WYOMING CAREER/VOCATIONAL EDUCATION CONTENT AND PERFORMANCE STANDARDS

WYOMING STATE BOARD OF EDUCATION

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Pathway to 2014
Preamble to the Standards

Wyoming State Board of Education
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At no time in human history has change been as rapid as we see today. Young people in Wyoming who are students in our schools will live in a world we may not be able to imagine at this point in our history. As stewards of our public education system, the State Board of Education believes it is important to provoke our institutions to think deeply about the knowledge, skills, abilities and habits of the mind that will prepare students for a world in which rapid change will be the norm and where people will have to be highly adaptable.

Our institutions, leaders, and communities must have the courage to develop and implement processes and programs through which schools deliver effective learning. Children must not only be prepared to enter the work force. They must be prepared to contribute as participants and members of the social and political democracies in which they live. To this end, we must more effectively define the components and rigor necessary for their success.

The Wyoming State Board of Education believes that as stewards it is our responsibility to frame the political dialogue in a way that challenges policy makers, educational institutions and the public in general to examine the educational goals, practices, and results in the neighborhoods, communities, and the state. This must be an ongoing political dialogue that begins with our review of the Wyoming State Standards but must not end there.

In accordance with Wyoming State Statute 21-2-304 (a) (iii) the State Board of Education (Board) in consultation and coordination with local school districts (LEA) will "prescribe uniform student content and performance standards for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b). . . ." Under W.S. 21-2-304(c) the Board is directed to evaluate and review the uniformity and quality of the educational program standards at least every five (5) years. This was last done in 2003 and will be undertaken in November 2008.

The Board directs the Wyoming Department of Education (WDE) working in consultation and coordination with local school districts to formulate and implement a process to evaluate and review the uniformity and quality of both the standards and the implementation of those standards developed in 2008.

Specifically, the Board directs this review to develop answers through analysis to the following questions and to make recommendations in consultation and coordination with LEA's for improvement of the standards and/or the implementation of the standards over time. This review should include recommendations for what should and can be accomplished this year, what needs to be accomplished in two to three years and what Wyoming should set as a goal to accomplish prior to 2014.

1. The Board believes that content standards should be written to facilitate each student's success in life.

- What evidence exists that the standards as written are driving improvement of learning and preparation of children to successfully participate in life?

- What improvements are needed in each content area and why/how will the recommendations improve the status and growth in learning?

2. The Board believes that standards and supporting documents should be written in ways that are accessible and so that students, parents, teachers and citizen leaders will have a common understanding and measurement of success.

- What recommendation(s) should be considered by the SBE to accomplish this goal?

3. The Board believes that the standards and supporting documents should be written so that there is uniformity and consistency across content areas.

- What improvements are needed?

- How best do we accomplish these improvements?

4. The Board believes that each district must incorporate the common core of skills into its Body of Evidence.

- What evidence is there that the standards and supporting documents facilitate the learning of knowledge, skills, and behaviors that are necessary for the success of our students in life?

- What improvements are needed?

5. The Board is not convinced that the current common core of knowledge and the common core of skills are sufficient for the future success of our students.

- What else should we be doing to facilitate student success?

- How best can we accomplish these successes?

6. The Board believes that the standards should be implemented with fidelity and that Body of Evidence should be an important component of this fidelity.

- What evidence is there that the standards of each content area are assessed and proficiencies determined with uniformity in the district?

- What improvements are needed?

7. The Board believes that the standards and supporting documents should align with current knowledge about the development of the brain and learning.

- What evidence is there that the standards and supporting documents are written so that there is alignment with current knowledge around the cognitive development and learning in the standards and the implementation of the standards?

- What improvements are needed?

8. The Board believes that more meaningful and robust learning happens when young people are appropriately challenged to think in more cognitively complex ways.

- What evidence is there that the more cognitively complex components of the standards are being taught and assessed?

- What improvements are needed? Is teaching structured to facilitate interdisciplinary and multidisciplinary use of the knowledge, skills and abilities learned in our schools?

9. The Board believes that motivation and engagement are critical to learning.

- What evidence is there that the aspects of self-system thinking and metacognition as defined by Robert Marzano and John Kendall or other higher order thinking and self-governing of learning skills are being implemented and accessed?

- What improvements are needed?

While the immediate task might be focused upon a periodic review of the standard, the Wyoming State Board of Education believes that such a review capitalizes on the resources that will be necessary for the work best when the longer view of our standards and for our children are used to guide the work. We believe that the focus must be on what is learned, rather than what is taught. We believe that what is learned today must improve the lives our children will have in the future. We believe that current needs must be addressed in ways that lays a foundation that supports and frames the future.

