

Content Area: Career and Technical Education  
Grade/Course: K / ACCN: No ACCN

Strand	Technological Design
Standard 1: TECHNOLOGICAL DESIGN: Design, modify, and apply technology to effectively and efficiently solve problems	

Topic			
Benchmark CTE.K.1	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice

Content Area: Career and Technical Education  
Grade/Course: K / ACCN: No ACCN

Strand	Career Planning
Standard 2: CAREER PLANNING: Explore and understand educational and career options in order to develop and implement personal, educational, and career goals	

Topic	Education and Job Training		
Benchmark CTE.K.2.1	Explain that current learning relates to life outside the classroom		
Sample Performance Assessment (SPA)	The student: Gives examples of how something recently learned (e.g., counting, reading, writing) has been useful at home.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, in great detail, that current learning relates to life outside the classroom	Explain, in detail, that current learning relates to life outside the classroom	Explain, in some detail, that current learning relates to life outside the classroom	Explain, in minimal detail, that current learning relates to life outside the classroom

Topic	Career Goals and Options		
Benchmark CTE.K.2.2	Identify various workers and their jobs in the community		
Sample Performance Assessment (SPA)	The student: Describes jobs in the school and local community and what people do in those jobs (e.g., crosswalk monitors, police, teachers).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Identify an extensive variety of workers and their jobs in the community	Identify a variety of workers and their jobs in the community	Identify a few workers and their jobs in the community	Identify one or two workers and their jobs in the community

Content Area: Career and Technical Education  
Grade/Course: 1 / ACCN: No ACCN

<b>Strand</b>	Technological Design
Standard 1: TECHNOLOGICAL DESIGN: Design, modify, and apply technology to effectively and efficiently solve problems	

<b>Topic</b>			
<b>Benchmark CTE.1.1</b>	No benchmark at this level		
<b>Sample Performance Assessment (SPA)</b>			
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>

Content Area: Career and Technical Education  
Grade/Course: 1 / ACCN: No ACCN

Strand	Career Planning
Standard 2: CAREER PLANNING: Explore and understand educational and career options in order to develop and implement personal, educational, and career goals	

Topic	Personal Skills and Interests		
Benchmark CTE.1.2.1	Explain that everyone has personal interests, strengths, and abilities		
Sample Performance Assessment (SPA)	The student: Makes a list of personal strengths, interests, and abilities and compares similarities and differences with another student's list.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, in great detail, that everyone has personal interests, strengths, and abilities	Explain, in detail, that everyone has personal interests, strengths, and abilities	Explain, in some detail, that everyone has personal interests, strengths, and abilities	Explain, in minimal detail, that everyone has personal interests, strengths, and abilities

Content Area: Career and Technical Education  
Grade/Course: 2 / ACCN: No ACCN

Strand	Technological Design
Standard 1: TECHNOLOGICAL DESIGN: Design, modify, and apply technology to effectively and efficiently solve problems	

Topic	Invention and Innovation
Benchmark CTE.2.1.1	Explain that people can design and make objects and systems to solve a problem or to improve the quality of life
Sample Performance Assessment (SPA)	The student: Gives examples through illustration and demonstration of inventions and new ways of doing things that have solved problems (e.g., computer, microwave oven).

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, in great detail, that people can design and make objects and systems to solve a problem or to improve the quality of life	Explain, in detail, that people can design and make objects and systems to solve a problem or to improve the quality of life	Explain, in some detail, that people can design and make objects and systems to solve a problem or to improve the quality of life	Explain, in minimal detail, that people can design and make objects and systems to solve a problem or to improve the quality of life

Content Area: Career and Technical Education  
Grade/Course: 2 / ACCN: No ACCN

Strand	Career Planning
Standard 2: CAREER PLANNING: Explore and understand educational and career options in order to develop and implement personal, educational, and career goals	

