

## Career, Technical, & Agricultural Education

#### **Grades 6 - 12**

## **Graduation Competencies**





Students in the Career, Technical, and Agricultural Education programs will be prepared for College and Career by demonstrating competency in the following:

Graduation Competency #1: Analyze traits needed to be successful in pathway related careers.

#### Performance Indicators (The student can):

- a. The Student Investigates 21st century career opportunities
- b. Relate the importance of life-long learning to career success
- c. Explain the impact of technological advancement on 21st century careers

#### **Grade 6-8 Performance Indicators Scoring criteria for Competency 1**

Performance	Emerging	Progressing	Competent	Exemplary
Indicator				
a Investigates 21st	The student	The student	The student	The student can
century career	can recognize	can recognize	can research	research, evaluate,
opportunities	21 <sup>st</sup> century	and explain	and analyze	and present in front
	career	21 <sup>st</sup> century	21 <sup>st</sup> century	of
	opportunities	career	career	industry/community
	and list basic	opportunities	opportunities	leaders regarding a

	skills needed	and his/her	based on	21st century career
	in the work	personal	personal and	opportunity that
	place.	work-related	industry	best fits his/her
		strengths and	economic	skills, abilities, and
		weaknesses.	needs.	aptitude.
b. Relates the	The student	The student	The student	The student can
importance of life-	can list ways	can recognize	can	create a ten year
long learning to	life-long	and identify	investigate	personalized
career success	learning is	the various	various	learning plan based
	required in	learning	learning	on career interest,
	various	pathways to	pathways	training, aptitude,
	careers.	transition	based on	and career goals.
		from school to	his/her career	
		career-to-	interest and	
		career	goals.	
		advancement		
		and success.		
c. Explain the	The student	The student	The student	The student can
impact of	can list	and specify	can apply 12st	hypothesize the
technological	technological	and explain	century	future impact of
advancement on	advances	the impact of	technology	technology on
21 <sup>st</sup> century careers	currently used	technological	skills with	careers and skills
	in several 21st	advancement	purpose and	needed in the
	century	in several 21st	describe the	workplace.
	careers.	century	impact of	
		careers.	technology on	
			the	
			workplace.	

**Grade 9-12 Performance Indicator Scoring Criteria for Competency 1** 

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a. The Student	The student	The student	The student	The student can
Investigates 21st	can recognize	can recognize	can research	research, evaluate,
century career	21 <sup>st</sup> century	and explain	and analyze	and complete an
opportunities	career	21 <sup>st</sup> century	21 <sup>st</sup> century	internship in a 21st
	opportunities	career	career	century career

	and list basic skills needed in the work place.	opportunities and his/her personal work- related strengths and weaknesses.	opportunities based on personal and industry economic needs.	opportunity that best fits his/her skills, abilities, and aptitude.
b. Relate the importance of lifelong learning to career success	The student can list ways life-long learning is required in various careers.	The student can recognize and identify the various learning pathways to transition from school to career-to-career advancement and success.	The student can investigate various learning pathways based on his/her career interest and goals.	The student can create a life-long personalized learning plan based on career interest, training, aptitude, and career goals.
c. Explain the impact of technological advancement on 21st century careers	The student can list technological advances currently used in several 21st century careers.	The student and specify and explain the impact of technological advancement in several 21st century careers.	The student can apply 12st century technology skills with purpose and describe the impact of technology on the workplace.	The student can hypothesize the future impact of technology on careers and skills needed in the workplace.