WYOMING CAREER/VOCATIONAL EDUCATION CONTENT AND PERFORMANCE STANDARDS

RATIONALE

Schools today must assist students in developing the necessary skills, intellectual abilities, and personal traits that help them to secure and maintain meaningful employment in the world of work. According to current labor projections, two-thirds of all jobs in the 21st century will be high skill, high technology in nature. The Wyoming Career/Vocational Education Standards Committee utilized the findings of the U.S. Department of Labor, Secretary's Commission on Achieving Necessary Skills (SCANS Report) and regional meetings to develop a framework for state standards.

Today's employers seek students who are able to access and use information from a variety of sources to assist them in making informed workplace decisions. A student must be able to acquire, evaluate, interpret, organize and maintain data, process and communicate workplace information, and utilize current technologies.

In order to be a productive member of society, students must be able to manage workplace resources. Students must demonstrate the interpersonal skills that play a major role in workplace success. An individual should have the ability to participate as a member of a team, teach others new skills, exercise leadership, negotiate, compromise, work with individual differences, and serve clients and customers. Students must be able to select technology, safely apply technology, maintain and troubleshoot equipment. The foundation for rewarding careers and productive employment is built through exploration and understanding of career choices.

ORGANIZATION OF STANDARDS

Standards specify the essential learning that students must master. They provide a K-12 framework to assist school districts, schools, and communities in developing and strengthening curriculum rather than prescribing courses, materials, or instructional methodology. Teachers ensure that students achieve standards by using a range of instructional strategies that they select based on their students' needs. Content and performance standards are identified for grade spans K-4, 5-8, and 9-12 with benchmarks at grades four, eight, and eleven. Terms used in this document are defined below and in the glossary at the end.

Kindergarten through fourth grade teachers, parents, and students work toward the achievement of the fourth grade benchmarks. Fifth grade through eighth grade teachers, parents, and students work toward the achievement of the eighth grade benchmarks. Ninth grade through eleventh grade teachers, parents, and students work toward the achievement of the eleventh grade benchmarks. Success at each benchmark level requires the effort and commitment of all who prepare for that level.

Content Standards: These statements define what students are expected to know and be able to do by the time they graduate. They do not dictate what methodology or instructional materials should be used, nor how the material is delivered.

Benchmarks: These statements specify what students are expect to know and be able to do at the end of each of the benchmark grade levels, in this document, grades 4, 8, and 11. These benchmarks specify the skills and content students must master along the way in order to master the content standard by the time they graduate.

Performance Level Descriptors: These statements describe how well students must perform the benchmarks. The "proficient" level is required in order to demonstrate mastery of the standards. Descriptors help teachers judge where students are performing in relation to the benchmarks, and ultimately, the content standards. A general definition of each level is provided below.

> **Advanced:** Students at the advanced performance level use their knowledge of career/vocational education to acquire, analyze, synthesize, apply, evaluate, integrate, and communicate transferable academic/workplace knowledge and skills to multiple situations in the workplace.

> **Proficien**t: Students at the proficient performance level use concepts and skills to acquire, analyze, apply, and communicate information and ideas to become a productive contributor in the workplace.

> **Basic:** Students at the basic performance level have limited acquisition and comprehension of academic/workplace knowledge and skills that are necessary to become productive contributors in the workplace.

> **Below Basic:** Students at the below basic level in career/vocational education require extensive support or provide little or no evidence in meeting the standard.

INTRODUCTION TO THE STANDARDS

The Wyoming Career/Vocational Education Content and Performance Standards represent a cooperative effort. In 2000-2001, representatives from each of the districts participated in regional groups along with community college, University, students, and business representatives. The process began with regional meetings where the participants compiled drafts using local district standards. The state committee, consisting of regional representatives, utilized the regional documents to draft the state standards. National standards and several states' standards were referenced to establish the rigor of the Wyoming Career/Vocational Education Content and Performance Standards. These documents are listed below:

- National Educational Technology Standards for Students, Connecting Curriculum and Technology, International Society for Technology in Education, 480 Charnelton Street, Eugene, OR 97401-2626.

- Standards for Technological Literacy, <u>Content for the Study of Technology</u>, International Technology Education Association, 1914 Association Drive, Suite 201, Reston, VA 20191-1539.
- What Work Requires of Schools, <u>A SCANS Report for America 2000</u>, U.S. Department of Labor, Secretary's Commission on Achieving Necessary Skills, 200 Constitution Avenue, N.W., Washington, D.C. 20210.
- Connecticut Comprehensive School Counseling Program-Connecticut School Counselor Association (CSCA), Connecticut Association for Counselor Education and Supervision (CACES), Connecticut State Department of Education (CSDE), 2000.
- Alaska, <u>Career/Vocational Education Content Standards</u>, http:www.educ.state.ak.us.
- Arizona, <u>Arizona Academic Standards and Accountability</u>, http:www.ade.state.az.us.
- Hawaii, <u>Career and Life Skills</u>, http:www.k12.hi.us.
- Michigan, <u>Overview of Career and Employability Skills Content Standards</u>, http:www.mde.state.mi.us.
- New Mexico, <u>Career Readiness Content Standards</u>, http:www.sde.state.nm.us.

