

# Employability\*

## Standards and Benchmarks

### Lifelong Learning Skills

#### **Standard 1: Uses technology and other tools for information processing and for productivity.**

##### *Level I (Grades K-2)*

- Operates developmentally appropriate technologies.
- Knows basic computer hardware.
- Knows how to power-up computer, monitor, and run age-appropriate software.
- Knows the alphanumeric keys and special keys.
- Understands principles of basic computer and diskette care and preservation.
- Types on a computer keyboard, using correct hand and body positions.
- Uses menu options and commands.
- Knows basic distinctions among computer software, such as word processors, special purpose programs and games.

##### *Level II (Grades 3-5)*

- Knows areas in which technology has improved human lives.
- Knows the basic functions of hardware.
- Knows potential hazards to computer media.
- Knows basic facts about networked computers.
- Uses proper fingering for all keys, beginning from the homerow, maintaining proper posture while using the keyboard.
- Makes back-up copies of stored data, such as text, programs, and databases.
- Troubleshoots simple problems in software.
- Knows how formats differ among software applications and hardware platforms.
- Uses electronic search strategies to find information from electronic sources.
- Accesses information from a variety of electronic sources.
- Uses a word processor to edit, copy, move, save, and print text with some formatting.
- Knows the common features and uses of data bases.
- Uses data base software to add, edit, and delete records, and to find information through simple sort or search techniques.
- Uses simple computer graphics in documents.
- Create simple charts and graphs using age-appropriate software.
- Uses communication tools and interactive technology to exchange information and work with others.

*Level III (Grades 6-8)*

- Understands how technology has affected business and industry.
- Selects appropriate tools and technology for specific activities.
- Knows the differing capacities and trade-offs for computer storage media, such as CD-ROMs, floppy disks, hard disks, and tape drives.
- Uses keyboarding skills.
- Knows basic characteristics and functions of an operating system.
- Uses technology to organize searches for information on local and wide-area networks, on-line catalogues and databases.
- Uses advanced features and utilities of word processor to create and organize documents.
- Knows the common features and uses of desktop publishing software.
- Knows common features and uses of spread sheets.
- Uses a spread sheet to update, add, and delete data, to write and execute valid formulas on data, and to create graphs or charts.
- Creates and edits databases by defining fields, entering data, and designing layouts.
- Uses a graphics program to create a graphic, integrate a graphic into a word processor, data base, and/or spread sheet.
- Connects via modem to other computer users via the Internet, an on-line service, or bulletin board system.
- Uses collaborative technology to share information and complete group projects.

*Level IV (9-12)*

- Knows examples of advanced and emerging technologies and how they could impact society.
- Knows the role of technology in a variety of careers.
- Knows of significant advances in computers and peripherals.
- Uses a variety of input devices.
- Knows limitations and trade-offs of various types of hardware.
- Identifies malfunctions and problems in hardware.
- Knows how to import, export, and merge data stored in different formats.
- Knows how to import and export text, data, and graphics between software programs.
- Constructs search strategies to obtain print and digital information from a variety of electronic resources.
- Uses advanced features of software products to create documents and organize information.
- Uses desktop publishing tools to create a variety of publications.
- Creates multi-media products by integrating computer-based productivity tools.
- Uses spread sheets to organize and analyze data.
- Selects software for particular purposes, taking into consideration quality, appropriateness, effectiveness and efficiency.
- Creates interactive documents using modeling, simulation and hypertext.
- Understands the uses of listservs, Usenet newsreaders, and bulletin board systems.

**Standard 2: Applies principles of resource management.**

*Level I (Grades K-2)*

- Sets short term goals. Allocates the time, space and materials needed to complete classroom activities.
- Understands various types of goals.

*Level II (Grades 3-5)*

- Understands that the goal-setting process includes the identification and allocation of resources.
- Manages time effectively.
- Uses appropriate behaviors for completing work and achieving goals.
- Understands that resources can include personal resources.
- Uses basic planning skills.
- Uses basic record-keeping to monitor schedules and organize resources.

