CHAPTER VII: ASSESSMENT

According to *A New Compact for Learning*, the existing State testing program will be revised and will include components such as the following:

A professional evaluation of the pupil's accomplishments, made by his/her teachers. This evaluation should extend not only to basic skills and knowledge, but also to desirable qualities (such as persistence, creativity, and sensitivity to others) not easily measured by conventional means.

A portfolio of the pupil's best work, certified by his/her teachers and evaluated by qualified raters.

Examinations which measure problem-solving skills and the ability to analyze and synthesize, as well as factual recall.

Professional Evaluation

The use of performance-based assessment strategies that require students to demonstrate their proficiency as they would in real-life situations is serving to make schools genuinely accountable for helping students acquire the kinds of knowledge, skills, and abilities they will need to use in the world outside of school. Many of these initiatives also share another important characteristic of other countries' examinations: they involve teachers in developing and scoring the assessments, in supervising the development of portfolios, and in examining the performance of their own students and others. Thus, assessment is tied directly to instruction and to the improvement of practice, creating greater knowledge and shared standards across the educational enterprise as a whole.

In order for schools to educate all students to their greatest potential, teachers must know as much about students and their learning as they do about subject matter. However, teachers' understandings of students' strengths, needs, and approaches to learning—or about the implications of content and performance standards—are not well supported by external testing programs that send secret, secured tests into the school and whisk them out again for machine scoring that produces numerical quotients many months later.

Curriculum-embedded assessment strategies—that is, assessment woven into the course of instruction—can provide teachers with much more useful classroom information as they engage teachers in evaluating how and what students know and can do in real-life performance situations. Portfolios of student work including extended projects and structured performance tasks help teachers look at how students learn, what they understand deeply, and how they can demonstrate their learning in a variety of different ways. These kinds of assessment strategies create the possibility that teachers not only will develop curricula aimed at challenging performance skills, but also will use the resulting information about students' learning and performance to shape their teaching in ways that can prove more effective for individual students.

At the core of the new assessment system proposed by the Curriculum and Assessment Council, is the principle that assessment should inform and support teachers' efforts to understand student learning and schools' efforts to improve the educational opportunities they provide.*

A Portfolio of Pupil's Best Work

Although occupational education teachers have often kept folders for students, the use of portfolios in assessment has not been widespread in the various occupational education disciplines. A portfolio, in contrast to a folder, has more focus and is organized to provide for summative evaluation.

Students as well as teachers should decide on the materials to include in the portfolio. The portfolio should be a showcase for student work and contain a variety of types of work. Examples include projects, problem-solving exercises, a resume, letters of recommendation from employers and teachers, criterion-referenced tests, teacher-developed assessments, student reports, assignments, and awards.

Portfolio assessment provides opportunities for:

- **performance beyond factual knowledge**
- **evaluation over an extended period of time**
- **students who are poor test takers to demonstrate understanding**
- **enhancement of students' self-esteem**
- **an active student role in the assessment process**
- **student self-assessment**
- **joint student-teacher discussion of progress**
- **parents, and others to gain a broader understanding of student progress**
- **employers to evaluate student preparedness for employment.**

A portfolio can show student progress toward achieving the standards in this Framework. Portfolio entries can demonstrate the ability to reason, to communicate, to conjecture, to build logical arguments, to solve problems, and to carry out interdisciplinary activities.

Equally important, the portfolio will include examples of the learners' completed tasks demonstrating the attainment of the knowledge and skills necessary for employment.

Educators need time to establish standards of assessment. The portfolio rubrics—detailed descriptions of assessment standards—will very likely vary from school to school. Both the State and the school should play a vital part in helping to define these rubrics.

Examinations

The State's assessments should rely on multiple assessment strategies and tasks—for example, performance tasks, projects, oral and written examinations—and use a set of performance standards that represent different levels of performance (e.g., proficient, highly proficient, and distinguished). These levels of performance should be reported in concrete terms across the many domains of performance and in each level in ways that are understandable to students, parents, teachers, and the general public.

