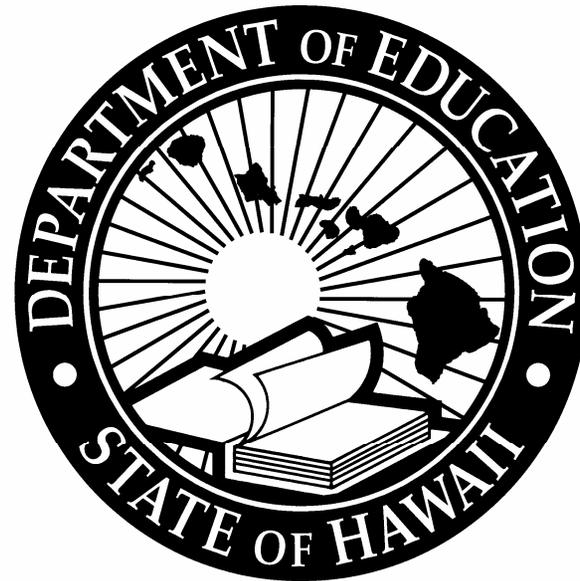


Hawaii Content and Performance Standards *for Career and Technical Education*

Office of Curriculum, Instruction and Student Support /
Instructional Services Branch

Department of Education
State of Hawaii

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THE HAWAII STANDARDS SYSTEM

FOREWORD

The Hawaii Standards System supports standards-based education through curriculum, instruction and assessment components. The Hawaii Standards System supports school level implementation of standards-based education by:

- Identifying the targets for student learning such as the Vision of the Public School Graduate, General Learner Outcomes, the Hawaii Content and Performance Standards III, and other course standards;
- Providing curricular and behavioral support for students through direct services to students and their families; and
- Developing, acquiring, and assuring access to support for implementation of standards-based education for teachers, school leaders, and other academic staff.

An essential component of the Hawaii Standards System is the Hawaii Content and Performance Standards III (HCPS III) document which contains:

- Essential content and skills in *nine* content areas: Career and Technical Education, Fine Arts, Health, Language Arts, Math, Physical Education, Science, Social Studies, and World Languages;
- Standards that describe the educational expectations for ALL students in grades K-5;
- Essential standards for all required courses in the *four core* areas: Language Arts, Math, Science, and Social Studies; and
- Essential standards that can be met through elective courses chosen by secondary students to fulfill graduation requirements in the *five extended core* areas: Career and Technical Education, Fine Arts, Health, Physical Education, and World Languages.

Included in the Hawaii Standards System are standards for courses not found in this HCPS III document. These standards may be found in HCPS II and will be identified in a future version of the Approved Courses and Code Numbers (ACCN) course descriptions. Because ALL courses are standards-based, these specialized courses utilize:

- Industry or national standards that describe essential content and skills for elective courses in areas such as Career and Technical Education and Fine Arts; and
- Content area-specific standards found in HCPS II.

The system also provides student instructional support components such as Special Education and English for Second Language Learners. It also includes student and family support components such as Pihana Na Mamo and Parent Community Network Coordinators.

THE GENERAL LEARNER OUTCOMES

Equally important to learning academic content is developing the knowledge, skills and attitudes that all students need in order to lead full and productive lives. The six General Learner Outcomes serve as the essential, overarching goals for all of the content and performance standards. These Outcomes are

- The ability to be responsible for one's own learning
- The understanding that it is essential for human beings to work together
- The ability to be involved in complex thinking and problem solving
- The ability to recognize and produce quality performance and quality products
- The ability to communicate effectively
- The ability to use a variety of technology effectively and ethically

These Outcomes must be an integral part of teaching and learning and the heart of every Hawaii classroom. Teachers of all subjects in all grades must contribute to the development of the General Learner Outcomes while promoting the learning of subject matter as well.

The real test of the standards is their ability to improve student learning. Raising expectations is but the first step; it's what we do with the standards—how we realize them in all classrooms for all students—that will determine whether we can fulfill the Department's vision of graduating students who

- realize their individual goals and aspirations;
- possess the attitudes, knowledge and skills necessary to contribute positively and compete in a global society;
- exercise the rights and responsibilities of citizenship; and
- pursue post-secondary education and/or careers without need for remediation.

HAWAII CONTENT AND PERFORMANCE STANDARDS III

The publication of the report *A Nation at Risk* (National Commission on Excellence in Education, 1983) served as the impetus for the standards movement in American education. Subsequently national content area organizations developed standards in their respective areas. Nationally, standards serve three general purposes: 1) To clarify expectations for students, 2) To raise those expectations, and 3) To provide common targets that help assure equitable educational expectations, opportunities, and experiences for all students. These three purposes form the foundation of Hawaii's educational standards and standard-based education.

In Hawaii the effort to clarify and implement standards-based education is now in its third generation. The chronology below describes the evolution of the Hawaii Content and Performance Standards.

- 1991 The Hawaii State Legislature created the Hawaii Commission on Performance Standards. The commission is composed of community members as well as a few DOE staff members. Their mission is to: (1) set the performance standards of achievement expected of all public school students, (2) recommend the means to assess student attainment of these standards, and (3) develop a school-by-school implementation model.
- 1994 The Commission published the Hawaii Content and Performance Standards (commonly known as the "Blue Book").
- 1994 The Hawaii State Legislature created the Performance Standards Review Commission (PSRC) to be convened beginning in the 1997-98 school year and every four years thereafter to assess the effectiveness of Hawaii's standards-based education implementation. The Review Commission findings suggested that the number of standards might be unwieldy for teachers to implement and recommended that HCPS be reformatted to be more user friendly.
- 1998 The booklet "Making Sense of Standards" and the ten content area documents that constituted the HCPS II were the result of the Review Commission's recommendations of 1994
- 1999 The Council for Basic Education conducted a conference to identify the key issues related to the implementation of the Hawaii Content and Performance Standards in a standards-based system.
- 2002 The Review Commission was again convened to consider implementation of the standards and to review the quality of the standards themselves.
- 2003 In response to the Review Commission report and input from the teacher field, the Instructional Services Branch and McREL (Mid-continent Research for Education and Learning) worked to identify *essential* and *desirable* standards, benchmarks, and performance indicators.
- 2004 The DOE begins refinement of HCPS II. This new standards document will be known as HCPS III.
- 2005 Between April and August Hawaii Content and Performance Standards III for nine content areas were approved by the Board of Education.
- 2006-07 Full implementation of HCPS III. HCPS III will be used as the basis of standards-based large-scale assessments, standards-based report cards, and standards-based course descriptions.

