

Minnesota State-Approved Technical Skill Assessments

7/1/2015

Foundation Knowledge & Skills

Minnesota Career Fields, Clusters, and Pathways

CLUSTER/ PATHWAY/ PROGRAM	CERTIFICATION / ASSESSMENT TITLE	TYPE	ISSUING ORGANIZATION	WEBSITE Please report broken web links	ELIGIBILITY REQUIREMENTS / PREREQUISITES	ADMINISTRA- TION ELIGIBILITY (Written, Oral, Practical, etc.)	PASSING SCORE	COST	COMMENTS
● For use at SECONDARY For use at SECONDARY For use at SECONDARY For use at SECONDARY									
All secondary career & technical education fields/clusters/pathways/programs	National Career Readiness Certificate (NCRC)	Credential	ACT, Inc.	http://www.act.org/certificate/index.html	Used for entry level workforce; Used for identifying need for prehire training, screening and hiring.	Online exam at registered sites	Minimum Passing Score: Bronze - score of 3 or higher on all three exams.	Contact ACT for cost	To earn an ACT NCRC, an examinee must successfully complete three ACT WorkKeys assessments: Applied Mathematics, Locating Information, and Reading for Information.
All secondary career & technical education fields/clusters/pathways/programs	WorkKeys/Key Train - Applied Mathematics	Academic Assessment	ACT, Inc.	http://www.act.org/products/workforce-act-workkeys/	Used for entry level workforce; Used for identifying need for prehire training, screening and hiring.	Online exam	Minimum Passing Score: Bronze - score of 3 or higher.	Contact ACT for cost	This tests measures foundational and soft skills in applied mathematics.

All secondary career & technical education fields/clusters/pathways/programs	WorkKeys/Key Train - Locating Information	Academic Assessment	ACT, Inc.	http://www.act.org/products/workforce-act-workkeys/	Used for entry level workforce; Used for identifying need for prehire training, screening and hiring.	Online exam	Minimum Passing Score: Bronze - score of 3 or higher.	Contact ACT for cost	This tests measures foundational and soft skills in locating information.
All secondary career & technical education fields/clusters/pathways/programs	WorkKeys/Key Train - Reading for Information	Academic Assessment	ACT, Inc.	http://www.act.org/products/workforce-act-workkeys/	Used for entry level workforce; Used for identifying need for prehire training, screening and hiring.	Online exam	Minimum Passing Score: Bronze - score of 3 or higher.	Contact ACT for cost	This tests measures foundational and soft skills in reading for information.
All secondary career & technical education fields/clusters/pathways/programs	21st Century Skills for Workplace Success Exam	Academic Assessment	NOCTI	http://www.nocti.org/PDFs/JobReady/1437_21st_Century_Skills.pdf	Used for entry level workforce; Used for identifying need for prehire training, screening and hiring.	Online exam	Criterion-referenced cut score	\$20 per exam	Annual license--new and revised assessment.
All secondary career & technical education fields/clusters/pathways/programs	Workplace Readiness Exam	Academic Assessment	NOCTI	http://www.nocti.org/PDFs/JobReady/3033_Workplace_Readiness.pdf	Used for entry level workforce; Used for identifying need for prehire training, screening and hiring.	Online exam	Criterion-referenced cut score	\$20 per exam	Annual license.

All secondary career & technical education fields/clusters/pathways/programs	Career Skills (Workplace Readiness for Middle School)	Academic Assessment	NOCTI	http://www.nocti.org/PDFs/JobReady/1350_Workplace_Success_Skills.pdf	Used for middle school students; has been used with students with disabilities.	Online exam	Criterion-referenced cut score	\$20 per exam	Annual license.
	NOCTI Testing Information for Consortia Leaders and/or Testing Coordinators	NOCTI	NEW TESTING SITE COORDINATOR	Each institution/consortium should have a Testing Coordinator who contacts NOCTI to obtain assessment exams, proctoring information, data management needs, and other important functions. Click here for getting started: http://nocti.org/GettingStarted.cfm					

All secondary career & technical education fields/clusters/pathways/programs	21st Century Success Skills	Academic Assessment	Precision Exams, Inc.	http://www.precisionexams.com	Fundamental, yet critical, personal traits, knowledge, and skills that each person should possess to successfully transition from secondary education into the workforce and post-secondary education.	Online exam	80%	\$6 per exam	
	Precision Exams	Precision Exams, Inc.	SITE COORDINATOR	Each institution/consortium should have a coordinator who contacts Precision Exams to obtain assessment exams, proctoring information, data management needs, and other important functions.	Click here for the Precision Exam Web site and browse the various assessment links and other details: http://www.precisionexams.com				
All secondary career & technical education fields/clusters/pathways/programs	Employability	Academic Assessment	Skills USA Work Force Ready System	http://www.workforcereadysystem.org	Used for entry level workforce.	Online exam	73%	\$10 If Skills members; \$20 for non-members	Annual license.

