

OVERVIEW

IDAHO COLLEGE AND CAREER READINESS COMPETENCIES



Idaho State Department of Education
Mastery Education

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College and Career Readiness Competencies



Idaho College and Career Readiness Competencies

IDAHO STATE DEPARTMENT OF EDUCATION AND IDAHO STATE BOARD OF EDUCATION

PURPOSE AND BACKGROUND

Proficiency in basic academic skills, including math, reading and writing, are foundational to an educated and productive citizen. Successful application of this learning requires high technical and behavioral competencies. Together, these skills are critical for student success, whether at the collegiate level or in the workforce. Therefore, it is equally important that students, teachers, and policymakers have a common understanding and agreement about the specific competencies a high school graduate will need to possess in order to lead a successful and meaningful life.

Approved in 2017 by the Idaho State Board of Education, the competencies represent a set of knowledge, skills, and attributes that broadly prepare high school graduates for a successful transition into some form of postsecondary education and/or the workplace. College and career readiness is the attainment and demonstration of these competencies. Subskills and performance level descriptors, identified through the work of the Idaho Mastery Education Network and the Idaho State Department of Education, support achieving the competencies and allow an opportunity to measure performance.

Competency Titles	Competency Sets for Classroom Use and Printing
<ol style="list-style-type: none">1. Knowledge of Core Subjects2. Critical Thinking/Creative Problem Solving3. Oral/Written Communications4. Teamwork/Collaboration5. Digital Literacy6. Leadership7. Professionalism/Work Ethic8. Career Exploration and Development9. Citizenship/Civic Responsibility10. Financial Literacy	<p>Link to Competency Set: view by Competency with all Skills and Levels (in printable large format 17x11, PDF)</p> <p>Link to Competency Set: view by Level Bands [1-3], [2-4], [3-5], [4-6] (8.5x11, PDF)</p> <p>Link to Full Competency Set (single document PDF)</p> <p>Link to Text-only Accessible Competency Set (PDF)</p>

KEY TERMS AND ORGANIZATION

COMPETENCIES: Competencies represent the knowledge, skills and attributes that help students persevere in life and ensure they are ready for college and careers. Specific, measurable, and transferable, competencies are experienced through learning opportunities in conjunction with Idaho Content Standards. Authentic work and performance provide evidence of advancing through the competencies. Understandably, some competencies will have more focus in some grade levels and specific courses of study.

SUBSKILLS: The competency subskills represent identified abilities, processes, and strategies that enable students to achieve the competencies.

PERFORMANCE LEVEL DESCRIPTORS: Written in positive, developmental and student friendly “I can” statements, the performance level descriptors represent specific and observable actions and behaviors that become more sophisticated with each subsequent level. Teachers would use the descriptors to create individual and relevant learning experiences, using their own examples. On a pathway towards mastery, moving at their own speed and independent of age or grade level, learners would progress through the levels. Learners may work at Level 1 in one competency, especially in their early years, and at Level 3 in a different competency, ideally work towards performing at Level 5, ready for college and careers. Level 6 represents postsecondary skills and experience. **Bold font** represents the growth language from the previous level.

Workforce Skills: Identified in Idaho code, the Workforce Skills help further organize the competencies. (See below, [page 6](#))

The chart below shows how the different parts of the competencies are organized within a table to show Levels 1-6 Performance Level Descriptors for each subskill of each competency.

COMPETENCY	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
SUBSKILL	performance level descriptors for each level of the subskill					
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COMPETENCY CHART

The [Competency Chart](#) provides a view of all 10 competencies, their high-level competency descriptors, and their nested subskills.