GENERAL GUIDELINES AND PRINCIPLES FOR THE DEVELOPMENT OF THE HAWAII CONTENT AND PERFORMANCE STANDARDS III

PURPOSES OF THE HAWAII CONTENT AND PERFORMANCE STANDARDS III

1. To assure equity by holding all students to the same expectations
2. To help schools improve student performance and meet Annual Yearly Progress
3. To define the content and skills that enable quality student performance
4. To reduce the number of standards to be more manageable and to clearly describe what ALL students should know and be able to do
5. To provide clearer focus on instructional targets by providing basic guidance in determining the quality of student work through benchmark rubrics
6. To provide a clear focus on assessment targets by providing sample performance assessments that can guide more specific assessment tasks at the classroom level

RATIONALE FOR REVISING

Recommendations for the revision of HCPS II came from many sources. As mentioned above, in 2002 the Hawaii State Performance Standards Review Commission cited the following major criticisms of the original HCPS:

- Too many standards
 - HCPS had 1544
 - HCPS II had only 139 standards but 3,960 benchmarks and grade level performance indicators
- Lack of a strong connection between the standards and their purpose—the General Learner Outcomes
- Lack of clarity and coherence in the wording of the standards
- Lack of classroom assessment models or a general plan for assessing the HCPS

Despite the fact that HCPS II reduced the number of standards from 1544 to 139 teachers still felt there were still too many benchmarks and grade level performance indicators to implement at the classroom level. This led to the involvement of the Mid-continent Research for Education and Learning (McREL). McREL is one of ten regional educational laboratories that make up the Regional Educational Laboratory System, which serves education agencies and schools across the nation. McREL staff has done extensive work with standards and are at the forefront of standards-based education. McREL worked with DOE curriculum specialists to:

- Calculate the time required to achieve standards and the identification of essential and desirable standards, benchmarks, and performance indicators. This activity was conducted with teachers in each content area and grade level.
- Consider the time available in the school day was also calculated based on the focus of the grade level cluster (such as developing literacy in the early grades) and the time allowed within required courses at the secondary levels when developing standards and particularly grade level benchmarks.

SPECIFICATIONS FOR HCPS III STANDARDS DEVELOPMENT

The following specifications were followed in the development of HCPS III standards. These principles guided each phase of the process and served to keep the focus on students. McREL staff analyzed the essential HCPS II standards against national and other state standards, and the DOE content specialists worked with teachers to assure the comprehensiveness of the standards. This was particularly important in areas where there were no other documents to use as comparison (such as Hawaiian history or native languages). The following were the guidelines used in developing the HCPS III standards, grade-level benchmarks, sample performance assessments, and rubric statements.

- Essential standards, benchmarks and performance indicators were used as the foundation for the HCPS III standards.
- As the new standards statements were developed, they were also compared against national standards and other highly regarded state’s standards.
- Analysis of the standards led to the elimination of overlaps and/or redundancies within and between content areas.
- Consistent grain size (benchmarks that were of approximately the same instructional size).
- Standards, benchmarks, sample performance assessments, and rubrics were written in plain language, understandable to primary audience (teachers) and secondary audiences (students and parents).
- Benchmarks were written as describing “proficient.” Attention was paid to the taxonomic level of the benchmarks so that they would appropriately scaffold and challenge students.
- Implementable—The benchmarks were written with consideration of the delivery of instruction (integrated elementary curriculum, required and elective courses at the secondary level).
- Benchmarks and sample performance assessments were written to be measurable through the examination of student work from which valid inferences about student learning could be made.

HCPS III: STANDARDS FOR ALL STUDENTS

The Hawaii Content and Performance Standards III describe educational targets in all nine content areas for ALL students in grades K-5. All students, therefore, are expected to be given the opportunity to meet all of the K-5 HCPS III standards. At the secondary level, however, the standards describe different things in different content areas. For the four CORE content areas (Language Arts, Mathematics, Science and Social Studies) the standards describe expectations for all students, since all students are expected to take certain required courses in these areas. For the *extended core* (Health, Physical Education, Fine Arts, World Languages, and Career and Technical Education) they describe a continuum that should be expected by students who choose courses in these areas as electives. It should be emphasized that ALL courses, required or elective, are standards-based and are part of the *Hawaii Standards System*.

CHARACTERISTICS OF GRADES K-2: ACQUIRING THE FOUNDATIONAL SKILLS

In the primary grades (K-2) the standards identify foundational content and skills. Instruction supports the acquisition of these very important skills, knowledge, and content. Children at these grade levels should be exposed to meaningful activities that support language and vocabulary development. Scaffolding learning is essential. Creating many varied opportunities to learn, practice and demonstrate skills is the focus of early elementary education. Teaching is structured and learning takes place in a more controlled, systematic context. As they learn and mature, children become increasing independent of the teacher.

CHARACTERISTICS OF GRADES 3-5 STANDARDS: BUILDING UPON FOUNDATIONAL SKILLS AND KNOWLEDGE

At the upper elementary levels (grades 3-5) curriculum focuses on refining, broadening, enhancing, and applying skills and knowledge in more challenging and varied contexts. Students use the foundational skills, processes, and knowledge they gained in their early elementary experience to extend and apply in all the nine content areas.