### **Graduation Competency #2: Develop industry-related skills**

#### Performance Indicators (The student can):

- a. Implement workplace and product safety standards such as OSHA, EPA, ISO, GMP, ServeSafe, and UL
- b. Follow correct procedures for use of tools and equipment
- c. Utilize appropriate computer hardware and software

d. Follow correct protocol for proper maintenance techniques for equipment, hardware, and software

**Grade 6-8 Performance Indicators Scoring Criteria for Competency 2** 

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a. Implement workplace and product safety standards such as OSHA, EPA, ISO, GMP, ServeSafe, and UL	The student can recognize workplace and product safety within industry and perform standard safety procedures in a lab setting.	The student can recognize and identify safety hazards found in the workplace as well as the lab.	The student can evaluate the workplace or lab for proper application of safety standards.	The student can critique the safety of a workplace or a lab, and make recommendations to correct unsafe procedures or practices.
b. Follow correct procedures for use of tools and equipment	The student can recognize proper tools and equipment for a specified task and perform routine procedures.	The student can identify and determine the proper use of tools and equipment for a specified task.	The student can apply the proper use of tools and equipment to solve problems in the workplace or the lab.	The student can evaluate a situation, determine and implement a course of action using tools and equipment properly in the lab.
c. Utilize appropriate computer hardware and software	The student can recognize and identify computer hardware and software used in the career pathway of study.	The student can use computer hardware and software appropriately to complete a specified task.	The student can apply use of computer hardware and software to solve problems.	The student can evaluate proper usage of computer hardware and software and form conclusions as to its effectiveness.

d. Follow correct	The student	The student	The student	The student can
protocol for proper	can list proper	can recognize	can apply	evaluate
maintenance	maintenance	and identify	proper	maintenance
techniques for	protocol	proper	maintenance	protocol techniques
equipment,	techniques for	maintenance	protocol	for equipment,
hardware, and	equipment,	protocol	techniques	hardware, and
software	hardware, and	techniques for	for	software, develop
	software.	equipment,	equipment,	generalizations of
		hardware, and	hardware,	the effectiveness,
		software	and software	and make
		based on a	to	recommendations
		specified task.	troubleshoot	for future protocols.
			issues or solve	
			problems.	

## **Grade 9-12 Performance Indicator Scoring Criteria for Competency 2**

Performance Indicators	Emerging	Progressing	Competent	Exemplary
a. Implement workplace and product safety standards such as OSHA, EPA, ISO, GMP, ServeSafe, and UL	The student can recognize workplace and product safety within industry and perform standard safety procedures in a lab setting.	The student can recognize and identify safety hazards found in the workplace as well as the lab.	The student can evaluate the workplace or lab for proper application of safety standards.	The student can critique the safety of the workplace or lab, make recommendations to correct unsafe procedures or practices, and successfully obtain appropriate industry certifications relative to safety standards.
b. Follow correct	The student	The student	The student	The student can
procedures for use of tools and	can recognize	can identify and determine	can apply the	evaluate a situation, then determine and
	proper tools		proper use of	
equipment	and	the proper use	tools and	implement a course
	equipment for	of tools and	equipment to	of action using tools
	a specified	equipment for	solve	and equipment
	task and		problems in	properly in the

pe	erform	a specified	the	workplace or the
ro	outine	task.	workplace or	lab.
pr	rocedures.		the lab.	

	Emerging	Progressing	Competent	Exemplary
c. Utilize appropriate computer hardware and software	The student can recognize and identify computer hardware and software used in the career pathway of study.	The student can use computer hardware and software appropriately to complete a specified task.	The student can apply use of computer hardware and software to solve problems.	The student can evaluate proper usage of computer hardware and software and form conclusions as to its effectiveness.
d. Follow correct protocol for proper maintenance techniques for equipment, hardware, and software	The student can list proper maintenance protocol techniques for equipment, hardware, and software.	The student can recognize and identify proper maintenance protocol techniques for equipment, hardware, and software based on a specified task.	The student can apply proper maintenance protocol techniques for equipment, hardware, and software to troubleshoot issues or solve problems.	The student can evaluate maintenance protocol techniques for equipment, hardware, and software, develop generalizations of the effectiveness, and make recommendations for future protocols.

