These materials were developed to support CTE teachers and administrators in the implementation of Arizona's Workplace Employability Skills.

Implementation Framework for Educators. This information about Arizona's Workplace Employability Skills rubrics responds to questions frequently asked by teachers and administrators and offers suggestions for approaching assessment.

Making Curricular Connections. This worksheet is designed to assist teachers in identifying and documenting the linkages that already exist in their curricular units between technical skills, workplace employability skills, CTSOs and other initiatives, and Common Core. The electronic worksheet is a fillable form.

Workplace Employability Skills Core Action Overview. Brief definitions of each core action are geared to the entry-level worker. Additionally, the column "Performance Task for Industry/Occupation" allows the educator to contextualize the skill to a specific program or occupation. This electronic worksheet is also a fillable form.
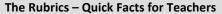
Seeing Like an Employer. This simple tool focuses on the final column in the preceding form, *Workplace Employability Skills Core Action Overview,* and is designed to assist educators in contextualizing "core actions" for a specific program or occupation.

Making Connections to the Common Core. Several resources are provided, including an *English Language Arts Standards Overview* and a description of the Mathematical Practices.

Implementation Framework for Educators

Arizona's Workplace Employability Skills (WES) were defined by Arizona employers for the developing 21st century workplace. The standards and accompanying rubrics reflect the thinking and experience of the broadest possible section of Arizona business and industry so that the content is responsive to the needs of any employer. The rubrics make each skill visible along a clear continuum of growth from entry-level (novice) to seasoned worker (proficiency and beyond) with specific statements describing an expected pattern of development. Because the rubrics were designed to serve a cross-section of occupations, they are not contextualized for any single occupation, organization or position. In other words, the weight of attention to specific skills and the level of proficiency required may change from one occupation or position to another. In healthcare, for instance, we heard that skill levels for Legal and Ethical Practices are "scaled up." Rather than proficiency being expected at 2-3 years, the entry-level worker must be at proficiency in ethics-related skills — or soon be out of employment. Additionally, many of these skills are honed over a lifetime, making a single classroom but one learning environment in the course of a career.

The Rubrics – Quick Facts for Teachers

▫ The rubrics are a window into workplace performance, designed to make the standards visible as workplace behaviors /actions.

▫ Novice Level skills, and those noted in preliminary checklists, will be the instructional focus for most classrooms. Preliminary checklists are found in the rubrics for:

 I. Complex Communication (see Foundational skills),

 IV. Professionalism,

 V. Initiative and Self-Direction, and

 VI. Intergenerational and Cross-Cultural Competence.

▫ Rubric Levels 2-4 will be aspirational for students on a career track, providing insight not only for getting and keeping a job but also for advancing in a career.

▫ The core actions within each rubric may need to be contextualized and prioritized for a particular occupation.

Approaches to Assessment

Workplace Employability Skills require performance-based or "authentic" assessment. Jon Mueller, an authority in skill assessment, states that in this form of assessment students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. Significant assessment of workplace employability skills occurs in the context of real work, during the performance of technical skills.

LEVEL 1. NOVICE (ENTRY TO 6 MONTHS)
- Executes basic skills and performs entry-level work
- Performs routine tasks but may need help and guidance

LEVEL 2. APPROACHING PROFICIENCY
- Has gained knowledge and skill on the job, performing above entry-level
- Performs routine tasks without help or guidance

LEVEL 3. PROFICIENCY (2- 3 + YEARS)
- Demonstrates the skills and knowledge of a successful employee
- Solves complex problems within the time frame required by the job
- Demonstrates competitive skills in a particular job

LEVEL 4. EXPERT/LEADER
- Has deep knowledge, understanding, and experience in a particular job/field
- Uses expertise to mentor and guide others
- Innovates and creates new things based on knowledge and experience

ARIZONA'S WORKPLACE EMPLOYABILITY SKILLS PROJECT

Because Workplace Employability Skills are complex and evolved over time, a self-reflective process that engages the student in his/her own evaluation, in combination with external observation, best supports learning and assessment.

The rich environment of Career and Technical Education has established methods for developing and assessing employability skills. To name a few:

1. **Career and Technical Student Organizations (CTSOs).** These national organizations have school-based chapters that engage students through a focus on CTE application activities such as developing and practicing leadership roles and applying specific occupational and academic content knowledge as an integral part of the instructional program. Through coaching and judging in specific context-driven applications, students are learning and assessed based on the performance of real work. The learning that occurs in CTSOs bridges academic (common core), CTE, and workplace employability skills, a model approach to integrated learning, one that is recognized and awarded nationally.

2. **Career portfolios.** Portfolios document the student's mastery of the skills in their program area through the selection of information that will best represent him/her as a developing professional. It includes self-reflection on progress and skill attainment.

