# **Career Education Competencies: Elementary School**

## Learning to follow complex instructions

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| Competency Areas | Yes/ No/ Developing | Does this area warrant an IEP Goal if so, what is the main objective? |
| The student follows oral or written directions to order materials from a variety of sources that offer items and materials that may be of interest to the student. |  |  |
| The student follows oral or written directions to complete classroom assignments and homework. |  |  |
| The student follows oral or written directions to complete correspondence (letters, cards, e-mail messages, and so forth). |  |  |

## Learning to work individually and in a group

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| Competency Areas | Yes/ No/ Developing | Does this area warrant an IEP Goal if so, what is the main objective? |
| The student initiates classwork without  prompting from the teacher. |  |  |
| The student works unassisted on classroom assignments, using adaptive tools and materials. |  |  |
| The student actively participates in and contributes to classroom academic projects such as group reports or group experiments. |  |  |
| The student actively participates in class projects such as bake sales, food drives, car washes, and the like. |  |  |

## Learning to respond appropriately to adults and peers

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| Competency Areas | Yes/ No / Developing | Does this area warrant an IEP Goal if so, what is the main objective? |
| The student successfully engages peers in  conversations. |  |  |
| The student actively engages with peers  during free time. |  |  |
| The student understands the rules of interacting with adults (for example, raises his or her hand to be called on and does not speak out, uses an adult’s title such as Mr., Ms., Mrs., or Dr., and so on). |  |  |
| The student exchanges pleasantries with adults (for instance, says “Hello” to a cafeteria worker before he or she places a lunch order and “Thank you” when he or she receives the order). |  |  |

## Learning to organize work and school materials

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| Competency Areas | Yes/ No / Developing | Does this area warrant an IEP Goal if so, what is the main objective? |
| The student uses a backpack or similar tool to  manage assistive devices and school materials. |  |  |
| The student uses three-ring binders or similar tools to organize class assignments and projects. |  |  |
| The student uses a calendar to keep up with assignments, projects, or tests. |  |  |
| The student keeps his or her desk tidy and can retrieve materials when asked to do so. |  |  |

## Learning to be responsible

| Competency Areas | Yes/ No / Developing | Does this area warrant an IEP Goal if so, what is the main objective? |
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| The student puts his or her materials away in an appropriate location (classroom cupboard, backpack, closet, or locker) and secures them. |  |  |
| The student brings assistive devices to class in working order (for instance, fully charged devices and mobile and electronic notetakers). |  |  |
| The student brings low vision devices (like eyeglasses, magnifiers, and telescopes) to class. |  |  |
| The student demonstrates socially responsible behavior (such as covering his or her mouth when sneezing or coughing). |  |  |
| The student tidies his or her work area upon the completion of any project. |  |  |

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## Assuming responsibilities at home and at school

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| Competency Areas | Yes/ No / Developing | Does this area warrant an IEP Goal if so, what is the main objective? |
| The student helps with simple household chores |  |  |
| The student helps with simple school chores, such as picking up papers from other students, taking care of class pets or garden plots, and handing out art supplies. |  |  |
| The student helps younger children at school with classroom assignments or homework. |  |  |

## Identifying different work roles and assuming them in fantasy and play

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| Competency Areas | Yes/ No / Developing | Does this area warrant an IEP Goal if so, what is the main objective? |
| The student acts out play roles such as a physician, lawyer, pilot, teacher, and so forth. |  |  |
| The student talks about vocational dreams and aspirations (fantasizes about being a ballerina, football player, space explorer, and the like). |  |  |
| The student participates in class or school plays that include different work-related roles with appropriate costumes and actions. |  |  |

## Recognizing different community workers

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| Competency Areas | Yes/ No / Developing | Does this area warrant an IEP Goal if so, what is the main objective? |
| The student can identify common community workers (police officers, firefighters, mail carriers, nurses, emergency medical technicians, librarians, and so forth) by describing services they perform. |  |  |
| The student can identify whom to call in the event of an emergency (for example, a hospital worker, doctor, police officer, or firefighter). |  |  |
| The student demonstrates an understanding of the functions performed, costumes or uniforms worn, and types of experience (for instance, working with people, managing materials or products, coping with stressful situations, and so forth) necessary to engage in community service jobs. |  |  |

## Understanding the rewards of work

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| Competency Areas | Yes/ No / Developing | Does this area warrant an IEP Goal if so, what is the main objective? |
| The student can identify the sum he or she  can earn for specific tasks performed. |  |  |
| The student demonstrates an understanding of how payment for work is affected by sloppy or inadequate performance. |  |  |
| The student demonstrates an understanding of the consequences of nonperformance (the concept of no work equals no pay). |  |  |

## Learning to solve problems

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| Competency Areas | Yes/ No / Developing | Does this area warrant an IEP Goal if so, what is the main objective? |
| The student attempts to find things before he or she asks for help. |  |  |
| The student asks others how they have resolved problems and tries the ideas to see if they will work for him or her. |  |  |
| The student tries different approaches to problem solving if the first attempt at solving a problem does not work. |  |  |

## Developing good communication skills

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| Competency Areas | Yes/ No / Developing | Does this area warrant an IEP Goal if so, what is the main objective? |
| The student attends to others when they are speaking, as demonstrated by orienting toward  the speaker, occasionally nodding his or her head, smiling or frowning at appropriate comments, doing nothing else when someone is speaking except listening or taking notes, and so forth. |  |  |
| The student responds appropriately when addressed by answering questions accurately, sharing topic-related information in a conversation, waiting until the speaker has finished speaking before commenting, and the like. |  |  |
| The student stays on topic in conversations and does not change the focus to himself or herself, to some irrelevant detail, or to an unrelated topic. |  |  |

## Developing basic academic skills

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| Competency Areas | Yes/ No / Developing | Does this area warrant an IEP Goal if so, what is the main objective? |
| The student demonstrates grade-level reading skills using his or her preferred reading medium (braille, large print, audio, or electronic format). |  |  |
| The student demonstrates grade-level writing skills. |  |  |
| The student demonstrates grade-level calculation skills. |  |  |