Topic	Career Goals and Options		
Benchmark CTE.2.2.1	Use appropriate strategies for setting goals		
Sample Performance Assessment (SPA)	The student: Uses simple goal setting strategies to identify areas for improvement (e.g., Primary Planning Sheet: Three strengths; two things I'd like to get better at; my goal[s] for the next quarter; things I'll do to work on my goal[s]).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Consistently use appropriate strategies for setting goals	Usually use appropriate strategies for setting goals	Sometimes use appropriate strategies for setting goals	Rarely use appropriate strategies for setting goals

Content Area: Career and Technical Education  
Grade/Course: 3 / ACCN: No ACCN

Strand	Technological Design
Standard 1: TECHNOLOGICAL DESIGN: Design, modify, and apply technology to effectively and efficiently solve problems	

Topic			
Benchmark CTE.3.1	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice

Content Area: Career and Technical Education  
Grade/Course: 3 / ACCN: No ACCN

Strand	Career Planning
Standard 2: CAREER PLANNING: Explore and understand educational and career options in order to develop and implement personal, educational, and career goals	

Topic	Personal Skills and Interests		
Benchmark CTE.3.2.1	Describe how different careers may require different skills, knowledge, and attitudes		
Sample Performance Assessment (SPA)	The student: Creates a product or performance that demonstrates differences in occupations, including the skills, knowledge, and attitudes required for each.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, in great detail, how different careers may require different skills, knowledge, and attitudes	Describe, in detail, how different careers may require different skills, knowledge, and attitudes	Describe, in some detail, how different careers may require different skills, knowledge, and attitudes	Describe, in minimal detail, how different careers may require different skills, knowledge, and attitudes

Content Area: Career and Technical Education  
Grade/Course: 4 / ACCN: No ACCN

Strand	Technological Design
Standard 1: TECHNOLOGICAL DESIGN: Design, modify, and apply technology to effectively and efficiently solve problems	

Topic			
Benchmark CTE.4.1	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice

**Content Area: Career and Technical Education**  
**Grade/Course: 4 / ACCN: No ACCN**

<b>Strand</b>	<b>Career Planning</b>
<b>Standard 2: CAREER PLANNING: Explore and understand educational and career options in order to develop and implement personal, educational, and career goals</b>	

<b>Topic</b>	Education and Job Training		
<b>Benchmark CTE.4.2.1</b>	Analyze how doing well in school affects future career opportunities		
<b>Sample Performance Assessment (SPA)</b>	The student: Compares career opportunities at various educational levels (e.g., high school, technical school, two- and four-year colleges).		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Analyze, in great detail, how doing well in school affects future career opportunities	Analyze, in detail, how doing well in school affects future career opportunities	Analyze, in some detail, how doing well in school affects future career opportunities	Analyze, in minimal detail, how doing well in school affects future career opportunities

<b>Topic</b>	Personal Skills and Interests		
<b>Benchmark CTE.4.2.2</b>	Identify ways that hobbies, personal interests, and strengths may lead to a career interest		
<b>Sample Performance Assessment (SPA)</b>	The student: Constructs a list of possible future careers based on personal strengths and interests and the skills required in those careers.		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Identify an extensive variety of ways that hobbies, personal interests, and strengths may lead to a career interest	Identify a variety of ways that hobbies, personal interests, and strengths may lead to a career interest	Identify a few ways that hobbies, personal interests, and strengths may lead to a career interest	Identify one or two ways that hobbies, personal interests, and strengths may lead to a career interest

<b>Topic</b>	Workplace Behaviors		
<b>Benchmark CTE.4.2.3</b>	Apply good work and study habits for the classroom		
<b>Sample Performance Assessment (SPA)</b>	The student: Demonstrates a variety of good work and study habits (e.g., identifies tools and resources to complete a task; shows proper care for school equipment; delegates tasks according to abilities and interests; follows classroom processes and procedures).		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Consistently apply good work and study habits in the classroom	Usually apply good work and study habits in the classroom	Sometimes apply good work and study habits in the classroom	Rarely apply good work and study habits in the classroom

