



## Career-Related Learning Standards Alignment: Assessment Tool

Personal Management		
Standard	Criteria: has the student . . .	Student Evidence
<b>Exhibit appropriate work ethic and behaviors in school, community, and workplace.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> CS.PM.01 Identify tasks that need to be done and initiate action to complete the tasks.</li> <li><input type="checkbox"/> CS.PM.02 Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality.</li> <li><input type="checkbox"/> CS.PM.03 Take responsibility for decisions and actions and anticipate consequences of decisions and actions.</li> <li><input type="checkbox"/> CS.PM.04 Maintain regular attendance and be on time.</li> <li><input type="checkbox"/> CS.PM.05 Maintain appropriate interactions with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identified tasks and initiated a plan of action to complete tasks?</li> <li><input type="checkbox"/> Completed tasks on time and met established standards of quality?</li> <li><input type="checkbox"/> Taken responsibility for your actions and anticipated consequences of your actions?</li> <li><input type="checkbox"/> Maintained regular, on-time attendance?</li> <li><input type="checkbox"/> Interacted appropriately with others?</li> <li><input type="checkbox"/> Documented your work and explained how your work shows Personal Management?</li> </ul>

Student Comments:

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Peer Evaluation:

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Teacher Evaluation:

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Scoring:

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Oregon Department of Education Scoring Rubric:

Above Standard - 3      Meets Standard - 2      Below Standard - 1      Insufficient Evidence - 0



**Career-Related Learning Standards Alignment Assessment Tool *continued***

Problem Solving		
Standard	Criteria: has the student . . .	Student Evidence
<p><b>Apply decision-making and problem-solving techniques in community and workplace.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> CS.PS.01 Identify problems and locate information that may lead to solutions.</li> <li><input type="checkbox"/> CS.PS.02 Identify alternatives to solve problems.</li> <li><input type="checkbox"/> CS.PS.03 Assess the consequences of the alternatives.</li> <li><input type="checkbox"/> CS.PS.04 Select and explain a proposed solution and course of action.</li> <li><input type="checkbox"/> CS.PS.05 Develop a plan to implement the selected course of action.</li> <li><input type="checkbox"/> CS.PS.06 Assess results and take corrective action.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Accurately identified a problem?</li> <li><input type="checkbox"/> Located information that led to a solution to the problem?</li> <li><input type="checkbox"/> Identified and evaluated alternative solutions to the problem?</li> <li><input type="checkbox"/> Selected a solution and a course of action?</li> <li><input type="checkbox"/> Developed and carried out a plan to solve the problem?</li> <li><input type="checkbox"/> Assessed your results?</li> <li><input type="checkbox"/> Documented your work and explained how your work shows Problem Solving?</li> </ul>

Student Comments:

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Peer Evaluation:

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Teacher Evaluation:

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Scoring:

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Oregon Department of Education Scoring Rubric:

Above Standard - 3      Meets Standard - 2      Below Standard - 1      Insufficient Evidence - 0



**Career-Related Learning Standards Alignment Assessment Tool *continued***

Communication		
Standard	Criteria: has the student . . .	Student Evidence
<p><b>Demonstrate effective communication skills to give and receive information in school, community, and workplace.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> CS.CM.01 Locate, process, and convey information using traditional and technological tools.</li> <li><input type="checkbox"/> CS.CM.02 Listen attentively and summarize key elements of verbal and non-verbal communication.</li> <li><input type="checkbox"/> CS.CM.03 Give and receive feedback in a positive manner.</li> <li><input type="checkbox"/> CS.CM.04 Read technical/instructional materials for information and apply to specific tasks.</li> <li><input type="checkbox"/> CS.CM.05 Write instructions, technical reports, and business communications clearly and accurately.</li> <li><input type="checkbox"/> CS.CM.06 Speak clearly, accurately and in a manner appropriate for the intended audience when giving oral instructions, technical reports and business communications.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Used traditional (written, oral) and technological (internet, multimedia) methods to locate and convey information?</li> <li><input type="checkbox"/> Listened carefully and summarized key ideas?</li> <li><input type="checkbox"/> Given and received feedback in a positive manner?</li> <li><input type="checkbox"/> Read and used technical and instructional materials for information and to carry out a task?</li> <li><input type="checkbox"/> Communicated clearly, accurately, and appropriately to other students and adults?</li> <li><input type="checkbox"/> Documented your work and explained how your work shows Communication?</li> </ul>