*Level III (Grades 6-8)*

- Prioritizes personal goals.
- Allocates sufficient time, materials, and resources to achieve personal goals.
- Knows ways to manage conflicting priorities.
- Knows own personal resources and values and how they affect personal goals.
- Knows criteria for evaluating success and efficiency of goal-setting process and plans.
- Sets long term personal goals.
- Creates plans/schedules with specific timelines which take into account constraints and priorities.
- Understands the importance of monitoring progress toward a goal making adjustments in plans/schedules as necessary.

*Level IV (Grades 9-12)*

- Uses basic budgeting procedures.
- Uses record-keeping to track costs and make adjustments to budgets as needed.
- Understands interrelationships, constraints, and demands of personal and professional goals.
- Knows criteria for selecting appropriate goals for workplace or school projects.
- Organizes resources to optimize their use in personal and professional goal attainment.
- Makes contingency plans and adjustments in response to unforeseen circumstances.
- Sets goals and creates plans which take into account personal characteristics, abilities, qualities, and values.
- Uses quantitative and/or qualitative methods to evaluate the success of projects or goals.

**Standard 3: Understands how organizations and systems function.**

*Level I (Grades K-2)*

- Knows the components of family, school, and community systems in daily life.
- Understands basic concept of a system.
- Understands how some elements of simple systems work together.
- Creates and tests a simple linear system.

*Level II (Grades 3-5)*

- Knows the components of community and social systems.
- Knows different kinds of systems.
- Assembles, disassembles, and tests systems.
- Understands that parts of a system affect one another, and that a system may not work if one of the parts is not functioning.
- Understands that larger systems are made up of smaller component subsystems.

*Level III (Grades 6-8)*

- Understands the relationship between an organization's structure and its goals.
- Understands the factors impacting the level of effectiveness of systems.
- Understands the systems model.
- Understands the differences between various types of systems.
- Understands how the output from one part of a system can become the input to other parts.
- Knows that a system can include processes as well as components.
- Understands structure and management of a system.
- Assembles and disassembles systems to manage, control, and improve their performance.
- Understands how subsystems and system elements interact within systems.
- Understands elements and procedures that help reduce system failure.
- Understands how system control requires sensing information, processing it, and making changes.

*Level IV (Grades 9-12)*

- Understands a variety of organizational models.
- Evaluates the quality and performance of a variety of systems.
- Understands the impact of change on systems.
- Knows that even in simple systems, accurate prediction of the effect of changing some part of the system is not always possible.
- Knows that in defining a system, it is important to specify its boundaries and subsystems, to indicate its relation to other systems, and to identify what its input and its output are expected to be.
- Analyzes the way a system works, taking account of its functional, aesthetic, social, environmental, and commercial requirements.
- Knows how feedback can be used to help monitor, control, and stabilize the operation of a system.
- Understands that positive and negative feedback have opposite effects on system outputs.
- Constructs and operates systems, controlling and optimizing outputs, organizing and adjusting subsystems.

**Standard 4: Uses self-management, leadership, and entrepreneurial skills.**

*Level I (Grades K-2)*

- Uses effective strategies to interact with others.
- Knows appropriate behavior for different settings.
- Understands the importance of working together in a group.
- Understands established rules, regulations, and policies and reasons for following them.

*Level II (Grades 3-5)*

- Understands how one's personal behaviors, attitudes, and qualities affect interactions with others.
- Understands one's role as a team member.
- Uses teamwork skills and works with people of different ages, abilities, and backgrounds.
- Knows differences between decisions and accomplishments made by individuals and by groups.
- Understands the difference between constructive and destructive criticism.
- Understands general aspects of one's own culture, the cultures of others, and how cultures differ.
- Understands the relationship between regular attendance and quality work in school and success in continuing education or a career.
- Uses personal skills to contribute to a productive school and work ethic.
- Understands the meaning of lifelong learning.