#### **Graduation Competency #3: Apply a skill set to an authentic or new situation.**

#### Performance Indicators (The student can):

- a. Exhibit critical thinking and problem solving skills to locate, analyze, and apply information.
- b. Use planning and control principles to evaluate, analyze, and make decisions
- c. Communicate and collaborate with others using inquiry or in the resolution of issues/problems

#### **Grade 6-8 Performance Indicators Scoring Criteria for Competency 3**

Performance indicators	Emerging	Progressing	Competent	Exemplary
a. Exhibit critical thinking and problem solving skills to locate, analyze, and apply information	The student can recognize the existence of a problem.	The student can recognize the existence of a stated problem and identify possible solutions to the problem.	The student can exhibit critical thinking and problem solving skills to locate, analyze, and apply information necessary to troubleshoot an issue or solve a problem.	The student can debate facts and data supporting plans, process, and outcomes used to troubleshoot issues or solve problems based on a community need or CTSO competition
b.Use planning and control principles to evaluate, analyze, and make decisions	The student can participate in a team using inquiry or in the resolution of stated issues/problems .	The student can contribute to the team using inquiry or in the resolution of stated issues/problems .	The student can work productively to conduct a team investigation using inquiry or to resolve non-routine issues/problems .	The student can lead a productive team investigation, from specifying a problem to designing and carrying out the resolution, to analyzing its data and forming conclusions.

c. Communicate	The student can	The student can	The student can	The student can
and collaborate	recognize	analyze planning	evaluate the	make
with others	planning and	and control	effectiveness of	recommendation
using inquiry or	control	principles used	planning and	s to create,
in the	principles used	in industry to	control	amend, or
resolution of	in industry.	make routine	principles used	replace current
issues/problem		decisions.	in industry and	planning and
S			make decisions	control principles
			based on data.	used in industry.

## **Grades 9-12 Performance Indicators Scoring Criteria for Competency 3**

Performance Indicators	Emerging	Progressing	Competent	Exemplary
a. Exhibit critical thinking and problem solving skills to locate, analyze, and apply information.	The student can recognize the existence of a problem.	The student can recognize the existence of a stated problem and identify possible solutions to the problem.	The student can exhibit critical thinking and problem solving skills to locate, analyze, and apply information necessary to troubleshoot an issue or solve a problem.	The student can debate facts and data supporting plans, process, and outcomes used to troubleshoot issues or solve problems based on a community need or CTSO competition.
b. Use planning and control principles to evaluate, analyze, and make decisions	The student can participate in a team using inquiry or in the resolution of stated issues/problems .	The student can contribute to the team using inquiry or in the resolution of stated issues/problems .	The student can work productively to conduct a team investigation using inquiry or to resolve non-routine issues/problems .	The student can lead a productive team investigation, from specifying a problem to designing and carrying out the resolution, to analyzing its data and forming conclusions.

Performance Indicators	Emerging	Progressing	Competent	Exemplary
c. Communicate and collaborate with others using inquiry or in the resolution of issues/problem s	The student can recognize planning and control principles used in industry.	The student can analyze planning and control principles used in industry to make routine decisions.	The student can evaluate the effectiveness of planning and control principles used in industry and make decisions based on data.	The student can make recommendation s to create, amend, or replace current planning and control principles used in industry.

# Graduation Competency #4: Demonstrate effective communication skills used to succeed in the business world.

#### Performance Indicators (The student can):

- a. Exhibit appropriate oral and written business communication skills in a clear, courteous, concise, and correct manner on personal and professional levels
- b. Apply basic social communication skills in personal and professional situations through the use of technology
- c. Implement appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards necessary to communicate effectively with various business constituencies.
- d. Demonstrate the effective use of various forms of communication required in the successful pursuit of employment.
- e. Demonstrate appropriate use of content-specific vocabulary required in industry.