Content Area: Career and Technical Education  
Grade/Course: 5 / ACCN: No ACCN

<b>Strand</b>	Technological Design
<b>Standard 1: TECHNOLOGICAL DESIGN: Design, modify, and apply technology to effectively and efficiently solve problems</b>	

<b>Topic</b>	Invention and Innovation
<b>Benchmark CTE.5.1.1</b>	Examine how different innovations have developed/evolved in various cultures over time to improve life and solve problems
<b>Sample Performance Assessment (SPA)</b>	The student: Compares and contrasts innovations and inventions created by different cultures and their effects on the culture.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Examine, in great detail, how different innovations have developed/evolved in various cultures over time to improve life and solve problems	Examine, in detail, how different innovations have developed/evolved in various cultures over time to improve life and solve problems	Examine, in some detail, how different innovations have developed/evolved in various cultures over time to improve life and solve problems	Examine, in minimal detail, how different innovations have developed/evolved in various cultures over time to improve life and solve problems

Content Area: Career and Technical Education  
Grade/Course: 5 / ACCN: No ACCN

<b>Strand</b>	Career Planning
<b>Standard 2: CAREER PLANNING: Explore and understand educational and career options in order to develop and implement personal, educational, and career goals</b>	

<b>Topic</b>	Workplace Behaviors		
<b>Benchmark CTE.5.2.1</b>	Use successful workplace and ethical behaviors		
<b>Sample Performance Assessment (SPA)</b>	The student: Practices attitudes and behaviors valued in the workplace (e.g., punctuality, pride in work, persistence, listening skills, ability to work independently, and respect for people and property).		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Consistently use successful workplace and ethical behaviors	Usually use successful workplace and ethical behaviors	Sometimes use successful workplace and ethical behaviors	Rarely use successful workplace and ethical behaviors

<b>Topic</b>	Career Portfolio Development		
<b>Benchmark CTE.5.2.2</b>	Show documentation of learning and growth		
<b>Sample Performance Assessment (SPA)</b>	The student: Uses portfolios or work sampling to collect evidence of interests, strengths, and current learning.		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Show documentation, in great detail, of learning and growth	Show documentation, in detail, of learning and growth	Show documentation, in some detail, of learning and growth	Show documentation, in minimal detail, of learning and growth

Content Area: Career and Technical Education  
Grade/Course: 6 / ACCN: No ACCN

<b>Strand</b>	Technological Design
<b>Standard 1: TECHNOLOGICAL DESIGN: Design, modify, and apply technology to effectively and efficiently solve problems</b>	

<b>Topic</b>	Design		
<b>Benchmark CTE.6.1.1</b>	Develop a process to invent a product or procedure to meet a need or improve upon an existing technology		
<b>Sample Performance Assessment (SPA)</b>	The student: Creates a simple invention or improvement to an existing technology and presents the results (e.g., describes the steps of the design process; lists materials selected and used; determines the adequacy of the result in meeting the design purpose; describes the modifications needed).		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Develop a process, in great detail, to invent a product or procedure to meet a need or improve upon an existing technology	Develop a process, in detail, to invent a product or procedure to meet a need or improve upon an existing technology	Develop a process, in some detail, to invent a product or procedure to meet a need or improve upon an existing technology	Develop a process, in minimal detail, to invent a product or procedure to meet a need or improve upon an existing technology

**Content Area: Career and Technical Education  
Grade/Course: 6 / ACCN: No ACCN**

<b>Strand</b>	<b>Career Planning</b>
<b>Standard 2: CAREER PLANNING: Explore and understand educational and career options in order to develop and implement personal, educational, and career goals</b>	

<b>Topic</b>	Career Goals and Options		
<b>Benchmark CTE.6.2.1</b>	Establish personal and learning goals related to career and life interests		
<b>Sample Performance Assessment (SPA)</b>	The student: Sets personal and learning goals related to career and life interests (e.g., compares personal strengths and interests with requisites for career of interest; specifies short and long term goals and constraints).		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Consistently establish personal and learning goals related to career and life interests	Usually establish personal and learning goals related to career and life interests	Sometimes establish personal and learning goals related to career and life interests	Rarely establish personal and learning goals related to career and life interests