	COMPETENCY	SUBSKILLS
1.0	<p>Knowledge of Core Subjects</p> <p><i>Possess proficiency in the core subjects (language arts/communication, math, science, social studies, humanities and health/wellness), and ability to apply this knowledge and understanding to be successful in college or the workplace.</i></p>	<p>1.1 Choose and apply learning strategies</p> <p>1.2 Conduct inquiry</p> <p>1.3 Evaluate central ideas and concepts</p> <p>1.4 Apply knowledge and skills to relevant and authentic tasks</p>
2.0	<p>Critical Thinking/Creative Problem Solving</p> <p><i>Exercise sound reasoning to analyze issues, make decisions, identify problems and use good judgment to implement solutions and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.</i></p>	<p>2.1 Analyze issues in various contexts</p> <p>2.2 Solve mathematical problems</p> <p>2.3 Design test solutions</p> <p>2.4 Construct evidence-based arguments</p>
3.0	<p>Oral/Written Communications</p> <p><i>Articulate thoughts and ideas clearly and effectively in written and oral forms. The individual has public speaking skills; is able to express ideas to others; and can write/edit correspondence and reports clearly and effectively.</i></p>	<p>3.1 Formulate and develop ideas</p> <p>3.2 Engage in academic discussion</p> <p>3.3 Prepare and finalize ideas in written formats</p> <p>3.4 Create and deliver presentations</p>
4.0	<p>Teamwork/Collaboration</p> <p><i>Build collaborative relationships, work effectively within a team structure, and negotiate and manage conflict.</i></p>	<p>4.1 Build collaborative relationships</p> <p>4.2 Contribute to roles and responsibilities</p> <p>4.3 Navigate interpersonal conflict</p>
5.0	<p>Digital Literacy</p> <p><i>Confidently and effectively perform tasks in a digital environment through the use of information and communication technologies to find, evaluate, interpret, create and communicate ideas and information requiring both cognitive and technical skills.</i></p>	<p>5.1 Choose and evaluate online sources</p> <p>5.2 Develop and apply knowledge of safety, privacy and fair use practices</p> <p>5.3 Create and communicate in a digital environment</p>

COMPETENCY CHART, CONTINUED

	COMPETENCY	SUBSKILLS
6.0	<p>Leadership <i>Leverage the strengths of others to achieve common outcomes or goals, and use interpersonal skills to encourage others. The individual is able to assess their emotions; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.</i></p>	<p>6.1 Organize a team to work effectively 6.2 Encourage, guide, and motivate others 6.3 Organize, prioritize, and delegate work 6.4 Reflect on learning and leadership</p>
7.0	<p>Professionalism/Work Ethic <i>Demonstrate personal accountability and effective work habits (e.g., punctuality, working productively with others, and time workload management), and understand the impact of non-verbal communication. The individual demonstrates integrity and ethical behavior, acts responsibly, and is able to learn from their mistakes.</i></p>	<p>7.1 Build effective work habits 7.2 Communicate verbally and nonverbally 7.3 Demonstrate integrity and personal accountability 7.4 Practice self-reflection and personal growth strategies</p>
8.0	<p>Career Exploration and Development <i>Identify and articulate one’s skills, strengths, knowledge, and experiences relevant to career goals, and identify training, education and competencies necessary for professional growth. The individual is able to navigate and explore career options, and understands and can pursue opportunities.</i></p>	<p>8.1 Identify, develop, and communicate strengths 8.2 Build support networks 8.3 Develop and educational and career pathway</p>
9.0	<p>Citizenship/Civic Responsibility <i>Think critically about complex issues and evaluate information about issues of public consequence. Demonstrate knowledge of institutions and processes of government and political systems. Possess behaviors, attitudes, and understanding needed to be a knowledgeable, active and engaged member of a community.</i></p>	<p>9.1 Participate in community 9.2 Evaluate complex and relevant issues 9.3 Build civic knowledge 9.4 Improve my community</p>
10.0	<p>Financial Literacy <i>Possess knowledge and understanding in the following areas: earning income, buying goods and services, using credit, saving and protecting assets and insuring.</i></p>	<p>10.1 Practice short-term and long-term personal budgeting 10.2 Navigate financial tools, opportunities, and practices 10.3 Demonstrate effective decision-making involving risk and reward</p>

IDAHO COMPETENCIES ORGANIZED BY WORKFORCE SKILLS AS FOUND IN IDAHO ADMINISTRATIVE CODE

[\(LINK TO IDAHO ADMINISTRATIVE CODE 08.21.03.140.01 WORKFORCE SKILLS\)](#)

Workforce Skills Categories

1. **Academic Skills** (i.e., reading, language arts and communication, mathematics, science, social studies)
2. **Self-Management Skills** (i.e., ability to plan, self-discipline, respect for authority, ongoing skill improvement)
3. **Individual and Teamwork Skills** (i.e., personal initiative, working with others)
4. **Thinking/Information Skills** (i.e., reasoning, problem solving, acquiring and using information)

