how to complete a preliminary strand test. | | I sometimes need assistance to demonstrate how to complete a preliminary strand test. | I often need assistance to demonstrate how to complete a preliminary strand test. | I have not yet provided evidence of this performance task. |
| 1.3 demonstrate how to mix and apply colour formulations | I can consistently demonstrate how to mix and apply colour formulations. | I can usually demonstrate how to mix and apply colour formulations. | | I sometimes need assistance to demonstrate how to mix and apply colour formulations. | I often need assistance to demonstrate how to mix and apply colour formulations. | I have not yet provided evidence of this performance task. |

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| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3576: COLOURING HAIR 3**

**Level:** Second Period Apprenticeship

**Prerequisite:** HSA3571: Colouring Hair 2

**Description:** Students demonstrate hair colouring in a variety of ways and the removal of product from the hair and the scalp.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

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| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3576: COLOURING HAIR 3**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. apply colour to and remove colour from the hair |  |  |  |

**Teacher Signature Date**

**COURSE HSA3576: COLOURING HAIR 3**

**Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. apply colour to and remove colour from the hair | | | | | | |
| 1.1 demonstrate procedures to colour the hair | I can consistently demonstrate procedures to colour the hair. | I can usually demonstrate procedures to colour the hair. | | I sometimes need assistance to demonstrate procedures to colour the hair. | I often need assistance to demonstrate procedures to colour the hair. | I have not yet provided evidence of this performance task. |
| 1.2 demonstrate the procedure to remove product from the hair and the scalp | I can consistently demonstrate the procedure to remove product from the hair and the scalp. | I can usually demonstrate the procedure to remove product from the hair and the scalp. | | I sometimes need assistance to demonstrate the procedure to remove product from the hair and the scalp. | I often need assistance to demonstrate the procedure to remove product from the hair and the scalp. | I have not yet provided evidence of this performance task. |

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| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3581: COLOURING VIRGIN HAIR AND REGROWTH**

**Level:** Second Period Apprenticeship

**Prerequisite:** HSA3571: Colouring Hair 2

**Description:** Students describe and demonstrate the procedures and techniques for colouring virgin hair and regrowth.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment, and to instruction from an individual with journeyperson certification in the hairstyling trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

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| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3581: COLOURING VIRGIN HAIR AND REGROWTH**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. colour virgin hair and regrowth |  |  |  |

**Teacher Signature Date**

**COURSE HSA3581: COLOURING VIRGIN HAIR AND REGROWTH**

**Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. colour virgin hair and regrowth | | | | | | |
| 1.1 describe colour application techniques for virgin hair | I can consistently describe colour application techniques for virgin hair. | I can usually describe colour application techniques for virgin hair. | | I sometimes need assistance to describe colour application techniques for virgin hair. | I often need assistance to describe colour application techniques for virgin hair. | I have not yet provided evidence of this performance task. |
| 1.2 describe colour application techniques and procedures for colouring regrowth | I can consistently describe colour application techniques and procedures for colouring regrowth. | I can usually describe colour application techniques and procedures for colouring regrowth. | | I sometimes need assistance to describe colour application techniques and procedures for colouring regrowth. | I often need assistance to describe colour application techniques and procedures for colouring regrowth. | I have not yet provided evidence of this performance task. |
| 1.3 describe the refreshing process to hair ends | I can consistently describe the refreshing process to hair ends. | I can usually describe the refreshing process to hair ends. | | I sometimes need assistance to describe the refreshing process to hair ends. | I often need assistance to describe the refreshing process to hair ends. | I have not yet provided evidence of this performance task. |
| 1.4 demonstrate procedures to colour virgin hair | I can consistently demonstrate procedures to colour virgin hair. | I can usually demonstrate procedures to colour virgin hair. | | I sometimes need assistance to demonstrate procedures to colour virgin hair. | I often need assistance to demonstrate procedures to colour virgin hair. | I have not yet provided evidence of this performance task. |
| 1.5 demonstrate matching colour to the existing colour | I can consistently demonstrate matching colour to the existing colour. | I can usually demonstrate matching colour to the existing colour. | | I sometimes need assistance to demonstrate matching colour to the existing colour. | I often need assistance to demonstrate matching colour to the existing colour. | I have not yet provided evidence of this performance task. |
| 1.6 demonstrate procedures for regrowth applications | I can consistently demonstrate procedures for regrowth applications. | I can usually demonstrate procedures for regrowth applications. | | I sometimes need assistance to demonstrate procedures for regrowth applications. | I often need assistance to demonstrate procedures for regrowth applications. | I have not yet provided evidence of this performance task. |
| 1.7 demonstrate the refreshing process to hair ends | I can consistently demonstrate the refreshing process to hair ends. | I can usually demonstrate the refreshing process to hair ends. | | I sometimes need assistance to demonstrate the refreshing process to hair ends. | I often need assistance to demonstrate the refreshing process to hair ends. | I have not yet provided evidence of this performance task. |
| 1.8 demonstrate the procedure to remove product from the hair and the scale | I can consistently demonstrate the procedure to remove product from the hair and the scale. | I can usually demonstrate the procedure to remove product from the hair and the scale. | | I sometimes need assistance to demonstrate the procedure to remove product from the hair and the scale. | I often need assistance to demonstrate the procedure to remove product from the hair and the scale. | I have not yet provided evidence of this performance task. |

