

**WYOMING CAREER/VOCATIONAL EDUCATION
CONTENT AND PERFORMANCE STANDARDS**

WYOMING STATE BOARD OF EDUCATION

Jo Ann Fulton, Chairman

Brent Young, Vice-Chair

Ruby Calvert, Treasurer

Duane Edmonds

Mark Higdon, Ed.D.

Jeff Marsh

Robert McKim

Faye Smyth

Michelle Sullivan

Dana Mann-Tavegia

Adopted July 7, 2003

ACKNOWLEDGMENT

The Wyoming State Board of Education would like to thank the Wyoming Department of Education, as well as educators, parents, students, business and industry representatives, community college representatives, and the University of Wyoming for all their help with the development of these standards.

Trent Blankenship, Ed.D., Superintendent of Public Instruction

**Annette Bohling, J.D., Deputy Superintendent of Educational Quality and Accountability
and Director of State Standards and Accountability**

Cheryl Schroeder, Ed.D., State Standards Coordinator

**Wyoming Department of Education
Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne, Wyoming 82002-0050**

The Wyoming Department of Education does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in its educational programs or activities. Inquiries concerning Title VI, Title IX, Section 504, and the Americans with Disabilities Act may be referred to the Wyoming Department of Education, Office for Civil Rights Coordinator, 2nd floor, Hathaway Building, Cheyenne, Wyoming 82002-0050 or (307) 777-6252, or the Office for Civil Rights, Region VIII, U. S. Department of Education, Federal Building, Suite 310, 1244 Speer Boulevard, Denver, CO 80204-3582, or (303) 844-5695 or TDD (303) 844-3417. This publication will be provided in an alternative format upon request.

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 Standard 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.

Proficient: 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.

Action Snapshot – The Action Snapshot is provided as an example to show how a standard or benchmark might be implemented in the classroom. It may address performance tasks as well as performance assessments. Action Snapshots may also demonstrate how various standards may be integrated.

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, Content for the Study of Technology, International Technology Education Association, 1914 Association Drive, Suite 201, Reston, VA 20191-1539.
- What Work Requires of Schools, A SCANS Report for America 2000, 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, Career/Vocational Education Content Standards, <http://www.educ.state.ak.us>.
- Arizona, Arizona Academic Standards and Accountability, <http://www.ade.state.az.us>.
- Hawaii, Career and Life Skills, <http://www.k12.hi.us>.
- Michigan, Overview of Career and Employability Skills Content Standards, <http://www.mde.state.mi.us>.
- New Mexico, Career Readiness Content Standards, <http://www.sde.state.nm.us>.

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

STANDARDS STRANDS

The standards have been organized into six major strands:

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

A brief description is provided for each of these strands.

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 Descriptors for the Body of Evidence at Grades 11, 8, and 4

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.

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 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.

**WYOMING CAREER/VOCATION
CONTENT AND PERFORMANCE STANDARDS
GRADE SPAN 9-12**

CONTENT STANDARD	
1. <u>RESOURCES</u>	
Students effectively manage time, money, materials, work space, and human resources.	
BENCHMARK GRADE 11	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 11
<ol style="list-style-type: none"> 1. Students prepare and analyze personal or business financial information. 2. Students assess individual skills, evaluate, and adjust their performance accordingly. 3. Students prioritize and manage time, materials, work space, and resources to set and achieve goals. 	<p style="text-align: center;"><u>ADVANCED PERFORMANCE</u></p> <p>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.</p> <p style="text-align: center;"><u>PROFICIENT PERFORMANCE</u></p> <p>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.</p> <p style="text-align: center;"><u>BASIC PERFORMANCE</u></p> <p>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.</p>

	<p style="text-align: center;"><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.</p>
--	---

Snapshot In Action



**Sample Ideas From
The Writing Group**

- In a one-day seminar, students have the opportunity to review banking services and participate in a personal budget that includes all basic living expenses.
- Students complete a personality profile (such as “True Colors”) and apply information when working in teams.
- Students individually prepare a financial management plan and analyze, defend, and utilize that plan.
- In small groups, students prepare a web page based on individual skills.
- Students develop a supervised agricultural experience project and keep records.

