

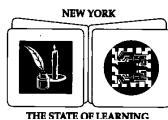


Career Development & Occupational Studies

PART III.3

National Assessment Examples Continued ..2	
Bibliography	29
Occupational Education Proficiency Exams .31	
State Assessment for CDOs Standards	32

NOTE: This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: The Career Development & Occupational Studies Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).



<http://www.nysed.gov>

NYS-FBLA Community Service Project Event

Regulations

1. The report must be typewritten and/or typeset and must not exceed twenty (20) numbered pages, including title page, table of contents, dividers, and appendices.
2. Format must follow same sequence as rating sheet.
3. Pages must be no larger than 8 1/2" by 11."
4. Pages must not be laminated or in sheet protectors.
5. The report may be single or double spaced.
6. Each side of the paper upon which information is given is counted as a page.
7. Covers (front and back) may include information but are not considered in the page limit.
8. The report must have a paper cover of a weight such as cover stock, index stock, or card stock. It must not exceed 9 1/2" by 12."
9. Two- or three-ring hardback notebooks or plastic covers are not acceptable.
10. A title page, divider pages, and appendices are optional.
11. Valuable items must not be included with the report. Copies of important documents should be used instead of originals.
12. Quality reproductions, including photographs and/or halftones, are acceptable; pasted-on photographs, illustrations, etc. are not acceptable.
13. Scrapbooks and loose or bulky exhibits are not acceptable.

Procedure

The project must be in the interest of the community and its citizens and be designed for chapter participation, not individual participation. The report must describe a project that serves the community.

The report format must follow the same sequence given on the rating sheet. If information is not available for a particular criterion, include a statement to that effect in the report. The report must be similar to that of a business report with substantiated statements in a clear and concise format. Creativity through design and use of meaningful graphics is encouraged.

Judging

There will be a panel of judges for this event. All judges' decisions are final.

Source: Permission to use this information has been granted by National Future Business Leaders of America, 1912 Association Drive, Reston, VA20191.

Community Service Project

NYS-FBLA Rating Sheet

Points may range between zero and maximum number indicated.

Content

Purpose of project; statement of project goals; service to the community and citizens	_____20	
Scope and intensity of project; planning, development, and implementation	_____30	
Uniqueness of project	_____5	
Benefits to and impact on the community	_____20	_____75

Format of Report

Clear and concise presentation with logical arrangement of information	_____10	
Creativity in project presentation	_____5	
Correct grammar, punctuation, and spelling; acceptable business style	_____10	_____25
TOTAL SCORE		_____100

Chapter Name: _____

Judge's Signature: _____

Judge's Comments:



(Student Leadership Organization)—DECA

DECA Broadcast Advertising

(New York State Competitive Event)

Purpose:

To develop the student's ability to organize facts into an effective broadcast commercial and, if possible, to deliver this commercial under "on the air" conditions.

Specifications:

1. Contestants will receive a "copy" sheet listing various merchandise facts about an item or items which he or she is to use when preparing a 30-second broadcast commercial. All contestants will receive the same information.
2. Contestants will be given one hour in which to write and practice delivery of their commercial. Time is a factor in this event, so it is important to work rapidly and accurately. Each contestant is to use the copy received as the basis for the commercial. Contestants do not have to use all the copy. Only the information supplied on the fact sheet may be used.
3. As delivery time is an important factor, points will be deducted for commercials which either run under or over the allotted time. It will be the responsibility of each contestant to time him or herself.
4. Contestants will be assigned a number and will then deliver his or her commercial through a microphone which will be provided. Contestants will be allowed to read their commercial from their own worksheets.
5. It will be the responsibility of each contestant to provide his/her own pencil, paper, dictionary, stopwatch, etc. with which to prepare the copy.

Source: Permission to use this information has been granted by New York State DECA, 111 East 33rd Street, New York, NY10011.

Broadcast Advertising

Competitive Event Rating Sheet

Contestant's ID No. _____ Judge's Initials: _____

Penalty Information:

Deduct two (2) points for each second under 25 seconds.
 Deduct five (5) points for each second over 35 seconds.
 Contestant is disqualified if under 20 seconds or over 40 seconds.

Judging Area	Poor	Fair	Good	Excellent	Points
1. Originality- 20 points	0-5	6-10	11-15	16-20	_____
Copy Composition					
2. Organization of presentation - 20 points	0-5	6-10	11-15	16-20	_____
3. Use of sales and product vocabulary / terminology- 20 points	0-5	6-10	11-15	16-20	_____
4. Selling Power of Advertisement - 20 points	0-5	6-10	11-15	16-20	_____
5. Execution - 20 points	0-5	6-10	11-15	16-20	_____
6. Time Penalty- see point system at top of page	(-15)	(-10)	(-5)	(-0)	_____

Note:

In case of a tie, the contestant whose delivery time is closest to 30 seconds will be judged the winner.

TOTAL POINTS EARNED BY THIS CONTESTANT: _____

Judges are encouraged to make comments:

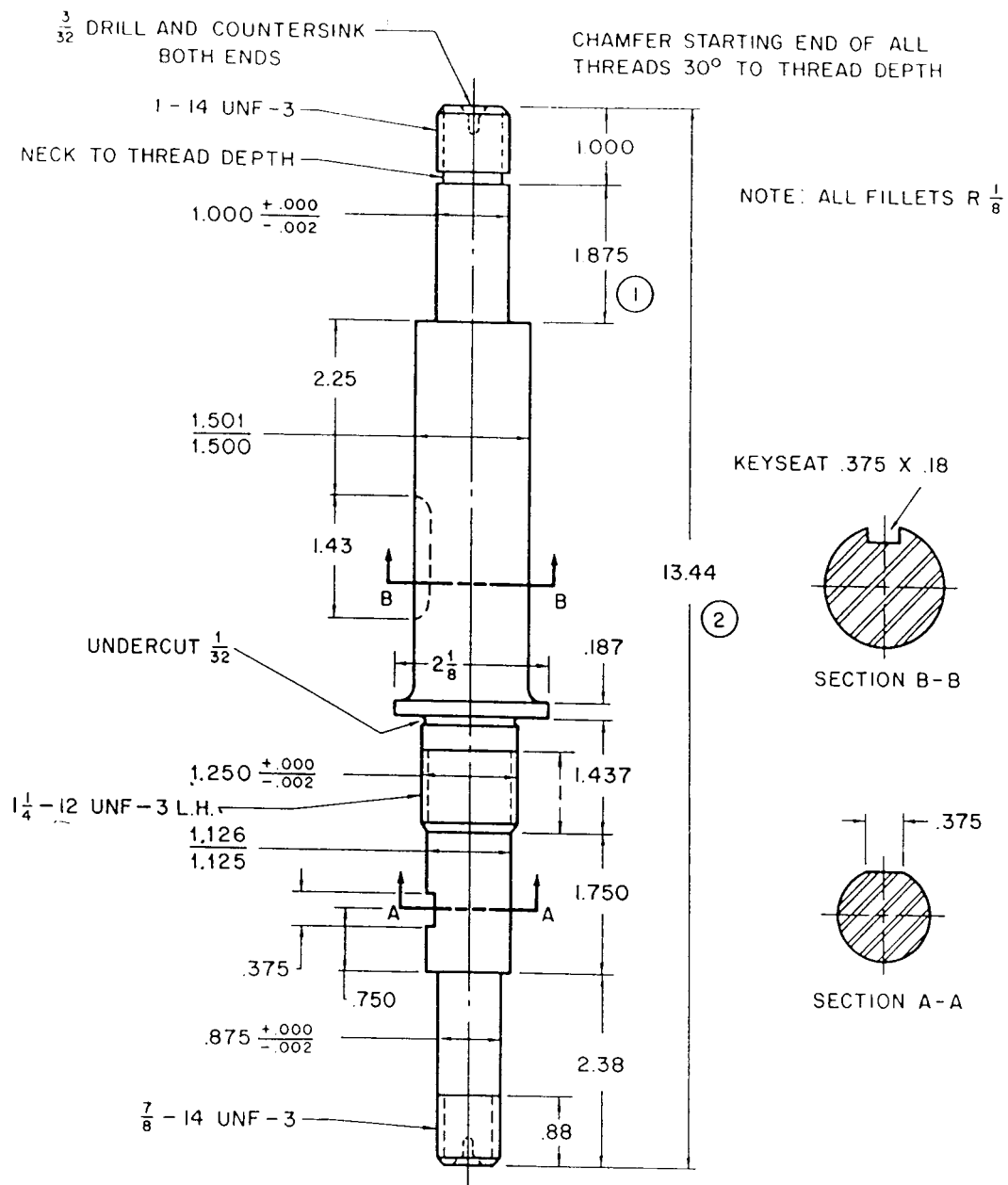
1997 VICA New York State Olympics Precision Machining Technology

Written Blueprint Test

This example of a VICA assessment evaluates student knowledge of a spindle shaft as used in machine technology applications.

1. Of what material is the part made? _____
2. What is the largest diameter on the shaft? _____
3. What is the overall length on the shaft? _____
4. Starting at the bottom end of the shaft, what are the successive diameters up to the 2 1/8" diameter? _____
5. Starting at the top end of the shaft, what are the successive diameters down to the 2 1/8" diameter? _____
6. At how many places are threads being cut? _____
7. Starting at the bottom, what are the thread diameters along the shaft? _____
8. Specify, for any left-hand thread on the job, the thread diameter and number of threads per inch. _____
9. How many threads per inch are being cut on the .88", 1.25", and 1.00" diameters? _____
10. What class of fit is required on the threads? _____
11. Is this a close fit or a loose fit? _____
12. What is the length of that portion of the shaft which has the 7/8"-14 thread? _____
13. What is the length of the thread cut along this diameter? _____
14. How much clearance is allowed between the last thread and the shoulder on the .88" diameter? _____
15. What is the length of the 1.125" diameter? _____
16. What is the upper limit of size of the 1.25" diameter? _____
17. What is the lower limit of size of the 1.125" diameter? _____
18. How long is that portion of the shaft which has the 1 1/4"-12 thread? _____
19. What is the length of the 1 1/4"-12 thread? _____
20. What is the distance from the thread (1 1/4"-12) to the 2 1/8" diameter shoulder? _____

Source: New York State VICA.



2	WAS 13 $\frac{1}{16}$	9/22/83								
1	WAS 1 $\frac{5}{8}$	9/22/83		DATE	DWG. BY	CK. BY	APP. BY			
NO.	CHANGE	DATE	BY	8/27/83	SCALE 6:12	MATL.	SAE 3135	H.T.		
UNLESS OTHERWISE SPECIFIED, TOLERANCES ARE AS FOLLOWS. FRACTIONAL $\pm 1/64$ 2 PLC DECIMAL $\pm .010$ 3 PLC DECIMAL $\pm .005$ 4 PLC DECIMAL $\pm .0005$ LIMITS ON ANGULAR DIMENSIONS WITHIN $\pm 1/2^\circ$ FINISH: BREAK ALL SHARP EDGES				SPINDLE SHAFT				D-41		



Introduction to Occupational Career Exploration Model

The samples within this section are self-assessments that have been selected from the Career Exploration Model of Introduction to Occupations. The need for students to be able to evaluate themselves and reflect on their own work is an important step in the attainment of the Career Development and Occupational Studies Learning Standards. Students should be given opportunities to examine their likes, dislikes, aptitudes, and abilities as part of the Career Development process. Toward this end, the following samples are offered:

All About You

A Portrait of You

Personality Mosaic

Measuring Your Job Preparedness

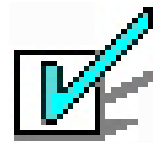
How Well Do You Work With People?

Job Interview Readiness Assessment

Source: Reprinted with the permission of BICEP, Barnstable Instructional Career Education Program, Hyannis, MA. Patricia L. Duffy, Director. Excerpt from: *Would I Hire Me? Preparing for Your Future and Study Skills: Who Needs Them? Levels 7-12.*

All About You

Trait Checklist



Move quickly through the following list of traits. Use a check mark beside those that fit your self-image. Use an X to mark those that do not fit. Use a question mark (?) to indicate the ones that you are unsure about.