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| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3586: COLOURING HAIR USING SPECIAL EFFECTS**

**Level:** second Period Apprenticeship

**Prerequisite:** HSA3576: Colouring Hair 3

**Description:** Students describe and demonstrate colouring hair using special effects.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

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| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3586: COLOURING HAIR USING SPECIAL EFFECTS**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. colour hair using special effects |  |  |  |

**Teacher Signature Date**

**COURSE HSA3586: COLOURING HAIR USING SPECIAL EFFECTS**

**Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. colour hair using special effects | | | | | | |
| 1.1 describe special effects techniques | I can consistently describe special effects techniques. | I can usually describe special effects techniques. | | I sometimes need assistance to describe special effects techniques. | I often need assistance to describe special effects techniques. | I have not yet provided evidence of this performance task. |
| 1.2 describe processing time for colouring hair using special effects | I can consistently describe processing time for colouring hair using special effects. | I can usually describe processing time for colouring hair using special effects. | | I sometimes need assistance to describe processing time for colouring hair using special effects. | I often need assistance to describe processing time for colouring hair using special effects. | I have not yet provided evidence of this performance task. |
| 1.3 describe removal of product and tools from hair | I can consistently describe removal of product and tools from hair. | I can usually describe removal of product and tools from hair. | | I sometimes need assistance to describe removal of product and tools from hair. | I often need assistance to describe removal of product and tools from hair. | I have not yet provided evidence of this performance task. |
| 1.4 demonstrate techniques for colouring hair using special effects | I can consistently demonstrate techniques for colouring hair using special effects. | I can usually demonstrate techniques for colouring hair using special effects. | | I sometimes need assistance to demonstrate techniques for colouring hair using special effects. | I often need assistance to demonstrate techniques for colouring hair using special effects. | I have not yet provided evidence of this performance task. |

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| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3591: LIGHTEN VIRGIN HAIR AND REGROWTH**

**Level:** Second Period Apprenticeship

**Prerequisite:** HSA3581: Colouring Virgin Hair and Regrowth

**Description:** Students describe and demonstrate the procedures and techniques for using lighteners and developers on virgin hair and regrowth.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

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| --- | --- |
| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3591: LIGHTEN VIRGIN HAIR AND REGROWTH**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. lighten virgin hair and regrowth |  |  |  |