******Learning-Centered Curriculum and Assessment for New York State*. **Report of the New York State Curriculum and Assessment Council to the Commissioner of Education and the Board of Regents. November 1993, pp. 29-30.**

CHAPTER VIII:
MODEL PROGRAMS AND PRACTICES

This chapter is reserved for contributions from classroom teachers, curriculum developers, and others who are working on programs, practices, and assessments that model the effective integration and delivery of the standards outlined in this Framework.

Individuals who desire to submit a model program/practice for possible inclusion in the final version of the Framework should use the form provided on pages 85-86.

CHAPTER IX:
SAMPLES OF STUDENT WORK

This chapter is reserved for samples of student work exhibiting various levels of mastery of the standards outlined in this Framework.

We encourage educators to submit samples of student work for possible inclusion in the final version of this Framework. Individuals wishing to do so should use the form on pages 87- 88.

Appendix A: Regents Goals for Elementary, Middle, and Secondary School Students

In 1984 the Board of Regents established the Regents Goals for Elementary and Secondary School Students as part of the Regents Action Plan to Improve Elementary and Secondary Education Results. Then in 1991, in connection with the implementation of *A New Compact for Learning*, the Board of Regents revised the Regents Goals for Elementary, Middle, and Secondary School Students. The goals define the broad aims for education but do not provide the basis for assessment.

The Regents Goals are the same for all students. They represent expectations for students, with the understanding that all students are not the same. Each student has different talents, developmental and learning differences, abilities, and interests. Schools must recognize and attend to these differences in order to provide an educational experience that enables all students to succeed.

Goal 1: Each student will master communication and computation skills as a foundation to:

- **1.1 Think logically and creatively**
- **1.2 Apply reasoning skills to issues and problems**
- **1.3 Comprehend written, spoken, and visual presentations in various media**
- **1.4 Speak, listen to, read, and write clearly and effectively in English**
- **1.5 Perform basic mathematical calculations**
- **1.6 Speak, listen to, read, and write at least one language other than English**
- **1.7 Use current and developing technologies for academic and occupational pursuits**
- **1.8 Determine what information is needed for particular purposes and be able to use libraries and other resources to acquire, organize, and use that information for those purposes**

Goal 2: Each student will be able to apply methods of inquiry and knowledge learned through the following disciplines and use the methods and knowledge in interdisciplinary applications:

- **2.1 English language arts**
- **2.2 Science, mathematics, and technology**
- **2.3 History and social science**
- **2.4 Arts and humanities**
- **2.5 Language and literature in at least one language other than English**
- **2.6 Technical and occupational studies**
- **2.7 Physical education, health, and home economics**

Goal 3: Each student will acquire knowledge, understanding, and appreciation of the artistic, cultural, and intellectual accomplishments of civilization, and develop the skills to express personal artistic talents. Areas include:

- **3.1 Ways to develop knowledge and appreciation of the arts**
- **3.2 Aesthetic judgments and the ability to apply them to works of art**
- **3.3 Ability to use cultural resources of museums, libraries, theaters, historic sites, and performing arts groups**
- **3.4 Ability to produce or perform works in at least one major art form**
- **3.5 Materials, media, and history of major art forms**
- **3.6 Understanding of the diversity of cultural heritages**

Goal 4: Each student will acquire and be able to apply knowledge about political, economic, and social institutions and procedures in this country and other countries. Included are:

- **4.1 Political, economic, and social processes and policies in the United States at national, State, and local levels**
- **4.2 Political, economic, and social institutions and procedures in various nations; ability to compare the operation of such institutions; and understanding of the international interdependence of political, economic, social, cultural, and environmental systems**
- **4.3 Roles and responsibilities the student will assume as an adult, including those of parent, home manager, family member, worker, learner, consumer, and citizen**
- **4.4 Understanding of the institution of the "family," respect for its function, diversity, and variety of form, and the need to balance work and family in a bias-free democratic society**

Goal 5: Each student will respect and practice basic civic values and acquire and use the skills, knowledge, understanding, and attitudes necessary to participate in democratic self-government. Included are:

- **5.1 Understanding and acceptance of the values of justice, honesty, self-discipline, due process, equality, and majority rule with respect for minority rights**
- **5.2 Respect for self, others, and property as integral to a self-governing, democratic society**
- **5.3 Ability to apply reasoning skills and the process of democratic government to resolve societal problems and disputes**

Goal 6: Each student will develop the ability to understand, appreciate, and cooperate with people of different race, sex, ability, cultural heritage, national origin, religion, and political, economic, and social background, and to understand and appreciate their values, beliefs, and attitudes.