- _____ Like myself
- _____ Afraid of or hurt by others
- _____ People can trust me
- _____ Put up a good front
- _____ Usually say the right thing
- _____ Feel bad about myself
- _____ Fearful of the future
- _____ Dependent on others for ideas
- _____ Waste time
- _____ Use my talents
- _____ Think for myself
- _____ Know my feelings
- _____ Don't understand myself
- _____ Feel hemmed in
- _____ Can't hold a job
- _____ Trust myself
- _____ Usually say the wrong thing
- _____ Use time well
- _____ Don't enjoy being the sex I am
- _____ Discouraged about life
- _____ Don't like to be around people
- _____ Have not developed my talents
- _____ Glad I am the sex I am
- _____ Often do the wrong thing
- _____ Involved in solving community problems
- _____ People like to be around me
- _____ Competent on the job
- _____ People avoid me
- _____ Disinterested in community problems
- _____ Enjoy work
- _____ Enjoy nature
- _____ Don't enjoy work
- _____ Control myself
- _____ Enjoy life
- _____ Trouble controlling myself
- _____ Don't like myself

I Am. . .

Who am I? How do I feel about myself? What are my innermost feelings? When do I feel happy and content? When am I anxious and worried? These questions are ones that need to be answered so that you can think about today and plan for tomorrow—your future. Please be honest in your responses. Remember there is no right or wrong answer. There is only you—a special human being!

I am happy when _____

I am sad when _____

I like _____

I care about _____

I hate _____

I worry about _____

I like to go to _____

I feel good when _____

I am scared when _____

I am proud when _____

I am sure of myself when _____

I am lonely when _____

I am thankful for _____

I get angry when _____

I hope that _____

I feel ashamed when _____

I am sorry when _____

I feel silly and crazy when _____

I am good at _____

I feel important when _____

I feel uncomfortable when _____

If I could do anything right now, I would _____

Abilities, Skills, and Interests

When you're trying to decide what kind of work you'd like to do, it's important for you to know what abilities, skills, and interests you have. If you do, this should give you a better understanding of the kind of work you probably would look for—work where you can actually use these qualities.

Listed below are some abilities, skills, and interests. Put a check mark beside any of them which you feel you have.

- speak another language
- play a musical instrument
- write good letters
- good leader
- good at sports
- good at growing things
- coordinated
- repair things quickly
- performing in public
- building things
- good with numbers
- manage money wisely
- remember names and facts
- can be persuasive
- quick, effective decision maker
- teach others
- good salesperson
- interested in science
- read and write well
- like to play with anything mechanical
- enjoy making things with my hands
- enjoy working with animals
- good at helping others
- good artist
- interested in airplanes and flying
- able to collect money (raise funds)
- manage time well
- follow directions accurately
- concerned and careful about doing a good, thorough job

A Portrait of You

Directions: Check the descriptions below which most accurately apply to you.

The outdoors has a great appeal to young and old. The seasons of the year offer unlimited interests and skills. Check those that presently are interests, hobbies, or skills for you.

- Being physically coordinated
- Bird watching
- Raising crops
- Delivering newspapers
- Fishing/hunting
- Working in a garden
- Organizing sporting events (road race/tournaments)
- Painting
- Participating in sports (all types)
- Boating and related marine activities
- Collecting shells (other outdoor items)
- Working at a camp
- Working with animals
- Shoveling snow/raking leaves/mowing lawns

Interests that encourage people to work or create with their hands can be very satisfying. Do any of the following interest you?

- Cooking
- Doing carpentry
- Making craft projects
- Making ceramics
- Model building
- Building fireplaces/brick walls (masonry)
- Repairing clocks
- Sewing
- Typing
- Woodcarving
- Working with cars
- Working with hand tools
- Working with electrical things (radios/televi-sions)

Everyone has some artistic interests and skills. Do you have any of the following as interests or skills?

- Acting
- Dancing/ballerina/tap
- Decorating
- Designing clothes
- Designing scenery
- Drawing blueprints

- Drawing/painting
- Playing a musical instrument
- Singing in a glee club/choir
- Speaking before a group
- Using your imagination
- Working with makeup/hair grooming
- Writing stories/poems/plays
- Modeling

Intellectual interests are important for some people. Does learning excite you? Are you an investigative, curious person?

- Computing numbers mentally
- Doing experiments
- Getting things done on time
- Remembering facts and figures
- Organizing facts
- Planning events
- Thinking
- Playing cards/board games
- Playing word games
- Reading and doing research
- Studying your favorite subject
- Investigating alternatives to problems
- Working independently
- Activities and skills solving number puzzles

Now let us consider your social activities and skills.

- Being patient
- Talking with friends
- Explaining ideas
- Expressing your opinions
- Listening to others
- Making friends easily
- Writing letters
- Caring about other people's feelings
- Complimenting others
- Teaching others new things
- Visiting relatives
- Working with senior citizens
- Working with young children
- Organizing parties, dances, special events

Refer to this assessment when you learn more about the patterns that emerge as individuals define their interests, abilities, aptitudes, values, and personal goals.

Personality Mosaic

Just as a mosaic is a decoration of small pieces of inlaid glass, stone, or color, so also is the human personality a collection of physical, mental, emotional, and social characteristics. The personality is the source of identity for each human being. The patterns that emerge as a person grows and matures help define interests, abilities, aptitudes, values, and personal aspirations.

It has long been recognized that occupational choice is actually determined by personality traits. Psychologists and others have developed numerous inventories to assist in identifying the appropriate match between occupational choice and personality type. John L. Holland, Ph.D., has conducted numerous studies and determined six personality types. These types are listed below:

Realistic

Investigative

Enterprising

Conventional

Artistic

The *Dictionary of Occupational Titles* has based much of its research on occupational classification on the work of Holland and other occupational specialists. It should be noted, however, that any single interpretation of an occupational inventory is not appropriate and should be avoided. Rather, the purpose of such an inventory is to give you insights into the types of work that you might like to do when you are employed or the types of work in which you seem to have a particular interest. Researching any outcomes derived from the

“Personality Mosaic,” talking over the results with teachers and counselors, and conducting information interviews with mentors who are presently employed in occupational fields that are of interest to you are the most reliable ways of determining career choices and planning for your future.