	SkillsUSA	SkillsUSA	SITE COORDINATOR	Each institution/consortium should have a coordinator who contacts SkillsUSA to obtain assessment exams, proctoring information, data management needs, and other important functions.	Click here for the SkillsUSA Work Force Ready System Web site and browse the various assessment links and other details: http://www.workforcereadysystem.org/				
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● For use at POSTSECONDARY	For use at POSTSECONDARY	For use at POSTSECONDARY
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College/Adult Career Programs	National Career Readiness Certificate (NCRC)	Credential	ACT, Inc.	http://www.act.org/certificate/index.html	Used for entry level workforce; Used for identifying need for prehire training, screening and hiring.	Online exam at registered sites	Minimum Passing Score: Bronze - score of 3 or higher on all three exams.	Contact ACT for cost	To earn an ACT NCRC, an examinee must successfully complete three ACT WorkKeys assessments: Applied Mathematics, Locating Information, and Reading for Information.
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College/Adult Career Programs	WorkKeys/Key Train - Applied Mathematics	Academic Assessment	ACT, Inc.	http://www.act.org/products/workforce-act-workkeys/	Used for entry level workforce; Used for identifying need for prehire training, screening and hiring.	Online exam	Minimum Passing Score: Bronze - score of 3 or higher.	Contact ACT for cost	This tests measures foundational and soft skills in applied mathematics.
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College/Adult Career Programs	WorkKeys/Key Train - Reading for Information	Academic Assessment	ACT, Inc.	http://www.act.org/products/workforce-act-workkeys/	Used for entry level workforce; Used for identifying need for prehire training, screening and hiring.	Online exam	Minimum Passing Score: Bronze - score of 3 or higher.	Contact ACT for cost	This tests measures foundational and soft skills in reading for information.

College/Adult Career Programs	21st Century Skills for Workplace Success Exam	Academic Assessment	NOCTI	http://www.nocti.org/PDFs/JobReady/1437_21st_Century_Skills.pdf	Used for entry level workforce; Used for identifying need for prehire training, screening and hiring.	Online exam	Criterion-referenced cut score	\$20 per exam	Annual license--new and revised assessment.
College/Adult Career Programs	Workplace Readiness Exam	Academic Assessment	NOCTI	http://www.nocti.org/PDFs/JobReady/3033_Workplace_Readiness.pdf	Used for entry level workforce; Used for identifying need for prehire training, screening and hiring.	Online exam	Criterion-referenced cut score	\$20 per exam	Annual license.
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Minnesota Career Fields, Clusters, and Pathways

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	KEY: Y=Essential N=Not Essential O=Optional		COMMENTS
		COMMON CORE COMPETENCIES - Consensus among work Secondary	Post secondary	
TOPIC 1: ACADEMIC FOUNDATIONS - Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.				
INDICATOR 01.01 Complete required training, education, and certification to prepare for employment in a particular career field.	MEASURE 01.01.01 Identify training, education and certification requirements for occupational choice.	Y	Y	Encourage life-long learning & being proactive in their education path
	MEASURE 01.01.02 Participate in career-related training and/or degree programs.	Y	Y	
	MEASURE 01.01.03 Pass certification tests to qualify for licensure and/or certification in chosen occupational area.	Y	Y	
INDICATOR 01.02 Demonstrate oral and written communication knowledge and skills required to pursue the full range of education and career opportunities.	MEASURE 01.02.01 Adapt language for audience, purpose, situation. (e.g., diction/structure, style).	Y	Y	Understand cross-functional roles in an organization address manager vs. coworkers(move to Systems)
	MEASURE 01.02.02 Organize, compose, and edit oral and written information.	Y	Y	Depends on career pathway if students "compose" or "use."
	MEASURE 01.02.03 Comprehend key elements of oral and written information.	Y	Y	<i>Elements include cause/effect, comparisons/contrasts, conclusions, context, purpose, charts/tables/graphs, evaluation/critiques, mood, persuasive text, sequence, summaries, and technical subject matter.</i>

