



# CAREER READY PRACTICES

*THE SCHOOL ASSESSMENT AND MODEL FOR  
STUDENTS/FIRST-TIME EMPLOYEES*

## WHAT ARE THE CAREER READY PRACTICES (CRP)?

They are 12 facets of “Soft Skills” or “Workforce Skills” that were identified by Teachers, Administrators, and Business Leaders at the National Level under the support of the National Association of Directors of CTE.

In 2012, these 12 were attached to the Career Clusters/Pathway work when the Clusters were “fleshed out” into the Common Career and Technical Core (which also added competencies in each Pathway).

There is no assessment built specifically to measure the 12 CRP and how they relate to the Career Readiness of the CTE Student.

UNTIL NOW!

# WHY IS THIS IMPORTANT?

## KNOWLEDGE IS KEY AND FOREMOST;

however, quality, refined “workplace skills” make application of that knowledge possible.

Educators are responsible for BOTH in today’s world and have more to assess because:

❖ If students don’t have these skills, they should be made aware of them and what they entail.

❖ If the students already exemplify them, we should assess them so that they know how they measure up and can improve.

## WHAT ARE THE 12?

# THE 12 CRP

- 1. Act as a Responsible and Contributing Citizen and Employee**
- 2. Apply Appropriate Academic and Technical Skills**
- 3. Attend to Personal Health and Financial Well-Being**
- 4. Communicate Clearly, Effectively, and with Reason**



**5. Consider the Environmental, Social, and Economic Impacts of Decisions**

**6. Demonstrate Creativity and Innovation**



**7. Employ Valid and Reliable Research Strategies**



**8. Utilize Critical Thinking to Make Sense of Problems and Persevere in Solving Them**



**9.**

**Model Integrity, Ethical Leadership, and Effective Management**

**10.**

**Plan Education and Career Path Aligned to Personal Goals**

**11.**

**Use Technology to Enhance Productivity**

**12.**

**Work Productively in Teams While Using Cultural/Global Competence**



# SHORT VERSIONS

1. Responsible Employee

2. Technical Skills

3. Health/Support

4. Communication

5. Culture/Environment

6. Creativity

7. Research Skills

8. Problem Solving

9. Leadership/Management

10. Goals/Plans

11. Technology

12. Teamwork



# EXAMPLES OF COMPETENCIES

HOW THESE PLAY OUT IN A CLASSROOM

## #4 COMMUNICATE CLEARLY, EFFECTIVELY, AND WITH REASON

1. Use communication to inform, instruct, motivate, and persuade.
2. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.
3. Develop, implement, and communicate new ideas to others effectively.
4. Know when it is appropriate to listen and when to speak.
5. Listen effectively to decipher meaning of a message.
6. Use technology as a tool to research, organize, evaluate, and communicate information.
7. Understand both how and why messages are constructed and used in written form.

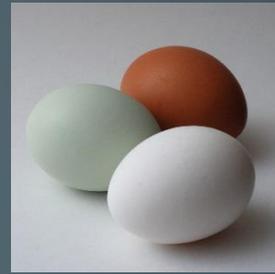
# EXAMPLE OF POINTS/SCORING

## #4.5 Listen effectively to decipher meaning of a message.

### *LISTENING WELL*

- 4 POINTS Thoughtfully and consistently listen to and reflect on the information and intentions of the message.
- 3 POINTS Effectively listen to and reflect on the information and intentions of the message.
- 2 POINTS Attempts to listen to the message and reflect on the meaning of the message, but misses key information or intentions of the message.
- 1 POINT Does not listen to the message and demonstrates the misunderstanding by not reflecting on the meaning.

# EXAMPLE #1



Mrs. Staubsauger is the high school Family and Consumer Science Teacher. She traditionally has a unit on how to make pudding from scratch. The process of tempering eggs is often best shown and explained rather than read from a recipe card; therefore, she only lists “Temper Eggs” in the recipe.

She twice does the egg tempering demonstration herself before sending them off in groups to work.

In walking around the room and observing, Mrs. Staubsauger briefly watches each group as they follow the steps she gave during the process of tempering eggs into the mixture.

Those groups that accomplish the feat well (or at least did everything as told, even if the end results vary) score well on the Listening Competency.

# RESULTING SCORES

David's group does it very well, and even asks if this same thing could be applied to making frosting.

4

Annie's group does everything as told during this tempering step, even though they mixed up the sugar and salt from reading the recipe card.

3

Allen's group remembers something about keeping the eggs to the side, but later adds them all right into the pot.

2

Madison's group adds the eggs right away in the beginning before applying heat without waiting or regarding what was told.