CONTENT STANDARD 2. <u>INTERPERSONAL SKILLS</u> Students acquire and demonstrate interpersonal skills necessary to be successful in the workplace.	
BENCHMARK GRADE 11	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 11
<ol style="list-style-type: none"> 1. Students work with individuals/groups of diverse abilities and backgrounds in a workplace setting. 2. Students communicate using a variety of methods in a workplace setting. 3. Students assume a leadership role in a group setting to accomplish group goals. 4. Students demonstrate and/or teach a learned skill. 	<p style="text-align: center;"><u>ADVANCED PERFORMANCE</u></p> <p>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.</p> <p style="text-align: center;"><u>PROFICIENT PERFORMANCE</u></p> <p>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.</p> <p style="text-align: center;"><u>BASIC PERFORMANCE</u></p> <p>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.</p> <p style="text-align: center;"><u>BELOW BASIC PERFORMANCE</u></p> <p>11th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.</p>



- Students participate in a career development event within a Career and Technical Student Organization.
- Students teach elementary students a skill.
- Employers train students in customer service skills.
- Students participate in role-playing situations dealing with a workplace situation.
- Students give a presentation in front of class.
- Students work in cooperative groups to achieve a goal.

CONTENT STANDARD 3. <u>INFORMATION</u> Students acquire and use workplace information.	
BENCHMARK GRADE 11	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 11
<ol style="list-style-type: none"> 1. Students acquire and evaluate workplace information. 2. Students organize and update workplace information. 3. Students interpret and communicate workplace information. 4. Students use technology to process workplace information. 	<p style="text-align: center;"><u>ADVANCED PERFORMANCE</u></p> <p>11th grade students at the advanced level independently and accurately acquire and consistently and effectively use the information skills listed in the benchmarks.</p> <p style="text-align: center;"><u>PROFICIENT PERFORMANCE</u></p> <p>11th grade students at the proficient level accurately acquire and use the information skills listed in the benchmarks.</p> <p style="text-align: center;"><u>BASIC PERFORMANCE</u></p> <p>11th grade students at the basic level acquire and use, with consistent guidance, the information skills listed in the benchmarks.</p> <p style="text-align: center;"><u>BELOW BASIC PERFORMANCE</u></p> <p>11th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.</p>

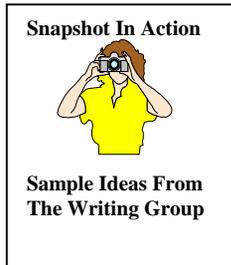
Snapshot In Action



**Sample Ideas From
The Writing Group**

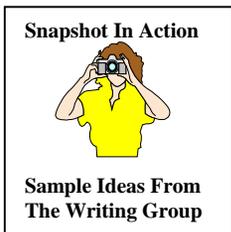
- Students access and utilize information found on the Internet.
- Students research and prepare a workplace presentation.
- Students organize and interpret information for a spreadsheet.
- Students gather source documents, analyze, and record in appropriate journals.
- Students prepare a newsletter.
- Students acquire, organize, and evaluate information to complete a project.

CONTENT STANDARD 4. <u>SYSTEMS</u> Students demonstrate an understanding of how social, organizational, and technological systems work.	
BENCHMARK GRADE 11	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 11
<ol style="list-style-type: none"> 1. Students evaluate the quality and performance of a variety of systems. 2. Students suggest modifications to existing systems and develop new or alternative ideas for systems to improve performance. 	<p style="text-align: center;"><u>ADVANCED PERFORMANCE</u></p> <p>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.</p> <p style="text-align: center;"><u>PROFICIENT PERFORMANCE</u></p> <p>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.</p> <p style="text-align: center;"><u>BASIC PERFORMANCE</u></p> <p>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.</p> <p style="text-align: center;"><u>BELOW BASIC PERFORMANCE</u></p> <p>11th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.</p>



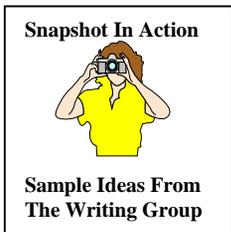
- Students use an electronic analyzer to diagnose a problem in a fuel system.
- Students set up and manage a local computer network.
- Students complete various steps of an accounting cycle electronically.
- Students participate in a "Real Game" activity.
- Students take part in a food service work experience.
- Students produce the annual yearbook.
- Students participate in "Student Court."
- Students elect class officers and hold meetings using proper parliamentary procedure.