**Teacher Signature Date**

**COURSE HSA3591: LIGHTEN VIRGIN HAIR AND REGROWTH**

**Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. lighten virgin hair and regrowth | | | | | | |
| 1.1 describe hair lighteners and developers | I can consistently describe hair lighteners and developers. | I can usually describe hair lighteners and developers. | | I sometimes need assistance to describe hair lighteners and developers. | I often need assistance to describe hair lighteners and developers. | I have not yet provided evidence of this performance task. |
| 1.2 describe the formulation and mixing of lighteners and developers | I can consistently describe the formulation and mixing of lighteners and developers. | I can usually describe the formulation and mixing of lighteners and developers. | | I sometimes need assistance to describe the formulation and mixing of lighteners and developers. | I often need assistance to describe the formulation and mixing of lighteners and developers. | I have not yet provided evidence of this performance task. |
| 1.3 describe the lightening process | I can consistently describe the lightening process. | I can usually describe the lightening process. | | I sometimes need assistance to describe the lightening process. | I often need assistance to describe the lightening process. | I have not yet provided evidence of this performance task. |
| 1.4 describe the application of hair lighteners | I can consistently describe the application of hair lighteners. | I can usually describe the application of hair lighteners. | | I sometimes need assistance to describe the application of hair lighteners. | I often need assistance to describe the application of hair lighteners. | I have not yet provided evidence of this performance task. |

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| 1.5 describe the lightening process on regrowth | I can consistently describe the lightening process on regrowth. | I can usually describe the lightening process on regrowth. | I sometimes need assistance to describe the lightening process on regrowth. | I often need assistance to describe the lightening process on regrowth. | I have not yet provided evidence of this performance task. |
| 1.6 describe procedures for applying lightener to regrowth | I can consistently describe procedures for applying lightener to regrowth. | I can usually describe procedures for applying lightener to regrowth. | I sometimes need assistance to describe procedures for applying lightener to regrowth. | I often need assistance to describe procedures for applying lightener to regrowth. | I have not yet provided evidence of this performance task. |
| 1.7 demonstrate the mixing of lighteners and developers | I can consistently demonstrate the mixing of lighteners and developers. | I can usually demonstrate the mixing of lighteners and developers. | I sometimes need assistance to demonstrate the mixing of lighteners and developers. | I often need assistance to demonstrate the mixing of lighteners and developers. | I have not yet provided evidence of this performance task. |
| 1.8 demonstrate procedures for lightening hair | I can consistently demonstrate procedures for lightening hair. | I can usually demonstrate procedures for lightening hair. | I sometimes need assistance to demonstrate procedures for lightening hair. | I often need assistance to demonstrate procedures for lightening hair. | I have not yet provided evidence of this performance task. |
| 1.9 demonstrate procedures for the removal of lighteners | I can consistently demonstrate procedures for the removal of lighteners. | I can usually demonstrate procedures for the removal of lighteners. | I sometimes need assistance to demonstrate procedures for the removal of lighteners. | I often need assistance to demonstrate procedures for the removal of lighteners. | I have not yet provided evidence of this performance task. |
| 1.10 demonstrate procedures for applying lightener to regrowth | I can consistently demonstrate procedures for applying lightener to regrowth. | I can usually demonstrate procedures for applying lightener to regrowth. | I sometimes need assistance to demonstrate procedures for applying lightener to regrowth. | I often need assistance to demonstrate procedures for applying lightener to regrowth. | I have not yet provided evidence of this performance task. |
| 1.11 demonstrate procedures for the removal of product from regrowth | I can consistently demonstrate procedures for the removal of product from regrowth. | I can usually demonstrate procedures for the removal of product from regrowth. | I sometimes need assistance to demonstrate procedures for the removal of product from regrowth. | I often need assistance to demonstrate procedures for the removal of product from regrowth. | I have not yet provided evidence of this performance task. |

|  |  |
| --- | --- |
| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3596: LIGHTEN HAIR USING SPECIAL EFFECTS**

**Level:** Second Period Apprenticeship

**Prerequisite:** HSA3586: Colouring Hair Using Special Effects

**Description:** Students describe and demonstrate the procedures and techniques for lightening hair using special effects hair colouring. Students describe and demonstrate the procedures for toning pre-lightened hair.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