3. **Internships.** These opportunities provide a work experience in a field of interest, practicing and developing skills. Assessment is generally provided by the employer in coordination with the school, and includes a component of self-reflection by the student.
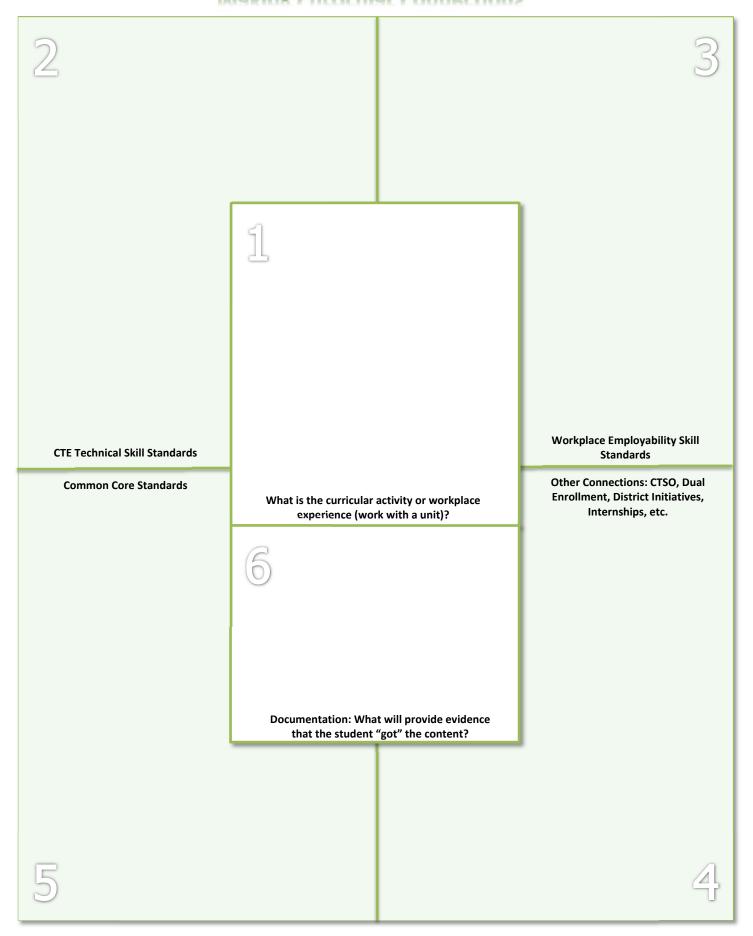
For More Information:

Authentic assessment

- **Jon Mueller** http://jfmueller.faculty.noctrl.edu/toolbox/whatisit.htm#definitions
- **CTE Online** http://www.lretprod.com/CTE_TEACH/Mod5/mod5_AssessmentTools.html

Portfolio assessment

- **Victoria Damiani** http://www.nasponline.org/communications/spawareness/portfolioassess.pdf
- **Helen Barrett** http://electronicportfolios.org/portfolios/ConnectedNewsletter-final.pdf

Internships

- **ADE CTE** http://tinyurl.com/q4rajj7 (word doc)
- **Elisha Hartwig** http://mashable.com/2013/05/19/internship-infographic/

Making Curricular Connections

2

3

1

CTE Technical Skill Standards

Common Core Standards

Workplace Employability Skill Standards

Other Connections: CTSO, Dual Enrollment, District Initiatives, Internships, etc.

What is the curricular activity or workplace experience (work with a unit)?

6

Documentation: What will provide evidence that the student "got" the content?

5

4

Workplace Employability Skills Core Action Overview

Standard and Measurement Criteria		Core Action	Description of Core Action	Performance Task for Industry/Occupation
I.A.	**Complex Communication: Masters core communication skills for the workplace.**	**Delivers content accurately**	Transfers information, messages and written communications with precision, using correct grammar, spelling and punctuation.	
I.A.	**Complex Communication: Masters core communication skills for the workplace.**	**Persuades others**	Tests and presents ideas with confidence. Conveys information to explain changes, to inform, to change a point of view or to educate others.	
I.A.	**Complex Communication: Masters core communication skills for the workplace.**	**Uses communication style appropriate to audience and situation**	Communicates for a specific audience or situation, practicing styles used by the industry.	
I.A.	**Complex Communication: Masters core communication skills for the workplace.**	**Listens actively**	Makes an effort to understand and comprehend others, putting the speaker at ease, staying focused on the speaker, avoiding personal bias related to the speakers mannerisms and habits, listening for ideas, watching gestures and expressions and acknowledging the message being presented. Discerns fact from opinion. Identifies information to complete work task. Can recap and follow instructions, maps, forms and schedules.	
I.A.	**Complex Communication: Masters core communication skills for the workplace.**	**Resolves conflicts**	Identifies areas of agreement/disagreement. Focuses on issue to be resolved, rather than the personalities, in order to understand a conflict and clearly outline the problem. Addresses conflict without bias and generates solutions through reasoning and communication.	
I.B.	**Complex Communication: Communicates effectively in a diverse work environment.**	**Communicates with diversity in mind**	Communicates with sensitivity to differences in culture, generation, physical ability and life/work experience, eliminating written, verbal and nonverbal barriers to understanding.	
I.C.	**Complex Communication: Uses technologies and social media for workplace communication.**	**Exercises competence in using technology**	Selects a variety of tools to communicate in the workplace and document work, integrating new technologies with existing to improve internal and external communication.	

Workplace Employability Skills Core Action Overview

Standard and Measurement Criteria		Core Action	Description of Core Action	Performance Task for Industry/Occupation
I.C.	Complex Communication: Uses technologies and social media for workplace communication.	Upholds the brand	Maintains organizational brand/style in all communications, following policy and projecting an online image that promotes organizational mission and goals.	
I.C.	Complex Communication: Uses technologies and social media for workplace communication.	Follows applicable laws and regulations	Complies with laws and regulations regarding technology in the workplace, obtaining training and seeking guidance.	
I.C.	Complex Communication: Uses technologies and social media for workplace communication.	Matches technology to content	Selects technology to match the content and purpose of the message, demonstrating knowledge of the capacities of available technology and testing delivery methods.	
I.*	Complex Communication: Foundational communication skill check points	✓ Writes in languages required by employer	✓ Uses correct grammar ✓ Checks spelling ✓ Uses standard punctuation, style for industry	
I.*	Complex Communication: Foundational communication skill check points	✓ Speaks in languages required by employer	✓ Uses proper forms of address with supervisor, customers, etc. ✓ Uses correct grammar and pronunciation ✓ Shows familiarity with technical nomenclature ✓ Monitors volume, clarity, and pace of speech	
I.*	Complex Communication: Foundational communication skill check points	✓ Demonstrates reading comprehension	✓ Expresses purpose ✓ Summarizes content ✓ Uses reference materials ✓ Discerns fact from opinion ✓ Identifies information to complete work tasks ✓ Recaps instructions, e.g., step by step, maps, forms, schedules, etc. ✓ Compares references	
I.*	Complex Communication: Foundational communication skill check points	✓ Presents with confidence	✓ Organizes content with attention to purpose, logic, length, accuracy, fact and opinion, etc. ✓ Prepares approach to target audience ✓ Practices delivery (tone, pace, volume, enunciation, style) ✓ Observes verbal/nonverbal cues of audience ✓ Responds positively to questions and feedback	