CONTENT STANDARD 5. <u>TECHNOLOGY</u> Students demonstrate the ability to use a variety of workplace technologies.	
BENCHMARK GRADE 11	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 11
<ol style="list-style-type: none"> 1. Students choose and utilize procedures, tools, or equipment, including computers and related technologies. 2. Students demonstrate proper procedure for set-up, operation, and routine maintenance of workplace equipment. 3. Students use workplace equipment to solve problems. 4. Students apply safe and ethical practices when using workplace technologies. 	<p style="text-align: center;"><u>ADVANCED PERFORMANCE</u></p> <p>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.</p> <p style="text-align: center;"><u>PROFICIENT PERFORMANCE</u></p> <p>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.</p> <p style="text-align: center;"><u>BASIC PERFORMANCE</u></p> <p>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.</p> <p style="text-align: center;"><u>BELOW BASIC PERFORMANCE</u></p> <p>11th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.</p>



- Students operate a Computer Numerical Control milling machine.
- Students use technology to produce a product in a simulated business.
- Students produce a variety of welds using appropriate welding processes.
- Students use a digital camera to complete a presentation with a projector.
- Students follow legislation on ethical Internet practice.
- Students practice safe workplace ethics.

CONTENT STANDARD 6. CAREERS Students develop skills in career planning and workplace.	
BENCHMARK GRADE 11	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 11
<ol style="list-style-type: none"> 1. Students interpret information from a variety of self-assessments to identify career interests, abilities, personal traits, and work values. 2. Students locate and interpret career information and labor market trends from a variety of sources. 3. Students create, evaluate, and revise career plans. 4. Students demonstrate skills to seek, obtain, maintain, and change jobs. 	<p style="text-align: center;"><u>ADVANCED PERFORMANCE</u></p> <p>11th grade students at the advanced level independently and consistently apply skills in career planning and workplace readiness to make educational and career decisions.</p> <p style="text-align: center;"><u>PROFICIENT PERFORMANCE</u></p> <p>11th grade students at the proficient level, with minimal guidance, demonstrate skills in career planning and workplace readiness as established in the benchmarks.</p> <p style="text-align: center;"><u>BASIC PERFORMANCE</u></p> <p>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.</p> <p style="text-align: center;"><u>BELOW BASIC PERFORMANCE</u></p> <p>11th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.</p>



- Students set up a school-based enterprise.
- Students complete a resumé and job application and scan current publications for labor market information.
- Students attend local job fair and/or career fair.
- Students select a tentative career pathway.
- Students complete an interest assessment and analyze results.
- Students participate in field trips.

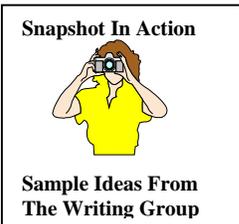
GRADE SPAN 5-8

CONTENT STANDARD

1. RESOURCES

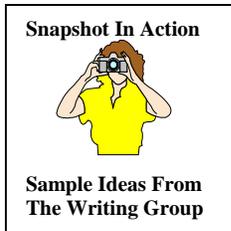
Students effectively manage time, money, materials, work space, and human resources.

<p>BENCHMARK GRADE 8</p>	<p>PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 8</p>
<p>1. Students plan tasks using specific timelines that take into account constraints, priorities, and goals.</p> <p>2. Students demonstrate an understanding of financial information.</p> <p>3. Students acquire, store, organize, and use materials and work space.</p> <p>4. Students acknowledge and utilize individual skills and abilities.</p>	<p><u>ADVANCED PERFORMANCE</u> 8th grade students at the advanced level independently develop, follow, and revise workplace resources as established in the benchmarks.</p> <p><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.</p> <p><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.</p> <p><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.</p>



- Students use a planner to record assignments and activities.
- Students calculate the cost of materials for a project.
- Students plan a project from start to finish.