WORKFORCE CATEGORY 1: ACADEMIC SKILLS

COMPETENCY	SUBSKILLS
<p>1. Knowledge of Core Subjects: Possess proficiency in the core subjects (language arts/communication, math, science, social studies, humanities and health/wellness), and ability to apply this knowledge and understanding to be successful in college or the workplace.</p>	<p>1.1 Choose and apply learning strategies 1.2 Conduct inquiry 1.3 Evaluate central ideas and concepts 1.4 Apply knowledge and skills to relevant and authentic tasks</p>
<p>3. Oral/Written Communications: Articulate thoughts and ideas clearly and effectively in written and oral forms. The individual has public speaking skills; is able to express ideas to others; and can write/edit correspondence and reports clearly and effectively.</p>	<p>3.1 Formulate and develop ideas 3.2 Engage in academic discussion 3.3 Prepare and finalize ideas in written formats 3.4 Create and deliver presentations</p>
<p>9. Citizenship/Civic Responsibility: Think critically about complex issues and evaluate information about issues of public consequence. Demonstrate knowledge of institutions and processes of government and political systems. Possess behaviors, attitudes, and understanding needed to be a knowledgeable, active and engaged member of a community.</p>	<p>9.1 Participate in community 9.2 Evaluate complex and relevant issues 9.3 Build civic knowledge 9.4 Improve my community</p>

WORKFORCE CATEGORY 2: SELF-MANAGEMENT SKILLS

COMPETENCY	SUBSKILLS
7. Professionalism/Work Ethic: Demonstrate personal accountability and effective work habits (e.g., punctuality, working productively with others, and time workload management), and understand the impact of non-verbal communication. The individual demonstrates integrity and ethical behavior, acts responsibly, and is able to learn from their mistakes.	7.1 Build effective work habits 7.2 Communicate verbally and nonverbally 7.3 Demonstrate integrity and personal accountability 7.4 Practice self-reflection and personal growth strategies

WORKFORCE CATEGORY 3: INDIVIDUAL AND TEAMWORK SKILLS

COMPETENCY	SUBSKILLS
4. Teamwork/Collaboration: Build collaborative relationships, work effectively within a team structure, and can negotiate and manage conflict.	4.2 Build collaborative relationships 4.2 Contribute to roles and responsibilities 4.3 Navigate interpersonal conflict
6. Leadership: Leverage the strengths of others to achieve common outcomes or goals, and use interpersonal skills to encourage others. The individual is able to assess their emotions; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.	6.1 Organize a team to work effectively 6.2 Encourage, guide, and motivate others 6.3 Organize, prioritize, and delegate work 6.4 Reflect on learning and leadership
8. Career Exploration and Development: Identify and articulate one's skills, strengths, knowledge, and experiences relevant to career goals, and identify training, education and competencies necessary for professional growth. The individual is able to navigate and explore career options, and understands and can pursue opportunities.	8.1 Identify, develop, and communicate strengths 8.2 Build support networks 8.3 Develop and educational and career pathway

WORKFORCE CATEGORY 4: THINKING/INFORMATION SKILLS

COMPETENCY	SUBSKILLS
<p>2. Critical Thinking/Creative Problem Solving: Exercise sound reasoning to analyze issues, make decisions, identify problems and use good judgment to implement solutions and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.</p>	<p>2.1 Analyze issues in various contexts</p> <p>2.2 Solve mathematical problems</p> <p>2.3 Design test solutions</p> <p>2.4 Construct evidence-based arguments</p>
<p>5. Digital Literacy: Confidently and effectively perform tasks in a digital environment through the use of information and communication technologies to find, evaluate, interpret, create and communicate ideas and information requiring both cognitive and technical skills.</p>	<p>5.1 Choose and evaluate online sources</p> <p>5.2 Develop and apply knowledge of safety, privacy and fair use practices</p> <p>5.3 Create and communicate in a digital environment</p>
<p>10. Financial Literacy: Possess knowledge and understanding in the following areas: earning income, buying goods and services, using credit, saving and protecting assets and insuring</p>	<p>10.1 Practice short-term and long-term personal budgeting</p> <p>10.2 Navigate financial tools, opportunities, and practices</p> <p>10.3 Demonstrate effective decision-making involving risk and reward</p>