<b>Topic</b>	Workplace Behaviors		
<b>Benchmark CTE.6.2.2</b>	Explain the consequences of appropriate or inappropriate behavior in specific school, social, and work situations		
<b>Sample Performance Assessment (SPA)</b>	The student: Explains the consequences of appropriate and inappropriate behavior, using information from school administration, people in the community, and local business leaders.		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Explain, in great detail, the consequences of appropriate or inappropriate behavior in specific school, social, and work situations	Explain, in detail, the consequences of appropriate or inappropriate behavior in specific school, social, and work situations	Explain, in some detail, the consequences of appropriate or inappropriate behavior in specific school, social, and work situations	Explain, in minimal detail, the consequences of appropriate or inappropriate behavior in specific school, social, and work situations

Content Area: Career and Technical Education  
Grade/Course: 7 / ACCN: No ACCN

<b>Strand</b>	Technological Design
<b>Standard 1: TECHNOLOGICAL DESIGN: Design, modify, and apply technology to effectively and efficiently solve problems</b>	

<b>Topic</b>	Design		
<b>Benchmark CTE.7.1.1</b>	Apply the design process through a set of methodical steps for turning ideas into useful and ethical products and systems		
<b>Sample Performance Assessment (SPA)</b>	The student: Constructs a model or prototype to clarify the design process by identifying a problem, brainstorming solutions, implementing a solution, sharing the solution with others, and obtaining feedback.		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Apply the design process, with accuracy, through a set of methodical steps for turning ideas into useful and ethical products and systems	Apply the design process, with no significant errors, through a set of methodical steps for turning ideas into useful and ethical products and systems	Apply the design process, with a few significant errors, through a set of methodical steps for turning ideas into useful and ethical products and systems	Apply the design process, with many significant errors, through a set of methodical steps for turning ideas into useful and ethical products and systems

<b>Topic</b>	Design		
<b>Benchmark CTE.7.1.2</b>	Assess a product or solution for possible modifications		
<b>Sample Performance Assessment (SPA)</b>	The student: Evaluates modifications for others and his or her designs, tries proposed modifications, and explains how or whether the modification improved the product.		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Assess, in great detail, a product or solution for possible modifications	Assess, in detail, a product or solution for possible modifications	Assess, in some detail, a product or solution for possible modifications	Assess, in minimal detail, a product or solution for possible modifications

Content Area: Career and Technical Education  
Grade/Course: 7 / ACCN: No ACCN

<b>Strand</b>	<b>Career Planning</b>
<b>Standard 2: CAREER PLANNING: Explore and understand educational and career options in order to develop and implement personal, educational, and career goals</b>	

<b>Topic</b>	Workplace Behaviors		
<b>Benchmark CTE.7-8.2.1</b>	Apply appropriate and safe behaviors for the school, community, and workplace		
<b>Sample Performance Assessment (SPA)</b>	The student: Demonstrates safe behaviors and habits appropriate for the school, community, and workplace (e.g., adherence to safety guidelines and procedures, reliability, punctuality, regular attendance, task completion, meeting deadlines, adaptability, politeness, honesty, taking responsibility for actions, collaboration, maintaining appropriate appearance and hygiene for the workplace).		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Consistently apply appropriate and safe behaviors for the school, community, and workplace	Usually apply appropriate and safe behaviors for the school, community, and workplace	Sometimes apply appropriate and safe behaviors for the school, community, and workplace	Rarely apply appropriate and safe behaviors for the school, community, and workplace

<b>Topic</b>	Career Portfolio Development		
<b>Benchmark CTE.7-8.2.2</b>	Develop a preliminary individual education and career plan		
<b>Sample Performance Assessment (SPA)</b>	The student: Develops a preliminary educational and career plan encompassing the middle grades through high school (e.g., applies decision-making model, uses career assessment information, develops actions to reach goals; sets a time frame for completion).		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Develop, in great detail, a preliminary individual education and career plan	Develop, in detail, a preliminary individual education and career plan	Develop, in some detail, a preliminary individual education and career plan	Develop, in minimal detail, a preliminary individual education and career plan