CHARACTERISTICS OF GRADES 6-8 STANDARDS: EXPLORING AND DEVELOPING INTERESTS

At the middle school level standards are designed to allow students to explore a variety of content and skills. This exploration can serve to focus curricular choices students make at the high school and post-secondary levels. There is an emphasis on refining and applying skills to more challenging and varied content. Higher order thinking and the development of civic mindedness is supported through the curriculum as guided by the standards. Students are encouraged to explore specialized content through world languages, art, or music and to use increasingly sophisticated means of communicating their learning through various computer applications.

CHARACTERISTICS OF GRADES 9-12 STANDARDS: PREPARING FOR POST-SECONDARY CHOICES

Standards at the high school level prepare students to apply their learning in their post-secondary choices. They allow students to develop skills that will ensure their success in their adult lives including their participation in the larger global society. HCPS III standards of the CORE content areas (Language Arts, Math, Science, and Social Studies) describe the minimal content of courses that fulfill graduation requirements. HCPS III standards

of the Extended Core (Career and Technical Education, Fine Arts, Health, Physical Education, and World Languages) describe essential standards that can be fulfilled through elective courses of study. As students make elective course choices, they experience a well-rounded educational experience. HCPS Course Standards (to be described in another document) describe courses that some students may elect to take. These courses contain standards that allow students to develop knowledge and skills related to their interests, their talents, their post-secondary and/or career plans.

ORGANIZATION OF THE STANDARDS (GENERAL DESCRIPTION)

HCPS III standards are organized in a similar way for all nine content areas. Some of the content areas continue to organize their standards in grade level clusters. This is because, for content areas such as Physical Education, it is more developmentally appropriate to allow several years to achieve the benchmark, rather than to artificially break up physical skills into too discrete pieces that do not make sense instructionally. HCPS III are organized by and contain:

Strand=themes or “Big Ideas” that organize standards

Standard = a broad statement of what a student needs to know or be able to do

Topic = organizes the benchmarks into related ideas

Benchmark = a specific statement of what a student should know or be able to do (related to the topic) at a specific grade level or grade level cluster

Sample Performance Assessment = a generalized description of how a student might demonstrate significant aspects of the benchmark

The statement “No benchmark at this level” indicates that a grade level benchmark could not be created because it was either developmentally or instructionally inappropriate. The grade level/discipline at which a benchmark appears is where it may be assessed, but it is NOT the only grade level/discipline at which it should be taught. It is assumed, for example, that once content or a skill is taught it is reinforced and further developed in subsequent years. Benchmarks are not repeated.

THE STANDARDS NUMBERING SYSTEM

Each benchmark is assigned a code as an aid to identify quickly its place in relation to the entire document, and as a placeholder for database purposes. By convention, the code consists of three positions, each separated by a decimal point: E.g., **K.3.1**

Example: K.3.1

K.3.1 = Grade Level (Kindergarten) Clusters as appropriate (e.g., K-2.3.1)

K.3.1 = Content Standard Number (Standard #3)

K.3.1 = Benchmark Number (1st listed benchmark)

Example: PS.7.3

PS.7.3 = Course Abbreviation (Physical Science)

PS.7.3 = Content Standard Number (Standard #7)

PS.7.3 = Benchmark Number (3rd listed benchmark)

With the release of HCPS III, we continue the important journey begun a decade ago: to assure a quality education for every student in our public schools. This challenging task requires that we re-examine teaching and learning, that we reconsider curriculum, assessment, and instruction. To succeed in this task, we must implement HCPS III with both rigor and relevance, always keeping our ultimate goal firmly in mind: to improve student understanding.

HAWAII CONTENT AND PERFORMANCE STANDARDS FOR CAREER AND TECHNICAL EDUCATION

GENERAL DESCRIPTION:

Career and Technical Education is a distinct but integral component of a quality education system. While all education has vocational aspects, comprehensive Career and Technical Education programs help students develop the technical, academic, employability, and life skills needed for high wage and high skill careers and/or post secondary education.

Career and Technical Education encompasses both career and occupational education and is incorporated into the curriculum at each grade level. Elementary and middle schools integrate career awareness and exploration opportunities that are based on student interest and strengths. Career and Technical Education uses a career pathway framework that incorporates all of the common components of high-performing high schools. Career pathways provide the context in which students are able to achieve improved academic rigor and technical skills through relevant and real-work experiences.

VISION OF CAREER AND TECHNICAL EDUCATION

Career and Technical Education is an integral component of a quality educational system that prepares students for the globally competitive workplace.

MISSION OF CAREER AND TECHNICAL EDUCATION

Career and Technical Education is an integrated, academically rigorous Career Pathway system for all students that enable them to pursue their career, educational and life-long aspirations.

GOALS OF CAREER AND TECHNICAL EDUCATION

1. Career and Technical Education will be an integral part of school reform initiatives, and as such, will emphasize the integration of all related programs into one cohesive career pathway system addressing identified academic, employability, and technical standards.
2. Career and Technical Education will begin at the elementary level through the implementation of guidance and career awareness activities. These activities will then serve as the basis for a secondary comprehensive guidance system that will allow students the opportunity to explore and prepare for further study and/or training.
3. Career and Technical Education will clearly identify programs of study that will provide focused learning for students leading to higher achievement, increased career/educational opportunities, and other post-secondary options.
4. Career and Technical education will provide engaging curriculum that is structured around problem-based learning opportunities.

5. Career and Technical Education will encourage and support an accountability system where student achievement is the focus of curriculum, instruction, and assessment

ABOUT THE HCPS II CAREER AND LIFE SKILLS STANDARDS AND HCPS III CAREER AND TECHNICAL EDUCATION STANDARDS

The Career and Life Skills HCPS II standards defined as clearly and specifically as possible what all student should know and be able to do in preparation for the world of work, post-secondary education and/or training. It incorporates technological literacy, career development guidelines and SCANS competencies.

An analysis of HCPS II found that due to the number of standards, benchmarks, and indicators and given the current allocation of instructional time, students do not have adequate opportunity to learn the content identified in HCPS II. Therefore the creation of the HCPS III standards started with the revision of the HCPS II standards and was guided by the following criteria: HCPS III would be composed of content that is essential for all students to know and be able to do; There would be sufficient instructional time available for student to have the opportunity to learn these standards; and redundancy among HCPS II standards would be removed. Using these criteria, the number of Career and Technical Education standards has been reduced from five standards (in HCPS II) to two standards (in HCPS III). Given the revised standards, the content area is appropriately titled Career and Technical Education.