In 2002-2003, writing committees were convened to review and revise these standards.

In 2008, consistent with its responsibility to evaluate and review the uniformity and quality of the standards at least every five years, the Wyoming State Board of Education Board directed the Wyoming Department of Education (WDE), working in consultation and coordination with local school districts, to formulate and implement a process to evaluate and review the uniformity and quality of the standards by November, 2008.

In order to accomplish the goal of reviewing the standards, a steering committee was convened to guide the review process. It met in early 2008 to develop the process to be used by Content Review Committees in each content area with representation from as many Wyoming school districts as possible. Members of the Standards Review Steering Committee nominated 8-12 expert educators in each of the 10 content areas represented in the Standards. These committees were balanced geographically and represented pre-school, elementary, secondary, special education, and higher education teachers.

The reviewers who agreed to serve on a committee met in spring, 2008 to participate in a systematic evaluation of the uniformity and quality of the standards in their content area. Among the aspects of the Standards reviewed were:
The cognitive complexity of the standards
The degree of integration of the Common Core of Skills, 21st Century Skills, and Technology in the standards
How Wyoming Standards compare to national curriculum standards and other state standards
How the format of standards documents might be improved to make them more uniform, more understandable, and more useful.
How urgent the need for substantive revision of the standards is in each content area

The 2008 standards reflect formatting rather than substantive changes. Substantive revisions to standards in all content areas will be recommended based on conclusions from the 2008 standards review and continuing work by content review committees and other stakeholder groups between 2008 and 2013.

STANDARDS

The standards have been organized into six major standards:

1. **Resources**
2. **Interpersonal Skills**
3. **Information**
4. **Systems**
5. **Technology**
6. **Careers**

A brief description is provided for each of these standards.

Resources: Effective workers know how to allocate time, money, materials, work space, and human resources in both personal and workplace settings.

Interpersonal Skills: Effective workers can work on teams, teach others, communicate, lead, and work with people from culturally diverse backgrounds.

Information: Effective workers are expected to identify, assimilate, and integrate information from diverse sources; they prepare, maintain, and interpret quantitative and qualitative records; they convert information from one form to another and are comfortable conveying information, orally and in writing, as the need arises.

Systems: Effective workers understand social, organizational and technological systems. They understand how parts of systems are connected, anticipate consequences, monitor and correct performance, and design or improve systems.

Technology: Effective workers select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot workplace technologies.

Careers: Career development is the process through which an individual comes to understand his or her interests, knowledge, skills, and aspirations and begins to make informed career decisions. The process consists, at a minimum, of (1) career awareness, (2) career exploration, (3) career planning/decision-making, and (4) career preparation. Students develop through a continuum of career awareness, career exploration, and work exposure activities that help them discern their own career path.

CAREER/VOCATIONAL PERFORMANCE LEVEL DESCRIPTORS
FOR THE BODY OF EVIDENCE

Grade 4

Advanced: An advanced student evaluates and integrates concrete academic/workplace knowledge and skills for different careers.

Proficient: A proficient student identifies and applies concrete academic/workplace knowledge and skills for different careers.

Basic: A basic student has limited acquisition and comprehension of the academic/workplace knowledge and skills for different careers.

Below Basic: A below basic student has not developed the academic/workplace knowledge and skills necessary for different careers.

Grade 8

Advanced: An advanced student explains, describes, and interprets academic/workplace knowledge and skills to become a productive contributor in the workplace.

Proficient: A proficient student acquires and applies the necessary academic/workplace knowledge and skills to become a productive contributor in the workplace.

Basic: A basic student demonstrates limited recognition of academic/workplace knowledge and skills to become a productive contributor in the workplace.

Below Basic: A below basic student does not recognize the necessary academic/workplace knowledge and skills.

Grade 11

Advanced: An advanced student evaluates and integrates transferable academic/workplace knowledge and skills in multiple situations as a productive contributor in the workplace.

Proficient: A proficient student acquires and applies academic/workplace knowledge and skills to become a productive contributor in the workplace.

Basic: A basic student has limited acquisition and comprehension of academic/workplace knowledge and skills that are necessary to become a productive contributor in the workplace.

Below Basic: A below basic student has not developed academic/workplace knowledge and skills that are necessary to become a productive contributor in the workplace.