*Level III (Grades 6-8)*

- Knows ways to build mutual trust and respect with others in a group and ways to negotiate concerns.
- Uses a variety of strategies to work as a member of a team.
- Understands how the unique traits, interests, values, strengths, and weaknesses of self and others contribute to the completion of projects.
- Understands the importance of respecting people of different races, ages, religions, ethnicity, and gender.
- Knows characteristics of entrepreneurs.
- Knows personal modes of learning, management, action, and operation.
- Knows work ethics and behaviors for success within the school and community.
- Follows established rules, regulations, and policies of the school and community.
- Knows sources that influence unethical behavior and ways to resist these influences.
- Uses strategies to offer and react positively to constructive criticism.
- Knows factors that influence the need for lifelong learning.

*Level IV (Grades 9-12)*

- Understands profitability and efficiency.
- Knows the advantages and disadvantages of working for self and working for others.
- Understands how effective teams operate within organizational and diverse settings.
- Uses leadership and membership skills to succeed as a member of a team.
- Understands various leadership styles and their effectiveness in different situations.
- Understands the degree to which one possesses the characteristics of an entrepreneur.
- Knows work ethics and behaviors that are essential for career success.
- Knows ways to resolve conflict within groups.

- Understands and respects the concerns of members of other ethnic, gender, and age groups.
- Uses a variety of strategies to evaluate self and other's performance within a group.
- Understands that the learning process extends beyond the school environment.
- Understands the relationship among ability, effort, and achievement.

**Standard 5: Uses workplace readiness and career planning skills.**

*Level I (Grades K-2)*

- Knows places where people work and jobs that they do.
- Understands why people work.
- Understands that people have different mental, physical, and creative abilities, and different feelings and interests about work.
- Knows career and employment opportunities of personal interest.
- Knows that different types of work have different requirements, costs, and rewards.

*Level II (Grades 3-5)*

- Knows personal interests, aptitudes, and abilities.
- Understands that each career has skills, abilities, and interests peculiar to that career group.
- Knows careers or employment opportunities that involve working for self or for others.
- Knows benefits and disadvantages of different kinds of work.
- Understands the value of work to the individual and society.
- Understands the changing roles of men and women at home and in the workplace.

*Level III (Grades 6-8)*

- Knows career opportunities related to personal interests, skills, and abilities, and the characteristics and educational requirements of these career options.
- Understands the relationship of personal interests, skills and abilities to successful employment.
- Understands the relationship between education, training, and increased career choices.
- Understands how career choices and opportunities are influenced by society, economics, and technology.
- Knows factors that influence pay and benefits of employment.
- Understands strategies for obtaining employment within a chosen field.
- Understands organization within the work force.
- Understands the nature of change in the work force.
- Knows trade-offs involved regarding a person's values and the costs and benefits of specific job/career paths and choices.
- Understands that there is continual personal change during career development.
- Understands the importance of planning and preparing for one's future in the world of work.
- Knows personal, educational, and career skills that are transferable among various jobs.

*Level IV (Grades 9-12)*

- Knows marketable occupational skills, preparation, and experience required for an entry-level job in a career of interest.
- Knows occupational skills that are developed through work-based learning experiences.
- Develops an individual career plan.
- Understands how resources and support systems available in the community can assist individuals in preparing for and pursuing jobs.
- Knows factors that should be taken into account when considering a job offer.
- Knows the possible long-term impact of trends in social roles, values, and technology on career choices and opportunities.
- Understands costs and benefits of different career paths.
- Knows strategies for pursuing a job or career.
- Understands problems and possible benefits of involuntary changes in employment, and actions an employee can take to find a new position or to become self-employed.
- Understands traditional and emerging career patterns for men, women, and minorities, and the handicapped.

**Standard 6: Uses communications and mathematical skills in career-related applications.**

*Level I (Grades K-2)*

- Understands the importance of the basic academic skills in being successful at home and at school.
- Follows simple directions.
- Relates information in sequence.
- Speaks in complete sentences.
- Knows how the five senses are used in communication.