Goal 7: Each student will acquire the knowledge of the ecological consequences of choices in the use of the environment and natural resources.

Goal 8: Each student will be prepared to enter upon postsecondary education and/or career-level employment at graduation from high school. Included are:

- **8.1 The interpersonal, organizational, and personal skills needed to work as a group member**
- **8.2 The ability to use the skills of decision making, problem solving, and resource management**
- **8.3 An understanding of ethical behavior and the importance of values**
- **8.4 The ability to acquire and use the knowledge and skills to manage and lead satisfying personal lives and contribute to the common good**

Goal 9: Each student will develop knowledge, skills, and attitudes which will enhance personal life management, promote positive parenting skills, and will enable functioning effectively in a democratic society. Included are:

- **9.1 Self-esteem**
- **9.2 Ability to maintain physical, mental, and emotional health**
- **9.3 Understanding of the ill effects of alcohol, tobacco, and other drugs and of other practices dangerous to health**
- **9.4 Basic skills for living, decision making, problem solving, and managing personal resources to attain goals**
- **9.5 Understanding of the multiple roles adults assume, and the rights and responsibilities of those roles**
- **9.6 Basic skills for parenting and child development**

Goal 10: Each student will develop a commitment to lifetime learning and constructive use of such learning, with the capacity for undertaking new studies, synthesizing new knowledge and experience with the known, refining the ability to judge, and applying skills needed to take ethical advantage of technological advances.

Appendix B:
Students with Disabilities

The Board of Regents, through the Part l00 Regulations of the Commissioner, the Regents Action Plan, and *A New Compact for Learning,* has made a strong commitment to integrating the education of students with disabilities into the total school program. According to Section l00.2(s) of the Regulations of the Commissioner of Education, "Each student with a handicapping condition as such term is defined in Section 200.l(ii) of this Chapter, shall have access to the full range of programs and services set forth in this Part to the extent that such programs and services are appropriate to such student's special educational needs." Districts must have policies and procedures in place to make sure that students with disabilities have equal opportunities to access diploma credits, courses, and requirements.

The majority of students with disabilities have the intellectual potential to master the curricular content requirements for a high school diploma. Most students who require special education attend regular education classes in conjunction with specialized instruction and/or related services. These students must attain the same academic standards as their nondisabled peers in order to meet these requirements. For this reason, it is very important that at all grade levels students with disabilities receive instruction in the same content areas as do all other students, so as to receive the same informational base that will be required for proficiency on statewide testing programs and diploma requirements.

The teacher providing instruction through a local syllabus/curriculum has the opportunity to provide an educational setting which will enable the students to explore their abilities and interests. Instruction may be provided to students with disabilities either by teachers certified in this subject area or by special education teachers. Teachers certified in this subject area would be providing instruction to students with disabilities who are recommended by the Committee on Special Education (CSE) as being able to benefit from instruction in a regular educational setting and are appropriately placed in this setting. Special education teachers may also provide this instruction to a class of students with disabilities in a special class setting.

Teachers certified in the subject area should become aware of the needs of students with disabilities who are participating in their classes. Instructional techniques and materials must be modified to the extent appropriate to provide students with disabilities the opportunity to meet diploma requirements. Information or assistance is available through special education teachers, administrators, the Committee on Special Education (CSE), or a student's Individualized Education Program (IEP).

Additional assistance is available through consultant teacher services, by means of which school districts can provide direct and indirect services to students with disabilities who are enrolled full-time in

a regular education program. Direct consultant teacher services consist of individualized or group instruction which provides such students with instructional support in the regular education classroom to help them benefit from their regular education program. Indirect consultant teacher services provide support to the regular education teacher in the modification and development of instruction and evaluation that effectively deals with the specialized needs of students with disabilities.

