HENRY COUNTY SCHOOLS

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

	skills needed in the work place.	and his/her personal work-related strengths and weaknesses.	based on personal and industry economic needs.	21st century career opportunity that best fits his/her skills, abilities, and aptitude.
b. Relates the importance of life-long 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 ten year 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.

Grade 9-12 Performance Indicator Scoring Criteria for Competency 1

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

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 procedures for use of tools and equipment	The student can recognize proper tools and equipment for a specified task and	The student can identify and determine the proper use of tools and equipment for	The student can apply the proper use of tools and equipment to solve problems in	The student can evaluate a situation, then determine and implement a course of action using tools and equipment properly in the

	perform routine procedures.	a specified task.	the workplace or the lab.	workplace or 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 and collaborate with others using inquiry or in the resolution of issues/problems	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 recommendations to create, amend, or replace current planning and control principles 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/problems	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 recommendations 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 appropriate oral and written business communication skills in a clear,	The student can recognize examples of appropriate oral and written	The student can execute standard examples of appropriate oral and written	The student can determine and construct appropriate oral and written business	The student can create, edit, and revise oral and written business communication in 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 appropriate oral and written	The student can recognize examples of	The student can execute standard	The student can determine and construct	The student can create, edit, and 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 non-appropriate 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 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 a National CTSO competition.

Grades 9-12 Performance Indicators Scoring Criteria for Competency 5

Performance Indicator	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 an internship, work-based learning placement, or CTSO leadership position.
b. Model appropriate appearance, behavior and	The student can identify appropriate dress, behavior, and	The student can explain and compare appropriate and non-appropriate	The student can demonstrates a habit of appropriate dress,	The student has a habit of implementing appropriate dress, behavior, 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.