BOARD OF EDUCATION POLICIES

HCPS III Career and Technical Education standards directly support the Board of Education policy 2103, Vocational-Technical Education Policy which calls for career and technical education at both the elementary and middle school level and policy 4540, High School Graduation Requirements and Commencement, which require every student to have a Persona/Transition Plan. HCPS III Career and Technical Education standards identify what high school students should know and be able to do in order to complete the Personal/Transition plan that meets the graduation requirement.

CAREER AND TECHNICAL EDUCATION STANDARDS AT-A-GLANCE

Standard	Topic	Benchmark	K	1	2	3	4	5	6	7	8	9-12
Technological Design	Invention and Innovation	2			1			1				
	Design	4							1	2	1	

Standard	Topic	Benchmark	K	1	2	3	4	5	6	7-8	9-12
Career Planning	Education and Job Training	2	1				1				
	Personal Skills and Interests	5	1			1	1			1	1
	Career Goals and Options	6		2					1	1	2
	Work Place Behaviors	5					1	2		1	1
	Career Portfolio Development	4						1	1	1	1
	Job Search Resources	1									1
	Job Application Process	2									2
	Job Benefits	1									1

COMPARING HCPS II AND HCPS III

HCPS II		HCPS III	
Standard	Benchmark	Standard	Topic
Technological Literacy	<ul style="list-style-type: none"> • Nature of Technology • Use of Technology • Design 	Technological Design	<ul style="list-style-type: none"> • Invention and Innovation • Design
Career and Life Planning	<ul style="list-style-type: none"> • Self Awareness • Career Awareness / Exploration / Preparation • Career / Life Planning 	Career Planning	<ul style="list-style-type: none"> • Education and Job Training • Personal Skills and Interests • Career Goals and Options • WorkPlace Behaviors • Career Portfolio Development • Job Search Resources • Job Application Process • Job Benefits
Skills for Life and Work	<ul style="list-style-type: none"> • Thinking and Reasoning • Personal Qualities • Managing Resources • Interpersonal Skills • Managing Information • Nature and operation of Systems 	Standard partially included in the General Learner Outcomes	
Structure of Organizations and Work	<ul style="list-style-type: none"> • Leadership and Management • Structure and Organization of Work 	Standard Eliminated	
Individual, Family, and Community Development		Standard Eliminated	

Summary for Standards for Career and Technical Education, Kindergarten – 12th grade

Standard 1: TECHNOLOGICAL DESIGN—Design, modify, and apply technology to effectively and efficiently solve problems

Standard 2: CAREER PLANNING—Explore and understand educational and career options in order to develop and implement personal, educational, and career goals

**HAWAII CONTENT AND PERFORMANCE STANDARDS
CAREER AND TECHNICAL EDUCATION GRADES K-12**

**HAWAII CONTENT AND PERFORMANCE STANDARDS
CAREER AND TECHNICAL EDUCATION GRADES K-12**

Kindergarten

Standard 1: TECHNOLOGICAL DESIGN—Design, modify, and apply technology to effectively and efficiently solve problems		
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT
	<i>No benchmark at this level</i>	

Standard 2: CAREER PLANNING—Explore and understand educational and career options in order to develop and implement personal, educational, and career goals				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
EDUCATION AND JOB TRAINING	CTE.K.2.1 Explain that current learning relates to life outside the classroom		The student: Gives examples of how something recently learned (e.g., counting, reading, writing) has been useful at home.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain, in great detail, that current learning relates to life outside the classroom	Explain, in detail, that current learning relates to life outside the classroom	Explain, in some detail, that current learning relates to life outside the classroom	Explain, in minimal detail, that current learning relates to life outside the classroom
CAREER GOALS AND OPTIONS	CTE.K.2.2 Identify various workers and their jobs in the community		The student: Describes jobs in the school and local community and what people do in those jobs (e.g., crosswalk monitors, police, teachers).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Identify an extensive variety of workers and their jobs in the community	Identify a variety of workers and their jobs in the community	Identify a few workers and their jobs in the community	Identify one or two workers and their jobs in the community

**HAWAII CONTENT AND PERFORMANCE STANDARDS
CAREER AND TECHNICAL EDUCATION GRADES K-12**

**HAWAII CONTENT AND PERFORMANCE STANDARDS
CAREER AND TECHNICAL EDUCATION GRADES K-12**

Grade 1

Standard 1: TECHNOLOGICAL DESIGN—Design, modify, and apply technology to effectively and efficiently solve problems		
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT
	<i>No benchmark at this level</i>	

Standard 2: CAREER PLANNING—Explore and understand educational and career options in order to develop and implement personal, educational, and career goals				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
PERSONAL SKILLS AND INTERESTS	CTE.1.2.1 Explain that everyone has personal interests, strengths, and abilities		The student: Makes a list of personal strengths, interests, and abilities and compares similarities and differences with another student's list.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain, in great detail, that everyone has personal interests, strengths, and abilities	Explain, in detail, that everyone has personal interests, strengths, and abilities	Explain, in some detail, that everyone has personal interests, strengths, and abilities	Explain, in minimal detail, that everyone has personal interests, strengths, and abilities

**HAWAII CONTENT AND PERFORMANCE STANDARDS
CAREER AND TECHNICAL EDUCATION GRADES K-12**

**HAWAII CONTENT AND PERFORMANCE STANDARDS
CAREER AND TECHNICAL EDUCATION GRADES K-12**

Grade 2

Standard 1: TECHNOLOGICAL DESIGN—Design, modify, and apply technology to effectively and efficiently solve problems				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
INVENTION AND INNOVATION	CTE.2.1.1 Explain that people can design and make objects and systems to solve a problem or to improve the quality of life		The student: Gives examples through illustration and demonstration of inventions and new ways of doing things that have solved problems (e.g., computer, microwave oven).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain, in great detail, that people can design and make objects and systems to solve a problem or to improve the quality of life	Explain, in detail, that people can design and make objects and systems to solve a problem or to improve the quality of life	Explain, in some detail, that people can design and make objects and systems to solve a problem or to improve the quality of life	Explain, in minimal detail, that people can design and make objects and systems to solve a problem or to improve the quality of life