Workplace Employability Skills Core Action Overview

Standard and Measurement Criteria		Core Action	Description of Core Action	Performance Task for Industry/Occupation
I.*	Complex Communication: Foundational communication skill check points	✓ Practices interpersonal skills	✓ Practices sensitivity regarding nonverbal cues, e.g., eye contact, gestures, and personal space ✓ Gauges listener's understanding by observing verbal/nonverbal cues ✓ Responds to feedback, questions, critique, and praise in a positive manner ✓ Balances assertiveness with active listening skills ✓ Maintains a demeanor of courtesy, tact, friendliness, and respect ✓ Respects the rights and property of others in the workplace	
I.*	Complex Communication: Foundational communication skill check points	✓ Uses workplace technologies	✓ Familiarizes oneself with communication tools, e.g., web-based, email, social media ✓ Creates online profile in accordance with company protocol, e.g., bio, blog ✓ Shows understanding of organizational data safety protocols ✓ Uses social media in accordance with organizational guidelines, e.g., doesn't talk about the company or use company logo on personal Facebook page	
II.A.	Collaboration: Commits to achieving collective goals.	Contributes personal strengths	Demonstrates understanding of personal skills, strengths and limitations and uses self-knowledge to contribute to the organization.	
II.A.	Collaboration: Commits to achieving collective goals.	Respects contributions of others	Deals with team members, other employees and community members in a respectful and professional manner. Incorporates the ideas and contributions of others to advance team goals.	
II.A.	Collaboration: Commits to achieving collective goals.	Contributes to an environment of collaboration	Champions a collaborative environment. Promotes team work, recognizes other team member's contributions and willingly shares knowledge with others in order to achieve collective goals.	
II.A.	Collaboration: Commits to achieving collective goals.	Ensures diversity in collaboration	Includes and recruits team members with different opinions, cultural background and beliefs, creating an effective cross-generational and cultural team approach in order to best represent and serve a diverse community.	

Workplace Employability Skills Core Action Overview

Standard and Measurement Criteria		Core Action	Description of Core Action	Performance Task for Industry/Occupation
II.B.	**Collaboration: Promotes an environment of trust.**	**Builds team relationships**	Approaches others in a courteous and honest manner, finding common ground and building connections. Is comfortable with asking and giving assistance and apologizes for negative behaviors, letting go of slights and negativity from others. Addresses personal conflicts with other team members expecting a positive outcome.	
II.B.	**Collaboration: Promotes an environment of trust.**	**Takes responsibility for role on team**	Keeps commitments to the team, understanding that team members must help each other in other to achieve goals. Holds self accountable to team goals and can be depended upon to consistently produce quality work.	
II.B.	**Collaboration: Optimizes technology to collaborate with others.**	**Manages information with sensitivity**	Follows communication protocols, adheres to confidentiality policies and reports information to relevant team members. Protects client information and conveys information to the client with sensitivity, empathy and respect.	
II.C.	**Collaboration: Promotes an environment of trust.**	**Adopts technology to promote collaboration**	Shows an understanding of available technology to share information, streamline processes, reduce errors and misunderstandings and conduct meetings, e.g., web conferencing, cloud technology, Skype, etc.	
III.A.	**Thinking and Innovation: Defines a problem in the workplace.**	**Describes**	Describes a problem/situation accurately, gathering facts that may be related to the situation and alerting management to situations before they become problems.	
III.A.	**Thinking and Innovation: Defines a problem in the workplace.**	**Diagnoses**	Analyzes information to determine the cause of the problem/situation in the workplace.	
III.A.	**Thinking and Innovation: Defines a problem in the workplace.**	**Uses resources to define a problem**	Applies technology, tools and other methods to gather information and to define and analyze problems.	

Workplace Employability Skills Core Action Overview

Standard and Measurement Criteria		Core Action	Description of Core Action	Performance Task for Industry/Occupation
III.B.	**Thinking and Innovation: Practices inquiry and reflection (I/R) to take action in the workplace.**	**Maintains attitude of openness**	Expresses curiosity about work environment and processes, seeking suggestions and feedback on work from others. Navigates different cultural influences and adapts personal preferences in order to meet the goals of the department, being flexible to new ideas and possibilities. Learns from others.	
III.B.	**Thinking and Innovation: Practices inquiry and reflection (I/R) to take action in the workplace.**	**Explores for deeper understanding**	Seeks to understand what, when, how and why things work as they do, and their connection to workplace operations. Understands how personal contributions impact workplace goals and makes improvements based on this understanding.	
III.B.	**Thinking and Innovation: Practices inquiry and reflection (I/R) to take action in the workplace.**	**Uses resources for Inquiry and reflection**	Identifies resources that will support learning. Seeks continuing education opportunities and applies this knowledge to one's work. Shows evidence of how training has enhanced skills and work product.	
III.B.	**Thinking and Innovation: Practices inquiry and reflection (I/R) to take action in the workplace.**	**Evaluates self**	Describes one's position and job activities as they relate to the unit. Reflects on personal work, skill level and ability to make decisions, and applies prior experiences to daily activities. Describes areas for personal improvement.	
III.C.	**Thinking and Innovation: Takes action supported by evidence and reasoning to explain conclusions and accomplish work.**	**Composes a plan**	Proposes and assesses possible solutions and courses of action to address a problem/opportunity, then selects an action.	
III.C.	**Thinking and Innovation: Takes action supported by evidence and reasoning to explain conclusions and accomplish work.**	**Constructs a model (visual, symbolic, or linguistic)**	Constructs a model (e.g., flowchart, diagram, map) that identifies components and patterns relating to a problem/opportunity. Uses the model to propose solutions or changes.	
III.C.	**Thinking and Innovation: Takes action supported by evidence and reasoning to explain conclusions and accomplish work.**	**Makes decisions**	Considers all sources of information and takes action in a timely manner to acquire a desired result, while being aware of potential outcomes and consequences.	