#### **Grade 6-8 Performance Indicators for Competency 4**

Performance Indicators	Emerging	Progressing	Competent	Exemplary
a. Exhibit	The student can	The student can	The student can	The student can
appropriate oral	recognize	execute	determine and	create, edit, and
and written	examples of	standard	construct	revise oral and
business	appropriate oral	examples of	appropriate oral	written business
communication	and written	appropriate oral	and written	communication in
skills in a clear,		and written	business	a clear,

courteous, concise, and correct manner on personal and professional levels	business communication.	business communication in a clear, courteous, concise, and correct manner.	communication in a clear, courteous, concise, and correct manner.	courteous, concise, and correct manner.
b. Apply basic social communication skills in personal and professional situations through the use of technology	The student can list different social media and on-line outlets.	The student can list different social media and on-line outlets and identify the purpose of each.	The student can apply basic social media communication skills and use of on-line outlets in personal and professional situations.	The student can enhance the effective ness of personal and professional communication through strategic application of social media and on-line outlets.
c. Implement appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards necessary to communicate effectively with various business constituencies.	The student can identify leadership and supervision techniques, customer service strategies, and personal ethics standards necessary to communicate effectively with various business constituencies.	The student can explain examples and non-examples of leadership and supervision techniques, customer service strategies, and personal ethics standards necessary to communicate effectively with various business constituencies.	The student can implement appropriate leadership and supervision techniques, customer service strategies, and personal ethical standards necessary to communicate effectively with various business constituencies.	The student can implement appropriate leadership and supervision techniques, customer service strategies, and personal ethical standards necessary to communicate effectively with business constituencies through interaction with industry/community leaders.
d. Demonstrate the effective use	The student can identify various	The student can compare the	The student can create, edit, and	The student can effectively

of various forms of communication required in the successful pursuit of employment.	forms of communication used in the pursuit of employment.	purpose of various forms of communication used in the pursuit of employment.	revise various forms of communication used in the pursuit of employment.	implement the use of various forms of communication through interaction with business and community leaders or a CTSO region, state, or national leadership position.
e. Demonstrate appropriate use of content-specific vocabulary required in industry	The student can recognize content-specific vocabulary used in industry.	The student can identify and explain content-specific vocabulary required in industry.	The student can demonstrate appropriate use of content-specific vocabulary required in industry.	The student can effectively implement the use of content-specific vocabulary required in industry to communicate with business constituencies through interaction with business and community leaders or a National CTSO competition.

### **Grades 9-12 Performance Indicators Scoring Criteria for Competency 4**

Performance Indicators	Emerging	Progressing	Competent	Exemplary
a. Exhibit	The student can	The student can	The student can	The student can
appropriate oral	recognize	execute	determine and	create, edit, and
and written	examples of	standard	construct	revise oral and

business communication skills in a clear, courteous, concise, and correct manner on personal and professional levels	appropriate oral and written business communication.	examples of appropriate oral and written business communication in a clear, courteous, concise, and correct manner.	appropriate oral and written business communication in a clear, courteous, concise, and correct manner.	written business communication in a clear, courteous, concise, and correct manner.
b. Apply basic social communication skills in personal and professional situations through the use of technology	The student can list different social media and on-line outlets.	The student can list different social media and on-line outlets and identify the purpose of each.	The student can apply basic social media communication skills and use of on-line outlets in personal and professional situations.	The student can enhance the effective ness of personal and professional communication through strategic application of social media and on-line outlets.
c. Implement appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards necessary to communicate effectively with various business constituencies.	The student can identify leadership and supervision techniques, customer service strategies, and personal ethics standards necessary to communicate effectively with various business constituencies.	The student can explain examples and non-examples of leadership and supervision techniques, customer service strategies, and personal ethics standards necessary to communicate effectively with various business constituencies.	The student can implement appropriate leadership and supervision techniques, customer service strategies, and personal ethical standards necessary to communicate effectively with various business constituencies.	The student can implement appropriate leadership and supervision techniques, customer service strategies, and personal ethical standards necessary to communicate effectively with business constituencies through an internship or work-based learning placement.