Standard 2: CAREER PLANNING—Explore and understand educational and career options in order to develop and implement personal, educational, and career goals				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CAREER GOALS AND OPTIONS	CTE.2.2.1 Use appropriate strategies for setting goals		The student: Uses simple goal setting strategies to identify areas for improvement (e.g., Primary Planning Sheet: Three strengths; two things I'd like to get better at; my goal[s] for the next quarter; things I'll do to work on my goal[s]).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use appropriate strategies for setting goals	Usually use appropriate strategies for setting goals	Sometimes use appropriate strategies for setting goals	Rarely use appropriate strategies for setting goals

**HAWAII CONTENT AND PERFORMANCE STANDARDS
CAREER AND TECHNICAL EDUCATION GRADES K-12**

**HAWAII CONTENT AND PERFORMANCE STANDARDS
CAREER AND TECHNICAL EDUCATION GRADES K-12**

Grade 3

Standard 1: TECHNOLOGICAL DESIGN—Design, modify, and apply technology to effectively and efficiently solve problems		
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT
	<i>No benchmark at this level</i>	

Standard 2: CAREER PLANNING—Explore and understand educational and career options in order to develop and implement personal, educational, and career goals				
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT		
PERSONAL SKILLS AND INTERESTS	CTE.3.2.1 Describe how different careers may require different skills, knowledge, and attitudes	The student: Creates a product or performance that demonstrates differences in occupations, including the skills, knowledge, and attitudes required for each.		
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in great detail, how different careers may require different skills, knowledge, and attitudes	Describe, in detail, how different careers may require different skills, knowledge, and attitudes	Describe, in some detail, how different careers may require different skills, knowledge, and attitudes	Describe, in minimal detail, how different careers may require different skills, knowledge, and attitudes

**HAWAII CONTENT AND PERFORMANCE STANDARDS
CAREER AND TECHNICAL EDUCATION GRADES K-12**

**HAWAII CONTENT AND PERFORMANCE STANDARDS
CAREER AND TECHNICAL EDUCATION GRADES K-12**

Grade 4

Standard 1: TECHNOLOGICAL DESIGN—Design, modify, and apply technology to effectively and efficiently solve problems		
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT
	<i>No benchmark at this level</i>	

Standard 2: CAREER PLANNING—Explore and understand educational and career options in order to develop and implement personal, educational, and career goals				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
EDUCATION AND JOB TRAINING	CTE.4.2.1 Analyze how doing well in school affects future career opportunities		The student: Compares career opportunities at various educational levels (e.g., high school, technical school, two- and four-year colleges).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze, in great detail, how doing well in school affects future career opportunities	Analyze, in detail, how doing well in school affects future career opportunities	Analyze, in some detail, how doing well in school affects future career opportunities	Analyze, in minimal detail, how doing well in school affects future career opportunities
PERSONAL SKILLS AND INTERESTS	CTE.4.2.2 Identify ways that hobbies, personal interests, and strengths may lead to a career interest		The student: Constructs a list of possible future careers based on personal strengths and interests and the skills required in those careers.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Identify an extensive variety of ways that hobbies, personal interests, and strengths may lead to a career interest	Identify a variety of ways that hobbies, personal interests, and strengths may lead to a career interest	Identify a few ways that hobbies, personal interests, and strengths may lead to a career interest	Identify one or two ways that hobbies, personal interests, and strengths may lead to a career interest

**HAWAII CONTENT AND PERFORMANCE STANDARDS
CAREER AND TECHNICAL EDUCATION GRADES K-12**

Grade 4

Standard 2: CAREER PLANNING—Explore and understand educational and career options in order to develop and implement personal, educational, and career goals				
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT		
WORKPLACE BEHAVIORS	CTE.4.2.3 Apply good work and study habits for the classroom	The student: Demonstrates a variety of good work and study habits (e.g., identifies tools and resources to complete a task; shows proper care for school equipment; delegates tasks according to abilities and interests; follows classroom processes and procedures).		
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently apply good work and study habits in the classroom	Usually apply good work and study habits in the classroom	Sometimes apply good work and study habits in the classroom	Rarely apply good work and study habits in the classroom

**HAWAII CONTENT AND PERFORMANCE STANDARDS
CAREER AND TECHNICAL EDUCATION GRADES K-12**

Grade 5

Standard 1: TECHNOLOGICAL DESIGN—Design, modify, and apply technology to effectively and efficiently solve problems				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
INVENTION AND INNOVATION	CTE.5.1.1 Examine how different innovations have developed/evolved in various cultures over time to improve life and solve problems		The student: Compares and contrasts innovations and inventions created by different cultures and their effects on the culture.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Examine, in great detail, how different innovations have developed/evolved in various cultures over time to improve life and solve problems	Examine, in detail, how different innovations have developed/evolved in various cultures over time to improve life and solve problems	Examine, in some detail, how different innovations have developed/evolved in various cultures over time to improve life and solve problems	Examine, in minimal detail, how different innovations have developed/evolved in various cultures over time to improve life and solve problems

Standard 2: CAREER PLANNING—Explore and understand educational and career options in order to develop and implement personal, educational, and career goals				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
WORKPLACE BEHAVIORS	CTE.5.2.1 Use successful workplace and ethical behaviors		The student: Practices attitudes and behaviors valued in the workplace (e.g., punctuality, pride in work, persistence, listening skills, ability to work independently, and respect for people and property).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use successful workplace and ethical behaviors	Usually use successful workplace and ethical behaviors	Sometimes use successful workplace and ethical behaviors	Rarely use successful workplace and ethical behaviors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
CAREER AND TECHNICAL EDUCATION GRADES K-12**