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| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3596: LIGHTEN HAIR USING SPECIAL EFFECTS**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. lighten hair using special effects hair colouring |  |  |  |
| 2. tone pre-lightened hair |  |  |  |

**Teacher Signature Date**

**COURSE HSA3596: LIGHTEN HAIR USING SPECIAL EFFECTS**

**Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. lighten hair using special effects hair colouring | | | | | | |
| 1.1 describe formula and lightening procedures using special effects hair colouring | I can consistently describe formula and lightening procedures using special effects hair colouring. | I can usually describe formula and lightening procedures using special effects hair colouring. | | I sometimes need assistance to describe formula and lightening procedures using special effects hair colouring. | I often need assistance to describe formula and lightening procedures using special effects hair colouring. | I have not yet provided evidence of this performance task. |
| 1.2 demonstrate the colour technique for lightening hair and the removal of product | I can consistently demonstrate the colour technique for lightening hair and the removal of product. | I can usually demonstrate the colour technique for lightening hair and the removal of product. | | I sometimes need assistance to demonstrate the colour technique for lightening hair and the removal of product. | I often need assistance to demonstrate the colour technique for lightening hair and the removal of product. | I have not yet provided evidence of this performance task. |

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| 2. tone pre-lightened hair | | | | | |
| 2.1 describe toning procedures | I can consistently describe toning procedures. | I can usually describe toning procedures. | I sometimes need assistance to describe toning procedures. | I often need assistance to describe toning procedures. | I have not yet provided evidence of this performance task. |
| 2.2 describe level of pre‑lightened hair and underlying pigment | I can consistently describe level of  pre-lightened hair and underlying pigment. | I can usually describe level of pre-lightened hair and underlying pigment. | I sometimes need assistance to describe level of pre-lightened hair and underlying pigment. | I often need assistance to describe level of pre-lightened hair and underlying pigment. | I have not yet provided evidence of this performance task. |
| 2.3 describe application of toners | I can consistently describe application of toners. | I can usually describe application of toners. | I sometimes need assistance to describe application of toners. | I often need assistance to describe application of toners. | I have not yet provided evidence of this performance task. |
| 2.4 describe removal of toners | I can consistently describe removal of toners. | I can usually describe removal of toners. | I sometimes need assistance to describe removal of toners. | I often need assistance to describe removal of toners. | I have not yet provided evidence of this performance task. |
| 2.5 demonstrate toning procedures for pre‑lightened hair | I can consistently demonstrate toning procedures for  pre-lightened hair. | I can usually demonstrate toning procedures for  pre-lightened hair. | I sometimes need assistance to demonstrate toning procedures for  pre-lightened hair. | I often need assistance to demonstrate toning procedures for  pre-lightened hair. | I have not yet provided evidence of this performance task. |

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| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3601: COLOUR CORRECTIONS**

**Level:** Second Period Apprenticeship

**Prerequisite:** HSA3576: Colouring Hair 3

**Description:** Students describe and demonstrate the procedures and techniques for colour corrections and the removal of colour correction product.

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

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| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3601: COLOUR CORRECTIONS**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. process colour corrections |  |  |  |

**Teacher Signature Date**

**COURSE HSA3601: COLOUR CORRECTIONS**

**Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. process colour corrections | | | | | | |
| 1.1 identify existing colour and achieve desired results | I can consistently identify existing colour and achieve desired results. | I can usually identify existing colour and achieve desired results. | | I sometimes need assistance to identify existing colour and achieve desired results. | I often need assistance to identify existing colour and achieve desired results. | I have not yet provided evidence of this performance task. |
| 1.2 describe procedures and sequences of application of colour correction product | I can consistently describe procedures and sequences of application of colour correction product. | I can usually describe procedures and sequences of application of colour correction product. | | I sometimes need assistance to describe procedures and sequences of application of colour correction product. | I often need assistance to describe procedures and sequences of application of colour correction product. | I have not yet provided evidence of this performance task. |
| 1.3 demonstrate application techniques and procedures to correct colour | I can consistently demonstrate application techniques and procedures to correct colour. | I can usually demonstrate application techniques and procedures to correct colour. | | I sometimes need assistance to demonstrate application techniques and procedures to correct colour. | I often need assistance to demonstrate application techniques and procedures to correct colour. | I have not yet provided evidence of this performance task. |

