

## Career-Related Learning Standards

The Career-Related Learning Standards (CRLS) are fundamental skills essential for success in employment, college, family, and community life. These skills are taught throughout the curriculum, integrated with academic learning, and emphasized in the students' career-related learning experiences.

### Guidelines for a Sufficient Collection of Evidence

**Does the work sufficiently represent each of the career-related learning standards?**

**The collection must include:**

- **Evidence of all six CRLS.** Students produce evidence that adequately addresses all the career-related learning standards.
- **Evidence that reflects the scope (depth and breadth) of the CRLS.** Students address the scope of the standards (within and across standards) versus a single component (e.g., completing a problem-solving experience from beginning to end, versus identifying a problem only).
- **Explicit connection between the work and the CRLS.** Students explicitly describe the connection between their work and the specific CRLS.

**Is there evidence that the work is the student's own?**

**The collection must include:**

- **Direct evidence of each CRLS.** Students include direct evidence of each CRLS through video, photos, written products, etc.
- OR**
- **Corroborated evidence of each CRLS.** Someone other than the students (e.g., teacher, employer, advisor, coach) corroborates the students' explanations and reflections of work. One piece of documentation may be used to corroborate multiple standards.

**Does the collection relate to the student's educational plan (school, community, and/or workplace experiences)?**

**The collection must show:**

- **A clear relationship to the student's educational plan, including school, community, and/or workplace experiences.** Students describe how their CRLS collection relates to their school, community, and/or workplace experiences.

## 1/05 - Student Sufficiency Guidelines: Career-Related Learning Standards (CRLS) Collection of Evidence

*Use this worksheet to track your progress and see if your work shows enough evidence of each of the Career-Related Learning Standards.*

STANDARD	HAVE YOU?	√	LIST WHERE TO FIND EVIDENCE OF EACH STANDARD IN YOUR COLLECTION (e.g., page number, section title)
<b>PERSONAL MANAGEMENT</b>			
Exhibit appropriate work ethic and behaviors in school, community, and/or workplace.	Identified tasks and initiated a plan of action to complete tasks?		
	Completed tasks on time and met established standards of quality?		
	Taken responsibility for your actions and anticipated consequences of your actions?		
	Maintained regular, on-time attendance?		
	Interacted appropriately with others?		
	Documented your work and explained how your work shows personal management?		
<b>PROBLEM SOLVING</b>			
Apply decision-making and problem-solving techniques in school, community, and/or workplace.	Accurately identified a problem?		
	Located information that led to a solution to the problem?		
	Identified and evaluated alternative solutions to the problem?		
	Selected a solution and a course of action?		
	Developed and carried out a plan to solve the problem?		
	Assessed your results?		
	Documented your work and explained how your work shows problem solving?		

STANDARD	HAVE YOU?	√	LIST WHERE TO FIND EVIDENCE OF EACH STANDARD IN YOUR COLLECTION (e.g., page number, section title)
<b>COMMUNICATION</b>			
Demonstrate effective communication skills to give and receive information in school, community, and/or workplace.	Communicated clearly, accurately, and appropriately to other students and adults?		
	Used traditional (e.g., written, oral) and technological (e.g., internet, multimedia) methods to locate and convey information?		
	Read and used technical and instructional materials for information and to carry out a task?		
	Listened carefully and summarized key ideas?		
	Given and received feedback in a positive manner?		
	Documented your work and explained how your work shows communication?		
<b>TEAMWORK</b>			
Demonstrate effective teamwork in school, community, and/or workplace.	Identified and assumed roles within a team?		
	Worked productively with others (e.g., negotiated, compromised, built consensus, shared decision making, set goals, managed conflict)?		
	Documented your work and explained how your work shows teamwork?		