Grade 5

Standard 2: CAREER PLANNING—Explore and understand educational and career options in order to develop and implement personal, educational, and career goals				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CAREER PORTFOLIO DEVELOPMENT	CTE.5.2.2 Show documentation of learning and growth		The student: Uses portfolios or work sampling to collect evidence of interests, strengths, and current learning.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Show documentation, in great detail, of learning and growth	Show documentation, in detail, of learning and growth	Show documentation, in some detail, of learning and growth	Show documentation, in minimal detail, of learning and growth

**HAWAII CONTENT AND PERFORMANCE STANDARDS
CAREER AND TECHNICAL EDUCATION GRADES K-12**

Grade 6

Standard 1: TECHNOLOGICAL DESIGN—Design, modify, and apply technology to effectively and efficiently solve problems			
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT	
DESIGN	CTE.6.1.1 Develop a process to invent a product or procedure to meet a need or improve upon an existing technology	The student: Creates a simple invention or improvement to an existing technology and presents the results (e.g., describes the steps of the design process; lists materials selected and used; determines the adequacy of the result in meeting the design purpose; describes the modifications needed).	
RUBRIC			
	Advanced	Proficient	Partially Proficient
	Develop a process, in great detail, to invent a product or procedure to meet a need or improve upon an existing technology	Develop a process, in detail, to invent a product or procedure to meet a need or improve upon an existing technology	Develop a process, in some detail, to invent a product or procedure to meet a need or improve upon an existing technology
			Novice
			Develop a process, in minimal detail, to invent a product or procedure to meet a need or improve upon an existing technology

**HAWAII CONTENT AND PERFORMANCE STANDARDS
CAREER AND TECHNICAL EDUCATION GRADES K-12**

Grade 6

Standard 2: CAREER PLANNING—Explore and understand educational and career options in order to develop and implement personal, educational, and career goals				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CAREER GOALS AND OPTIONS	CTE.6.2.1 Establish personal and learning goals related to career and life interests		The student: Sets personal and learning goals related to career and life interests (e.g., compares personal strengths and interests with requisites for career of interest; specifies short and long term goals and constraints).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently establish personal and learning goals related to career and life interests	Usually establish personal and learning goals related to career and life interests	Sometimes establish personal and learning goals related to career and life interests	Rarely establish personal and learning goals related to career and life interests
WORKPLACE BEHAVIORS	CTE.6.2.2 Explain the consequences of appropriate or inappropriate behavior in specific school, social, and work situations		The student: Explains the consequences of appropriate and inappropriate behavior, using information from school administration, people in the community, and local business leaders.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain, in great detail, the consequences of appropriate or inappropriate behavior in specific school, social, and work situations	Explain, in detail, the consequences of appropriate or inappropriate behavior in specific school, social, and work situations	Explain, in some detail, the consequences of appropriate or inappropriate behavior in specific school, social, and work situations	Explain, in minimal detail, the consequences of appropriate or inappropriate behavior in specific school, social, and work situations

**HAWAII CONTENT AND PERFORMANCE STANDARDS
CAREER AND TECHNICAL EDUCATION GRADES K-12**

Grade 7

Standard 1: TECHNOLOGICAL DESIGN—Design, modify, and apply technology to effectively and efficiently solve problems				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DESIGN	CTE.7.1.1 Apply the design process through a set of methodical steps for turning ideas into useful and ethical products and systems		The student Constructs a model or prototype to clarify the design process by identifying a problem, brainstorming solutions, implementing a solution, sharing the solution with others, and obtaining feedback.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Apply the design process, with accuracy, through a set of methodical steps for turning ideas into useful and ethical products and systems	Apply the design process, with no significant errors, through a set of methodical steps for turning ideas into useful and ethical products and systems	Apply the design process, with a few significant errors, through a set of methodical steps for turning ideas into useful and ethical products and systems	Apply the design process, with many significant errors, through a set of methodical steps for turning ideas into useful and ethical products and systems
DESIGN	CTE.7.1.2 Assess a product or solution for possible modifications		The student: Evaluates modifications for others and his or her designs, tries proposed modifications, and explains how or whether the modification improved the product.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Assess, in great detail, a product or solution for possible modifications	Assess, in detail, a product or solution for possible modifications	Assess, in some detail, a product or solution for possible modifications	Assess, in minimal detail, a product or solution for possible modifications

**HAWAII CONTENT AND PERFORMANCE STANDARDS
CAREER AND TECHNICAL EDUCATION GRADES K-12**

Grade 7

Standard 2: CAREER PLANNING—Explore and understand educational and career options in order to develop and implement personal, educational, and career goals				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
WORKPLACE BEHAVIORS	CTE.7-8.2.1 Apply appropriate and safe behaviors for the school, community, and workplace		The student: Demonstrates safe behaviors and habits appropriate for the school, community, and workplace (e.g., adherence to safety guidelines and procedures, reliability, punctuality, regular attendance, task completion, meeting deadlines, adaptability, politeness, honesty, taking responsibility for actions, collaboration, maintaining appropriate appearance and hygiene for the workplace).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently apply appropriate and safe behaviors for the school, community, and workplace	Usually apply appropriate and safe behaviors for the school, community, and workplace	Sometimes apply appropriate and safe behaviors for the school, community, and workplace	Rarely apply appropriate and safe behaviors for the school, community, and workplace
CAREER PORTFOLIO DEVELOPMENT	CTE.7-8.2.2 Develop a preliminary individual education and career plan		The student: Develops a preliminary educational and career plan encompassing the middle grades through high school (e.g., applies decision-making model, uses career assessment information, develops actions to reach goals; sets a time frame for completion).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Develop, in great detail, a preliminary individual education and career plan	Develop, in detail, a preliminary individual education and career plan	Develop, in some detail, a preliminary individual education and career plan	Develop, in minimal detail, a preliminary individual education and career plan