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| --- | --- | --- | --- | --- | --- |
| 1.4 demonstrate removal of colour correction product | I can consistently demonstrate removal of colour correction product. | I can usually demonstrate removal of colour correction product. | I sometimes need assistance to demonstrate removal of colour correction product. | I often need assistance to demonstrate removal of colour correction product. | I have not yet provided evidence of this performance task. |

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| **Teacher feedback and assessment.** |  |

**HAIRSTYLIST APPRENTICESHIP ASSESSMENT**

**COURSE HSA3606: SPECIALIZED SERVICES AND STANDARDS**

**Level:** Second Period Apprenticeship

**Prerequisite:** HSA3900: Apprenticeship Safety

**Description:** Students describe and demonstrate specialized services (e.g., hair extensions, wigs, hairpieces) and standards (e.g., Red Seal products).

**Parameters:** Access to a professional hairstyling facility or laboratory and/or equipment and to instruction from an individual with journeyperson certification in the hairstylist trade.

Note: Red Seal products refers to the National Occupational Analysis (NOA) and the Red Seal Occupational Standard (RSOS). The NOA/RSOS provides a breakdown of the exams and practice questions at [Red Seal: Hairstylist](http://www.red-seal.ca/trades/h.1.3rstyl.3st-eng.html).

This sample rubric is for assessing technical elements that students need to know to be successful if they challenge the first-period apprenticeship exam. The rubric does not include the last two common outcomes that address the demonstration of teamwork and personal management and identification of steps to achieve personal goals. It is the certificated teacher’s responsibility to ensure that all outcomes are taught and assessed.

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| **Assessment Tools** | **Notes** |
| **Checklist** | * Prior to instruction, a copy of the checklist should be provided to the **student** to review outcomes that will need to be demonstrated. * The **student** may use this checklist as a guide when completing this course. * The **teacher** should review and sign the checklist when the course is complete to ensure student outcomes have been successfully demonstrated. |
| **Rubric** | * Prior to instruction, a copy of the rubric should be provided to the **student** to review and reflect on meeting expectations set out in the criteria. * This rubric may be used as **one** element of an assessment process. **Teachers** should use both formative and summative assessments to ensure students’ competency in this course. |

**COURSE HSA3606: SPECIALIZED SERVICES AND STANDARDS**

**Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcomes** | **Student**  **Check** | **Teacher**  **Check** | **Student, Teacher or Instructor Comments** |
| 1. select, apply, and remove hair extensions |  |  |  |
| 2. select, fit, and style wigs and hairpieces for individuals |  |  |  |
| 3. maintain records and follow manufacturer’s directions |  |  |  |
| 4. use Red Seal products to challenge an interprovincial examination |  |  |  |

**Teacher Signature Date**

**COURSE HSA3606: SPECIALIZED SERVICES AND STANDARDS**

**Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Name:** | | | | | **Date:** | |
| **Level**  **Criteria** | **Excellent** | | **Proficient** | **Adequate** | **Limited** | **Not Yet Demonstrated** |
| 1. select, apply, and remove hair extensions | | | | | | |
| 1.1 describe types of hair extensions and application methods for hair extensions | I can consistently describe types of hair extensions and application methods for hair extensions. | I can usually describe types of hair extensions and application methods for hair extensions. | | I sometimes need assistance to describe types of hair extensions and application methods for hair extensions. | I often need assistance to describe types of hair extensions and application methods for hair extensions. | I have not yet provided evidence of this performance task. |
| 1.2 describe the selection of hair extensions | I can consistently describe the selection of hair extensions. | I can usually describe the selection of hair extensions. | | I sometimes need assistance to describe the selection of hair extensions. | I often need assistance to describe the selection of hair extensions. | I have not yet provided evidence of this performance task. |
| 1.3 describe application procedures | I can consistently describe application procedures. | I can usually describe application procedures. | | I sometimes need assistance to describe application procedures. | I often need assistance to describe application procedures. | I have not yet provided evidence of this performance task. |
| 1.4 describe colour and texture matching | I can consistently describe colour and texture matching. | I can usually describe colour and texture matching. | | I sometimes need assistance to describe colour and texture matching. | I often need assistance to describe colour and texture matching. | I have not yet provided evidence of this performance task. |