Workplace Employability Skills Core Action Overview

Standard and Measurement Criteria		Core Action	Description of Core Action	Performance Task for Industry/Occupation
III.C.	Thinking and Innovation: Takes action supported by evidence and reasoning to explain conclusions and accomplish work.	Uses tools strategically	Knows and selects the appropriate tool for a job, understanding the strengths/weaknesses of the tool. Tools may be software, equipment, facilities, technology, documents.	
III.C.	Thinking and Innovation: Takes action supported by evidence and reasoning to explain conclusions and accomplish work.	Argues a case	Gathers information, prepares an argument (memo, presentation, discussion) and delivers a well reasoned case/opinion based on knowledge and experience.	
III.D.	Thinking and Innovation: Transfers knowledge and skills from one work situation to another.	Builds capacity to transfer skills	Recognizes skills and knowledge from past experiences and applies them to new work experiences or situations.	
III.E.	Thinking and Innovation: Creates/Innovates to improve workplace productivity.	Builds capacity to create/innovate	Looks for alternative approaches and solutions to workplace challenges. Creates a change friendly atmosphere that reflects an appreciation for innovation and creativity.	
IV.A.	Professionalism: Adheres to organizational protocol related to behavior, appearance and communication.	Communicates with technical language	Uses and explains the jargon of the job (terms used typically in one's occupation) to co-workers and customers to maintain work flow.	
IV.A.	Professionalism: Adheres to organizational protocol related to behavior, appearance and communication.	Communicates according to organizational standards	Uses accepted standards of business communication - written, oral and electronic - to perform tasks and solve problems. Communicates in accord with organizational policy.	
IV.A.	Professionalism: Adheres to organizational protocol related to behavior, appearance and communication.	Satisfies customers	Interacts respectfully with customers and community members in a manner that reflects company values, policies and practices to achieve customer satisfaction. Adheres to good customer service practices which includes being attentive, helpful, polite, professional and following up on requests.	
IV.B.	Professionalism: Manages time in accordance with organizational expectations.	Uses time productively	Arrives at work on time, spends minimal time on personal business (cell phones, social networking and texting), balances multiple tasks. Employee uses time effectively, completes tasks within an appropriate amount of time, works smart.	

Workplace Employability Skills Core Action Overview

Standard and Measurement Criteria		Core Action	Description of Core Action	Performance Task for Industry/Occupation
IV.B.	Professionalism: Manages time in accordance with organizational expectations.	Balances accuracy and speed	Remains productive during work time and produces work with a balance of speed and accuracy. Takes the time to do the task right the first time but is still able to meet the deadline.	
IV.B.	Professionalism: Manages time in accordance with organizational expectations.	Prioritizes tasks	Stays focused on work tasks, identifies high and low priorities. Able to re-prioritize for unexpected events and maintain a positive attitude.	
IV.B.	Professionalism: Manages time in accordance with organizational expectations.	Organizes work for the allotted timeframe	Recognizes the complexity of assigned tasks and is able to plan, organize and allocate appropriate time on task, within the allotted timeframe. Able to make adjustments in time allocated for tasks to meet goals.	
IV.B.	Professionalism: Manages time in accordance with organizational expectations.	Collaborates and works alone to deliver on time	Able to work on task independently as well as collaborate to complete tasks and deliverables within the allotted timeframe.	
IV.C.	Professionalism: Represents the organization in a positive manner.	Communicates mission and position	Represents the organization in a positive and professional manner by communicating one's job responsibilities and how one's job supports the mission.	
IV.C.	Professionalism: Represents the organization in a positive manner.	Aligns with organizational values	Represents the organization according to its values in a positive and professional manner in formal and informal situations.	
IV.C.	Professionalism: Represents the organization in a positive manner.	Communicates core values of the profession	Represents one's occupation in a positive and professional manner, exhibiting traits, values and behaviors that are common to a specific profession.	
IV.C.	Professionalism: Represents the organization in a positive manner.	Manages resources to benefit the organization	Represents the organization in a positive and professional manner by utilizing resources wisely: recycles, reuses, only uses what is required for the job. Does not use company resources for personal gain.	
IV.D.	Professionalism: Performs assigned tasks with a "can do" attitude.	Performs work with a positive attitude	Accepts assignments with enthusiasm, approaches assignments purposefully and does what it takes to get the job done.	

Workplace Employability Skills Core Action Overview

Standard and Measurement Criteria		Core Action	Description of Core Action	Performance Task for Industry/Occupation
IV.E.	**Professionalism: Behaves in a way that distinguishes between personal and work-related matters.**	**Demonstrates respect for personal and professional boundaries**	Follows guidelines and expectations that define boundaries between personal and work-related behaviors: ✓ Conducts personal business outside of work time. ✓ Avoids sharing personal details with client/ customer. ✓ Adheres to privacy laws relevant to organization. ✓ Uses equipment, technology, and resources according to organizational protocol, guidelines. ✓ Addresses colleagues, supervisors, and customers according to organizational culture. ✓ Avoids rumor, innuendo, personal judgment that impacts negatively on the organization. ✓ Refrains from sharing confidential organizational information.	
IV.F	**Professionalism: Produces work that reflects professional pride.**	**Produces high quality work**	Recognizes what it means to be excellent in a profession/job. Connects mastery of skills and high quality work to success in the workplace.	
IV.F	**Professionalism: Produces work that reflects professional pride.**	**Acts as a team member**	Reflects pride in team and work accomplishments.	
IV.F	**Professionalism: Produces work that reflects professional pride.**	**Performs/produces with precision**	Performs work according to the procedures, practices and specifications generally accepted in one's profession/place of work.	
IV.F	**Professionalism: Produces work that reflects professional pride.**	**Continues to develop skills and connections**	Develops skills and connections on an ongoing basis. Participates fully in professional development experiences and applies learning to the job.	
IV.F	**Professionalism: Produces work that reflects professional pride.**	**Takes initiative to improve work**	Does whatever it takes to improve work and meet or exceed organizational standards by seeking feedback, researching ways to improve process/ product and pursuing satisfaction in work well done.	
V.A.	**Initiative and Self-Direction: Functions independently within the organizational structure.**	**Performs necessary tasks**	Performs necessary assigned and unassigned tasks (within limits of job description) to complete duties, working independently, and attending to safety, maintenance and documentation.	