<b>Topic</b>	Personal Skills and Interests		
<b>Benchmark CTE.7-8.2.3</b>	Analyze the relationship between personal characteristics, interests, abilities, and skills and achieving personal and career goals		
<b>Sample Performance Assessment (SPA)</b>	The student: Compares and contrasts personal characteristics, interests, abilities, and skills as they relate to personal, social, educational, and career goals.		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Analyze, in great detail, the relationship between personal characteristics, interests, abilities, and skills and achieving personal and career goals	Analyze, in detail, the relationship between personal characteristics, interests, abilities, and skills and achieving personal and career goals	Analyze, in some detail, the relationship between personal characteristics, interests, abilities, and skills and achieving personal and career goals	Analyze, in minimal detail, the relationship between personal characteristics, interests, abilities, and skills and achieving personal and career goals

Content Area: Career and Technical Education  
Grade/Course: 7 / ACCN: No ACCN

Topic	Career Goals and Options		
Benchmark CTE.7-8.2.4	Analyze career options that match personal interests, abilities, and skills		
Sample Performance Assessment (SPA)	The student: Categorizes various careers that best fit personal interests, abilities, and skills.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze, in great detail, career options that match personal interests, abilities, and skills	Analyze, in detail, career options that match personal interests, abilities, and skills	Analyze, in some detail, career options that match personal interests, abilities, and skills	Analyze, in minimal detail, career options that match personal interests, abilities, and skills

Content Area: Career and Technical Education  
Grade/Course: 8 / ACCN: No ACCN

Strand	Technological Design
Standard 1: TECHNOLOGICAL DESIGN: Design, modify, and apply technology to effectively and efficiently solve problems	

Topic	Design		
Benchmark CTE.8.1.1	Assess the overall effectiveness of a product design or solution		
Sample Performance Assessment (SPA)	The student: Evaluates the effectiveness of a product design or solution (e.g., considers the ability of the design to meet the criteria established in the original purpose; considers the factors that might affect acceptability and suitability for intended users; develops measures of quality with respect to these factors; considers unintended positive and negative effects of the design or solution on the environment and humans).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Assess, in great detail, the overall effectiveness of a product design or solution	Assess, in detail, the overall effectiveness of a product design or solution	Assess, in some detail, the overall effectiveness of a product design or solution	Assess, in minimal detail, the overall effectiveness of a product design or solution

**Content Area: Career and Technical Education  
Grade/Course: 8 / ACCN: No ACCN**

<b>Strand</b>	<b>Career Planning</b>
<b>Standard 2: CAREER PLANNING: Explore and understand educational and career options in order to develop and implement personal, educational, and career goals</b>	

<b>Topic</b>	Workplace Behaviors		
<b>Benchmark CTE.7-8.2.1</b>	Apply appropriate and safe behaviors for the school, community, and workplace		
<b>Sample Performance Assessment (SPA)</b>	The student: Demonstrates safe behaviors and habits appropriate for the school, community, and workplace (e.g., adherence to safety guidelines and procedures, reliability, punctuality, regular attendance, task completion, meeting deadlines, adaptability, politeness, honesty, taking responsibility for actions, collaboration, maintaining appropriate appearance and hygiene for the workplace).		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Consistently apply appropriate and safe behaviors for the school, community, and workplace	Usually apply appropriate and safe behaviors for the school, community, and workplace	Sometimes apply appropriate and safe behaviors for the school, community, and workplace	Rarely apply appropriate and safe behaviors for the school, community, and workplace

<b>Topic</b>	Career Portfolio Development		
<b>Benchmark CTE.7-8.2.2</b>	Develop a preliminary individual education and career plan		
<b>Sample Performance Assessment (SPA)</b>	The student: Develops a preliminary educational and career plan encompassing the middle grades through high school (e.g., applies decision-making model, uses career assessment information, develops actions to reach goals; sets a time frame for completion).		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Develop, in great detail, a preliminary individual education and career plan	Develop, in detail, a preliminary individual education and career plan	Develop, in some detail, a preliminary individual education and career plan	Develop, in minimal detail, a preliminary individual education and career plan