1



ANOTHER EXAMPLE

## #6 DEMONSTRATE CREATIVITY AND INNOVATION

1. Use a wide range of idea creation techniques (brainstorming etc...)
2. Creates new and worthwhile ideas using both incremental and radical concepts.
3. Elaborates, refines, analyzes, and evaluates their own ideas in order to improve and maximize creative efforts.
4. Demonstrate originality and inventiveness in work.
5. Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.
6. Monitor, define, prioritize, and complete tasks without direct oversight, based on their own creativity.
7. Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

# #6 DEMONSTRATE CREATIVITY AND INNOVATION

## SHORT VERSIONS OF COMPETENCIES

*-better decipher/remember what they are.*

1. Creating ideas
2. Researching ideas
3. Reflecting on ideas
4. Originality
5. Applying ideas
6. Working creatively by self-direction
7. Innovation through diversity

# EXAMPLE OF POINTS/SCORING

#6.2 Creates new and worthwhile ideas using both incremental and radical concepts.

## **RESEARCHING IDEAS**

- 4 POINTS Consistently develops new and valuable ideas using both existing and new knowledge, as well as existing and new resources.
- 3 POINTS Develops new and valuable ideas using both existing and new knowledge, as well as existing and new resources
- 2 POINTS Develops new and valuable ideas using existing knowledge and resources.
- 1 POINT Does not attempt to develop new and valuable ideas.



## EXAMPLE #2



Mr. Schnurrbart teaches his annual business lesson on stock markets. The students must buy, trade, sell, and follow the stock market shares they feel will do the best and obtain the highest profit in the end. The winning team will get to go to Bob's All-You-Can-Eat-Seafood Buffet, Tackle Supply, and Beauty Shop as a reward.

In the ongoing project, Mr. Schnurrbart observes the groups and their results each day and in totality.

# RESULTS

Rick didn't look for ways to find company statistics outside of what he was given. He also primarily chose one source to do all research and ignored most the other resources given; thus, he didn't do well.

1

Ferdie stuck to a only a few of the tools and methods Mr. Schnurrbart showed them and was successful.

2

Gertie was successful by following and trying everything of what was asked of her. Most of this was new to Gertie, and she loved it.

3

Bert used all the resources to follow company trends and products mentioned and others even Mr. Schnurrbart didn't show. Bert has worked on previous projects in the same way and always locates other interesting sources.

4

# EXAMPLE OF POINTS

#6.6 Monitor, define, prioritize, and complete tasks without direct oversight, based on their own creativity.

## WORKING CREATIVELY BY SELF-DIRECTION

- 4 POINTS Monitors, defines, prioritizes, and complete tasks without direct oversight in a variety of conditions.
- 3 POINTS Monitors, defines, prioritizes, and complete tasks without direct oversight.
- 2 POINTS Attempts to monitor, define, prioritize, and complete tasks without direct oversight.
- 1 POINT Attempts to monitor, define, prioritize, and complete tasks with direct oversight.



## SCIENCE EXAMPLE

Ms. Hustenschnupfen's chemistry class is always in the midst of doing lab work. During the semester, she has given them everything from flame testing to creating simple compounds to even making soap-on-a-rope while standing on a slope.

Typically, the students are in set lab groups throughout the entire semester.

She notices over the course of that semester:

# RESULTS

Group A finishes most labs 30 minutes earlier than others with various ending results. They ask questions, but don't always follow the instructions.

2

Group B also finishes 30 minutes earlier than others, but their results are consistently good. They rarely ask questions and know how to efficiently work together in different roles to attain the goal.

4

Group C finishes on time or a little later than the average, but their results are accurate and done without questions. Their group system is established and works.

3

Group D finishes on time, early, or late (depending on the day) and there is no real organization to how things are done. They are constantly asking the group near them how something was done (even if the task has been repeated in many previous labs) and don't move on until Ms. Hustenschnupfen's patience (and that of their fellow students) is borderline thin.

1



# SCORING & REPORTING

## PARTIAL CRP SCORING

- ❖ only a few CRP are assessed on a project-to-project basis.
- ❖ used mainly for the instructor's and student's purposes and meant to gauge progress during the year.
- ❖ can only become a Complete CRP score if at least EIGHT of the CRP rubrics are assessed in the course of the term.

## COMPLETE CRP SCORING (PER COURSE/SEMESTER)

- ❖ the summative score in each of at least EIGHT of the TWELVE CRP.
- ❖ CRP numbers 1, 2, 4, and 12 are required for this option, with the remainder of the eight or more left to the discretion of the instructor (or school).
- ❖ No matter how many times each CRP is assessed during the term, the final score is determined by averaging the grades from the entire term in that individual CRP, or in a final assessment given at the end of term.
- ❖ The COMPLETE CRP SCORE is then the average of all EIGHT (or more) CRP assessed. *It is meant to be a summation of progress made in the duration of ONE course.*
- ❖ the student progresses with the higher level classes in any given Career Cluster, this final score will improve with each successive term. The documentation of this progression is for student, teacher, and parent information.