Performance Indicators	Emerging	Progressing	Competent	Exemplary
d. Demonstrate the effective use of various forms of communication required in the successful pursuit of employment.	The student can identify various forms of communication used in the pursuit of employment.	The student can compare the purpose of various forms of communication used in the pursuit of employment.	The student can create, edit, and revise various forms of communication used in the pursuit of employment.	The student can effectively implement the use of various forms of communication resulting in the successful pursuit of employment or a CTSO region, state, or national leadership position.
e. Demonstrate appropriate use of content-specific vocabulary required in industry	The student can recognize content-specific vocabulary used in industry.	The student can identify and explain content-specific vocabulary required in industry.	The student can demonstrate appropriate use of content-specific vocabulary required in industry.	The student can effectively implement the use of content-specific vocabulary required in industry to communicate with business constituencies through an internship, work-based learning placement, or National CTSO competition.

# Graduation Competency #5: Model work readiness traits required for success in the workplace.

#### Performance Indicators (The student can):

- a. Demonstrate personal work ethics that are needed to be successful in the workplace.
- b. Model appropriate appearance, behavior and language for the workplace
- c. Effectively use project management techniques.

#### **Grades 6-8 Performance Indicators Scoring Criteria for Competency 5**

Performance Indicators	Emerging	Progressing	Competent	Exemplary
a. Demonstrate personal work ethics that are needed to be successful in the workplace.	The student can identify personal work ethic traits desired in the workplace.	The student can explain the workplace benefits of desired personal work ethic traits.	The student demonstrates a habit of desirable personal work ethic traits.	The student has a habit of implementing desirable personal work ethic traits through interaction with business and community leaders or CTAE leadership position.
b. Model appropriate appearance, behavior and language for the workplace	The student can identify appropriate dress, behavior, and language for the workplace.	The student can explain and compare appropriate and nonappropriate dress, behavior, and language for the workplace.	The student can demonstrates a habit of appropriate dress, behavior, and language for the workplace.	The student has a habit of implementing appropriate dress, behavior, and language in the workplace through interaction with business and community leaders.

Performance	Emerging	Progressing	Competent	Exemplary
Indicator				
c. Effectively use project management techniques.	The student can identify project management techniques.	The student can explain effective project management techniques needed for a specific task.	The student can implement project management techniques needed to complete a project.	The student can facilitate a team using effective project management techniques to enhance the project outcome in response to a community need or a National CTSO competition.

## **Grades 9-12 Performance Indicators Scoring Criteria for Competency 5**

Performance	Emerging	Progressing	Competent	Exemplary
Indicator				
a. Demonstrate	The student can	The student	The student	The student has
personal work	identify personal	can explain	demonstrates	a habit of
ethics that are	work ethic traits	the	a habit of	implementing
needed to be	desired in the	workplace	desirable	desirable
successful in the	workplace.	benefits of	personal work	personal work
workplace.		desired	ethic traits.	ethic traits
		personal		through an
		work ethic		internship,
		traits.		work-based
				learning
				placement, or
				CTSO leadership
				position.
b. Model	The student can	The student	The student	The student has
appropriate	identify	can explain	can	a habit of
appearance,	appropriate dress,	and compare	demonstrates	implementing
behavior and	behavior, and	appropriate	a habit of	appropriate
		and non-	appropriate	dress, behavior,
		appropriate	dress,	and language in

language for the workplace	language for the workplace.	dress, behavior, and language for the workplace.	behavior, and language for the workplace.	the workplace through an internship or work-based learning placement.
Performance Indicator	Emerging	Progressing	Competent	Exemplary
c. Effectively use project management techniques.	The student can identify project management techniques.	The student can explain effective project management techniques needed for a specific task.	The student can implement project management techniques needed to complete a project.	The student can facilitate a team using effective project management techniques to enhance the project outcome in response to a community need or through National CTSO competition.