WYOMING CAREER/VOCATIONAL EDUCATION CONTENT AND PERFORMANCE STANDARDS

GRADE SPAN K-4

CONTENT STANDARD
1. RESOURCES

Students effectively manage time, money, materials, work space, and human resources.

CODE	GRADE 4 BENCHMARKS
CV4.1.1	Students complete tasks within an allotted time.
CV4.1.2	Students are familiar with basic monetary skills.
CV4.1.3	Students acquire, store, organize, and use materials and space.
CV4.1.4	Students seek or provide help when appropriate (staff, students, parents, etc.).

GRADE 4 PERFORMANCE LEVEL DESCRIPTORS
1. RESOURCES

ADVANCED PERFORMANCE
4th grade students at the advanced level consistently complete tasks on time, accurately demonstrate basic monetary skills, efficiently manage materials and space, and seek or provide help independently.

PROFICIENT PERFORMANCE
4th grade students at the proficient level regularly complete tasks on time, demonstrate basic monetary skills, manage materials and space, and seek or provide help with limited guidance.

BASIC PERFORMANCE
4th grade students at the basic level sometimes complete tasks on time, demonstrate limited basic monetary skills, manage materials and space with regular guidance, and rarely seek or provide help when necessary.

BELOW BASIC PERFORMANCE
4th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD
2. <u>INTERPERSONAL SKILLS</u>

Students acquire and demonstrate interpersonal skills necessary to be successful in the workplace.

CODE	GRADE 4 BENCHMARKS
CV4.2.1	Students identify and practice compromise and conflict resolution skills.
CV4.2.2	Students share skills with others.
CV4.2.3	Students identify and actively participate in group roles and responsibilities.
CV4.2.4	Students recognize diversity in others.

GRADE 4 PERFORMANCE LEVEL DESCRIPTORS
2. <u>INTERPERSONAL SKILLS</u>

<u>ADVANCED PERFORMANCE</u>

4th grade students at the advanced level are able to identify and practice compromise and conflict resolution skills to find solutions to solve problems independently. They voluntarily share skills with others. Students are able to identify and effectively adapt to any group role and responsibility, and consistently accept diversity.

<u>PROFICIENT PERFORMANCE</u>

4th grade students at the proficient level are able to identify and practice compromise and conflict resolution skills during a structured setting. They share skills with others through an assigned task. Students are able to identify and participate in group roles and responsibilities. They usually recognize diversity in others.

<u>BASIC PERFORMANCE</u>

4th grade students at the basic level are able to identify and practice some compromise and conflict resolution skills during a structured setting with coaching. They rarely share skills with others, and have difficulty participating and understanding some group roles and responsibilities. Students have difficulty recognizing diversity in others.

<u>BELOW BASIC PERFORMANCE</u>

4th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD
3. <u>INFORMATION</u>
Students acquire and use workplace information.

CODE	GRADE 4 BENCHMARKS
CV4.3.1	Students identify a variety of sources that provide workplace information.
CV4.3.2	Students organize information using systematic methods (e.g. assignment book, alphabetizing, calendar, and database).
CV4.3.3	Students use a variety of methods to complete a task (e.g. oral, written, graphic, pictorial, and multimedia).

GRADE 4 PERFORMANCE LEVEL DESCRIPTORS
3. <u>INFORMATION</u>

<u>ADVANCED PERFORMANCE</u>
4th grade students at the advanced level independently, consistently, and accurately identify a variety of sources that provide workplace information. They organize information using systematic methods, and use a variety of methods to complete a task.

<u>PROFICIENT PERFORMANCE</u>
4th grade students at the proficient level effectively identify, with some guidance, a variety of sources that provide workplace information. They organize information using systematic methods, and use a variety of methods to complete a task.

<u>BASIC PERFORMANCE</u>
4th grade students at the basic level demonstrate limited ability and require much assistance to identify a variety of sources that provide workplace information. They demonstrate limited ability to organize information using systematic methods. Students require significant assistance to use a variety of methods to complete a task.

<u>BELOW BASIC PERFORMANCE</u>
4th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

	CONTENT STANDARD 4. <u>SYSTEMS</u> Students demonstrate an understanding of how social, organizational, and technological systems work.

CODE	GRADE 4 BENCHMARKS
CV4.4.1	Students identify components of family, community, and school systems in everyday life.
CV4.4.2	Students explain the need for rules within organizational systems.

GRADE 4 PERFORMANCE LEVEL DESCRIPTORS
4. <u>SYSTEMS</u>

<u>ADVANCED PERFORMANCE</u>
4th grade students at the advanced level correctly identify components and define the roles of family, community, and school systems in everyday life. Students thoroughly explain the need for rules within organizational systems and how they apply to the student's life.