Strategies for Modifying Instructional Techniques and Materials

1. **Prior to having a guest speaker or taking field trips, it may be helpful to structure the situation. Use of a checklist or a set of questions generated by the class will help students focus on relevant information. Accessibility for students with disabilities should be considered when field trips are arranged.**

2. **The use of computer software may be appropriate for activities that require significant amounts of writing by students.**

3. **Students with disabilities may use alternative testing techniques. The needed testing modifications must be identified in the student's Individualized Education Program (IEP). Both special and regular education teachers need to work in close cooperation so that the testing modifications can be used consistently throughout the student's program.**

4. **Identify, define, and preteach key vocabulary. Many terms in an education program are specific and may need continuous reinforcement for some students with disabilities. It would also be helpful to provide a list of these key words to the special education teacher in order to provide additional reinforcement in the special educational setting.**

5. **Check periodically to determine student understanding of lectures, discussions, demonstrations, etc., and how they are related to the overall topic. Encourage students to express their understanding. It may be necessary to have small group discussions or work with a partner to determine such understanding.**

6. **Provide students and special education teachers with a tape of lectures that contain substantial new vocabulary content for further review within their special education class.**

7. **Assign a partner for the duration of a unit to a student as an additional resource to facilitate clarification of daily assignments, time lines for assignments, and access to daily class notes.**

8. **When assigning long-term projects/reports, provide a time line with benchmarks as indicators for completion of major project/report sections. Students who have difficulty with organizational skills and time sequence may need to see completion of sections to maintain the organization of a lengthy project/report.**

Special education teachers providing instruction must also become familiar with the goals and objectives of the curriculum. It is important that these teachers provide their students with the same or equivalent information contained in the curriculum.

Regardless of who provides the instruction, cooperation between teachers of regular and special education programs is essential. It is important for the students as well as the total school environment.

Alternative Testing Techniques

Another consideration in assisting students with disabilities to meet the requirements of regular education is the use of alternative testing techniques. Alternative testing techniques are modifications of testing procedures or formats which provide students with disabilities equal opportunity to participate in testing situations. Such techniques provide the opportunity to demonstrate mastery of skills and attainment of knowledge without being limited or unfairly restricted by the existence of a disability.

The Committee on Special Education (CSE) is responsible for identifying and documenting the student's need for alternative testing techniques. This determination is made when a student is initially referred to the CSE, is reviewed annually for as long as the student receives special education services, and is reviewed when the student is determined no longer to need special education services. These modifications are to be used consistently throughout the student's educational program. Principals ensure that students who have been identified by the CSE as disabled are provided the alternative testing techniques which have been recommended by the CSE and approved by the board of education.

Alternative testing techniques which have been specified on student IEPs must be used consistently in both special and regular education settings. Regular classroom teachers should be aware of possible alternative testing techniques and should be skilled in their implementation.

The coordination and cooperation of the total school program will assist in providing the opportunity for a greater number of students with disabilities to meet the requirements needed to pursue a high school diploma. The integrated provision of regular education programs, special education programs, remediation, alternative testing techniques, modified teacher techniques and materials, and access to credit through alternatives will assist in this endeavor.

For additional information on alternative testing procedures, contact:

The New York State Education Department
Office for Special Education Services
Room 1610 One Commerce Plaza
Albany, NY l2234

Appendix C:
Essential Skills and Dispositions

A person who is prepared to live well, to work productively, and to participate effectively in civic and political life in a democracy exhibits the following skills and dispositions. An effective curriculum develops these essential skills and dispositions in every student across all subject areas.

A. MANAGING RESOURCES

Resources include time, fiscal and material means, and human qualities and endeavors which are needed to carry out activity.

1. **Identifies, organizes, plans, and allocates resources—time, fiscal, material, and human—to accomplish goals.**
2. **Monitors, reflects upon, and assesses one's own progress and performance.**

B. MANAGING INFORMATION

Information management focuses on the ability to access and use information from various sources, such as other people, libraries, museums, and other community resources.