CONTENT STANDARD 2. <u>INTERPERSONAL SKILLS</u> Students acquire and demonstrate interpersonal skills necessary to be successful in the workplace.	
BENCHMARK GRADE 8	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 8
<ol style="list-style-type: none"> 1. Students develop skills to work effectively with diverse individuals/groups. 2. Students communicate using a variety of methods in the workplace setting. 3. Students participate as a member of a team to accomplish group goals. 4. Students share a learned skill. 	<p style="text-align: center;"><u>ADVANCED PERFORMANCE</u></p> <p>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.</p> <p style="text-align: center;"><u>PROFICIENT PERFORMANCE</u></p> <p>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.</p> <p style="text-align: center;"><u>BASIC PERFORMANCE</u></p> <p>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.</p> <p style="text-align: center;"><u>BELOW BASIC PERFORMANCE</u></p> <p>8th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.</p>



- Students teach the safe use of tools.
- Students prepare a recipe with all group members performing a designated job.

CONTENT STANDARD 3. <u>INFORMATION</u> Students acquire and use workplace information.	
BENCHMARK GRADE 8	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 8
<ol style="list-style-type: none"> 1. Students locate and use various sources of workplace information. 2. Students organize workplace information. 3. Students communicate workplace information in various formats. 	<p style="text-align: center;"><u>ADVANCED PERFORMANCE</u></p> <p>8th grade students at the advanced level consistently and accurately locate independently, and effectively use, organize, and communicate workplace information in various formats.</p> <p style="text-align: center;"><u>PROFICIENT PERFORMANCE</u></p> <p>8th grade students at the proficient level accurately locate, use, organize, and communicate with minimal guidance workplace information in various formats.</p> <p style="text-align: center;"><u>BASIC PERFORMANCE</u></p> <p>8th grade students at the basic level, with frequent assistance, locate, use, organize, and communicate workplace information in various formats.</p> <p style="text-align: center;"><u>BELOW BASIC PERFORMANCE</u></p> <p>8th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.</p>

Snapshot In Action



Sample Ideas From
The Writing Group

- Students research via the Internet to access and download information.
- Students research workplace information in the library.
 - Students keep a classroom notebook or log.
 - Students give an oral presentation on a required subject.
 - Students explore ways to find information such as “where can I look to find a recipe from France?”
 - Students will file by alphabetizing, subject, dates, topics, and classifications.

CONTENT STANDARD 4. <u>SYSTEMS</u> Students demonstrate an understanding of how social, organizational, and technological systems work.	
BENCHMARK GRADE 8	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 8
<ol style="list-style-type: none"> 1. Students explain how systems operate and impact students' lives. 2. Students identify technical systems and explain how they are used in the workplace. 	<p style="text-align: center;"><u>ADVANCED PERFORMANCE</u></p> <p>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.</p> <p style="text-align: center;"><u>PROFICIENT PERFORMANCE</u></p> <p>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.</p> <p style="text-align: center;"><u>BASIC PERFORMANCE</u></p> <p>8th grade students at the basic level can explain, with assistance, how general and technical systems operate.</p> <p style="text-align: center;"><u>BELOW BASIC PERFORMANCE</u></p> <p>8th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.</p>

Snapshot In Action



**Sample Ideas From
The Writing Group**

- Students develop an organizational flow chart.
- Students analyze how the city government works.
- Students understand welding systems and their function and use them in the classroom.

CONTENT STANDARD 5. <u>TECHNOLOGY</u> Students demonstrate the ability to use a variety of workplace technologies.	
BENCHMARK GRADE 8	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 8
<ol style="list-style-type: none"> 1. Students demonstrate technical knowledge and skills using appropriate technologies. 2. Students apply safe and ethical practices in the workplace. 	<p style="text-align: center;"><u>ADVANCED PERFORMANCE</u></p> <p>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.</p> <p style="text-align: center;"><u>PROFICIENT PERFORMANCE</u></p> <p>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.</p> <p style="text-align: center;"><u>BASIC PERFORMANCE</u></p> <p>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.</p> <p style="text-align: center;"><u>BELOW BASIC PERFORMANCE</u></p> <p>8th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.</p>

Snapshot In Action



Sample Ideas From
The Writing Group

- Students follow safety rules set for specific equipment.
- Students use appropriate measuring cups when measuring liquid or dry ingredients.