<u>PROFICIENT PERFORMANCE</u>
4th grade students at the proficient level correctly identify components of family, community, and school systems in everyday life. Students adequately explain the need for rules within organizational systems.

<u>BASIC PERFORMANCE</u>
4th grade students at the basic level identify components of family, community, and school systems in everyday life with assistance. Students exhibit a limited understanding of the need for rules within organizational systems.

<u>BELOW BASIC PERFORMANCE</u>
4th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD
5. TECHNOLOGY
Students demonstrate the ability to use a variety of workplace technologies.

CODE	GRADE 4 BENCHMARKS
CV4.5.1	Students identify technologies used in the workplace.
CV4.5.2	Students practice responsible use and care of technology.

GRADE 4 PERFORMANCE LEVEL DESCRIPTORS
5. TECHNOLOGY

ADVANCED PERFORMANCE
4th grade students at the advanced level consistently identify a wide variety of technologies used in the workplace. Students correctly identify and consistently demonstrate responsible use and care of technology.

PROFICIENT PERFORMANCE
4th grade students at the proficient level easily identify many technologies used in the workplace. Students consistently practice responsible use and care of technology.

BASIC PERFORMANCE
4th grade students at the basic level identify a limited number of technologies used in the workplace. Students inconsistently practice responsible use and care of some technologies.

BELOW BASIC PERFORMANCE
4th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD
6. CAREERS
Students develop skills in career planning and workplace readiness.

CODE	GRADE 4 BENCHMARKS
CV4.6.1	Students identify various occupations.
CV4.6.2	Students describe how current learning relates to career options.
CV4.6.3	Students describe how work relates to meeting needs for goods, clothing, shelter, and other necessities for living.
CV4.6.4	Students identify behaviors that contribute to the successful completion of workplace tasks.

GRADE 4 PERFORMANCE LEVEL DESCRIPTORS
6. CAREERS

ADVANCED PERFORMANCE
4th grade students at the advanced level correctly identify various occupations and how they contribute to society. They correctly give a variety of examples of how learning relates to career options and make connections to their own interests. Students describe in detail the relationship between work and meeting needs for goods, clothing, shelter, and other behaviors that contribute to the successful completion of workplace tasks.

PROFICIENT PERFORMANCE
4th grade students at the proficient level correctly identify various occupations. They correctly give examples of how learning relates to career options. Students adequately describe the relationship between work and meeting needs for goods, clothing, shelter, and other necessities for living. They identify behaviors that contribute to the successful completion of workplace tasks.

BASIC PERFORMANCE
4th grade students at the basic level correctly identify a few occupations. They give a limited number of examples of how learning relates to career options. Students demonstrate a limited understanding of the relationship between work and meeting needs for goods, clothing, shelter, and other necessities for living. They identify limited behaviors that contribute to the successful completion of workplace tasks.

BELOW BASIC PERFORMANCE
4th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

GRADE SPAN 5-8

CONTENT STANDARD
1. <u>RESOURCES</u>
Students effectively manage time, money, materials, work space, and human resources.

CODE	GRADE 8 BENCHMARKS
CV8.1.1	Students plan tasks using specific timelines that take into account constraints, priorities, and goals.
CV8.1.2	Students demonstrate an understanding of financial information.
CV8.1.3	Students acquire, store, organize, and use materials and work space.
CV8.1.4	Students acknowledge and utilize individual skills and abilities.

GRADE 8 PERFORMANCE LEVEL DESCRIPTORS
1. <u>RESOURCES</u>

<u>ADVANCED PERFORMANCE</u>
8th grade students at the advanced level independently develop, follow, and revise workplace resources as established in the benchmarks.

<u>PROFICIENT PERFORMANCE</u>
8th grade students at the proficient level develop, follow, and revise workplace resources with minimal guidance as established in the benchmarks.

<u>BASIC PERFORMANCE</u>
8th grade students at the basic level develop, follow, and revise workplace resources with frequent assistance as established in the benchmarks.

<u>BELOW BASIC PERFORMANCE</u>
8th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD
2. <u>INTERPERSONAL SKILLS</u>
Students acquire and demonstrate interpersonal skills necessary to be successful in the workplace.

CODE	GRADE 8 BENCHMARKS
CV8.2.1	Students develop skills to work effectively with diverse individuals/groups.
CV8.2.2	Students communicate using a variety of methods in the workplace setting.
CV8.2.3	Students participate as a member of a team to accomplish group goals.
CV8.2.4	Students share a learned skill.