<b>Topic</b>	Personal Skills and Interests		
<b>Benchmark CTE.7-8.2.3</b>	Analyze the relationship between personal characteristics, interests, abilities, and skills and achieving personal and career goals		
<b>Sample Performance Assessment (SPA)</b>	The student: Compares and contrasts personal characteristics, interests, abilities, and skills as they relate to personal, social, educational, and career goals.		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Analyze, in great detail, the relationship between personal characteristics, interests, abilities, and skills and achieving personal and career goals	Analyze, in detail, the relationship between personal characteristics, interests, abilities, and skills and achieving personal and career goals	Analyze, in some detail, the relationship between personal characteristics, interests, abilities, and skills and achieving personal and career goals	Analyze, in minimal detail, the relationship between personal characteristics, interests, abilities, and skills and achieving personal and career goals

Content Area: Career and Technical Education  
Grade/Course: 8 / ACCN: No ACCN

Topic	Career Goals and Options		
Benchmark CTE.7-8.2.4	Analyze career options that match personal interests, abilities, and skills		
Sample Performance Assessment (SPA)	The student: Categorizes various careers that best fit personal interests, abilities, and skills.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze, in great detail, career options that match personal interests, abilities, and skills	Analyze, in detail, career options that match personal interests, abilities, and skills	Analyze, in some detail, career options that match personal interests, abilities, and skills	Analyze, in minimal detail, career options that match personal interests, abilities, and skills

Content Area: Career and Technical Education  
Grade/Course: 9-12 / ACCN: No ACCN

<b>Strand</b>	Technological Design
<b>Standard 1: TECHNOLOGICAL DESIGN: Design, modify, and apply technology to effectively and efficiently solve problems</b>	

<b>Topic</b>			
<b>Benchmark CTE.9-12.1</b>	No benchmark at this level		
<b>Sample Performance Assessment (SPA)</b>			
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>

Content Area: Career and Technical Education  
Grade/Course: 9-12 / ACCN: No ACCN

<b>Strand</b>	<b>Career Planning</b>
<b>Standard 2: CAREER PLANNING: Explore and understand educational and career options in order to develop and implement personal, educational, and career goals</b>	

<b>Topic</b>	Career Goals and Options		
<b>Benchmark CTE.9-12.2.1</b>	Analyze annual individual education and career goals		
<b>Sample Performance Assessment (SPA)</b>	The student: Evaluates and updates earlier education and career goals (e.g., determines whether they are achievable; incorporates a timeline; identifies career pathway requirements and resources required to pursue the career; conducts an annual evaluation of educational and career goals; revises plan as appropriate).		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Analyze, in great detail, annual individual education and career goals	Analyze, in detail, annual individual education and career goals	Analyze, in some detail, annual individual education and career goals	Analyze, in minimal detail, annual individual education and career goals

<b>Topic</b>	Career Goals and Options		
<b>Benchmark CTE.9-12.2.2</b>	Evaluate potential career choices in relation to personal interests, strengths, and values		
<b>Sample Performance Assessment (SPA)</b>	The student: Applies a decision-making model to compare a list of potential career choices to personal interests, strengths, and values (e.g., uses career assessment information; engages in job shadowing, volunteer opportunities, apprenticeships, internships, mentorships).		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Evaluate, in great detail, potential career choices in relation to personal interests, strengths, and values	Evaluate, in detail, potential career choices in relation to personal interests, strengths, and values	Evaluate, in some detail, potential career choices in relation to personal interests, strengths, and values	Evaluate, in minimal detail, potential career choices in relation to personal interests, strengths, and values