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PERFORMANCE INDICATOR	PERFORMANCE MEASURE	COMMON CORE COMPETENCIES - Consensus among work		COMMENTS
		Secondary	Post secondary	
	MEASURE 01.02.04 Evaluate oral and written information.	Y	Y	<i>e.g. accuracy, adequacy/sufficiency, appropriateness, clarity, conclusions/solutions, fact/opinion, relevancy, validity, and relationship of ideas</i>
	MEASURE 01.02.05 Identify assumptions, purpose, and outcomes/solutions.	y	Y	
	MEASURE 01.02.06 Predict potential outcomes and/or solutions based on oral and written information regarding trends.	y	Y	
INDICATOR 01.03 Demonstrate mathematics knowledge and skills required to pursue the full range of education and career opportunities.	MEASURE 01.03.01 Identify whole numbers, decimals, and fractions.	Y	Y	
	MEASURE 01.03.02 Demonstrate knowledge of basic arithmetic operations and order such as: addition, subtraction, multiplication, and division.	Y	Y	
	MEASURE 01.03.03 Demonstrate use of relational expressions such as: equal to, not equal, greater than, less than, etc.	Y	Y	
	MEASURE 01.03.04 Apply data and measurements to solve a problem.	Y	Y	
	MEASURE 01.03.05 Identify mathematical problem statements for missing and/or irrelevant data.	Y	Y	
	MEASURE 01.03.05 Analyze mathematical problem statements for missing and/or irrelevant data.	O	Y	

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		COMMON CORE COMPETENCIES - Consensus among work		
		Secondary	Post secondary	
	MEASURE 01.03.06 Read and/or use charts/tables/graphs from functions and data.	Y	Y	
	MEASURE 01.03.07 Analyze data when interpreting operational documents.	O	Y	
INDICATOR 01.04 Demonstrate scientific knowledge and skills required to pursue the full range of education and career opportunities.	MEASURE 01.04.01 Define and evaluate data sets for validity and reliability.	Y	Y	<i>e.g. conclusions, conflicting data, controls, data, inferences, limitations, completeness (what's missing- what's not missing), capacity, questions, sources of errors, and variables</i> Examples may include: Reliability of medical research, miles per gallon, and comparison shopping.
	MEASURE 01.04.02 Apply scientific methods in qualitative and quantitative analysis, data gathering, direct and indirect observation, predictions, document, and problem identification.	Y	Y	

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TOPIC 2: COMMUNICATIONS - Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.				
INDICATOR 02.01 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.	MEASURE 02.01.01 Determine the most appropriate reading strategy for identifying the overarching purpose of a text .	Y	O	<i>e.g. skimming, reading for detail, reading for meaning or critical analysis, project-based learning, reflective learning</i>
	MEASURE 02.01.02 Demonstrate use of content, technical concepts and vocabulary when analyzing information and following directions.	Y	O	
	MEASURE 02.01.03 Select the reading strategy or strategies needed to fully comprehend the content within a written document including technical terminology.	Y	Y	<i>e.g. skimming, reading for detail, reading for meaning or critical analysis</i>
	MEASURE 02.01.04 Interpret and communicate information, data, and observations to apply information learned from reading to actual practice.	Y	Y	
	MEASURE 02.01.05 Transcribe information, data, and observations to apply information learned from reading to actual practice.	Y	Y	

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		COMMON CORE COMPETENCIES - Consensus among work		
		Secondary	Post secondary	
INDICATOR 02.02 Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in the workplace.	MEASURE 02.02.01 Employ verbal skills when obtaining and conveying information.	Y	Y	
	MEASURE 02.02.02 Write internal and external business correspondence that conveys and/or obtains information effectively.	Y	Y	<i>e.g. Including e-mail and texting(work vs. social texting</i>
	MEASURE 02.02.03 Communicate effectively with other coworkers to clarify workplace objectives.	Y	Y	Relationship-building, self-awareness, and understanding people
	MEASURE 02.02.04 Communicate effectively with customers and coworkers to foster positive relationships.	Y	Y	
INDICATOR 02.03 Locate, organize and reference written information from various sources to communicate with co-workers and clients/customers.	MEASURE 02.03.01 Locate and reference written information used to communicate with co-workers and customers.	Y	Y	<i>e.g. paper files, data base, e-mails, books</i>
	MEASURE 02.03.02 Record and organize information to use in written and oral communications with coworkers and clients/customers.	Y	Y	
INDICATOR 02.04 Evaluate and use information resources to accomplish specific occupational tasks.	MEASURE 02.04.01 Define and evaluate the completeness and reliability of informational sources.	Y	Y	<i>e.g. texting, Internet web sites, social media, industry standards, and/or technical materials and resources</i>
	Measure 02.04.02 Use informational sources to review and apply to occupational tasks.	Y	Y	<i>e.g. texting, Internet web sites, social media, industry standards, and/or technical materials and resources</i>