Read the “Personality Mosaic” Use the scoring grid to determine the indicated preferences that you exhibit at this time in your life. Then think about the characteristics usually associated with the personality type that was indicated by your highest score. Lastly, and more importantly, begin to seek information on career choices that would be associated with that type of personality. Remember that there are no right or wrong answers in the “Personality Mosaic” Remember, also, that as a person grows and matures, his/her experiences broaden and change. The things that you like to do when you are just entering high school will probably be vastly different when you are ready to graduate.

Directions: Circle the numbers of the statements that represent something you might say, do, or think.

1. It's important to me to have a strong, athletic body.
2. I need to understand things thoroughly.
3. Music, color, beauty of any kind can really affect my moods.
4. People improve my life and give it more meaning.
5. I have confidence in myself that I can make things happen.
6. I appreciate clear directions so I know exactly what to do.
7. I can usually carry or build or fix things myself.
8. I can get involved for hours in thinking things out.
9. I appreciate beautiful surroundings: color and design mean a lot to me.
10. I love company.
11. I enjoy competing.
12. I need to get my surroundings in order before I start a project.
13. I enjoy making things with my hands.
14. I enjoy thinking about new ideas.
15. I always seem to be looking for new ways to be creative.
16. I like being able to share personal things with other people.
17. I like being a leader
18. I take pride in being very careful about all the details of my work.
19. I don't mind getting my hands dirty.
20. I see education as a lifelong process of developing my mind.
21. I love to dress in unusual ways, to try new colors and styles.
22. I can often tell when a person needs to talk to someone.
23. I enjoy getting people organized and on the move.
24. A good routine helps me to get things done.
25. I like to buy sensible things I can make or work myself.
26. Sometimes I can sit for long periods of time and work on puzzles or read or just think about life.
27. I have a great imagination.
28. It makes me feel good to take care of people.
29. I like to have people rely on me to get the job done.
30. I'm satisfied knowing that I've done an assignment carefully and completely.
31. I'd rather be on my own doing practical, hands-on activities.
32. I'm eager to read about any subject that makes me curious.
33. I love to try creative, new ideas.
34. If I have a problem with someone, I prefer to talk it out and solve it.
35. To be successful, it's important to aim high.
36. I would rather not have to take responsibility for decisions.
37. I don't like spending a lot of time discussing things. What's right is right!
38. I need to think about a problem pretty thoroughly before I act on it.
39. I like to rearrange my surroundings to make them different.
40. When I feel unhappy, I find a friend to talk to.
41. After I suggest a plan, I prefer to let others take care of the details.
42. I'm usually content where I am.
43. Doing things outdoors makes me feel very good.
44. I keep asking "Why."
45. I like my work to express my moods and feelings.
46. I'd like to find ways to help people care more for each other.

47. It's exciting to take part in important decisions.
48. I'm always glad to have someone else take charge.
49. I like my surroundings to be plain and practical.
50. I need to stay with a problem until I figure out an answer.
51. The beauty of nature touches something deep inside me.
52. Close relationships with others are important to me.
53. It will be important to me to be promoted and to get ahead.
54. Being efficient means to do a certain amount of work carefully each day.
55. A strong system of law and order is important to prevent confusion.
56. I like to read books that make me really think.
57. I look forward to seeing art shows, plays, and good films.
58. When I haven't seen someone for a long time, I want to know how they are doing.
59. It's exciting to influence people.
60. When I say I'll do something, I will follow through on every detail.
61. Good, hard, physical work never hurt anyone.
62. I'd like to learn all there is to know about subjects that interest me.
63. I don't want to be like everyone else; I like to do things differently.
64. I enjoy helping people.
65. I am willing to take some risks to get ahead.
66. I like exact directions and clear rules when I start something new.
67. The first thing I would look for in a car is a well-built engine.
68. I like people who are intelligent.
69. When I am working on something new, I let everything else go.
70. I worry about the people who need help.
71. It's fun to get ideas across to people.
72. I do not like things to change.
73. I usually know how to take care of things in an emergency.
74. Just reading about new discoveries is exciting.
75. I enjoy being creative.
76. I often go out of my way to pay attention to someone who is lonely.
77. I like to bargain.
78. I don't like to do things unless I'm sure they are approved by those who are in charge.
79. Sports are important in building strong bodies.
80. I've always been curious about the way nature works.
81. It's fun to be in a mood to try or do something unusual.
82. I believe that people are basically good.
83. If I don't make it the first time, I usually bounce back with energy.
84. I appreciate knowing exactly what people expect of me.
85. I like to take things apart to see if I can fix them.
86. I don't get excited; I can plan things out logically.
87. It would be hard for me to imagine life without beauty around me.
88. People often tell me their problems.
89. I can usually connect with people who get me in touch with the things I need to know about.
90. I don't need much to be happy.

Circle the same numbers that you circled on the Personality Mosaic.

R	I	A	S	E	C
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36
37	38	39	40	41	42
43	44	45	46	47	48
49	50	51	52	53	54
55	56	57	58	59	60
61	62	63	64	65	66
67	68	69	70	71	72
73	74	75	76	77	78
79	80	81	82	83	84
85	86	87	88	89	90

Now add up the number of circles in each column:

R _____ I _____ A _____ S _____ E _____ C _____

Which are your three highest scores?

First _____ Second _____ Third _____

(R) REALISTIC PERSONALITY

Thing person who is body-centered.

Independent/practical/physically strong/sometimes pushy.

Uses hands/eyes to explore things.

Uses body for expression rather than words, thoughts, or feelings.

Must have physical coordination and flexibility, strength, logic, grace.

Enjoys risk, excitement, being outdoors, money, problems with definite answers, using tools and large machinery.

Solves problems by doing with hands.