1. **Acquires and evaluates information using a wide variety of sources and technologies.**
2. **Manages, organizes, interprets, and communicates information for different purposes.**
3. **Accesses and processes information acquired from data bases, computer networks, and other emerging information systems.**
4. **Appreciates and gains understanding of new developments in information technology.**
5. **Selects and analyzes information and communicates the results to others using written, graphic, pictorial, or multimedia methods.**

C. DEVELOPING PERSONAL COMPETENCE

Personal competence includes self-management and the ability to plan, organize, and take independent action.

1. **Exhibits integrity and honesty.**
2. **Takes initiative and personal responsibility for events and actions.**
3. **Exhibits ethical behavior in home, school, workplace, and community.**
4. **Regards oneself with esteem and others with respect, with intelligent and humane regard for cultural differences and different abilities.**
5. **Balances personal, family, and work life.**

D. DEVELOPING INTERPERSONAL AND CITIZENSHIP COMPETENCIES

Interpersonal competencies lead to good teamwork and cooperation in large and small groups in family, social, and work situations. Citizenship competencies make for effective participation in our democratic society.

1. **Can analyze new group situations.**
2. **Participates as a member of a team. Works cooperatively with others and contributes to the group with ideas, suggestions, and effort.**
3. **Teaches others. Helps others learn.**
4. **Exercises leadership. Communicates thoughts, feelings, and ideas to justify a position; encourages, persuades, convinces, or otherwise motivates an individual or group.**
5. **Negotiates and works toward agreements that may involve exchanging resources or resolving divergent interests.**
6. **Understands, uses, and appreciates multiple perspectives. Works well with males and females and with people from a variety of ethnic, social, or educational backgrounds.**
7. **Joins as an informed participant in community, civic, and political life.**

E. WORKING WITH SYSTEMS AND TECHNOLOGY

Systems skills include the understanding and ability to work with and within natural and constructed systems. Technology is the process and product of human skill and ingenuity in designing and making things out of available resources to satisfy personal and soci - etal needs and wants.

1. **Understands systems. Knows how social, organizational, biological, and technological systems work and operates effectively within them.**
2. **Monitors and corrects performance. Distinguishes trends, predicts impact of actions (inputs) on system operations, uses output to diagnose deviations in the functions (processes) of a system, and takes the necessary action (feedback) to correct performance.**
3. **Designs and improves systems. Makes suggestions to improve existing systems and develops new or alternative ones.**
4. **Selects technology. Judges which set of procedures, tools, apparatus, or machines, including computers and their programs, will produce the desired results.**
5. **Applies technology to tasks. Understands the overall intent and the proper procedures for using tools, setting up and using apparatus, and operating machines, including computers and their programming systems.**

F. DEVELOPING ENTREPRENEURIAL SKILLS

Entrepreneurial skills include both the cognitive abilities needed to make informed judgments, leading to creative and effective activity, and the disposition to meet challenges as varied as public speaking, musical performance, physical activity, and many more. Such skills include exploring the unknown and challenging conventions.

1. **Makes considered and informed judgments.**
2. **Meets and accepts challenges.**

3. **Makes considered and informed assertions; makes commitments to personal visions.**
4. **Acts appropriately when the outcome is uncertain.**
5. **Responsibly challenges conventions and existing procedures or policy.**
6. **Uses self-evaluation to adjust and adapt.**
7. **Experiments creatively.**

G. THINKING, SOLVING PROBLEMS, CREATING

The thinking and problem-solving category includes observing, exper - imenting, and drawing upon elements listed under the other essential skills categories. Creativity can be expressed through different types of intelligences such as logical/sequential, visual/spatial, musical, kinesthetic, and interpersonal.