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	MEASURE 02.05.01 Compose multi-paragraph communications clearly, succinctly, and accurately.	Y	Y	<i>e.g. e-mails, professional & filtered texts</i>
INDICATOR 02.05 Use correct grammar, punctuation and terminology to write and edit communications.	MEASURE 02.05.02 Use correct grammar, spelling, punctuation, and capitalization when preparing written documents.	Y	Y	
	MEASURE 02.06.01 Prepare and deliver oral presentations to provide information for specific purposes and audiences.	Y	Y	<i>e.g., customer/client interaction</i>
INDICATOR 02.06 Develop and deliver formal and informal presentations using appropriate media to engage and inform audience(s).	MEASURE 02.06.02 Identify and prepare support materials that will enhance an oral presentation.	Y	Y	
	MEASURE 02.06.03 Implement multi-media strategies for presentations as appropriate.	Y	Y	
	MEASURE 02.07.01 Interpret verbal and nonverbal cues when communicating with clients and co-workers.	Y	Y	<i>e.g. phone & text etiquette</i>
INDICATOR 02.07 Interpret verbal and nonverbal cues/behaviors to enhance communication with co-workers and clients/participants.	MEASURE 02.07.02 Listen and respond with restatement and clarification techniques.	Y	Y	
	MEASURE 02.08.01 Create tables, charts, and figures to support written and oral communications.	O	Y	<i>e.g. Work schedules, pay checks, "To Do" list Depends on pathway.</i>

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INDICATOR 02.08 Use, interpret, and develop tables, charts, and figures to support written and oral communications.	MEASURE 02.08.02 Use and interpret tables, charts, and figures used to support written and oral communication.	Y	Y	
	MEASURE 02.09.01 Apply factors and strategies for communicating with a global workforce.	Y	Y	
INDICATOR 02.09 Listen to and speak with diverse individuals to enhance communication skills.	MEASURE 02.09.02 Demonstrate ability to communicate and resolve conflicts within a global workforce.	Y	Y	
TOPIC 3: PROBLEM-SOLVING AND CRITICAL THINKING - Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativity and innovation.				
INDICATOR 03.01 Employ critical thinking skills, creativity, and innovation to solve problems and make decisions.	MEASURE 03.01.01 Gather and use structured problem-solving methods when developing proposals and solutions.	Y	Y	<i>e.g. 5-step process in problem solving</i>
	MEASURE 03.01.02 Generate creative and innovative ideas to solve problems by brainstorming possible solutions.	Y	Y	
	MEASURE 03.01.03 Critically analyze information to determine value to the problem-solving task.	Y	Y	
	MEASURE 03.01.04 Guide individuals through the process of recognizing concerns and making informed decisions.	O	Y	<i>e.g. student organization leadership skills and advocacy</i>

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		COMMON CORE COMPETENCIES - Consensus among work		
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	MEASURE 03.01.05 Identify and evaluate alternatives using a variety of problem-solving and critical thinking skills.	Y	Y	
	MEASURE 03.02.01 Analyze situations and behaviors that affect conflict management.	Y	Y	
INDICATOR 03.02 Employ critical thinking and interpersonal skills to resolve conflicts with staff and/or customers.	MEASURE 03.02.02 Determine best options/outcomes for conflict resolution using critical thinking skills.	Y	Y	
	MEASURE 03.02.03 Implement conflict resolution skills to address staff issues/problems.	Y	Y	<i>e.g. coworkers, customers</i>
	MEASURE 03.03.01 Identify, write and monitor workplace performance goals to guide progress in assigned areas of responsibility and accountability.	Y	Y	"Workplace" includes practical experience in the classroom and other education settings.
INDICATOR 03.03 Identify, write and monitor workplace performance goals to guide progress in assigned areas of responsibility and accountability.	MEASURE 03.04.01 Gather research based on information necessary for decision-making.	Y	Y	<i>e.g. technical research</i>
INDICATOR 03.04 Gather research based on information necessary for decision-making.	MEASURE 03.04.02 Employ valid and reliable research strategies.	O	Y	