**HAWAII CONTENT AND PERFORMANCE STANDARDS
CAREER AND TECHNICAL EDUCATION GRADES K-12**

Grade 7

Standard 2: CAREER PLANNING—Explore and understand educational and career options in order to develop and implement personal, educational, and career goals				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
PERSONAL SKILLS AND INTERESTS	CTE.7-8.2.3 Analyze the relationship between personal characteristics, interests, abilities, and skills and achieving personal and career goals		The student: Compares and contrasts personal characteristics, interests, abilities, and skills as they relate to personal, social, educational, and career goals.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze, in great detail, the relationship between personal characteristics, interests, abilities, and skills and achieving personal and career goals	Analyze, in detail, the relationship between personal characteristics, interests, abilities, and skills and achieving personal and career goals	Analyze, in some detail, the relationship between personal characteristics, interests, abilities, and skills and achieving personal and career goals	Analyze, in minimal detail, the relationship between personal characteristics, interests, abilities, and skills and achieving personal and career goals
CAREER GOALS AND OPTIONS	CTE.7-8.2.4 Analyze career options that match personal interests, abilities, and skills		The student: Categorizes various careers that best fit personal interests, abilities, and skills.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze, in great detail, career options that match personal interests, abilities, and skills	Analyze, in detail, career options that match personal interests, abilities, and skills	Analyze, in some detail, career options that match personal interests, abilities, and skills	Analyze, in minimal detail, career options that match personal interests, abilities, and skills

**HAWAII CONTENT AND PERFORMANCE STANDARDS
CAREER AND TECHNICAL EDUCATION GRADES K-12**

**HAWAII CONTENT AND PERFORMANCE STANDARDS
CAREER AND TECHNICAL EDUCATION GRADES K-12**

Grade 8

Standard 1: TECHNOLOGICAL DESIGN—Design, modify, and apply technology to effectively and efficiently solve problems				
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT		
DESIGN	CTE.8.1.1 Assess the overall effectiveness of a product design or solution	The student: Evaluates the effectiveness of a product design or solution (e.g., considers the ability of the design to meet the criteria established in the original purpose; considers the factors that might affect acceptability and suitability for intended users; develops measures of quality with respect to these factors; considers unintended positive and negative effects of the design or solution on the environment and humans).		
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Assess, in great detail, the overall effectiveness of a product design or solution	Assess, in detail, the overall effectiveness of a product design or solution	Assess, in some detail, the overall effectiveness of a product design or solution	Assess, in minimal detail, the overall effectiveness of a product design or solution

**HAWAII CONTENT AND PERFORMANCE STANDARDS
CAREER AND TECHNICAL EDUCATION GRADES K-12**

Grade 8

Standard 2: CAREER PLANNING—Explore and understand educational and career options in order to develop and implement personal, educational, and career goals				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
WORKPLACE BEHAVIORS	CTE.7-8.2.1 Apply appropriate and safe behaviors for the school, community, and workplace		The student: Demonstrates safe behaviors and habits appropriate for the school, community, and workplace (e.g., adherence to safety guidelines and procedures, reliability, punctuality, regular attendance, task completion, meeting deadlines, adaptability, politeness, honesty, taking responsibility for actions, collaboration, maintaining appropriate appearance and hygiene for the workplace).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently apply appropriate and safe behaviors for the school, community, and workplace	Usually apply appropriate and safe behaviors for the school, community, and workplace	Sometimes apply appropriate and safe behaviors for the school, community, and workplace	Rarely apply appropriate and safe behaviors for the school, community, and workplace
CAREER PORTFOLIO DEVELOPMENT	CTE.7-8.2.2 Develop a preliminary individual education and career plan		The student: Develops a preliminary educational and career plan encompassing the middle grades through high school (e.g., applies decision-making model, uses career assessment information, develops actions to reach goals; sets a time frame for completion).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Develop, in great detail, a preliminary individual education and career plan	Develop, in detail, a preliminary individual education and career plan	Develop, in some detail, a preliminary individual education and career plan	Develop, in minimal detail, a preliminary individual education and career plan

**HAWAII CONTENT AND PERFORMANCE STANDARDS
CAREER AND TECHNICAL EDUCATION GRADES K-12**

Grade 8

Standard 2: CAREER PLANNING—Explore and understand educational and career options in order to develop and implement personal, educational, and career goals				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
PERSONAL SKILLS AND INTERESTS	CTE.7-8.2.3 Analyze the relationship between personal characteristics, interests, abilities, and skills and achieving personal and career goals		The student: Compares and contrasts personal characteristics, interests, abilities, and skills as they relate to personal, social, educational, and career goals.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze, in great detail, the relationship between personal characteristics, interests, abilities, and skills and achieving personal and career goals	Analyze, in detail, the relationship between personal characteristics, interests, abilities, and skills and achieving personal and career goals	Analyze, in some detail, the relationship between personal characteristics, interests, abilities, and skills and achieving personal and career goals	Analyze, in minimal detail, the relationship between personal characteristics, interests, abilities, and skills and achieving personal and career goals
CAREER GOALS AND OPTIONS	CTE.7-8.2.4 Analyze career options that match personal interests, abilities, and skills		The student: Categorizes various careers that best fit personal interests, abilities, and skills.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze, in great detail, career options that match personal interests, abilities, and skills	Analyze, in detail, career options that match personal interests, abilities, and skills	Analyze, in some detail, career options that match personal interests, abilities, and skills	Analyze, in minimal detail, career options that match personal interests, abilities, and skills

**HAWAII CONTENT AND PERFORMANCE STANDARDS
CAREER AND TECHNICAL EDUCATION GRADES K-12**

**HAWAII CONTENT AND PERFORMANCE STANDARDS
CAREER AND TECHNICAL EDUCATION GRADES K-12**

Grade 9 - Grade 12

Standard 1: TECHNOLOGICAL DESIGN—Design, modify, and apply technology to effectively and efficiently solve problems		
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT
	<i>No benchmark at this level</i>	