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| 1.5 describe application procedures for adding hair extensions | I can consistently describe application procedures for adding hair extensions. | I can usually describe application procedures for adding hair extensions. | I sometimes need assistance to describe application procedures for adding hair extensions. | I often need assistance to describe application procedures for adding hair extensions. | I have not yet provided evidence of this performance task. |
| 1.6 describe blending and shaping of hair extensions with the existing hair | I can consistently describe blending and shaping of hair extensions with the existing hair. | I can usually describe blending and shaping of hair extensions with the existing hair. | I sometimes need assistance to describe blending and shaping of hair extensions with the existing hair. | I often need assistance to describe blending and shaping of hair extensions with the existing hair. | I have not yet provided evidence of this performance task. |
| 1.7 describe removal methods of hair extensions | I can consistently describe removal methods of hair extensions. | I can usually describe removal methods of hair extensions. | I sometimes need assistance to describe removal methods of hair extensions. | I often need assistance to describe removal methods of hair extensions. | I have not yet provided evidence of this performance task. |
| 1.8 demonstrate colour and texture matching | I can consistently demonstrate colour and texture matching. | I can usually demonstrate colour and texture matching. | I sometimes need assistance to demonstrate colour and texture matching. | I often need assistance to demonstrate colour and texture matching. | I have not yet provided evidence of this performance task. |
| 1.9 demonstrate application techniques and procedures for attaching hair extensions | I can consistently demonstrate application techniques and procedures for attaching hair extensions. | I can usually demonstrate application techniques and procedures for attaching hair extensions. | I sometimes need assistance to demonstrate application techniques and procedures for attaching hair extensions. | I often need assistance to demonstrate application techniques and procedures for attaching hair extensions. | I have not yet provided evidence of this performance task. |
| 1.10 demonstrate blending and shaping of hair extensions with existing hair | I can consistently demonstrate blending and shaping of hair extensions with existing hair. | I can usually demonstrate blending and shaping of hair extensions with existing hair. | I sometimes need assistance to demonstrate blending and shaping of hair extensions with existing hair. | I often need assistance to demonstrate blending and shaping of hair extensions with existing hair. | I have not yet provided evidence of this performance task. |
| 1.11 demonstrate removal methods for hair extensions | I can consistently demonstrate removal methods for hair extensions. | I can usually demonstrate removal methods for hair extensions. | I sometimes need assistance to demonstrate removal methods for hair extensions. | I often need assistance to demonstrate removal methods for hair extensions. | I have not yet provided evidence of this performance task. |