(A) ARTISTIC PERSONALITY

Information/Thing person who is mind/body/feelings centered.

Uses reading/tools to explore ideas.

Uses mind/information for success rather than depending on people and things.

Must have intelligence, logic, ideas.

Enjoys challenge, variety, and complicated problems with no definite answers.

Solves problems by thinking them through.

(E) ENTERPRISING PERSONALITY

People person who is project-centered.

Energetic/independent/enthusiastic/confident/controlling/political.

Uses mind, words, and feelings to deal with people, outgoing, speaking ability, logic.

Must have sensitivity, be understanding of people, speaking ability and logic.

Enjoys organizing, persuading, leading, managing, excitement, variety, power, money, being successful.

Solves problems by taking risks.

(I) INVESTIGATIVE PERSONALITY

Information person who is mind-centered.

Independent/curious/intellectual/inward/unique.

Uses reading/tools to explore ideas.

Uses mind/information for success rather than depending on people and things.

Must have intelligence, logic, ideas.

Enjoys challenge, variety, and complicated problems with no definite answers.

Solves problems by thinking them through.

(S) SOCIAL PERSONALITY

People person who is feelings-centered.

Concerned leader/sensitive/supportive/responsible/believes in helping people.

Uses feelings, words, ideas to work with people, rather than physical activity or tools.

Must have an understanding for people, sincerity, and tact.

Enjoys closeness, sharing, groups of people, unplanned activity, and being in charge.

Solves problems by using feelings.

(C) CONVENTIONAL PERSONALITY

Information person who is organized-centered.

Calm/orderly/careful/accurate.

Uses mind, eyes, hands to carry out tasks.

Must have logic, care, responsibility.

Enjoys order, security, certainty, status symbols.

Solves problems by following rules.

Measuring Your Job Preparedness

If you are already employed or contemplating a part- or full-time job, you obviously realize that there are certain worker behaviors, attitudes, and personal characteristics that are desired by employers. Skill, education, experience, and personality all play very important roles in the job-selection process. Your assessment of your skills and experience can open doors to future employment.

Before you participate in the “Measuring Your Job Preparedness” rating scale, it would be helpful to review some self-awareness vocabulary. These terms will be used frequently.

ABILITY	Having or acquiring the mental or physical capacity to do something
ACCURACY	Working to achieve a goal with exactness, preciseness, and/or correctness
AMBITION	Having a desire to achieve a goal
APTITUDE	Having a natural ability to learn
ARTICULATION	Being able to express ideas clearly
ATTITUDE	One’s feelings about something
CONFIDENCE	Self-assurance and a degree of self-reliance
CONSIDERATION	Thoughtfulness of the rights and feelings of others
COOPERATION	Willingness and ability to work effectively with others
DEPENDABILITY	Reliability and trustworthiness
DILIGENCE	Working hard to complete a task or goal
EFFICIENCY	Ability to do something well without wasting time
ETHICS	Appropriate behaviors and the rightness and wrongness of actions
FRIENDLINESS	Showing interest and good will to others
HONESTY	Being fair and straightforward in one’s conduct with others
IMAGINATION	Being resourceful and creative in one’s approach to ideas and problem solving
INDUSTRIOUSNESS	Being skillful, diligent, and hard-working
INTELLIGENCE	A person’s capacity for knowledge and reasoning
INTEREST	What a person likes to do or would like to know more about
LEADERSHIP	Responsibility for guiding, supervising, and communicating the desires of others
OPTIMISM	Seeing the positive aspects of a situation; looking on the bright side of things
PERSONALITY	The total of a person’s character traits, attitudes, and habits
PUNCTUALITY	Ability to arrive on time or act promptly
RESPECT	Regard or consideration for yourself and others
RESPONSIVENESS	Ability to react to influences and efforts in a positive manner
SELF-ASSESSMENT	Looking at one’s self in terms of needs, interests, abilities, and values
SERIOUSNESS	Being deeply interested and involved in any activity
SINCERITY	Being genuine and honest in one’s relationships with others

Now you are ready to do some self-assessment. Rate yourself according to each question. After rating yourself, indicate an occupation where frequency of this behavior is critical to job success. The following is an example:

	Frequently	Occasionally	Seldom	Occupation
Are you neat in your attire and personal appearance?	X			Flight Attendent
<i>Now you are on your own to rate yourself:</i>				
Do you have a real willingness and desire to learn new things, new skills?				
Are you punctual and feel that being on time is important?				
Can you apply yourself to a job without being easily bored or distracted?				
Can you adapt to new and unexpected situations easily?				
Can you work under pressure when necessary without becoming nervous or upset?				
Do you like to take initiative and be able to work on your own?				
Do you have a sense of responsibility when you are asked to do a job?				
Are you reliable? Can you be depended upon to finish a job once you begin?				
Do other people consider you to be friendly?				
Can you get along with other people and cooperate in group activities?				
Can you follow directions willingly and without argument because you have respect for authority?				
Can you follow written, oral, and visual directions with ease?				
Can you accept criticism without feeling hurt?				

	Frequently	Occasionally	Seldom	Occupation
Do you ask questions about things that you don't completely understand?				
Are you a loyal friend to others? Do you like people?				
Do you convey a personality that is pleasing and friendly to others?				
Do other people seek your counsel and advice?				
Are you a good listener?				
Do you have stick-to-it-ness or do you become restless with lengthy or repetitive tasks?				
Do you have confidence in your abilities?				
Are you able to "sell" a product or an idea to others?				
Are you imaginative and creative in your thoughts and actions?				
Do you enjoy studying and solving problems?				
Do you feel confident and comfortable when meeting new people or when placed in a new situation?				
Do you have a sense of humor?				
Do you enjoy working with data and details?				
Can you usually weigh both sides of an issue or problem without undue pressure from friends or peers?				
Do you respect the rights and opinions of others?				
Do you try to be a safety conscious person in your actions and attitudes?				

Twenty Things I Love To Do

If a job or career is going to satisfy and fulfill you, it will give you the opportunity to become involved in activities that you really like and have a special meaning to you. This exercise is to help you discover “what” it is that you prize or cherish in life.