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TOPIC 4: INFORMATION TECHNOLOGY APPLICATIONS - Use information technology tools specific to the career cluster to access, manage, integrate, and create information.				
INDICATOR 04.01 Employ computer operation applications to manage work tasks	MEASURE 04.01.01 Manage personal schedules and contact information.	Y	Y	
	MEASURE 04.01.02 Use information technology tools to manage, share, and perform work responsibilities.	Y	Y	<i>e.g. files, documents, cloud-based and emails</i>
	MEASURE 04.02.03 Determine the most appropriate use of technology in work situations.	O	Y	<i>Ethics in technology</i>
INDICATOR 04.02 Operate individual and shared applications to perform workplace tasks.	MEASURE 04.02.01 Access and navigate Internet (e.g., use a web browser).	Y	Y	
	MEASURE 04.02.02 Search and evaluate Internet resources for reliability, validity completeness and accuracy	Y	Y	
	MEASURE 04.02.03 Learn and adapt new resources.	Y	Y	Adapt and adopt the individual and shared applications through evolution.
INDICATOR 04.03 Employ spreadsheet applications to organize and manipulate data.	MEASURE 04.03.01 Utilize a spreadsheet.	Y	Y	
	MEASURE 04.03.01 Create a spreadsheet.	O	O	Varies according to career pathway
	MEASURE 04.03.02 Perform calculations and analyses on data using a spreadsheet.	O	O	

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		Secondary	Post secondary	
INDICATOR 04.04 Employ database applications to manage data.	MEASURE 04.04.01 Manipulate data elements.	O	O	Varies according to career pathway
	MEASURE 04.04.02 Manage and analyze interrelated data elements.	O	O	
	MEASURE 04.04.03 Generate reports showing interrelated data elements.	O	O	
TOPIC 5: SYSTEMS - Understand roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. Identify how key organizational systems affect organizational performance and the quality of products and services. Understand global context of industries and careers.				
INDICATOR 05.01 Describe the nature and types of business organizations to build an understanding of the scope of the organizations.	MEASURE 05.01.01 List and describe the types and functions of businesses.	Y	O	Relationship building between departments
	MEASURE 05.01.02 Explain the functions and interactions of departments within a business.	Y	O	<i>e.g. Department organizational charts</i>
INDICATOR 05.02 Implement quality control systems and practices to ensure quality products and services.	MEASURE 05.02.01 Describe quality control standards and practices common to the workplace.	O	O	"Workplace" includes practical experience in the classroom and other education settings. Depends on career pathway.
INDICATOR 05.03 Understand the environmental, social, and economic impacts of decisions within an organization.	MEASURE 05.03.01 Understand how decisions of an organization impact the environment, the society, and the economy locally and globally.	Y	Y	

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INDICATOR 05.04 Understand global context of industries and careers.	INDICATOR 05.04.01 Understand the global marketplace.	Y	Y	
	INDICATOR 05.04.02 Understand how the global marketplace impacts industries and careers.	Y	Y	
TOPIC 6: SAFETY, HEALTH AND ENVIRONMENTAL - Understand the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. Follow organizational policies and procedures and contribute to continuous improvement in performance and compliance.				
INDICATOR 06.01 Implement personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments.	MEASURE 06.01.01 Identify safety hazards common to workplaces.	Y	Y	<i>e.g. Including personal workplace</i>
	MEASURE 06.01.02 Identify safety standards and precautions to maintain a safe worksite.	Y	Y	<i>e.g. Including personal workplace</i>
	MEASURE 06.01.03 Select, inspect, and use personal protective equipment commonly used for selected career pathway.	Y	Y	
	MEASURE 06.01.04 Implement safety precautions to maintain a safe worksite.	Y	Y	
INDICATOR 06.02 Complete work tasks in accordance with employee rights and responsibilities and employers obligations to maintain workplace safety and health.	MEASURE 06.02.01 Understand rules and laws designed to promote safety and health in the workplace.	Y	Y	Check on MSDS (Material Data Safety Sheets) for additional measures; also Employee-Right-To-Know

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INDICATOR 06.03 Employ emergency procedures as necessary to provide aid in workplace accidents.	MEASURE 06.03.01 Use knowledge of First Aid procedures as necessary.	Y	Y	
	MEASURE 06.03.02 Use knowledge of CPR procedures as necessary.	Y	Y	
	MEASURE 06.03.03 Use safety equipment as necessary.	Y	Y	
INDICATOR 06.04 Employ knowledge of response techniques in a disaster and/or emergency response plan.	MEASURE 06.04.02 Comply with emergency and/or disaster plan as necessary.	Y	Y	
TOPIC 7: LEADERSHIP AND TEAMWORK - Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.				
INDICATOR 07.01 Use leadership skills and ongoing training to accomplish organizational goals and objectives.	MEASURE 07.01.01 Understand the various roles of leaders within organizations.	Y	Y	<i>e.g. contribute ideas; share in building an organization; act as role models to employees by adhering to company policies, procedures, and standards; promote the organization's vision; and mentor others</i>
	INDICATOR 07.01.02 Employ organizational and team development skills to foster positive working relationships and accomplish organizational goals.	O	Y	<i>e.g. Work with others to develop and gain commitment to team goals; initiating or replying to work/customers/coworkers, etc.; model leadership and teamwork qualities to aid in employee morale</i>
	INDICATOR 07.01.03 Use teamwork skills to achieve collective goals and use team members' talents effectively.	Y	Y	<i>e.g. Promote the full involvement and use of team members' individual talents and skills; demonstrate teamwork skills to achieve particular tasks</i>

