

**January 2005 - Career-Related Learning Standards Scoring Guide**

	<b>PERSONAL MANAGEMENT</b>	<b>PROBLEM SOLVING</b>	<b>COMMUNICATION</b>	<b>TEAMWORK</b>	<b>EMPLOYMENT FOUNDATIONS</b>	<b>CAREER DEVELOPMENT</b>	<b>OVERALL SCORE</b>
	Exhibit appropriate work ethic and behaviors in school, community, and/or workplace.	Apply decision-making and problem-solving techniques in school, community, and/or workplace.	Demonstrate effective communication skills to give and receive information in school, community, and/or workplace.	Demonstrate effective teamwork in school, community, and/or workplace	Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.	Demonstrate career development skills in planning for post-high school experiences.	
<b>3 ABOVE STANDARD</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2 MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Identifies tasks and initiates a plan of action to complete tasks.</li> <li>• Completes tasks on time and meets established standards of quality.</li> <li>• Takes responsibility for actions and anticipates consequences.</li> <li>• Maintains regular attendance and is on time.</li> <li>• Interacts appropriately with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately identifies problems.</li> <li>• Locates information that leads to solutions.</li> <li>• Identifies and evaluates alternative solutions.</li> <li>• Selects a solution and a course of action.</li> <li>• Plans and carries out a course of action.</li> <li>• Assesses results.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication (e.g., written, oral, visual) is clear, accurate, organized, and appropriate to audience.</li> <li>• Uses traditional and technological methods to locate and convey information.</li> <li>• Uses technical and instructional materials for information and to carry out a task.</li> <li>• Listens attentively and summarizes key elements of verbal and non-verbal communication.</li> <li>• Gives and receives feedback in a positive manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and assumes roles within a team.</li> <li>• Works productively with others (e.g., negotiates, compromises, builds consensus, shares decision making, sets goals, manages conflict).</li> </ul>	<ul style="list-style-type: none"> <li>• Applies academic and technical knowledge and skills in a career context.</li> <li>• Selects, applies, and maintains tools and technologies appropriate for the workplace.</li> <li>• Identifies parts of an organization or system and how work moves through an organization or system.</li> <li>• Describes how changes in the workplace affect individuals and a work organization or system.</li> <li>• Follows safety, regulatory, and/or ethical practices in the work environment.</li> <li>• Demonstrates appearance and hygiene appropriate for the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>• Assesses personal knowledge and skills related to education and career goals.</li> <li>• Shows evidence of post-high school planning (e.g., researches careers and educational options, develops a plan to achieve goals).</li> <li>• Evaluates education and career goals to determine if they should change.</li> <li>• Utilizes job-seeking skills (e.g., writing resumes, completing applications, participating in interviews).</li> </ul>	Evidence in the collection is adequate and demonstrates overall proficiency across all Career-Related Learning Standards.
<b>1 BELOW STANDARD</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>0 Insufficient Evidence</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Note where evidence is found:</b>							

## January 2005 - Extended Application Standard Scoring Guide

Apply and extend academic and career-related knowledge and skills in new and complex situations appropriate to the student's personal, academic, and/or career interests and post-high school goals.

	RELEVANCE	RIGOR	REFLECTION	OVERALL SCORE
	Demonstrates evidence of personal relevance.	Applies and extends academic* and specialized knowledge and skills to new situations.	Reflects on learning and connection to post-high school goals.	
<b>3</b> <b>ABOVE</b> <b>STANDARD</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Above standard means that evidence is thorough, in-depth, insightful, or exceptional in some way.			
<b>2</b> <b>MEETS</b> <b>STANDARD</b>	<ul style="list-style-type: none"> <li>• Demonstrates a connection to post-high school goals and plans as they have developed or evolved.</li> <li>• Shows evidence of new learning, ideas, results, or conclusions appropriate to the student's personal, academic, and/or career interests and post-high school goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies academic* and specialized knowledge and skills appropriate to the student's personal, academic, and/or career interests and post-high school goals and plans.</li> <li>• Applies academic* and specialized knowledge and skills in complex or non-routine situations where there is some individual responsibility and autonomy.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflects on relevance of evidence (i.e., connection to post-high school goals and plans, and evidence of new learning, ideas, results, or conclusions).</li> <li>• Reflects on rigor of evidence (i.e., application of appropriate academic and specialized knowledge and skills in complex or non-routine situations).</li> </ul>	Evidence in the collection is adequate and demonstrates overall proficiency in applying relevant and rigorous academic and career-related knowledge and skills.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1</b> <b>BELOW</b> <b>STANDARD</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Below standard means that the evidence meets sufficiency criteria, but is weak, incomplete, inappropriate, or limited in some way.			
<b>0</b> <b>Insufficient</b> <b>Evidence</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Note where</b> <b>evidence is</b> <b>found:</b>				

\*The term academic should be interpreted broadly to include any knowledge and skills that are appropriate to a student's area of focus.