CONTENT STANDARD 6. CAREERS Students develop skills in career planning and workplace.	
BENCHMARK GRADE 8	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 8
<ol style="list-style-type: none"> 1. Students explore careers. 2. Students identify careers that align with individual strengths, interests, and coursework. 3. Students describe employability skills. 	<p style="text-align: center;"><u>ADVANCED PERFORMANCE</u></p> <p>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.</p> <p style="text-align: center;"><u>PROFICIENT PERFORMANCE</u></p> <p>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.</p> <p style="text-align: center;"><u>BASIC PERFORMANCE</u></p> <p>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.</p> <p style="text-align: center;"><u>BELOW BASIC PERFORMANCE</u></p> <p>8th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.</p>

Snapshot In Action



Sample Ideas From
The Writing Group

- Students use “Choices” software program.
- Students bring in guest speakers to explain workplace skills.
- Students take a field trip to observe occupations

GRADE SPAN K-4

CONTENT STANDARD 1. <u>RESOURCES</u> Students effectively manage time, money, materials, work space, and human resources.	
BENCHMARK GRADE 4	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 4
<ol style="list-style-type: none"> 1. Students complete tasks within an allotted time. 2. Students are familiar with basic monetary skills. 3. Students acquire, store, organize, and use materials and space. 4. Students seek or provide help when appropriate (staff, students, parents, etc.). 	<p style="text-align: center;"><u>ADVANCED PERFORMANCE</u></p> <p>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.</p> <p style="text-align: center;"><u>PROFICIENT PERFORMANCE</u></p> <p>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.</p> <p style="text-align: center;"><u>BASIC PERFORMANCE</u></p> <p>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.</p> <p style="text-align: center;"><u>BELOW BASIC PERFORMANCE</u></p> <p>4th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.</p>



- Students count change in a simulated effort.
- Class identifies a group project, define individual roles, and carry out tasks with identified resources (class store or fundraiser).

CONTENT STANDARD 2. <u>INTERPERSONAL SKILLS</u> Students acquire and demonstrate interpersonal skills necessary to be successful in the workplace.	
BENCHMARK GRADE 4	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 4
<ol style="list-style-type: none"> 1. Students identify and practice compromise and conflict resolution skills. 2. Students share skills with others. 3. Students identify and actively participate in group roles and responsibilities. 4. Students recognize diversity in others. 	<p style="text-align: center;"><u>ADVANCED PERFORMANCE</u></p> <p>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.</p> <p style="text-align: center;"><u>PROFICIENT PERFORMANCE</u></p> <p>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.</p> <p style="text-align: center;"><u>BASIC PERFORMANCE</u></p> <p>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.</p>

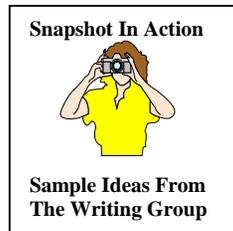
	<p style="text-align: center;"><u>BELOW BASIC PERFORMANCE</u> 4th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.</p>
--	--



Ideas include:

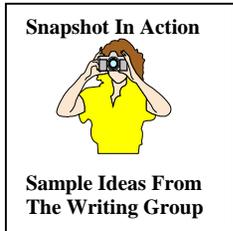
- Language arts and literature circles.
- Counseling activities; students will role-play simulations (e.g., interact).
- Conflict resolution simulation.
- Highlight an awareness of ethnic diversity (e.g. guest speaker, field trip, and simulated activity).
- Recognize holidays around the world (e.g. Cinco de Mayo, Chinese New Year).
- Reading buddies, heterogeneous grouping.
- Inclusion of special needs students.
- Through literature, children will discover different skills, talents and abilities, culture in people.

CONTENT STANDARD 3. <u>INFORMATION</u> Students acquire and use workplace information.	
BENCHMARK GRADE 4	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 4
<ol style="list-style-type: none"> 1. Students identify a variety of sources that provide workplace information. 2. Students organize information using systematic methods (e.g. assignment book, alphabetizing, calendar, and database). 3. Students use a variety of methods to complete a task (e.g. oral, written, graphic, pictorial, and multimedia). 	<p style="text-align: center;"><u>ADVANCED PERFORMANCE</u></p> <p>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.</p> <p style="text-align: center;"><u>PROFICIENT PERFORMANCE</u></p> <p>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.</p> <p style="text-align: center;"><u>BASIC PERFORMANCE</u></p> <p>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.</p> <p style="text-align: center;"><u>BELOW BASIC PERFORMANCE</u></p> <p>4th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.</p>



- Students organize information through assignment book, alphabetizing, calendar, database, etc.
- Before beginning a class project, students web and brainstorm possible sources of information to collect for a specific project.
- Students will organize information through their assignment book, alphabetizing, a calendar, database, etc.
- Students use a variety of methods to complete a task (oral, written, graphic, pictorial, and multimedia).