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| 2. select, fit, and style wigs and hairpieces | | | | | |
| 2.1 describe types of wigs and hairpieces | I can consistently describe types of wigs and hairpieces. | I can usually describe types of wigs and hairpieces. | I sometimes need assistance to describe types of wigs and hairpieces. | I often need assistance to describe types of wigs and hairpieces. | I have not yet provided evidence of this performance task. |
| 2.2 describe customization and fitting of wigs and hairpieces | I can consistently describe customization and fitting of wigs and hairpieces. | I can usually describe customization and fitting of wigs and hairpieces. | I sometimes need assistance to describe customization and fitting of wigs and hairpieces. | I often need assistance to describe customization and fitting of wigs and hairpieces. | I have not yet provided evidence of this performance task. |
| 2.3 describe procedures to clean and maintain wigs and hairpieces | I can consistently describe procedures to clean and maintain wigs and hairpieces. | I can usually describe procedures to clean and maintain wigs and hairpieces. | I sometimes need assistance to describe procedures to clean and maintain wigs and hairpieces. | I often need assistance to describe procedures to clean and maintain wigs and hairpieces. | I have not yet provided evidence of this performance task. |
| 2.4 describe safety precautions and sanitation procedures for wig or hairpiece services | I can consistently describe safety precautions and sanitation procedures for wig or hairpiece services. | I can usually describe safety precautions and sanitation procedures for wig or hairpiece services. | I sometimes need assistance to describe safety precautions and sanitation procedures for wig or hairpiece services. | I often need assistance to describe safety precautions and sanitation procedures for wig or hairpiece services. | I have not yet provided evidence of this performance task. |

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| 2.5 select and style a wig and a hairpiece | I can consistently select and style a wig and a hairpiece. | I can usually select and style a wig and a hairpiece. | I sometimes need assistance to select and style a wig and a hairpiece. | I often need assistance to select and style a wig and a hairpiece. | I have not yet provided evidence of this performance task. |
| 2.6 service a hairpiece | I can consistently service a hairpiece. | I can usually service a hairpiece. | I sometimes need assistance to service a hairpiece. | I often need assistance to service a hairpiece. | I have not yet provided evidence of this performance task. |

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| 3. maintain records and follow manufacturer’s directions | | | | | |
| 3.1 describe record maintenance | I can consistently describe record maintenance. | I can usually describe record maintenance. | I sometimes need assistance to describe record maintenance. | I often need assistance to describe record maintenance. | I have not yet provided evidence of this performance task. |
| 3.2 describe types of information to record | I can consistently describe types of information to record. | I can usually describe types of information to record. | I sometimes need assistance to describe types of information to record. | I often need assistance to describe types of information to record. | I have not yet provided evidence of this performance task. |
| 3.3 describe manufacturer’s directions | I can consistently describe manufacturer’s directions. | I can usually describe manufacturer’s directions. | I sometimes need assistance to describe manufacturer’s directions. | I often need assistance to describe manufacturer’s directions. | I have not yet provided evidence of this performance task. |
| 3.4 use manufacturer’s directions | I can consistently use manufacturer’s directions. | I can usually use manufacturer’s directions. | I sometimes need assistance to use manufacturer’s directions. | I often need assistance to use manufacturer’s directions. | I have not yet provided evidence of this performance task. |
| 3.5 complete client record cards or databases | I can consistently complete client record cards or databases. | I can usually complete client record cards or databases. | I sometimes need assistance to complete client record cards or databases. | I often need assistance to complete client record cards or databases. | I have not yet provided evidence of this performance task. |
| 3.6 complete client release forms or statements | I can consistently complete client release forms or statements. | I can usually complete client release forms or statements. | I sometimes need assistance to complete client release forms or statements. | I often need assistance to complete client release forms or statements. | I have not yet provided evidence of this performance task. |

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| 4. use Red Seal products to challenge an interprovincial examination | | | | | |
| 4.1 identify Red Seal products used to develop interprovincial examinations | I can consistently identify Red Seal products used to develop interprovincial examinations. | I can usually identify Red Seal products used to develop interprovincial examinations. | I sometimes need assistance to identify Red Seal products used to develop interprovincial examinations. | I often need assistance to identify Red Seal products used to develop interprovincial examinations. | I have not yet provided evidence of this performance task. |
| 4.2 use Red Seal products to prepare for an interprovincial examination | I can consistently use Red Seal products to prepare for an interprovincial examination. | I can usually use Red Seal products to prepare for an interprovincial examination. | I sometimes need assistance to use Red Seal products to prepare for an interprovincial examination. | I often need assistance to use Red Seal products to prepare for an interprovincial examination. | I have not yet provided evidence of this performance task. |

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| **Teacher feedback and assessment.** |  |