Standard 2: CAREER PLANNING—Explore and understand educational and career options in order to develop and implement personal, educational, and career goals			
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT	
CAREER GOALS AND OPTIONS	CTE.9-12.2.1 Analyze individual education and career goals annually	The student: Evaluates and updates earlier education and career goals (e.g., determines whether they are achievable; incorporates a timeline; identifies career pathway requirements and resources required to pursue the career; conducts an annual evaluation of educational and career goals; revises plan as appropriate).	
	RUBRIC		
	Advanced	Proficient	Partially Proficient
Analyze, in great detail, individual education and career goals annually	Analyze, in detail, individual education and career goals annually	Analyze, in some detail, individual education and career goals annually	Analyze, in minimal detail, individual education and career goals annually

**HAWAII CONTENT AND PERFORMANCE STANDARDS
CAREER AND TECHNICAL EDUCATION GRADES K-12**

Grade 9 - Grade 12

Standard 2: CAREER PLANNING—Explore and understand educational and career options in order to develop and implement personal, educational, and career goals				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CAREER GOALS AND OPTIONS	CTE.9-12.2.2 Evaluate potential career choices in relation to personal interests, strengths, and values		The student: Applies a decision-making model to compare a list of potential career choices to personal interests, strengths, and values (e.g., uses career assessment information; engages in job shadowing, volunteer opportunities, apprenticeships, internships, mentorships).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Evaluate, in great detail, potential career choices in relation to personal interests, strengths, and values	Evaluate, in detail, potential career choices in relation to personal interests, strengths, and values	Evaluate, in some detail, potential career choices in relation to personal interests, strengths, and values	Evaluate, in minimal detail, potential career choices in relation to personal interests, strengths, and values
WORKPLACE BEHAVIORS	CTE.9-12.2.3 Apply appropriate and safe behaviors and practices in the school, community, and workplace		The student: Demonstrates safe behaviors and practices appropriate for the school, community, and workplace (e.g., reliability, punctuality, regular attendance, task completion, meeting deadlines, adaptability, politeness, honesty, taking responsibility for actions, working cooperatively, adhering to safety guidelines and procedures, maintaining appropriate appearance and hygiene for the workplace).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently apply appropriate and safe behaviors and practices in the school, community, and workplace	Usually apply appropriate and safe behaviors and practices in the school, community, and workplace	Sometimes apply appropriate and safe behaviors and practices in the school, community, and workplace	Rarely apply appropriate and safe behaviors and practices in the school, community, and workplace

**HAWAII CONTENT AND PERFORMANCE STANDARDS
CAREER AND TECHNICAL EDUCATION GRADES K-12**

Grade 9 - Grade 12

Standard 2: CAREER PLANNING—Explore and understand educational and career options in order to develop and implement personal, educational, and career goals				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CAREER PORTFOLIO DEVELOPMENT	CTE.9-12.2.4 Assess career portfolio that documents evidence of progress toward the attainment of personal, educational, and career goals		The student: Evaluates and modifies career portfolio, written plan, CD, or website to update earlier education and career plans and includes goal statements, actions, and experiences (e.g. volunteer work, education, resume(s), references, work samples, certificates or awards, records of attendance, transcripts).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Assess, in great detail, career portfolio that documents evidence of progress toward the attainment of personal, educational, and career goals	Assess, in detail, career portfolio that documents evidence of progress toward the attainment of personal, educational, and career goals	Assess, in some detail, career portfolio that documents evidence of progress toward the attainment of personal, educational, and career goals	Assess, in minimal detail, career portfolio that documents evidence of progress toward the attainment of personal, educational, and career goals
JOB SEARCH RESOURCES	CTE.9-12.2.5 Analyze the demographic, geographic, and technological trends that affect work opportunities		The student: Assesses demographic, geographic, and technological trends and explains how they may affect opportunities in a chosen career.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze, in great detail, the demographic, geographic, and technological trends that affect work opportunities	Analyze, in detail, the demographic, geographic, and technological trends that affect work opportunities	Analyze, in some detail, the demographic, geographic, and technological trends that affect work opportunities	Analyze, in minimal detail, the demographic, geographic, and technological trends that affect work opportunities

**HAWAII CONTENT AND PERFORMANCE STANDARDS
CAREER AND TECHNICAL EDUCATION GRADES K-12**

Grade 9 - Grade 12

Standard 2: CAREER PLANNING—Explore and understand educational and career options in order to develop and implement personal, educational, and career goals				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
JOB APPLICATION PROCESS	CTE.9-12.2.6 Gather and prepare documents related to job-seeking		The student: Prepares resume, letters of application or inquiry, and fills out job applications.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Gather and prepare documents related to job-seeking, with accuracy	Gather and prepare documents related to job-seeking, with no significant errors	Gather and prepare documents related to job-seeking, with a few significant errors	Gather and prepare documents related to job-seeking, with many significant errors
JOB APPLICATION PROCESS	CTE.9-12.2.7 Prepare for the job interview process		The student: Engages in necessary steps to prepare for the job interview process (e.g., prepares for employment tests, knows questions interviewers can and cannot ask, role plays a job interview).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Prepare for the job interview process, with completeness and accuracy	Prepare for the job interview process, with no significant errors	Prepare for the job interview process, with a few significant errors	Prepare for the job interview process, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
CAREER AND TECHNICAL EDUCATION GRADES K-12**

Grade 9 - Grade 12

Standard 2: CAREER PLANNING—Explore and understand educational and career options in order to develop and implement personal, educational, and career goals				
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT		
JOB BENEFITS	CTE.9-12.2.8 Assess the compensation, lifestyle, and other benefits associated with careers of interest	The student: Evaluates the job benefits associated with careers of interest (e.g., salaries, working conditions, lifestyle, health coverage, retirement, professional development, vacation).		
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Assess, in great detail, the compensation, lifestyle, and other benefits associated with careers of interest	Assess, in detail, the compensation, lifestyle, and other benefits associated with careers of interest	Assess, in some detail, the compensation, lifestyle, and other benefits associated with careers of interest	Assess, in minimal detail, the compensation, lifestyle, and other benefits associated with careers of interest