Student Comments:

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Peer Evaluation:

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Teacher Evaluation:

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Scoring:

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**Career-Related Learning Standards Alignment Assessment Tool *continued***

Teamwork			
Standard		Criteria: has the student . . .	Student Evidence
<p><b>Demonstrate effective teamwork in school, community and workplace.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> CS.TW.01 Identify different types of teams and roles within each type of team; describe why each role is important to effective teamwork.</li> <li><input type="checkbox"/> CS.TW.02 Demonstrate skills that improve team effectiveness (e.g., negotiation, compromise, consensus building, conflict management, shared decision-making and goal-setting).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identified and assumed roles within a team?</li> <li><input type="checkbox"/> Worked productively with others (negotiated, compromised, built consensus, shared decision-making, set goals, managed conflict)?</li> <li><input type="checkbox"/> Documented your work and explained how your work shows Teamwork?</li> </ul>	

Student Comments:

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Peer Evaluation:

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Teacher Evaluation:

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Scoring:

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**Career-Related Learning Standards Alignment Assessment Tool *continued***

**Employment Foundations**

	Standard	Criteria: has the student . . .	Student Evidence
<p><b>Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> CS.EF.01 Apply academic and knowledge and technical skills in a career context</li> <li><input type="checkbox"/> CS.EF.02 Select, apply and maintain tools and technologies appropriate for the workplace.</li> <li><input type="checkbox"/> CS.EF.03 Identify parts of organizations and systems and how they fit together.</li> <li><input type="checkbox"/> CS.EF.04 Describe how work moves through a system.</li> <li><input type="checkbox"/> CS.EF.05 Describe the changing nature of work, workplaces, and work processes on individuals, organizations, and systems.</li> <li><input type="checkbox"/> CS.EF.06 Explain and follow workplace health and safety practices in the work environment.</li> <li><input type="checkbox"/> CS.EF.07 Explain and follow regulatory requirements, security procedures, and ethical practices.</li> <li><input type="checkbox"/> CS.EF.08 Demonstrate dress, appearance, and personal hygiene appropriate for the work environment and situation.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Applied academic and technical knowledge and skills in a career context?</li> <li><input type="checkbox"/> Used and maintained appropriate tools and technologies for a task?</li> <li><input type="checkbox"/> Identified parts of a work organization or system and how work moves through an organization or system?</li> <li><input type="checkbox"/> Described how changes in the workplace affect individuals and a work organization or system?</li> <li><input type="checkbox"/> Followed safety, regulatory, and/or ethical practices in a work environment?</li> <li><input type="checkbox"/> Demonstrated appearance and hygiene appropriate to a workplace?</li> <li><input type="checkbox"/> Documented your work and explained how your work shows Employment Foundations?</li> </ul>	

Student Comments:

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Peer Evaluation:

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Teacher Evaluation:

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**Career-Related Learning Standards Alignment Assessment Tool *continued***

Career Development		
Standard	Criteria: has the student . . .	Student Evidence
<p><b>Demonstrate career development skills in planning for post-high school experiences.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> CS.CD.01 Assess personal characteristics related to education and career goals.</li> <li><input type="checkbox"/> CS.CD.02 Research and analyze career and educational information.</li> <li><input type="checkbox"/> CS.CD.03 Develop and discuss a current plan designed to achieve personal, educational, and career goals.</li> <li><input type="checkbox"/> CS.CD.04 Monitor and evaluate educational and career goals.</li> <li><input type="checkbox"/> CS.CD.05 Demonstrate job-seeking skills (e.g., writing resumes, completing applications, and participating in interviews).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assessed your personal knowledge and skills related to your education and career goals?</li> <li><input type="checkbox"/> Planned for life after high school (researched career and educational options, developed a plan to achieve goals)?</li> <li><input type="checkbox"/> Reviewed your education and career goals to determine if they should change?</li> <li><input type="checkbox"/> Used job-seeking skills (writing resumes, completing applications, participating in interviews)?</li> <li><input type="checkbox"/> Documented your work and explained how your work shows Career Development?</li> </ul>

Student Comments:

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Peer Evaluation:

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Teacher Evaluation:

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Scoring:

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