## FINAL CRP SCORING (PER GRADUATION)

- ❖ score will be tallied for the individual based on the average of all COMPLETE CRP scores recorded in the last and/or highest level in EACH Career Cluster the student was involved.
- ❖ ONE score representing the work of the student at the end of his/her concentration in any and all Clusters taken.
- ❖ Complete CRP scores from lower level courses within any Career Cluster will not be used in tallying this score; only the last and/or highest level shall represent what degree of competency the student obtained.
- ❖ The Final CRP score, and averages of all competencies, will be included on the Final CRP certificate and will be issued on request.

#1 RESPONSIBLE EMPLOYEE	Score: 4-3- 2-1
Appropriate appearance and behavior	
Attitude	
Ethical	
Adaptability in position	
Adaptability to change	
Time management in work	
Focusing on a project	
Responsibility	
Inspiring others through selflessness	
Leadership	
Appropriate questioning	
Understanding the system	
Sub-Score	
Divide By:	÷12
SCORE	

#2 TECHNICAL SKILLS	Score: 4-3- 2-1
Math skills	
Using past knowledge	
Reading and interpreting	
Writing	
Problem solving and critical thinking	
Using resources to complete work	
Sub-Score	
Divide By:	÷6
SCORE	

#3 HEALTH/SUPPORT	Score: 4-3- 2-1
Healthy living	
Knowing safety	
Working safely	
Hygiene	
Calculation accuracy	
Budgeting	
Investment	
Sub-Score	
Divide By:	÷7
SCORE	

#4 COMMUNICATION	Score: 4-3- 2-1
Communicating well	
Communicating through presentation	
Communicating new ideas	
Timely listening/speaking	
Listening well	
Communicating w/ tech.	
Communicating through written form	
Sub-Score	
Divide By:	÷7
SCORE	

#5 CULTURE/ ENVIRONMENT	Score: 4-3- 2-1
Valuing diversity	
Communicating on environment	
Verbalizing culture	
Respecting culture w/action	
Acting realistically	
Understand struct./scope	
Sub-Score	
Divide By:	÷6
SCORE	

#6 CREATIVITY	Score: 4-3- 2-1
Creating ideas	
Researching ideas	
Reflecting on ideas	
Originality	
Applying ideas	
Working by self-direction	
Innovation thru diversity	
Sub-Score	
Divide By:	÷7
SCORE	

#7 RESEARCH SKILLS	Score: 4-3- 2-1
Evaluating material	
Collecting data thru tech.	
Accessing diverse sources	
Analyzing source bias	
Analyzing one's own bias	
Connect data/argument	
Drawing conclusions	
Reflecting on research	
Sub-Score	
Divide By:	÷8
SCORE	



Career Ready Practice Rubrics  
**Individual's Name:**

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Assessor/Course: \_\_\_\_\_  
 Score Key on Reverse Side

#8 PROBLEM SOLVING	Score: 4-3-2-1
Reasoning skills	
Using information	
Understanding the system	
Asking to understand	
Using multiple techniques	
Using feedback	
Learning from the past	
Learning from mistakes and success	
Seeking solutions	
Sub-Score	
Divide By:	÷9
SCORE	

#9 LEADERSHIP/ MANAGEMENT	Score: 4-3-2-1
Managing information	
Managing respectfully through listening	
Managing through communication	
Managing through insight	
Managing through inspiration	
Managing with integrity	
Sub-Score	
Divide By:	÷6
SCORE	

#11 TECHNOLOGY	Score: 4-3-2-1
Technology for research	
Technology for presentation	
Ethical technology usage	
Legal technology usage	
Managing and distributing technology	
Influence of technology and intent	
Technology as communication	
Technology as Connection	
Sub-Score	
Divide By:	÷8
SCORE	

#12 TEAMWORK	Score: 4-3-2-1
Engaging actively and respectfully	
Respecting other ideas	
Listening well	
Sharing and supporting	
Open to compromise	
Participating	
Balancing all views	
Understanding culture	
Understanding the larger community	
Sub-Score	
Divide By:	÷9
SCORE	

#10 GOALS/PLANS	Score: 4-3-2-1
Goal oriented	
Realistic goal-setting	
Understanding process	
Balancing goals	
Mastery education	
Professional advancement	
Lifelong learning	
Creating life-plans	
Sub-Score	
Divide By:	÷8
SCORE	

**Score Key:**  
 4=Exceeds Competency  
 3=Meets Competency  
 2=Approaching Competency  
 1=Not Yet Reached Competency

COMPLETE CRP SCORE	
Total of All Sub-Scores	
Divide By # of CRP Used	
TOTAL SCORE	



Career Ready Practice Rubrics

Individual's Name: \_\_\_\_\_

Assessor/Course: \_\_\_\_\_



# ANY QUESTIONS?

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All documents can be found at:

<http://www.nd.gov/cte/services/career-ready/>