GRADE 8 PERFORMANCE LEVEL DESCRIPTORS
2. <u>INTERPERSONAL SKILLS</u>

<u>ADVANCED PERFORMANCE</u>
8th grade students at the advanced level effectively and consistently demonstrate the ability to use interpersonal skills as needed to be successful in the workplace as established in the benchmarks. They demonstrate leadership attributes and positively interact with team members. Students frequently share skills with others. They communicate effectively in all workplace settings.

<u>PROFICIENT PERFORMANCE</u>
8th grade students at the proficient level positively interact with all team members to accomplish group goals. Students communicate effectively in most workplace settings. They occasionally share skills with others.

<u>BASIC PERFORMANCE</u>
8th grade students at the basic level seldom or inappropriately contribute to group activities. Students show little interest in group goals. They seldom share skills with others. Students rarely communicate effectively in workplace settings.

<u>BELOW BASIC PERFORMANCE</u>
8th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD
3. INFORMATION
Students acquire and use workplace information.

CODE	GRADE 8 BENCHMARKS
CV8.3.1	Students locate and use various sources of workplace information.
CV8.3.2	Students organize workplace information.
CV8.3.3	Students communicate workplace information in various formats.

GRADE 8 PERFORMANCE LEVEL DESCRIPTORS
3. INFORMATION

ADVANCED PERFORMANCE
8th grade students at the advanced level consistently and accurately locate independently, and effectively use, organize, and communicate workplace information in various formats.

PROFICIENT PERFORMANCE
8th grades students at the proficient level accurately locate, use, organize, and communicate with minimal guidance workplace information in various formats.

BASIC PERFORMANCE
8th grade students at the basic level, with frequent assistance, locate, use, organize, and communicate workplace information in various formats.

BELOW BASIC PERFORMANCE
8th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD
4. <u>SYSTEMS</u>
Students demonstrate an understanding of how social, organizational, and technological systems work.

CODE	GRADE 8 BENCHMARKS
CV8.4.1	Students explain how systems operate and impact students' lives.
CV8.4.2	Students identify technical systems and explain how they are used in the workplace.

GRADE 8 PERFORMANCE LEVEL DESCRIPTORS
4. <u>SYSTEMS</u>

ADVANCED PERFORMANCE
8th grade students at the advanced level evaluate and provide ideas to improve systems that impact their lives. Students develop ideas to modify technical systems to improve their use in the workplace.

PROFICIENT PERFORMANCE
8th grade students at the proficient level accurately explain how systems operate and impact their lives. They accurately identify technical systems and can explain how they are used in the workplace.

BASIC PERFORMANCE
8th grade students at the basic level can explain, with assistance, how general and technical systems operate.

BELOW BASIC PERFORMANCE
8th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD 5. <u>TECHNOLOGY</u> Students demonstrate the ability to use a variety of workplace technologies.	
CODE	**GRADE 8 BENCHMARKS**
CV8.5.1	Students demonstrate technical knowledge and skills using appropriate technologies.
CV8.5.2	Students apply safe and ethical practices in the workplace.

GRADE 8 PERFORMANCE LEVEL DESCRIPTORS
5. <u>TECHNOLOGY</u>

ADVANCED PERFORMANCE
8th grade students at the advanced level independently and consistently demonstrate a high level of technical knowledge and skills using appropriate tools. Students consistently apply safe and ethical practices in the workplace.

PROFICIENT PERFORMANCE
8th grade students at the proficient level regularly demonstrate a basic level of technical knowledge and skills using appropriate tools. Students consistently apply safe and ethical practices in the workplace.

BASIC PERFORMANCE
8th grade students at the basic level demonstrate limited technical knowledge and skills using the appropriate tools. Students need supervision to apply safe and ethical practices in the workplace.

BELOW BASIC PERFORMANCE
8th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD
6. <u>CAREERS</u>
Students develop skills in career planning and workplace readiness.

CODE	GRADE 8 BENCHMARKS
CV8.6.1	Students explore careers.
CV8.6.2	Students identify careers that align with individual strengths, interests, and coursework.
CV8.6.3	Students describe employability skills.

GRADE 8 PERFORMANCE LEVEL DESCRIPTORS
6. <u>CAREERS</u>

ADVANCED PERFORMANCE
8th grade students at the advanced level explore several careers in depth. They identify careers and independently align strengths and interests. Students describe, assess, and improve personal levels of employability skills.

PROFICIENT PERFORMANCE
8th grade students at the proficient level explore and identify several careers that align with individual strengths and interests. Students can accurately describe employability skills.

BASIC PERFORMANCE
8th grade students at the basic level explore and identify, with assistance, a limited number of careers that align with individual strengths and interests. With assistance, students can describe employability skills.

BELOW BASIC PERFORMANCE
8th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

GRADE SPAN 9-12

CONTENT STANDARD
1. RESOURCES

Students effectively manage time, money, materials, work space, and human resources.