Directions: List 20 things you really love to do—big things or little things. You might list dancing, getting a paycheck, working on your car, helping a friend, playing ball, etc. It is perfectly all right to end up with more than 20 items, or fewer than 20 items. By the way, there are no “right” or “wrong” answers for this exercise. Each person has to find his or her own values. To the side of your listed value mark whether you do the activity alone (A) or with people (P). Choose five from the 20 most important to you. Rate them with 1 being the most important.

Twenty Things You Love to Do	Alone (A) With People (P)	Most Important
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____
11. _____	_____	_____
12. _____	_____	_____
13. _____	_____	_____
14. _____	_____	_____
15. _____	_____	_____
16. _____	_____	_____
17. _____	_____	_____
18. _____	_____	_____
19. _____	_____	_____
20. _____	_____	_____

Work Values

Below are listed several work values. You are to place a check after those five values you consider the most important for you when you decide on a job.

Values	Five Important
Adventure—doing exciting or risky activities	_____
Authority—in charge of others	_____
Busy—work to do all the time	_____
Co-workers—easy people to work with	_____
Creative—able to use own ideas	_____
Fairness—policies and boss are fair	_____
Independence—work on your own	_____
Income—receiving a high pay	_____
Recognition—receiving respect from others	_____
Responsibility—making good decisions on my own	_____
Routine—same work tasks each day	_____
Security—steady employment	_____
Successful—getting a job done well	_____
Variety—different tasks each day	_____
Working conditions—attractive or good site	_____
Promotions—a chance to move up to a better job and/or higher pay	_____

How Well Do You Work With People?

You can get some idea right now as to whether or not you will hold a job and get ahead. A great majority of people who fail to win promotional success or who lose their jobs or fail in business do so because they cannot get along with other people; they rub people the wrong way.

YES	NO	Just how well do you get along with other people?
___	___	1. Are you loyal to your family, your friends, your school? (If so, you will likely be loyal to your employer — and loyalty is a must. If you find yourself complaining about your job, the hours, the pay, etc., then you should quit. If you don't quit, you will find that the job will soon quit you.)
___	___	2. Do you admit your mistakes? Do you pass the buck"? (Admitting a mistake will make the boss think more of you than if you try to cover up.) The only people who don't make mistakes are people who don't do anything.
___	___	3. Are you careless about being on time? (Punctuality is expected. It may not win you any promotions, but a lack of it will certainly win you unemployment.)
___	___	4. Do you give the impression that you think the world owes you a living? (It doesn't, you know.)
___	___	5. Do you grumble about the work you have to do? (Remember—you asked for the work.)
___	___	6. Can you accept criticism? (It is through mistakes that we learn if we correct the mistakes.)
___	___	7. Do you pass problems on for somebody else to solve? (You'd better watch out for this on the job—the ones who solve your problems may be the ones who get ahead instead of you.)
___	___	8. Are you loud and boisterous? (A calm, quiet manner is much more effective with everyone. "Easy does it.")
___	___	9. Do you show appreciation when someone does something for you? (Showing appreciation doesn't cost you a thing, and will open many doors to you.)
___	___	10. Do you waste time on long-winded conversations? (Small talk and little people are very close travelling companions.)
___	___	11. Do you keep your promises? (Making good on all your promises means you're dependable, and dependable people get ahead.)

Feelings

This is an activity to help you clarify your feelings. Complete each of the following thought starters with only one word. You may not use any word more than once. How many different words can you use to describe the way you feel?

When I am with a friend, I feel _____

and I usually _____

When I am alone, I feel _____

and I often _____

When I meet new people, I feel _____

and I usually _____

When I am with my family, I feel _____

and I often _____

When I am someplace I have never been before, I feel _____

and I usually _____

When I don't know what I want to do I feel _____

and I often _____

When I am with people older than I am, I feel _____

and I usually _____

When I am with people younger than I am, I feel _____

and I usually _____

When I have a problem I can't solve, I feel _____

and I usually _____

When I am with a person with a disability, I feel _____

and I often _____

Some questions for discussion:

In each of the preceding situations, what needs are you trying to satisfy?

In what ways other than the one you listed might you have satisfied the same needs?

What resources were you using to satisfy your needs?

How did you handle your frustrations?

Give an example of a response you made recently in a frustrating situation.

Job Interview Readiness Assessment

	Yes	No	Need Help In Learning This Skill
<p>Appearance</p> <p>Is your clothing appropriate for a job interview?</p> <p>Is your appearance conservative, not too much make-up or dangling jewelry, not too much cologne or after-shave lotion?</p> <p>Is your clothing clean, a proper fit, and suitable for the type of work environment you are entering?</p> <p>Are your hands and fingernails clean? Is your hair clean and fashioned in an attractive way?</p> <p>Does your physical appearance reflect adequate rest and mental alertness?</p> <p>Is your posture indicative of a positive attitude and awareness of the importance of the interview?</p> <p>Are there distractions that indicate a lack of seriousness about the interview: gum chewing, sneakers, cigarette smoking, or clothing that reflects too casual an attitude?</p>			
<p>Attitude</p> <p>Do you convey a positive attitude about your skills and interests in the job environment?</p> <p>Do you convey a personal initiative and desire to be employed?</p> <p>Do you convey an enthusiastic attitude toward the job and a willingness to learn new skills?</p> <p>Do you appear to be unsure of yourself and convey nervousness, unresponsiveness, uncertainty, or not being competent to perform the tasks required?</p> <p>Do you convey a pleasant, friendly personality who could “fit in” and contribute to the workplace where you are seeking employment?</p> <p>Does your attitude reflect honesty and the capacity to learn new skills and be a cooperative worker?</p> <p>Do you have a good “track record” for being responsible and following through on tasks to be performed?</p>			