THINKING

1. **Makes connections; understands complex relationships and interrelationships.**
2. **Views concepts and situations from multiple perspectives in order to take account of all relevant evidence.**
3. **Synthesizes, generates, evaluates, and applies knowledge to diverse, new, and unfamiliar situations.**
4. **Applies reasoned action to practical life situations.**
5. **Imagines roles not yet experienced.**

SOLVING PROBLEMS

6. **Designs problem-solving strategies and seeks solutions.**
7. **Asks questions and frames problems productively, using methods such as defining, describing, gathering evidence, comparing and contrasting, drawing inferences, hypothesizing, and posing alternatives.**
8. **Re-evaluates existing conventions, customs, and procedures in solving problems.**
9. **Imagines, plans, implements, builds, performs, and creates, using intellectual, artistic, dexterous, and motor skills to envision and enact.**
10. **Chooses ideas, procedures, materials, tools, technologies, and strategies appropriate to the task at hand.**
11. **Adjusts, adapts, and improvises in response to the cues and restraints imposed by oneself, others, and the environment.**
12. **Makes decisions and evaluates their consequences.**

CREATING

13. **Translates cognitive images and visions into varied and appropriate communication of ideas and information, using the methods of one or more disciplines—Imaging.**
14. **Originates, innovates, invents, and recombines ideas, productions, performances, and/or objects—Creating.**
15. **Responds aesthetically—Appreciating.**

APPENDIX D: Secretary's Commission on Achieving Necessary Skills (SCANS)

Overview

The Secretary's Commission on Achieving Necessary Skills (SCANS) was appointed by the Secretary of Labor to determine the skills that young people need to succeed in the world of work. The Commission's fundamental purpose is to encourage a high performance economy characterized by high skill, high wage employment.

The SCAN'S office issued a report in July of 1991, "What Work Requires of Schools." At that time, the public, parents, employers, and educators were invited to participate in the dialogue with the Commission. The public responded and asked numerous questions, some of which are listed here:

- **Why should we change the schools? Wouldn't it be better to reestablish the standards of 30 or 40 years ago?**
- **Where will the jobs that need these skills be found? Doesn't the workplace have to change first?**
- **Will the proposed changes be fair to minorities, who are a growing proportion of the U.S. population?**
- **What steps have to be taken in the education system?**
- **What has to change in the world of work?**
- **What must the Federal Government do?**
- **How do the SCANS proposals fit with the nation's other education reform efforts and with the economic changes that are transforming the job market?**

A final report was issued and the data identified what the workplace requires of students and listed five competencies and foundation skills as a way to respond to the questions that the public asked.

The SCANS are made up of five workplace competencies and a three-part foundation of skills and personal qualities that are needed for solid job performance. The following is the SCAN'S list:

<u>WORKPLACE COMPETENCIES:</u> Effective workers can productively use:

- **resources; they know how to allocate time, money, materials, space and staff.**
- **interpersonal skills; they can work on teams, teach others, serve customers, lead, negotiate, and work well with people from**

culturally diverse backgrounds.

- **information; they can acquire and evaluate data, organize and maintain files, interpret and communicate information, and use computers to process information.**

- **systems; they understand social, organizational, and technological systems; they can monitor and correct performance; and they can design or improve systems.**

- **technology; they can select equipment and tools, apply technology to specific tasks and maintain and troubleshoot equipment.**

FOUNDATION SKILLS:

- **Basic Skills—reading, writing, arithmetic and mathematics, speaking and listening.**

- **Thinking Skills—the ability to learn, to reason, to think creatively, to make decisions, and to solve problems.**

- **Personal Qualities—individual responsibility, self-esteem and self-management, sociability and integrity.**

Overall, the outlined workplace competencies and the foundation skills have been integrated throughout the *Framework for Technical and Occupational Studies* **.**

Source: *Learning a Living: A Blueprint for High Performance. A SCANS Report for America 2000,* **published by The Secretary's Commission on Achieving Necessary Skills. U.S. Department of Labor, April 1992, pp. ix-xiv.**

RESPONSE FORM—PRELIMINARY DRAFT FRAMEWORK CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

The purpose of a Curriculum Framework is to guide local curriculum development, State and local assessments, and professional development. It represents the full array of skills and abilities students should strive for in each subject area.

This response form is being used throughout New York State to collect data on the *Preliminary Draft Framework for Career Development and Occupational Studies.*

Please return this form to Robert A. Jaffarian, New York State Education Department, Room 320 EB, Albany, New York, 12234, by April 15, 1996. Thank you very much for your comments. The next version of this document will reflect comments from those who respond.