CODE	GRADE 11 BENCHMARKS
CV11.1.1	Students prepare and analyze personal or business financial information.
CV11.1.2	Students assess individual skills, evaluate, and adjust their performance accordingly.
CV11.1.2	Students prioritize and manage time, materials, work space, and resources to set and achieve goals.

GRADE11 PERFORMANCE LEVEL DESCRIPTORS
1. RESOURCES

ADVANCED PERFORMANCE
11th grade students at the advanced level work independently to prepare and analyze personal financial information. Students effectively manage workplace resources as established in the benchmarks. They are able to consistently and effectively adjust their performance to achieve goals.

PROFICIENT PERFORMANCE
11th grade students at the proficient level prepare and analyze, with minimal guidance, personal financial information. They effectively manage workplace resources as established in the benchmarks. Students are usually able to adjust their performance to achieve goals.

BASIC PERFORMANCE
11th grade students at the basic level require frequent assistance to prepare and analyze personal financial information. Students inconsistently manage workplace resources as established in the benchmarks. They are occasionally able to adjust their performance to achieve goals.

BELOW BASIC PERFORMANCE
11th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD
2. <u>INTERPERSONAL SKILLS</u>

Students acquire and demonstrate interpersonal skills necessary to be successful in the workplace.

CODE	GRADE 11 BENCHMARKS
CV11.2.1	Students work with individuals/groups of diverse abilities and backgrounds in a workplace setting.
CV11.2.2	Students communicate using a variety of methods in a workplace setting.
CV11.2.3	Students assume a leadership role in a group setting to accomplish group goals.
CV11.2.4	Students demonstrate and/or teach a learned skill.

GRADE 11 PERFORMANCE LEVEL DESCRIPTORS
2. <u>INTERPERSONAL SKILLS</u>

<u>ADVANCED PERFORMANCE</u>
11th grade students at the advanced level consistently and effectively demonstrate leadership attributes and positively interact with all team members. They act as mentors for other students. Students frequently share or teach skills with others. Students communicate effectively in all workplace settings.

<u>PROFICIENT PERFORMANCE</u>
11th grade students at the proficient level effectively demonstrate leadership attributes and positively interact with team members. They sometimes act as mentors for other students. Students share or teach skills with others. They demonstrate the ability to use interpersonal skills as needed to be successful in the workplace as established in the benchmarks.

<u>BASIC PERFORMANCE</u>
11th grade students at the basic level demonstrate limited ability to use interpersonal skills as needed to be successful in the workplace as established in the benchmarks. They rarely or ineffectively demonstrate leadership or mentoring skills. Students rarely teach skills or share with others.

<u>BELOW BASIC PERFORMANCE</u>
11th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD
3. <u>INFORMATION</u>
Students acquire and use workplace information.

CODE	GRADE 11 BENCHMARKS
CV11.3.1	Students acquire and evaluate workplace information.
CV11.3.2	Students organize and update workplace information.
CV11.3.3	Students interpret and communicate workplace information.
CV11.3.4	Students use technology to process workplace information.

GRADE 11 PERFORMANCE LEVEL DESCRIPTORS
3. <u>INFORMATION</u>

<u>ADVANCED PERFORMANCE</u>
11th grade students at the advanced level independently and accurately acquire and consistently and effectively use the information skills listed in the benchmarks.

<u>PROFICIENT PERFORMANCE</u>
11th grade students at the proficient level accurately acquire and use the information skills listed in the benchmarks.

<u>BASIC PERFORMANCE</u>
11th grade students at the basic level acquire and use, with consistent guidance, the information skills listed in the benchmarks.

<u>BELOW BASIC PERFORMANCE</u>
11th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD
4. <u>SYSTEMS</u>
Students demonstrate an understanding of how social, organizational, and technological systems work.

CODE	GRADE 11 BENCHMARKS
CV11.4.1	Students evaluate the quality and performance of a variety of systems.
CV11.4.2	Students suggest modifications to existing systems and develop new or alternative ideas for systems to improve performance.

GRADE 11 PERFORMANCE LEVEL DESCRIPTORS
4. <u>SYSTEMS</u>

<u>ADVANCED PERFORMANCE</u>
11th grade students at the advanced level demonstrate an in-depth and extensive knowledge of how social, organizational, and technological systems work. Students consistently develop new or alternative ideas for systems to improve performance.

<u>PROFICIENT PERFORMANCE</u>
11th grade students at the proficient level effectively evaluate and analyze how social, organizational, and technological systems function in the workplace. Students provide ideas to modify existing systems to improve performance.

<u>BASIC PERFORMANCE</u>
11th grade students at the basic level show a limited understanding of how social, organizational, and technological systems work. Students seldom offer ideas for modifications to existing systems to improve performance.