	Yes	No	Need Help In Learning This Skill
<p>Communication Skills</p> <p>Are you able to speak clearly and think “on your feet?”</p> <p>Do you use appropriate grammar and vocabulary that reflect competence in oral communication skills?</p> <p>Are you able to answer the interviewer’s questions with clarity, therefore showing that you have considered the type of information needed prior to the actual interview?</p> <p>Are you able to elaborate on basic interview questions, thereby avoiding one word answers or a complete “communication blockage”?</p> <p>Can you answer questions directly without losing your train of thought?</p> <p>Do you try to maintain good eye contact with adults?</p>			
<p>Self-knowledge</p> <p>Have you done some type of personal assessment to analyze your strengths and weaknesses?</p> <p>Do you feel confident in being able to perform the work tasks that are and may be required at the work site where you are being interviewed?</p> <p>Are you able to discuss skills that you acquired from other experiences (hobbies, sports, clubs, community work) that would be beneficial in the job you are now seeking?</p> <p>Are you able to talk about the skills you have learned in school and their adaptability to the work site?</p> <p>Have you discussed your abilities with your parents, teachers, and counselors?</p> <p>Have you given careful thought as to whether you want temporary or full time work?</p> <p>Job Knowledge</p> <p>Have you carefully researched the type of job for which you are applying?</p> <p>Do you have knowledge of the specific types of tasks required of a new employee in this job?</p> <p>Are you able to state clearly your goals in applying for this job?</p> <p>Are there opportunities for on-the-job training or apprenticeship at the job site?</p>			

	Yes	No	Need Help In Learning This Skill
<p>Job Knowledge <i>continued</i></p> <p>Are you prepared to discuss the courses you are presently taking or those that you have completed which have provided you with specific skills to be successful in this job?</p> <p>Are you knowledgeable about the requirements of this position (work permit, Social Security card)?</p> <p>Is this a job that is seasonal in nature?</p> <p>Does the job require commuting and if so, are you able to met this requirement?</p> <p>Are you knowledgeable about the wages offered and the opportunities for advancement?</p> <p>Does the work site have credibility in the community?</p> <p>Are there specialized skills needed in this position?</p>			
<p>Packaging Preparedness</p> <p>Have you developed a resume: a personal inventory of work attitudes, skills, and experiences that can be used as a preparation for the job interview with a potential employer?</p> <p>Is your resume typed and ready to be presented to an employer should it be required?</p> <p>Have you contacted references: individuals who can positively and truthfully support your employability readiness?</p> <p>Is punctuality a trait that is important to you?</p> <p>Have you anticipated any problems arising at the actual interview and carefully considered alternatives and solutions?</p> <p>Do you have a reputation for acting responsibly?</p> <p>Have you participated in a “mock interview” with a knowledgeable adult in order to gain honest feedback for self improvement?</p> <p>Have you studied or actually filled out a job application form so that you are aware of the types of information required?</p> <p>Have you made arrangements to have your high school transcript available in case it is requested at the job interview?</p> <p>Are you confident in yourself as you approach the job interview?</p>			

Interview Evaluation

Name: _____ Date: _____

Position Desired: _____

Fill in one circle in each column and make further comments below.

- APPEARANCE
- Sloppy and uncaring
 - Poor grooming
 - Neatly groomed
 - Well groomed
 - Very professionally dressed

- PERSONALITY
- Disagreeable
 - Somewhat unpleasant
 - Agreeable
 - Pleasant
 - Very pleasant, delightful person

- POISE
- Lacks confidence, slouches
 - Uncertain, poor posture
 - Seems confident
 - Reflects confidence, good posture
 - Highly confident, assertive

- MOTIVATION
- None, disinterested
 - Little interest in position
 - Sincere desire to work
 - Strong interest in positions, asks questions
 - Highly motivated, asks many questions, obviously wants position

- VERBAL COMMUNICATION
- Confused with poor vocabulary
 - Unorganized ideas and stops frequently
 - Expresses ideas adequately
 - Speaks, thinks clearly, with confidence
 - Excellent use of language and confident

- JOB KNOWLEDGE
- None
 - Needs much training
 - Beginning, but will learn on the job
 - Understands job, little training needed
 - Complete understanding and needs no training

General Rating — Unacceptable; Poor; Satisfactory; Very Good; Excellent

Additional Comments:



Bibliography

Baker, E. and H. O'Neil. Diversity, Assessment, and Equity in Educational Reform. *Equity in and Excellence in Educational Testing and Assessments*. Eds. M. Nettles and A. Nettles. Boston: Kluwer Academic, 1995.

Performance-Based Student Assessment: Challenges and Possibilities: 95th Yearbook of the National Society for the Study of Education. Chicago: University of Chicago Press, 1996.

Baron, Mark A. and Floyd Boschee. *Authentic Assessment: The Key to Unlocking Student Success*. Lancaster, PA: Technomics, 1995.

Darling-Hammond, L., J. Ancess, and B. Falk. *Authentic Assessment in Action: Studies of Schools and Teachers at Work*. New York: Teachers College Press, 1995.

Einbender, L. and D. Wood. *An Authentic Journey: Teachers' Emergent Understandings About Authentic Assessment and Practice*. New York: Teachers College Press, 1995.

Oklahoma. Department of Vocational and Technical Education. *Employment Skills for the 21st Century: Applied Activities to Develop a Competitive American Workforce*. Stillwater: State of Oklahoma, 1994.

Hamilton S. F. and M. A. Hamilton. "When is Learning Work-Based?" *Phi Beta Kappan* May (1994): 677-781.

Hamilton S. F. and M. A. Hamilton. "When is Work a Learning Experience?" *Phi Beta Kappan* May (1994): 682-689.

Koelsch, N., E. Estrin, and B. Farr. *Guide to Developing Equitable Performance Assessments*. San Francisco: WestEd, 1995.

Marzano, R. J., D. Pickering, and J. McTighe. *Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model*. Arlington: ASCD, 1993.

McDonald, J. P., S. Smith, D. Turner, M. Finney, and E. Barton. *Graduation by Exhibition: Assessing Genuine Achievement*. Alexandria: ASCD, 1993.

National Forum on Assessment. *Principles and Indicators for Student Assessment Systems*. Cambridge, MA: National Center for Fair and Open Testing, 1995.

Navarrete, C. and C. Gustke. *A Guide to Performance for Linguistically Diverse Students*. Albuquerque: Evaluation Assistance Center-West, 1996.