Workplace Employability Skills Core Action Overview

Standard and Measurement Criteria		Core Action	Description of Core Action	Performance Task for Industry/Occupation
V.A.	Initiative and Self-Direction: Functions independently within the organizational structure.	Strives to improve personal delivery of services	Puts forth one's best effort to satisfy clients and customers.	
V.A.	Initiative and Self-Direction: Functions independently within the organizational structure.	Improves personal performance/ behaviors continuously	Improves work-related behaviors and performance through focus on delivering results, examining one's own performance and making adjustments.	
V.B.	Initiative and Self-Direction: Adapts to changing conditions and expectations in the organization.	Adjusts to change	Figures out how changes in the workplace affect one's job, staying positive and flexible, adjusting one's work performance and behavior to meet the conditions.	
V.B.	Initiative and Self-Direction: Adapts to changing conditions and expectations in the organization.	Cooperates respectfully with colleagues	Works respectfully with coworkers under changing or stressful work conditions.	
V.B.	Initiative and Self-Direction: Adapts to changing conditions and expectations in the organization.	Maintains productivity	Stays productive in times of organizational uncertainty, identifying resources and training needed to meet the new conditions.	
V.C.	Initiative and Self-Direction: Pursues career advancement opportunities within an organization or field.	Articulates requirements for job openings	Tracks job openings/postings, comparing and evaluating conditions/parameters.	
V.C.	Initiative and Self-Direction: Pursues career advancement opportunities within an organization or field.	Prepares for career advancement	Performs self-assessments, establishes career goals and a learning plan, then pursues positions aligned with interests.	
V.C.	Initiative and Self-Direction: Pursues career advancement opportunities within an organization or field.	Pursues formal learning opportunities	Perseveres to achieve career goals, enrolling in trainings and working toward certifications, degrees or licenses in one's field.	
V.C.	Initiative and Self-Direction: Pursues career advancement opportunities within an organization or field.	Builds learning relationships	Seeks mentors and role models and shares one's own expertise.	

Workplace Employability Skills Core Action Overview

Standard and Measurement Criteria		Core Action	of Core Action	Performance Task for Industry/Occupation
V.C.	Initiative and Self-Direction: Pursues career advancement opportunities within an organization or field.	Applies new resources	Develops skill with new resources, such as equipment, software applications, and methodologies to enhance personal career value.	
V.D.	Initiative and Self-Direction: Generates innovative ideas, methods, or devices contributing to organizational resources and goals.	Innovates to improve productivity	Seeks to be more productive - asking questions to clarify assignments and investigating alternative resources.	
V.D.	Initiative and Self-Direction: Generates innovative ideas, methods, or devices contributing to organizational resources and goals.	Recommends improvements on processes, products, services	Applies problem solving and analysis skills to determine process, product or service enhancements and to decrease inefficiencies.	
V.D.	Initiative and Self-Direction: Generates innovative ideas, methods, or devices contributing to organizational resources and goals.	Uses technology to increase productivity/ profits	Applies various technological tools, solving problems and improving processes/products in order to increase organizational productivity and profits.	
V.E.	Initiative and Self-Direction: Exercises leadership in the workplace.	Engages individual strengths	Draws upon the strengths of self and others to accomplish work.	
V.E.	Initiative and Self-Direction: Exercises leadership in the workplace.	Manages work plans	Prioritizes tasks and activities, creating and implementing a work plan that identifies roles, tasks and timeline.	
V.E.	Initiative and Self-Direction: Exercises leadership in the workplace.	Plans for unanticipated challenges	Articulates requirements for workflow, planning for anticipated and unanticipated changes.	
V.E.	Initiative and Self-Direction: Exercises leadership in the workplace.	Pursues workplace solutions/ improvements	Identifies problems and inefficiencies in the workplace, proposing solutions and improvements.	

Workplace Employability Skills Core Action Overview

Standard and Measurement Criteria		Core Action	Core Action	Performance Task for Industry/Occupation
VI.A.	Intergenerational and Cross-Cultural Competence: Uses relevant intergenerational and cross-cultural communication that creates cultural synergy in the workplace.	Adapts communication style to engage diverse others	Practices sensitive communication with awareness of others, encompassing a broad range of diversity issues, based in physical, social, emotional, educational and other differences that include values and beliefs across cultures. Participates in formal and informal learning opportunities.	
VI.A.	Intergenerational and Cross-Cultural Competence: Uses relevant intergenerational and cross-cultural communication that creates cultural synergy in the workplace.	Adapts communication style to engage other generations	Practices sensitive communication with awareness of other generations in the workplace, engaging various communication methods (technology and face-to-face) and building diverse teams.	
VI.B.	Intergenerational and Cross-Cultural Competence: Contributes to an environment of acceptance and inclusion that enables different cultures and generations to work together.	Demonstrates respect through interactions & behaviors	Interacts with others in such a way that people of diverse cultures and generations are supported, engaged, included and valued.	
VI.B.	Intergenerational and Cross-Cultural Competence: Contributes to an environment of acceptance and inclusion that enables different cultures and generations to work together.	Addresses challenges with intergenerational and cross-cultural sensitivity	Practices sensitivity in resolving intergenerational and cross-cultural situations and incidents.	
VI.B.	Intergenerational and Cross-Cultural Competence: Contributes to an environment of acceptance and inclusion that enables different cultures and generations to work together.	Celebrates achievements and contributions of diverse others	Recognizes the successes and contributions of diverse others, e.g., participating in employee recognition ceremonies, nominating team members for awards.	
VI.B.	Intergenerational and Cross-Cultural Competence: Contributes to an environment of acceptance and inclusion that enables different cultures and generations to work together.	Functions comfortably in the global marketplace	Identifies organization's ties to the global marketplace. Interacts with others in the global marketplace as required by work, learning to perform with ease.	