STANDARD	HAVE YOU?	✓	LIST WHERE TO FIND EVIDENCE OF EACH STANDARD <i>IN YOUR COLLECTION (e.g., page number, section title)</i>
<b>EMPLOYMENT FOUNDATIONS</b>			
Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.	Applied academic and technical knowledge and skills in a career context?		
	Used and maintained appropriate tools and technologies for a task?		
	Identified parts of a work organization or system and how work moves through an organization or system?		
	Described how changes in the workplace affect individuals and a work organization or system?		
	Followed safety, regulatory, and/or ethical practices in a work environment?		
	Demonstrated appearance and hygiene appropriate to a workplace?		
	Documented your work and explained how your work shows employment foundations?		
<b>CAREER DEVELOPMENT</b>			
Demonstrate career development skills in planning for post-high school experiences.	Assessed your personal knowledge and skills related to your education and career goals?		
	Planned for life after high school (e.g., researched career and educational options, developed a plan to achieve goals)?		
	Reviewed your education and career goals to determine if they should change?		
	Used job-seeking skills (e.g., writing resumes, completing applications, participating in interviews)?		
	Documented your work and explained how your work shows career development?		

**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>	☐	☐	☐	☐	☐	☐	☐
<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>	☐	☐	☐	☐	☐	☐	☐
<b>0 Insufficient Evidence</b>	☐	☐	☐	☐	☐	☐	☐
<b>Note where evidence is found:</b>							

## Extended Application Standard

Students will be able to apply and extend academic and career-related knowledge and skills in new and complex situations appropriate to the students' personal, academic, and/or career interests and post-high school goals.

### Guidelines for a Sufficient Collection of Evidence

**Does the work sufficiently represent the extended application standard?**

**The collection must include:**

**Relevance**

- **Evidence of personal relevance.** Students show clear connection between their work and their post-high school goals and plans as they have developed or evolved. They show evidence of new learning, ideas, results or conclusions.

**Rigor**

- **Description of academic\* and specialized knowledge and skills appropriate to context.** Students explicitly describe the academic and specialized knowledge and skills they used. They demonstrate an understanding of how these knowledge and skills are appropriate to their education plans and post-high school goals.
- **Application of learning to new contexts.** Students apply and extend academic and specialized knowledge and skills in complex or non-routine situations, where the student uses some individual responsibility and autonomy.

**Reflection**

- **Reflection on applied learning and connection to goals.** Students reflect on how they applied academic and specialized knowledge and skills in complex or non-routine situations. They also describe how their work relates to their post-high school goals.

**Is there sufficient documentation of the students' work?**

**The collection must include:**

- **Documentation of process.** Students explain the steps involved and types of activities, communications, or research used when putting together their collection of evidence.
- **Tangible documentation of products.** Students provide tangible evidence of their work through photos, video, written pieces, etc.
- **Record of reflection.** The collection of evidence must include some form of written and/or verbal record of reflection.

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

## 1/05 - Student Guidelines: Extended Application Collection of Evidence

*Use this worksheet to track your progress and see if your work shows enough evidence of the Extended Application Standard.*

<b>Extended Application Standard:</b> 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.			
STANDARD	HAVE YOU?	√	LIST WHERE TO FIND EVIDENCE OF EACH TRAIT IN YOUR COLLECTION (e.g., page number, section title)
<b>RELEVANCE</b>			
Demonstrates evidence of personal relevance.	Described the connection between your work and your goals and plans beyond high school?		
	Documented your new learning, ideas, results, or conclusions and described how they relate to your goals?		
	Documented and reflected on the relevance of your work?		
<b>RIGOR</b>			
Applies and extends academic and specialized knowledge and skills in new and complex situations.	Described the academic and specialized knowledge and skills you used?		
	Explained how the knowledge and skills you used are relevant to your goals and plans?		
	Described how you applied the knowledge and skills in a situation that was new to you?		
	Documented and reflected on the rigor of your work?		

STANDARD	HAVE YOU?	√	LIST WHERE TO FIND EVIDENCE OF EACH TRAIT IN YOUR COLLECTION (e.g., page number, section title)
REFLECTION			
Reflects on learning and connection to post-high school goals.	Included a written and/or verbal reflection about what you learned?		
	Reflected on how the academic and specialized knowledge and skills you used are relevant to your goals and plans?		
	Reflected on how you applied what you have learned in new and different ways?		
	Clearly described the activities, communication, research, or products that you completed?		
	Documented your work?		

## 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"/>	<input type="checkbox"/>
<b>1</b> <b>BELOW</b> <b>STANDARD</b>	Below standard means that the evidence meets sufficiency criteria, but is weak, incomplete, inappropriate, or limited in some way.			<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>0</b> <b>Insufficient</b> <b>Evidence</b>	<input type="checkbox"/>	<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.