<u>BELOW BASIC PERFORMANCE</u>
11th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD
5. TECHNOLOGY

Students demonstrate the ability to use a variety of workplace technologies.

CODE	GRADE 11 BENCHMARKS
CV11.5.1	Students choose and utilize procedures, tools, or equipment, including computers and related technologies.
CV11.5.2	Students demonstrate proper procedure for set-up, operation, and routine maintenance of workplace equipment.
CV11.5.3	Students use workplace equipment to solve problems.
CV11.5.4	Students apply safe and ethical practices when using workplace technologies.

GRADE 11 PERFORMANCE LEVEL DESCRIPTORS
5. TECHNOLOGY

ADVANCED PERFORMANCE

11th grade students at the advanced level independently and consistently demonstrate the safe and ethical use, as well as routine maintenance, of appropriate workplace technologies, as related to the benchmarks.

PROFICIENT PERFORMANCE

11th grade students at the proficient level consistently, with limited assistance, demonstrate the safe and ethical use, as well as routine maintenance, of appropriate workplace technologies, as related to the benchmarks.

BASIC PERFORMANCE

11th grade students at the basic level require frequent assistance to demonstrate the safe and ethical use of appropriate workplace technologies, as related to the benchmarks.

BELOW BASIC PERFORMANCE

11th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD
6. CAREERS
Students develop skills in career planning and workplace readiness.

CODE	GRADE 11 BENCHMARKS
CV11.6.1	Students interpret information from a variety of self-assessments to identify career interests, abilities, personal traits, and work values.
CV11.6.2	Students locate and interpret career information and labor market trends from a variety of sources.
CV11.6.3	Students create, evaluate, and revise career plans.
CV11.6.4	Students demonstrate skills to seek, obtain, maintain, and change jobs.

GRADE 11 PERFORMANCE LEVEL DESCRIPTORS
6. CAREERS

ADVANCED PERFORMANCE
11th grade students at the advanced level independently and consistently apply skills in career planning and workplace readiness to make educational and career decisions.

PROFICIENT PERFORMANCE
11th grade students at the proficient level, with minimal guidance, demonstrate skills in career planning and workplace readiness as established in the benchmarks.

BASIC PERFORMANCE
11th grade students at the basic level require frequent assistance, and seldom exhibit the skills needed in career planning and workplace readiness as established in the benchmarks.

BELOW BASIC PERFORMANCE
11th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

GLOSSARY

Wyoming Career/Vocational Education
Content and Performance Standards

The glossary is intended to clarify selected terms and phrases used in the content, benchmark and performance standards which may not be familiar to all readers. Please consult appropriate reference materials for further clarification and definitions of other terms with which you are unfamiliar.

Career plan: An educational planning document for student use that outlines a coherent sequence of secondary courses and experiences that will prepare a student for his/her post-secondary goals.

Diversity: the multiple experiences brought forth by people from a variety of cultures, environments, and races.

Employability Skills: The proficiencies or abilities required for specific jobs.

Ethical: Conforming to an established set of principles or accepted professional and/or personal standards of conduct.

Human Resources: Attributes that individuals bring that include knowledge, attitudes, and skills.

Integration: The process of bringing all parts together as a whole.

Interpersonal Skills: The skills and abilities necessary to work well with others.

Leadership: Interpersonal influence directed toward attaining goals and is achieved through communication.

Maintenance: The work needed to keep something in proper condition; upkeep.

Management: The act of controlling processes and ensuring that they operate efficiently and effectively; also used to direct the design, development, production, and marketing of a product or system.

Mentor: A wise and trusted supervisor, peer, or teacher.

Mentorship: The process of someone assisting another and guiding them in order to develop a thorough understanding.

Monetary Skills: Counting money, providing accurate change, and understanding the value of money and savings.

Personal Financial Information: Any monetary information that shows relevance to personal or professional interests.

Productive: The ability to accomplish a given task as defined by a set of criteria.

Systems: An organized framework made up of interrelated components acting together as a whole, in which a change in one component may affect the operation of the whole. Examples: family, government, ecosystems, financial, computer, organizational, body, classroom, judicial, electrical, heating, automotive, or plumbing.

Technology: Human innovation in action; the means by which humans meet their needs and wants, solve problems, and extend their capabilities.

Troubleshoot: To locate and find the cause of problems.

Workplace: The attributes and skills necessary to enter paid or unpaid employment.

Workplace Resources: The management of devices, tools, and technology to accomplish the tasks needed in the classroom or workplace.

Workplace Readiness: The setting where productive activity takes place including school, community, home, and job.

Work Space: The space in which they are performing their work (i.e., school).

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