<b>Topic</b>	Workplace Behaviors		
<b>Benchmark CTE.9-12.2.3</b>	Apply appropriate and safe behaviors and practices in the school, community, and workplace		
<b>Sample Performance Assessment (SPA)</b>	The student: Demonstrates safe behaviors and practices appropriate for the school, community, and workplace (e.g., reliability, punctuality, regular attendance, task completion, meeting deadlines, adaptability, politeness, honesty, taking responsibility for actions, working cooperatively, adhering to safety guidelines and procedures, maintaining appropriate appearance and hygiene for the workplace).		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Consistently apply appropriate and safe behaviors and practices in the school, community, and workplace	Usually apply appropriate and safe behaviors and practices in the school, community, and workplace	Sometimes apply appropriate and safe behaviors and practices in the school, community, and workplace	Rarely apply appropriate and safe behaviors and practices in the school, community, and workplace

**Content Area: Career and Technical Education**  
**Grade/Course: 9-12 / ACCN: No ACCN**

Topic	Career Portfolio Development		
Benchmark CTE.9-12.2.4	Assess career portfolio that documents evidence of progress toward the attainment of personal, educational, and career goals		
Sample Performance Assessment (SPA)	The student: Evaluates and modifies career portfolio, written plan, CD, or website to update earlier education and career plans and includes goal statements, actions, and experiences (e.g. volunteer work, education, resume(s), references, work samples, certificates or awards, records of attendance, transcripts).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Assess, in great detail, career portfolio that documents evidence of progress toward the attainment of personal, educational, and career goals	Assess, in detail, career portfolio that documents evidence of progress toward the attainment of personal, educational, and career goals	Assess, in some detail, career portfolio that documents evidence of progress toward the attainment of personal, educational, and career goals	Assess, in minimal detail, career portfolio that documents evidence of progress toward the attainment of personal, educational, and career goals

Topic	Job Search Resources		
Benchmark CTE.9-12.2.5	Analyze the demographic, geographic, and technological trends that affect work opportunities		
Sample Performance Assessment (SPA)	The student: Assesses demographic, geographic, and technological trends and explains how they may affect opportunities in a chosen career.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze, in great detail, the demographic, geographic, and technological trends that affect work opportunities	Analyze, in detail, the demographic, geographic, and technological trends that affect work opportunities	Analyze, in some detail, the demographic, geographic, and technological trends that affect work opportunities	Analyze, in minimal detail, the demographic, geographic, and technological trends that affect work opportunities

Topic	Job Application Process		
Benchmark CTE.9-12.2.6	Gather and prepare documents related to job-seeking		
Sample Performance Assessment (SPA)	The student: Prepares resume, letters of application or inquiry, and fills out job applications.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Gather and prepare documents related to job-seeking, with accuracy	Gather and prepare documents related to job-seeking, with no significant errors	Gather and prepare documents related to job-seeking, with a few significant errors	Gather and prepare documents related to job-seeking, with many significant errors

Topic	Job Application Process		
Benchmark CTE.9-12.2.7	Prepare for the job interview process		
Sample Performance Assessment (SPA)	The student: Engages in necessary steps to prepare for the job interview process (e.g., prepares for employment tests, knows questions interviewers can and cannot ask, role plays a job interview).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Prepare for the job interview process, with completeness and accuracy	Prepare for the job interview process, with no significant errors	Prepare for the job interview process, with a few significant errors	Prepare for the job interview process, with many significant errors

Content Area: Career and Technical Education  
Grade/Course: 9-12 / ACCN: No ACCN

Topic	Job Benefits		
Benchmark CTE.9-12.2.8	Assess the compensation, lifestyle, and other benefits associated with careers of interest		
Sample Performance Assessment (SPA)	The student: Evaluates the job benefits associated with careers of interest (e.g., salaries, working conditions, lifestyle, health coverage, retirement, professional development, vacation).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Assess, in great detail, the compensation, lifestyle, and other benefits associated with careers of interest	Assess, in detail, the compensation, lifestyle, and other benefits associated with careers of interest	Assess, in some detail, the compensation, lifestyle, and other benefits associated with careers of interest	Assess, in minimal detail, the compensation, lifestyle, and other benefits associated with careers of interest