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	MEASURE 07.01.04 Identify qualities of effective leaders in relation to self, team, community, diversity, environment, and global competence when leading others.	Y	Y	<i>e.g. Trust, positive attitude, integrity, and willingness to accept key responsibilities in a work situation.</i>
	MEASURE 07.01.05 Identify traits of effective teams in relation to self, team, community, diversity, environment, and global competence when working with others.	Y	O	<i>e.g. Trust, positive attitude, integrity, and willingness to work as a productive member in a team; understand the role of boss & coworkers; refrain from criticizing the boss or organization</i>
	MEASURE 07.01.06 Participate in civic and community leadership and teamwork opportunities to enhance skills.	Y	O	Strongly support activities in high school & college such as student organization activities, service learning
INDICATOR 07.02 Conduct and participate in meetings to accomplish work tasks.	Measure 07.02.01 Conduct and participate in meetings to accomplish work tasks	Y	Y	

TOPIC 8: ETHICS AND LEGAL RESPONSIBILITIES - Know and understand the importance of professional ethics and legal responsibilities.

INDICATOR 08.01 Know, understand, and model the importance of ethics, integrity, and legal responsibilities.	MEASURE 08.01.01 Explain personal and long-term workplace consequences of ethical or legal behaviors.	Y	Y	
	MEASURE 08.01.02 Determine and explain the most appropriate responses to workplace situations based on legal and ethical considerations.	Y	Y	<i>e.g. confidentiality on the job, noncompliant agreements, "just" culture for all coworkers, customers/clients</i>

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		Secondary	Post secondary	
	MEASURE 08.01.03 Demonstrate standards of legal and ethical behavior related to technology and digital citizenship.	Y	Y	<i>e.g. data integrity</i>
INDICATOR 08.02 Interpret and explain written organizational policies and procedures to help employees perform their jobs according to employer rules and expectations.	MEASURE 08.02.01 Locate information on organizational policies, handbooks, and manuals.	Y	Y	<i>e.g. sexual harrassment data disclosure, diversity awareness</i>
	MEASURE 08.02.02 Discuss how organizational policies and procedures influence a specific work situation.	Y	O	
TOPIC 9: CAREER DEVELOPMENT, EMPLOYABILITY, AND CITIZENSHIP –Attend to personal health and financial well-being. Know and understand the importance of employability skills. Plan education and career paths aligned to personal goals and employability goals. Act as a responsible and contributing citizen and employee.				
INDICATOR 09.01 Understand how personal health, personal conduct, and financial well-being affects job success.	MEASURE 09.01.01 Understand how personal conduct affects job success.	Y	Y	Knowing yourself, employment etiquette, supporting supervisor & coworkers, effective interpersonal relationsand appropriate use of social media.
	MEASURE 09.01.01 Understand the importance of balancing personal and work responsibilities.	Y	Y	
	MEASURE 09.01.02 Identify and demonstrate positive personal qualities and work behaviors needed to be employable.	Y	O	<i>e.g. Self-discipline, self-worth, positive attitude, integrity, flexibility, cultural competence, willingness to learn new knowledge and skills, good nutrition and health habits including being drug free.</i>

Foundation Knowledge and Skills

Minnesota Career Fields, Clusters, and Pathways

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	COMMON CORE COMPETENCIES - Consensus among work		COMMENTS
		Secondary	Post secondary	
	MEASURE 09.01.03 Manage work roles and responsibilities to balance them with other life roles and responsibilities.	O	Y	
	MEASURE 09.01.04 Identify how financial capabilities affects job performance and success on the job.	Y	Y	
INDICATOR 09.02 Develop a personal education and career plan to meet career goals and objectives.	MEASURE 09.02.01 Develop education plan and career goals and objectives as part of a plan for future career direction.	Y	Y	<i>e.g. Personal Learning Plan, Program of Study</i>
	MEASURE 09.02.02 Develop strategies to reach career objectives.	Y	Y	
INDICATOR 09.03 Demonstrate skills related to seeking and applying for employment to find and obtain a desired job.	MEASURE 09.03.01 Use multiple resources to locate job opportunities.	Y	Y	
	MEASURE 09.03.02 Gather necessary work history information as required by the job posting.	y	Y	<i>e.g. resume, cover letter, portfolio and application</i>
	MEASURE 09.03.03 Research industry and specific company to prepare for job opening.	y	Y	
	MEASURE 09.03.04 Prepare for interview for employment.	Y	Y	