Workplace Employability Skills Core Action Overview

	Standard and Measurement Criteria	Core Action ....) ......of Core Action		Performance Task for Industry/Occupation
VI.B.	**Intergenerational and Cross-Cultural Competence: Contributes to an environment of acceptance and inclusion that enables different cultures and generations to work together.**	**Relies upon the wisdom and experience of others to accomplish work**	Invites diverse others to provide input from their wisdom, experience and institutional knowledge, regardless of age, position, gender or any other characteristic.	
VI.B.	**Intergenerational and Cross-Cultural Competence: Contributes to an environment of acceptance and inclusion that enables different cultures and generations to work together.**	**Addresses intergenerational tensions**	Recognizes issues that contribute to intergenerational tensions and practices communication methods to collaborate across intergenerational divides. Seeks feedback on how to manage issues.	
VI.C.	**Intergenerational and Cross-Cultural Competence: Respects generational differences related to the use of technology in the workplace.**	**Selects from technological and non-technological methods/tools to communicate across generations**	Applies a variety of tools, technological and non-technological, to communicate, collaborate and meet work goals across generations, showing willingness to learn new skills.	
VII.A.	**Organizational Culture: Navigates organizational structures and systems.**	**Fits work performance to the organizational structure**	Articulates the structure of the organization and how one's position fits into that structure, adjusting performance on the job to conform.	
VII.B.	**Organizational Culture: Embodies organizational values.**	**Works in a manner that reflects organizational values**	Practices the values and ways of working and communicating that reflect the organization and its vision, mission and goals as they relate to products, services and customers.	
VII.C.	**Organizational Culture: Performs work that advances organizational growth and success.**	**Contributes to organizational success**	Produces work that aligns with organizational goals, contributing to organizational success and sustainability.	
VIII.A.	**Legal and Ethical Practices: Respects the organization's physical and intellectual property.**	**Takes responsibility for the workspace**	Maintains and takes pride in a safe and clean workspace. Keeps obstacles out of areas where people walk, notices possible health and safety issues and reports broken equipment.	

Workplace Employability Skills Core Action Overview

Standard and Measurement Criteria		Core Action	) of Core Action	Performance Task for Industry/Occupation
VIII.A.	**Legal and Ethical Practices: Respects the organization's physical and intellectual property.**	**Protects the organization's intellectual property**	Recognizes that intellectual property created at work belongs to the organization, seeing clarification as needed. Gets permission to use the intellectual property of others and cites as required.	
VIII.B.	**Legal and Ethical Practices: Demonstrates loyalty to the organization and its mission.**	**Demonstrates loyalty to the organization**	Expresses loyalty to the department and organization by acting and communicating with good will under all conditions. Deals with concerns in a manner that reflects positively on the organization.	
VIII.C.	**Legal and Ethical Practices: Maintains a safe work environment.**	**Addresses harmful conditions in the workplace**	Monitors environment to enhance safety and address harmful conditions as they occur, calling attention to harmful conditions/practices.	
VIII.C.	**Legal and Ethical Practices: Maintains a safe work environment.**	**Follows procedure for reporting unsafe conditions**	Reports incidents promptly according to organization's formal reporting system and documents incidents as they occur.	
VIII.C.	**Legal and Ethical Practices: Maintains a safe work environment.**	**Receives risk management training**	Receives ongoing risk management training to keep updated on safe work environment policies and procedures and coaches others.	
VIII.D.	**Legal and Ethical Practices: Adheres to the policies and procedures of the organization.**	**Acts in accord with organizational policies and procedures**	Recognizes the role of policies and procedures in the organization and takes action in accordance with them.	
VIII.D.	**Legal and Ethical Practices: Adheres to the policies and procedures of the organization.**	**Acts in accord with legal and ethical practices**	Behaves with good will toward others, e.g., not stealing, giving credit to others for their work, being respectful and trustworthy, not discriminating (age, appearance, gender, etc.), does no harm to the relationships of others (marriage, coworkers).	
VIII.D.	**Legal and Ethical Practices: Adheres to the policies and procedures of the organization.**	**Receives training in policies and procedures**	Attends required trainings in policies and procedures.	
VIII.E.	**Legal and Ethical Practices: Adheres to applicable local, state, federal and international laws and regulations.**	**Applies required laws, regulations, policies and procedures in the workplace**	Acts according to required policies, laws and regulations in the workplace and follows supervisor's direction.	

Workplace Employability Skills Core Action Overview

Standard and Measurement Criteria		Core Action	Description of Core Action	Performance Task for Industry/Occupation
VIII.E.	Legal and Ethical Practices: Adheres to applicable local, state, federal and international laws and regulations.	Complies with employment laws	Complies with laws and regulations required for employment, updating employment information in regard to changed life circumstances.	
VIII.E.	Legal and Ethical Practices: Adheres to applicable local, state, federal and international laws and regulations.	Applies laws and regulations unique to the industry	Complies with laws and regulations unique to the industry and applies them as is appropriate to work activities.	
VIII.F.	Legal and Ethical Practices: Takes responsibility for one's actions in the workplace.	Prioritizes time	Commits to being punctual, sensitive to project timelines and accomplishing tasks according to workplace goals and priorities, focusing on the work at hand.	
VIII.F.	Legal and Ethical Practices: Takes responsibility for one's actions in the workplace.	Resolves own work problems and errors	Takes responsibility for resolving one's own errors. Discloses personal mistakes to supervisor and adjusts work practices to minimize errors.	
VIII.F.	Legal and Ethical Practices: Takes responsibility for one's actions in the workplace.	Takes responsibility for own communication	Holds oneself accountable for respectful communication, verbally, nonverbally (gestures, expressions), and in writing.	
VIII.G.	Legal and Ethical Practices: Uses resources for the good of the organization.	Uses organization's resources prudently	Minimizes waste of resources, e.g., time, equipment, materials, services. ✓ Accomplishes designated tasks within allocated time and resources. ✓ Exercises "green" practices, e.g., recycles, reuses, reduces energy use by shutting off computer and lights at night. ✓ Follows maintenance schedules for equipment. ✓ Accesses internal services as needed, e.g., calls IT to resolve an IT issue rather than handling it oneself, contacts HR to deal with employee disputes. ✓ Follows protocol for resource storage and deployment, e.g., in a hospital one uses signs to locate resources, in a warehouse equipment is returned to designated storage. Seeks approval before using additional resources.	