Neill, M., P. Bursh, B. Schaeffer, C. Thall, M. Yohe, and P. Zappardino. *Implementing Performance Assessment: A Guide to Classroom, School and System Reform*. Cambridge, MA: Fair-Test, The National Center for Fair and Open Testing, 1995.

- Popham, W. J. *Classroom Assessment*. Needham Heights, MA: Allyn and Bacon, 1995.
- Resnick, Lauren B. and John G. Wirt. *Linking School and Work Roles for Standards and Assessment*. San Francisco: Jossey-Bass, 1994.
- Rothman, R. *Measuring Up: Standards, Assessment and School Reform*. San Francisco: Jossey-Bass, 1995.
- United States. Congress. Office of Technology Assessment. *Testing and Assessment in Vocational Education*. Washington: GPO, 1994.
- . Department of Education, Educational Research Information Center. *Performance-Based Assessment*. V3,1. Washington: Department of Education, 1994.
- Wiggins, G. P. *Assessing Student Performance: Exploring the Purpose and Limits of Testing*. San Francisco: Jossey-Bass, 1993.
- Ysseldyke, J. K., M. L. Thurlow, K. S. McGrew, and J. G. Shriner. *Recommendations for Making Decisions About the Participation of Students With Disabilities in Statewide Assessment Programs (Synthesis Report 15)*. Minneapolis: National Center on Educational Outcomes, 1994.



Occupational Education Proficiency Examinations

A new assessment program to measure achievement of the Career Development and Occupational Studies standards is currently being planned. Until this assessment program reaches the implementation stage, the existing New York State Proficiency Examinations for occupational education will continue to be a mechanism by which student achievement is evaluated.

Along with the New York State Proficiency Examination for Introduction to Occupations, which is offered three times a year, 18 additional examination administrations are available in the following content areas:

Business/Marketing Education—

Business Analysis/Business Computer Applications (Jan/June)

Health Occupations Education—

Health Occupations Core Examination (Jan/June)

Family and Consumer Sciences Education—

Human Development (Jan/June); Food and Nutrition (Jan/June); Clothing and Textiles (Jan/June); Housing and Environment (Jan/June)

Technology Education—

Communications Systems (Jan/June); Production Systems (Jan/June); Transportation Systems (Jan/June).

State Assessment for Career Development and Occupational Studies (CDOS) Learning Standards

The components described in this section of the Resource Guide represent a recommended state assessment plan for the Career Development and Occupational Studies Learning Standards. Since assessment will be part of the Board of Regents discussions on graduation requirements, plans for Career Development and Occupational Studies assessment will not be finalized until Fall of 1997.

Why assess at the state level:

Assessment to a large extent determines what happens in the classroom. The Career Development and Occupational Studies Learning Standards cut across all disciplines and are not the responsibility of any single subject area to deliver. This underscores the importance of insuring that high standards are consistently being attained through state assessment.

What will be assessed:

The Career Development and Occupational Studies Learning Standards define the skills and knowledge for career development, integrated learning, universal foundation skills, and career majors. The assessment plan being proposed for these standards will specifically measure:

Standard 1 Career Development:

To what extent are students developing career exploration and planning skills that will provide for long-range goal-setting, self-assessment, and transition to work, post-secondary study, or both?

Standard 2 Integrated Learning:

To what extent can students apply what they have learned to real life and workplace situations?

Standard 3A Universal Foundation Skills:

Within the context of academic tasks and activities, to what extent can students demonstrate the use of essential skills and dispositions necessary for workplace success?

Standard 3B Career Majors:

To what extent can students demonstrate mastery of the core level skills and knowledge necessary for continuing study in a career major area?

What is Being Proposed:

A two component system of assessment consisting of a *Career Plan* and *Career Major Regents Examinations* is being proposed to assess the Career Development and Occupational Studies Learning Standards. The Career Plan would be a performance requirement for all students K-12 and the Career Major Regents Examinations would replace the present Occupational Education Proficiency Examinations.

Career Plan Objective:

The objective of the Career Plan is to provide each student with a record showing a continuum of growth and development, culminating in a specific plan of action for individualized success in the world of work. The components of this plan should be completed as a cooperative effort among students, teachers, and parents and are intended to drive:

At the *elementary* level—an *awareness* of work, including why people work, the benefits of work to society, and the connection between education and success in the workplace.

At the *intermediate* level—*exploration* of broad career clusters, including the relationship between personal skills, interests and abilities, and employment requirements of these career areas.

At the *commencement* level—*planning* a course of action that would facilitate a student's entry into a career area of choice upon graduation from high school or a related postsecondary program.

Career Plan Features

- A series of specific tasks/activities.
- A menu of tasks/activities for the elementary, intermediate, and commencement levels.
- Encourage schools/BOCES to select from the menu of tasks/activities in a manner to best fit their local needs.
- Complete individual tasks/activities at intervals before the end of grades 6, 9, and 12.
- Culminate in student task to be conducted at each interval.

Status:

The following activities have either taken place or will occur before the end of the 1997-98 school year:

- Spring/Summer 1997 - A career plan *design committee* made up of teachers, administrators, and guidance personnel, representing all levels including postsecondary and business/industry, will develop a blueprint for tasks/activities to be included in the career plan design.
- Summer 1997 - A *writing committee* of practitioners using information developed by the Design Committee will write sample career plan activities.
- Spring/Summer 1998 - The working committee will develop an orientation for schools which will *pilot* activities.

Career Major Regents Examination(s) Objective:

The objective of Career Major Regents Examinations is to assess students (grades 9-12) as they attain specific skills and competencies identified at the core level of career majors.

Career Major Regents Examinations Features:

- 50-60 percent objective
- 40-50 percent performance-based
- performance-based components will be composed of extended tasks
- extended tasks will assess applications of career major skills with particular emphasis on language arts, mathematics, science, and economic concepts.

Status:

The following activities will take place between spring/summer 1997 and June 30, 1998.

- Finalize the content identified within scope and sequence for career major areas.
- Develop a blueprint for career major Regents examination(s) by June 30, 1998.