Foundation Knowledge and Skills

Minnesota Career Fields, Clusters, and Pathways

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	KEY: Y=Essential N=Not Essential O=Optional		COMMENTS
		COMMON CORE COMPETENCIES - Consensus among work		
		Secondary	Post secondary	
INDICATOR 09.04 Maintain a career portfolio, industry certification, and/or licensure to document knowledge, skills and experience in a career field.	MEASURE 09.04.01 Determine appropriate educational and work history highlights to include in a career portfolio/ resume/ document.	Y	O	
	MEASURE 09.04.02 Create a record of career, work experiences, licenses, certifications and products.	Y	O	
	MEASURE 09.04.03 Organize electronic or physical portfolio/ resume/ document.	Y	O	<i>e.g. work experience, licensure, certification, and product for use in demonstrating knowledge, skills and experiences.</i>
INDICATOR 09.05 Demonstrate skills in evaluating and comparing employment opportunities in order to accept employment positions that match career goals.	INDICATOR 09.05.01 Match personal interest and aptitudes to selected careers.	Y	Y	
	INDICATOR 09.05.02 Identify and explore career opportunities in career pathway(s).	Y	Y	
	INDICATOR 09.05.03 Identify and exhibit traits for retaining employment.	Y	Y	
	INDICATOR 09.05.04 Identify opportunities for career advancement.	Y	Y	
	MEASURE 09.05.05 Pursue education and training opportunities to acquire skills necessary for career advancement.	O	Y	

Foundation Knowledge and Skills

Minnesota Career Fields, Clusters, and Pathways

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	COMMON CORE COMPETENCIES - Consensus among work		COMMENTS
		Secondary	Post secondary	
	MEASURE 09.05.06 Examine the organization and structure of various segments of the industry to prepare for career advancement.	N	Y	
	MEASURE 09.05.07 Research local and regional labor (workforce) market and job growth information to project potential for advancement.	O	Y	
	MEASURE 09.05.08 Participate in relevant conferences, workshops, mentoring activities and in-service training to stay current with recent changes in the field.	O	O	
	MEASURE 09.05.09 Resesarch and examine licensing, certification and credentialing requirements at the national, state and local levels to maintain compliance with industry requirements.	O	O	
TOPIC 10: TECHNICAL LITERACY – Apply technical knowledge and skills required to pursue careers in a specific career cluster and/or career pathway.				
Indicators and Measures by Individualized Career Pathway				

Minnesota Technical Skill Assessment Blueprint

9/1/2015

Foundation Knowledge & Skills

Minnesota Career Fields, Clusters, and Pathways

An "assessment blueprint" is a document that indicates the knowledge and skills that will be covered in an assessment instrument and the percentage of the assessment that will be devoted to each area of knowledge and skills. The Minnesota assessment blueprints will be used to review the appropriateness of existing assessments by determining how closely those assessments match up to what the Foundation Knowledge & Skills teams have determined should be assessed. The assessment blueprints can also be used to guide the development of new assessments where suitable third-party assessments do not exist.

		SECONDARY	POST-SECONDARY	BUSINESS & INDUSTRY
		% of Assessment ↓	% of Assessment ↓	% of Assessment ↓
1	TOPIC 1: ACADEMIC FOUNDATIONS - Achieve additional academic knowledge and skills required to pursue the full range of education and career opportunities within a career cluster and/or career pathway.	20%	10%	8%
2	TOPIC 2: COMMUNICATIONS – Communicate clearly and effectively with reason including technical terminology and information.	15%	15%	18%
3	TOPIC 3: PROBLEM-SOLVING, CRITICAL THINKING – Utilize critical thinking skills to make sense of problems and persevere in solving them. Employ valid, reliable research strategies. Demonstrate creativity and innovation.	15%	20%	20%
4	TOPIC 4: TECHNOLOGY APPLICATIONS - Use technology to enhance productivity.	5%	10%	8%
5	TOPIC 5: ORGANIZATIONAL AND GLOBAL SYSTEMS – Understand the environmental, social, and economic impacts of decisions within an organization. Understand global context of industries and careers.	3%	5%	5%
6	TOPIC 6: SAFETY, HEALTH, AND ENVIRONMENT – Understand the importance of health, safety, and environmental management systems and their importance to organizational performance and regulatory compliance.	10%	5%	5%
7	TOPIC 7: LEADERSHIP AND TEAMWORK - Use leadership in collaborating with others to accomplish productive organizational goals and objectives with an awareness of cultural/global competence.	10%	13%	9%
8	TOPIC 8: ETHICS AND LEGAL RESPONSIBILITIES - Know, understand, and model the importance of ethics, integrity, and legal responsibilities.	6%	10%	10%
9	TOPIC 9: CAREER DEVELOPMENT, EMPLOYABILITY, AND CITIZENSHIP –Attend to personal health and financial well-being. Know and understand the importance of employability skills. Plan education and career paths aligned to personal goals and employability goals. Act as a responsible and contributing citizen and employee.	13%	10%	14%
10	TOPIC 10: TECHNICAL LITERACY – Apply technical knowledge and skills required to pursue careers in a specific career cluster and/or career pathway.	3%	2%	3%
		100%	100%	100%

