

Career and Education Development Sample Reporting Standards and Performance Indicators

This sample set of reporting standards was developed after careful review of the Maine Learning Results: Parameters for Essential Instruction (MLR, 2007) and the National Career Development Guidelines Framework (NCDG, 2004). Schools may elect to report student proficiency using these reporting standards or may elect to report proficiency aligned to the Maine Learning Results standards for this content area or may develop reporting standards comprehensive of and aligned to the content area standards.

Career and Education Development Standard 1

SELF-KNOWLEDGE AND INTERPERSONAL RELATIONSHIPS:

Assess and demonstrate a thorough understanding of the knowledge, attitudes, behaviors and skills needed to be successful in school, careers, civic life, and relationships with others. (NCDG PS1, PS2)

Fifth-Grade Performance Indicators

- A. Students develop positive attitudes about themselves as unique and special individuals by identifying personal interests, skills and abilities. (MLR A1)
- B. Students make choices about and demonstrate behaviors that lead to success in school. (MLR A2)
- C. Students identify social skills and demonstrate behaviors that influence interpersonal relationships in positive ways. (MLR A3)

Eighth-Grade Performance Indicators

- A. Students explain how specific interests, skills and attitudes support and help maintain a positive self-concept. (MLR A1)
- B. Students analyze how positive and negative personal traits, choices and behaviors affect success in school. (MLR A2)
- C. Students demonstrate behaviors (communication and negotiation skills, teamwork strategies, managing conflict) that reflect positive interpersonal skills. (MLR A3)

High School Performance Indicators

- A. Students are able to assess personal skills, abilities, aptitudes and dispositions and analyze how they positively and negatively aid them in reaching academic, career and life goals. (MLR A1)
- B. Students identify and evaluate strategies to improve behaviors, beliefs, and attitudes necessary for success in school, careers and civic life. (MLR A2)
- C. Students demonstrate how positive and negative attitudes affect one's ability to work with others and evaluate successful strategies to improve interpersonal skills. (MLR A3)



Career and Education Development Standard 2

EDUCATION, CAREER AND LIFE ROLES

Demonstrate an understanding of the relationship between the changing nature of work in a 21st century global economy and educational requirements; how learning new skills and educational achievement lead to increased career options and lifelong learning. (NCDG ED 1, ED 2, CM 3, CM 5)

Fifth-Grade Performance Indicators

- A. Students explain how success in school supports their ability to positively contribute to school, home, and community. (MLR B1)
- B. Students recognize the importance of literacy, numeracy, and 21st century skills to success in the classroom, home and community. (MLR B2)
- C. Students identify and locate different types of careers and use this information to explore school and career choices. (MLR B3)

Eighth-Grade Performance Indicators

- A. Students explain how educational achievement and lifelong learning lead to increased participation in school, work, community and the world. (MLR B1)
- B. Students analyze their skills in relation to those that lead to success in the classroom, career choices and personal life goals. (MLR B2)
- C. Students locate and analyze different types of resources to explore post-secondary education, training and career interests. (MLR B3)

High School Performance Indicators

- A. Students understand the integration and application of academic knowledge and skills and lifelong learning to career success in a 21st century global economy. (MLR B1)
- B. Students evaluate strategies to improve skills that lead to lifelong learning and personal success in school, work, careers and community. (MLR B2)
- C. Students use a variety of informational resources including self-assessment, academic achievement and career interests to develop a personalized plan for education, training, and career choices. (MLR B3)

Career and Education Development Standard 3

MAKING DECISIONS, UTILIZING A PLANNING PROCESS, CREATING OPPORTUNITIES AND MAKING MEANINGFUL CONTRIBUTIONS

Demonstrate effective decision-making and planning skills in their pursuit of success in education, work and citizenship roles. (NCDG CM 1, CM 2, CM 3, CM 4)

Fifth-Grade Performance Indicators

- A. Students identify the parts of the planning process that assist in making choices. (MLR C1)
- B. Students identify behaviors and decisions that reflect positive and negative consequences in school. (MLR C2)
- C. Students identify people, experiences and behaviors that influence decision-making in various settings. (MLR C3)

Eighth-Grade Performance Indicators

- A. Students demonstrate how parts of the planning process assist in setting short and long-term goals for education and work opportunities. (MLR C1, C2)
- B. Students identify behaviors that influence career and education decision-making. (MLR C3)
- C. Students identify and explain how diverse and changing societal and global needs influence personal decision-making. (MLR C4)

High School Performance Indicators

- A. Students use the planning process to evaluate the effectiveness of secondary and post-secondary goals. (MLR C1, C2)
- B. Students identify multiple resources that influence their career and education decision-making. (MLR C3)
- C. Students analyze and evaluate strategies for addressing diverse and changing societal and global economic needs that influence personal decision-making for workplace success. (MLR C4)