CONTENT STANDARD 4. <u>SYSTEMS</u> Students demonstrate an understanding of how social, organizational, and technological systems work.	
BENCHMARK GRADE 4	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 4
<ol style="list-style-type: none"> 1. Students identify components of family, community, and school systems in everyday life. 2. Students explain the need for rules within organizational systems. 	<p style="text-align: center;"><u>ADVANCED PERFORMANCE</u></p> <p>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.</p> <p style="text-align: center;"><u>PROFICIENT PERFORMANCE</u></p> <p>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.</p> <p style="text-align: center;"><u>BASIC PERFORMANCE</u></p> <p>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.</p> <p style="text-align: center;"><u>BELOW BASIC PERFORMANCE</u></p> <p>4th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.</p>



- Students will have discussions about the people who work in the school and the jobs they do.
- Students will take field trips within the community.
- Students establish classroom rules.

CONTENT STANDARD 5. <u>TECHNOLOGY</u> Students demonstrate the ability to use a variety of workplace technologies.	
BENCHMARK GRADE 4	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 4
<ol style="list-style-type: none"> 1. Students identify technologies used in the workplace. 2. Students practice responsible use and care of technology. 	<p style="text-align: center;"><u>ADVANCED PERFORMANCE</u></p> <p>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.</p> <p style="text-align: center;"><u>PROFICIENT PERFORMANCE</u></p> <p>4th grade students at the proficient level easily identify many technologies used in the workplace. Students consistently practice responsible use and care of technology.</p> <p style="text-align: center;"><u>BASIC PERFORMANCE</u></p> <p>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.</p> <p style="text-align: center;"><u>BELOW BASIC PERFORMANCE</u></p> <p>4th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.</p>

Snapshot In Action

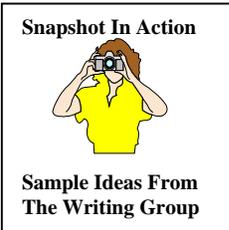


**Sample Ideas From
The Writing Group**

- Students will take a field trip highlighting the use of technology.
- Students will bring broken appliance to school to take apart and investigate.
- Students will discuss how technologies in their classroom will make their life easier (e.g. simple and complex tools, pencils and computers).

CONTENT STANDARD 6. CAREERS Students develop skills in career planning and workplace.	
BENCHMARK GRADE 4	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 4
<ol style="list-style-type: none"> 1. Students identify various occupations. 2. Students describe how current learning relates to career options. 3. Students describe how work relates to meeting needs for goods, clothing, shelter, and other necessities for living. 4. Students identify behaviors that contribute to the successful completion of workplace tasks. 	<p style="text-align: center;"><u>ADVANCED PERFORMANCE</u></p> <p>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.</p> <p style="text-align: center;"><u>PROFICIENT PERFORMANCE</u></p> <p>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.</p>

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



- Students will have guest speakers.
- Parents share jobs and hobbies and explain the education it took to get the job or do the hobby.
- Given a random amount of money, students will simulate shopping through various catalogs.
- Using learning logs, students will journal about how current learning relates to career options.
- Students cooperate by learning t-charts that highlight appropriate classroom behavior to complete tasks.
- Students brainstorm a list of behaviors for a successful completion of tasks (e.g. attendance, staying on schedule, honesty, punctuality, cooperation, productivity).

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 Readiness: 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: 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).

**STATE WRITING COMMITTEE MEMBERS FOR REVISED STANDARDS
(2002 - 2003)**

Steve Mahaffey, Natrona #1
Kari Gerhald, Platte #2
Sharon Cobourn, Park #1
Mark Halbur, Park #1
Margo Nokes, Natrona #1
Jan Corry, Natrona #1
Ted Schroeder, Sweetwater #1
Jeff Stone, Laramie #1

Joe Schaffner, Casper College
Dr. Rob Bennett, UW
John Shea, Converse #1
Chris French, Weston #1
Judy Morris, Big Horn #1
Troy Cooper, UW Extension Services
Toni Decklever, Laramie #1