Business, Management and Administration: General Management

Career Pathway Plan of Study for ► Learners ► Parents ► Counselors ► Teachers/Faculty--Effective Graduates 2015 & Beyond

*This Career Pathway Plan of Study (based on the General Management Pathway of the Business, Management and Administration Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. *This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.*

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/or Degree Major Courses for General Management Pathway	SAMPLE Occupations Relating to This Pathway	
<i>Interest Inventory Administered and Plan of Study Initiated for all Learners</i>									
SECONDARY	9	English/ Language Arts I	Geometry	Earth or Life or Physical Science	Government & Citizenship/ Geography	All plans of study should meet local and state high school graduation requirements and college entrance requirements including art, health, and physical education. Certain local student organization activities such as BPA or DECA are also important for personal growth and leadership development.	<ul style="list-style-type: none"> • Introduction to Business • Business Technology Applications • Computer Applications 	<p>Occupations Requiring Less than Baccalaureate Degree</p> <ul style="list-style-type: none"> ► Entrepreneurship ► Management Trainee ► Restaurant Manager <p>Occupations Baccalaureate or Graduate Degree or Work Experience</p> <ul style="list-style-type: none"> ► Accounting Manager ► Accounts Payable Manager ► Administrative Services Manager ► Association Manager ► Billing Manager ► Business Development Manager ► Chief Executive Officer ► Compensation & Benefits Manager ► Credit & Collections Manager ► Facilities Manager ► First Line Supervisor ► General Manager ► Government Manager ► Hospital Manager ► Human Resource Manager ► Management Analyst ► Manufacturing Manager ► Meeting & Convention Planner ► Office Manager ► Operations Manager ► Payroll Manager ► Public Organization Manager ► Public Relations Manager ► Purchasing Manager ► Retail Manager ► Risk Manager ► Sports & Entertainment Manager 	
	10	English/ Language Arts II	Algebra II	Biology	U.S. History				<ul style="list-style-type: none"> • Accounting • Marketing • Entrepreneurship • Advanced Business Tech Applications
	11	English/ Language Arts III	Probability & Statistics	Chemistry or Physics or CTE Science Equivalent	World History				<ul style="list-style-type: none"> • Business Management • Business Law • Business Finance
	<i>College Placement Assessments-Academic/Career Advisement Provided</i>								
12	English/ Language Arts IV	Math Elective (e.g., Business Math or other CTE Math Equivalent)	Science Elective (e.g., CTE Science Equivalent)	Economics (Ag. Ed./ Bus. Ed./ Social Studies)	<ul style="list-style-type: none"> • International Business • College Accounting • Computer Systems Operations • Advanced Computer Applications 				
<i>Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.</i>									
POSTSECONDARY	Year 1	Required Transfer Curriculum Goals Determined by Local College Program in College Year 1 and Year 2 - Goal 1: Communication; Goal 2: Critical Thinking/Problem-Solving; Goal 3: Natural Science; Goal 4: Mathematical/Logical Reasoning; Goal 5: History and the Social and Behavior Sciences; Goal 6: The Humanities and the Arts; Goal 7: Human Diversity; Goal 8: Global Perspective; Goal 9: Ethical and Civic Responsibility; Goal 10: People and the Environment				All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities such as College BPA or College DECA may also be important to include.	Business Core Classes (Examples: Introduction to Business, Business Communications, Human Relations)	<ul style="list-style-type: none"> ► Management Analyst ► Manufacturing Manager ► Meeting & Convention Planner ► Office Manager ► Operations Manager ► Payroll Manager ► Public Organization Manager ► Public Relations Manager ► Purchasing Manager ► Retail Manager ► Risk Manager ► Sports & Entertainment Manager 	
	Year 2								Advanced Business Classes (Examples: Principles of Management, Business Law, Economics, Ethics)
	Year 3	Continue courses in the area of specialization.							<ul style="list-style-type: none"> • Continue Courses in the Area of Specialization
	Year 4								<ul style="list-style-type: none"> • Complete Management Major (4-year degree program)