Workplace Employability Skills Core Action Overview

Standard and Measurement Criteria		Core Action	Description of Core Action	Performance Task for Industry/Occupation
VIII.H.	Legal and Ethical Practices: Acts with integrity for the highest good of the organization.	Performs with honesty and reliability in a trustworthy manner	✓ **Demonstrates honesty**, e.g., tells the truth regardless of consequences, does not take credit for other's work, provides accurate reports of one's work. ✓ **Demonstrates reliability**, e.g., shows congruency between commitments and actions, displays consistent willingness to help colleagues, approaches work in a steady manner (without moodiness). ✓ **Generates trust**, e.g., supports colleagues in adverse circumstances, does not take gifts from vendors, does not employ relatives, does not work for the competitor.	
VIII.I.	Legal and Ethical Practices: Interacts respectfully with co-workers and customers.	Handles information appropriately	Handles information with sensitivity and discrimination, not repeating gossip or sharing confidential information, being sensitive to client needs and respectful of cultural norms. Separates personal and work-related matters.	
VIII.I.	Legal and Ethical Practices: Interacts respectfully with co-workers and customers.	Works to create an equitable workplace	Supports equity in the workplace, ensuring other staff and community members are treated with respect and receive high quality service at all times. Separates personal values from those of coworkers and customers in the fulfillment of work.	
IX.A.	Financial Practices: Exercises prudence in personal finance as it relates to employment.	Manages personal finances responsibly	Manages personal finances so as not to affect employment responsibilities.	
IX.B.	Financial Practices: Articulates financial goals and strategies of the organization.	Communicates organizational financial goals	Conveys understanding of core business – primary products and services that generate revenue for the organization.	
IX.C.	Financial Practices: Contributes to organizational profitability through knowledge of finances.	Acts prudently with organizational resources	Processes financial transactions accurately according to job responsibilities, demonstrating an understanding of the relationship between the cost of resources and the sustainability of the organization.	

Workplace Employability Skills Core Action Overview

Standard and Measurement Criteria		Core Action	Description of Core Action	Performance Task for Industry/Occupation
IX.C.	**Financial Practices: Contributes to organizational profitability through knowledge of finances.**	**Maintains current knowledge of salary and benefits**	Demonstrates and understanding of how one's salary, benefits and employment enhancements (education, professional development opportunities, holidays, special events for staff) affect organizational resources.	
IX.C.	**Financial Practices: Contributes to organizational profitability through knowledge of finances.**	**Relates work performance to company profitability**	Describes the relationship between an organization's profitability and one's work performance.	

SEEING LIKE AN EMPLOYER

In the document *Workplace Employability Skills Core Action Overview*, the final column, "Performance Task for Industry/Occupation," is provided for educators to identify performance tasks in the context of a *specific* industry or occupation.

A couple of simple questions are helpful for visualizing and contextualizing workplace skills:

⇒ *What is a worker doing when successfully performing this skill in the industry or occupation under consideration (e.g., auto collision, nursing)?*

⇒ *What does this skill look like in action in the workplace?*

In developing the Workplace Employability Skill rubrics, employers were asked these same questions with a focus on the *proficient* employee, one who has performed a skill successfully in the workplace over a period of time. In CTE the focus will be on the entry-level or *novice* worker.

An example of a core action contextualized for an entry-level worker in Arts Management—

Under the standard COMPLEX COMMUNICATION
Measurement Criteria: Masters core communication skills for the workplace

Core Action: Delivers Content Accurately

Description: Transfers information, messages and written communications with precision, using correct grammar, spelling and punctuation

What is an entry-level employee doing when successful in <u>delivering content accurately</u> in Arts Management? What does this skill LOOK like in action in the workplace?

Sample performance tasks:

- Reports survey data accurately
- Proofreads press releases or programs for content, as well as spelling and grammar
- Delivers verbal and written messages with the detail and in the format required by the organization

Making Connections to the Common Core

English Language Arts common areas for consideration in curriculum integration:

- □ Speaking and Listening (SL)

- □ Reading Standards for Literacy in Science and Technical Subjects (RST)

- □ Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (WHST)

- □ Reading for Informational Text (RI)

*Crary's "English Language Arts Standards at a Glance" resource is provided

Mathematical Practices for consideration in curriculum integration:

Standard 1: Makes sense of the problem/opportunity.

Standard 2: Reasons abstractly and quantitatively

Standard 3: Constructs viable arguments and critiques the reasoning of others.

Standard 4: Creates a model.

Standard 5: Uses appropriate tools strategically.

Standard 6: Attends to precision.

Standard 7: Looks for and makes use of structure.

Standard 8: Looks for and expresses regularity in repeated reasoning.