**WYOMING CAREER AND VOCATIONAL EDUCATION
CONTENT AND PERFORMANCE STANDARDS
STATE WRITING GROUP
(2000 - 2001)**

Linda Brain, Laramie #1
Jeff Stone, Laramie #1
Rex Hayhurst, Campbell #1
Roberta Schimek, Albany #1
Gail Black, Fremont #1
Greg Holzwarth, Campbell #1
Lori Morrow, School to Careers Office
Mark Erickson, Sweetwater #1
Randy Epler, Goshen #1
Stephani Williams, Albany #1
Lynette Parkhurst, Albany #1
Bill Pannell, Hot Springs #1
Matt Case, Campbell #1
Dan Williams, Albany #1

Katie Carmin, Platte #1
Ted Schroeder, Sweetwater #1
Lyn Velle, Campbell #1
Clarice Boring, Park #6
Dr. Rob Bennett, University of Wyoming
Nick Schofield, Campbell #1
Dean Sims, Goshen #1
Tom McIntosh, Natrona #1
Tony Anson, Big Horn #4
Lesley Wangberg, Albany #1
Al Schimek, Albany #1
Carol Kilmer, Niobrara #1
Craig Maris, Sheridan #2

**Wyoming Career and Vocational Education
Content and Performance Standards
Regional Meetings Participants
(2000 – 2001)**

Renee Herold, Uinta #1	Wayne Bakke, Carbon #1	Jeff Castagna, Sweetwater #1	Rex Hamner, Uinta #6
Kenneth Crowson, Lincoln #2	Charlotte Walker, Lincoln #1	Tom Boyd, Lincoln #1	Corinne Klewin, Lincoln #1
Mark Erickson, Sweetwater #1	Ted Schroeder, Sweetwater #1	Candy Bedard, Sweetwater #1	Lynette Andeen, Sweetwater #1
George Czapskie, Sweetwater #1	Kathleen Higgins, WWCC	Jana Erickson, Sweetwater #1	Alayne Matthews, Uinta #1
Rex Hayhurst, Campbell #1	Karen Hayhurst, Campbell #1	Sherilyn Senef, Campbell #1	Lyn Velle, Campbell #1
Wayne Schatz, Sheridan #2	Mark Herrmann, Campbell #1	Stephanie Cowdin, Sheridan #3	Lynne Latham, Sheridan #3
Craig Maris, Sheridan #2	Suzan Newberry, Campbell #1	Christine French, Weston #1	John Lliteras, Weston #1
Carol Kilmer, Niobrara #1	Elaine Halstead, Converse #1	Allen Pierce, Converse #1	Teresa Brown, Crook #1
Barbara Janssen, Crook #1	Dee Wood, Converse #1	Fred Steinbach, Converse #2	Trish Cook, Converse #1
Dean Sims, Goshen #1	Randy Epler, Goshen #1	Cheryll Christianson, Niobrara #1	Candy Dooper, Niobrara #1
Katie Carmin, Platte #1	Julie Balzan, Platte #1	Kip Steinmetz, Converse #2	Alice Willey, Crook #1
Cindy McKee, Weston #1	Ron Pulse, LCCC	Patty Micheli, Laramie #1	Lori Morrow, School to Careers
Tommy Cress, Laramie #1	Jeff Stone, Laramie #1	Linda Brain, Laramie #1	Roberta Schimek, Albany #1
Alan Schimek, Albany #1	Lorye McLeod, Laramie #2	Carlos Bassett, Albany #1	Tony Anson, Big Horn #4
Dean Barent, Washakie #1	Sandra Bishop, Washakie #1	Jim Collins, Park #6	Loyce Ellingrod, Washakie #2
Ralph Wensky, Washakie #2	Vony Evelo, Park #6	Pat Johnson, Big Horn #1	Clarice Boring, Park #6
Joyce Gould, Park #16	Ben Avery, School to Careers	Dale Williams, Casper College	Bill Pannell, Hot Springs #1
Bob Ryan, Hot Springs #1	Kay Kurka, Casper College	Marlise Lonn, Natrona #1	Scott Schutte, Natrona #1
Tom McIntosh, Natrona #1	Karon Kittelson, Natrona #1	Pattie Pierce, Natrona #1	Gail Black, Fremont #1
Linda Carris, Fremont #1	Deryle Matland, Fremont #1	Dana Hinkle, Fremont #14	Carol Power, Wyoming.com
Mildred Goggles, Fremont #14			