*Level II (Grades 3-5)*

- Knows academic knowledge and skills that are required in specific occupations.
- Follows directions in sequential order.
- Uses a variety of strategies to give directions to others.
- Uses a variety of strategies to respond to oral presentations.
- Uses critical listening skills.
- Communicates ideas, opinions, and information to a group.
- Communicates ideas in varied formats according to audience and purpose.
- Understands the main idea or essential message of a text.
- Interprets simple data contained in symbols, pictures, charts, and graphs.
- Locates information to support a point of view and state of position.
- Uses basic mathematical concepts and computations to solve problems.

*Level III (Grades 6-8)*

- Understands the connections between academic and career skills.
- Understands how basic academic skills are used in job seeking activities.
- Uses correct grammar and punctuation in writing.
- Understands multiple viewpoints on a topic, and factors that affect the credibility of different viewpoints.
- Uses a variety of techniques for effective oral presentations.

- Gathers and interprets data contained in symbols, pictures, charts, blueprints, and graphs.
- Uses gathered information to support ideas and opinions.
- Identifies the main idea and supporting details of written material.
- Gives relevant and sensitive feedback to presentations of others.
- Writes formal communications that have a definite audience and purpose, contain no omissions or assumptions; and follow the proper form.
- Follows directions and asks for clarification or help as needed.
- Uses a variety of mathematical operations to solve problems.

*Level IV (Grades 9-12)*

- Understands how academic knowledge and skills are used in an occupational context.
- Uses interviewing skills, both as an interviewer and interviewee.
- Uses a variety of verbal and non-verbal communication techniques in different communication forums.
- Maintains complete and accurate records.
- Creates documents that clearly communicate, are appropriate to the audience, and follow the convention of written expressions.
- Uses illustrations, statistics, comparisons, and analogies to critique the effectiveness of presentations.
- Uses context clues to determine the meaning of unknown or technical vocabulary.
- Understands how technical information and data from workplace situations can be used to draw conclusions and make predictions about a job or career path.
- Selects and uses multiple computation techniques to solve work-based problems and determine reasonableness of results.
- Uses a variety of strategies to support one's position.
- Uses objectivity in assessing other viewpoints.

**Standard 7: Uses complex thinking skills to make decisions and solve problems.**

*Level I: (Grades K-2)*

- Understands that decisions and proposals are most readily accepted when supported by good reasons.
- Knows of challenges, simple problems, and opportunities in student's environment and possible solutions to them.
- Makes and defends decisions about daily activities.

*Level II (Grades 3-5)*

- Knows issues and problems in the school or community that have been solved or that one might help solve.
- Analyzes decisions made by people in the past in terms of goals, obstacles, and possible alternatives that were considered.
- Knows a variety of sources which could provide information about possible solutions or choices.
- Understands basic steps in a problem-solving process.
- Understands basic steps in a decision making process.

*Level III (Grades 6-8)*

- Selects the most appropriate alternative for solving a problem by identifying alternative courses of action and predicting likely consequences of each.
- Uses decision-making and problem-solving models.
- Researches factual information needed to evaluate alternatives.
- Understands the values underlying the alternatives that are considered and the criteria that will be used to make a selection among the alternatives.

*Level IV (Grades 9-12)*

- Applies problem-solving and decision-making strategies to complex, real-world situations.
- Outlines a problem realistically as to available resources, constraints, and ultimate goals.
- Adapts solutions and decisions to incorporate new information and/or changing situations and requirements.
- Knows criteria to evaluate own decision-making and problem-solving processes.
- Uses quantitative or qualitative methods to evaluate the success of a decision or solution.
- Uses a balance sheet to evaluate the costs and benefits of various alternatives within a decision.
- Evaluates the feasibility of various solutions to problems.

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SUPDEGRAFF: SEC: MISC: 97-98: Employability\* S&B: SL: 3/98