To help gauge the perspectives of the respondents, please indicate if this is a(n):

___ Individual response
(Check the *one* most appropriate category below)

___ Group response
(If this is a group response, please indicate the number of persons in each category)

1___ Parent of K-12 Student
2___ Teacher (__elem __middle __high school)
_____ (subject/s taught)
3___ Student
4___ School Administrator
5___ Business Community Member
6___ Cultural Institution Representative
7___ School Board Member
8___ Teacher Center Employee
9___ Teacher Union Representative
10___ BOCES Employee
11___ Postsecondary Teacher or Administrator
12___ Interested Reviewer

County of residence (individual) or county in which meeting was held (group):_____

Check, *if applicable,* the type of school with which you are associated:

___ Public **___ Nonpublic**

If you are interested in continuing your involvement in activities related to the curriculum frameworks, please provide the following information (please print or type):

Name _____

Office _____

Address _____

_____

Telephone (_____)_____

Section I: Specific Response to Standards

Please circle the appropriate value.

1 Standard #1: Career Development
Students will develop an awareness of the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

A. How important is this standard for all students?

1	2	3	4	5
Not Important				**Very Important**

B. How clear is the standard?

1	2	3	4	5
Not Clear				**Very Clear**

Comments:

2 Standard #2: Integrated Learning

Students will understand and demonstrate how academic content is applied in real-world and work-place settings.

A. How important is this standard for all students?

1	2	3	4	5
Not Important				**Very Important**

B. How clear is the standard?

1	2	3	4	5
Not Clear				**Very Clear**

Comments:

A. How important is this standard for all students?

1	2	3	4	5
Not Important				**Very Important**

B. How clear is the standard?

1	2	3	4	5
Not Clear				**Very Clear**

Comments:

4 Standard #3b: Career Majors

Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, *and* success in postsecondary programs.

A. How important is this standard for all students?

1	2	3	4	5
Not Important				**Very Important**

B. How clear is the standard?

1	2	3	4	5
Not Clear				**Very Clear**

Comments:

Please circle the appropriate value.

1 Does the draft curriculum framework communicate clearly what students K-12 should know and be able to do in technical and occupational studies?

1	2	3	4	5
Not At All				**Very Well**

2 What do you like best about this draft curriculum Framework and its implications for standards for technical and occupational studies?

3 What do you like least about this draft curriculum Framework and its implications for standards for career development and occupational studies?

4 What issues need further clarification?

Classroom teachers, curriculum developers, and others who are working on programs, practices, and assessments that model the effective integration and delivery of the standards outlined in this Framework are encouraged to submit an overview of the model for possible inclusion in the final version of the Framework.

1. Describe in 100 words or less your model program/practice.

2. List the standard(s) and performance indicator(s) which the model program/practice addresses. Also, provide examples of some of the performance tasks the student must accomplish at various levels of achievement (i.e., elementary/core, intermediate/specialized, commencement/experiential).

3.Describe in 100 words or less the evaluation procedure used to document the success of model program/practice.

Please provide a contact name, address, and telephone number for anyone who desires more information about the model program/practice: (please print)

Name _____

Title _____

Agency Name _____

Address _____

City/State/Zip _____

Telephone (___)_____

Please return this form to Robert A. Jaffarian, New York State Education Department, Room 320 EB, Albany, New York 12234 by April 15, 1996. Thank you.

Samples of Student Work

Educators are encouraged to submit examples of student work illustrating various levels of mastery of the standards outlined in this Framework for possible inclusion in the final version of the Framework.

1. Briefly outline (75 words or less) the assignment/project for which the student work was produced.

2. List the standard(s), relevant performance indicator(s), and level of achievement (i.e., elementary/core, intermediate/specialized, commencement/experiential) which the student work addresses.

3. Explain how each element of the student work sample supports the various performance indicators outlined on the front page of this form.

4.Submit the actual student work (e.g., written report, video cassette).

Please provide a contact name, address, and telephone number for anyone who desires more information about the model program/practice: (please print)

Name _____

Title _____

Agency Name _____

Address _____

City/State/Zip _____

Telephone (_____)_____

Student's Name _____

Please return this form to Robert A. Jaffarian, New York State Education Department, Room 320 EB, Albany, New York 12234 by April 15, 1996. Thank you.