III. Thinking & Innovation Measurement Criteria	Common Core Math Practice	Five-Step Scientific Process
III.A. Defines a problem in the workplace.	1, 2	1. Identifies the problem.
III.B. Practices inquiry and reflection (I/R) to take action in the workplace.	2, 3, 7, 8	2. Engages in background research
III.C. Takes action supported by evidence and reasoning to explain conclusions and accomplish work.	1-8	3. Constructs an hypothesis. 4. Tests hypothesis. 5. Analyzes results and draws conclusions.
III.D. Transfers knowledge and skills from one work situation into another.	2, 7, 8	
III.E. Creates/Innovates to improve workplace productivity.	2,7	

English Language Arts Standards - General

Abbr	Strands & Domain/Cluster
RL	**Reading Standards for Literature (1-10)**

- Key Ideas and Details   (1-3)
- Craft and Structure   (4-6)
- Integration of Knowledge and Ideas   (7-9)
- Range of Reading and Level of Text Complexity   (10)

RI	<mark>**Reading Standards for Informational Text**</mark> **(1-10)**

- Key Ideas and Details   (1-3)
- Craft and Structure   (4-6)
- Integration of Knowledge and Ideas   (7-9)
- Range of Reading and Level of Text Complexity   (10)

W	**Writing (1-10)**

- Text Types and Purposes   (1-3)
- Production and Distribution of Writing   (4-6)
- Research to Build and Present Knowledge   (7-9)
- Range of Writing   (10)

SL	<mark>**Speaking and Listening**</mark> **(1-6)**

- Comprehension and Collaboration   (1-3)
- Presentation of Knowledge and Ideas   (4-6)

L	**Language (1-6)**

- Conventions of Standard English   (1-2)
- Knowledge of Language   (3)
- Vocabulary Acquisition and Use (4-6)

Standard 10: Range, Quality, and Complexity of Student Reading

- Qualitative evaluation of the text
- Quantitative evaluation of the text
- Matching reader to text and task

Range of Text Types for 6–12

Literature

- Stories
- Drama
- Poetry

Informational Text

- Literary Nonfiction

RH	**Reading Standards for Literacy in History/Social Studies (1-10)**

- Key Ideas and Details   (1-3)
- Craft and Structure   (4-6)
- Integration of Knowledge and Ideas   (7-9)
- Range of Reading and Level of Text Complexity   (10)

RST	<mark>**Reading Standards for Literacy in Science and Technical Subjects**</mark> **(1-10)**

- Key Ideas and Details   (1-3)
- Craft and Structure   (4-6)
- Integration of Knowledge and Ideas   (7-9)
- Range of Reading and Level of Text Complexity   (10)

WHST	<mark>**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**</mark> **(1-10)**

- Text Types and Purposes   (1-3)
- Production and Distribution of Writing   (4-6)
- Research to Build and Present Knowledge   (7-9)
- Range of Writing   (10)

English Language Arts Standards - Detailed

Abbr	Strands, Domain/Cluster & College and Career Readiness Anchor Standards
RL & **RI**	**Reading Standards for Literature & Informational Text**

- Key Ideas and Details
  1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
  2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
  3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Craft and Structure
  4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
  5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
  6. Assess how point of view or purpose shapes the content and style of a text.
- Integration of Knowledge and Ideas
  7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
  8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
  9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Range of Reading and Level of Text Complexity
  10. Read and comprehend complex literary and informational texts independently and proficiently

W   **Writing**

- Text Types and Purposes
  1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
  3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Production and Distribution of Writing
  4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
  6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Research to Build and Present Knowledge
  7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
  8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
  9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Range of Writing
  10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- Comprehension and Collaboration
  1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
  2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
  3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- Presentation of Knowledge and Ideas
  4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
  5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
  6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

L **Language**

- Conventions of Standard English
  1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Knowledge of Language
  3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Vocabulary Acquisition and Use
  4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
  5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Standard 10: Range, Quality, and Complexity of Student Reading

- Qualitative evaluation of the text
  - Levels of meaning, structure, language conventionality and clarity, and knowledge demands
- Quantitative evaluation of the text
  - Readability measures and other scores of text complexity
- Matching reader to text and task
  - Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Range of Text Types for 6–12

Literature

- Stories
  - Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels
- Drama
  - Includes one-act and multi-act plays, both in written form and on film
- Poetry
  - Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics

Informational Text

- Literary Nonfiction
  - Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

Reading Standards for Literacy in History/Social Studies

- Key Ideas and Details
    1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
    2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
    3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Craft and Structure
    4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
    5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
    6. Assess how point of view or purpose shapes the content and style of a text.
- Integration of Knowledge and Ideas
    7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
    8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
    9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Range of Reading and Level of Text Complexity
    10. Read and comprehend complex literary and informational texts independently and proficiently

RST **Reading Standards for Literacy in Science and Technical Subjects**

- Key Ideas and Details
    1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
    2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
    3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Craft and Structure
    4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
    5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
    6. Assess how point of view or purpose shapes the content and style of a text.
- Integration of Knowledge and Ideas
    7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
    8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
    9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Range of Reading and Level of Text Complexity
    10. Read and comprehend complex literary and informational texts independently and proficiently

WHST

- Text Types and Purposes
  1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
  3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Production and Distribution of Writing
  4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
  6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Research to Build and Present Knowledge
  7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
  8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
  9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Range of Writing
  10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Mathematical Practices Described
excerpted from the Idaho State Department of Education Overview

1. **Make sense of problems and persevere in solving them.**
   Students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary… Students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

2. **Reason abstractly and quantitatively.**
   Students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

3. **Construct viable arguments and critique the reasoning of others.**
   Students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Later, students learn to determine domains to which an argument applies. Students can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

4. **Construct models.**
   Students can apply what they know to solve problems arising in everyday life, society, and the workplace… A student might apply proportional reasoning to plan a school event or analyze a problem in the community. A student might use geometry to solve a design problem. Students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify

important quantities in a practical situation and map their relationships using tools, such as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships to draw conclusions. They routinely interpret their results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

5. **Use appropriate tools strategically.**
   Students consider the available tools when solving a problem… Students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations... When making models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Students at various grade levels are able to identify relevant external resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

6. **Attend to precision.**
   Students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, consistently and appropriately. They are careful. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

7. **Look for and make use of structure.**
   Students look closely to discern a pattern or structure. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects.

8. **Look for and express regularity in repeated reasoning.**
   Students notice if calculations are repeated, and look both for general methods and for shortcuts. As they work to solve a problem, proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.