



The Common Career Technical Core Proficiencies below are assessed in every student's Digital Assessment Tool as a school-wide, summative assessment.

In addition, the Transferable Skills of Communication, Leadership + Teamwork, Technical Skill, and Problem Solving + Critical Thinking are the categories used by every instructor in the gradebook to grade students.

A list of all the Common Career Technical Core Proficiencies assessed in every program at the HACTC, either formatively or summatively, can be found [HERE](#).

Teachers may also have other standards that are specific to their program only that are assessed. All standards common and specific are identified in the program's syllabus.

COMMUNICATION

CCTC Standard	Beginning Proficient	Developing Proficient	Proficient	Exceeds Expectation
ESS02.01 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.	Evidence is lacking technical vocabulary. Evidence does not show appropriate reading and communication strategies.	Evidence contains technical vocabulary but some words may be used incorrectly or not in the correct context. Evidence attempts to explain how the learning can be used in a new or transferrable situation but lacks depth in the explanation.	Evidence contains proper technical vocabulary. Evidence identifies that learning occurred and explains how it can be used in a transferrable situation.	Evidence clearly shows learning has occurred and can be independently applied to a new learning situation.

LEADERSHIP AND TEAMWORK

CCTC Standard	Beginning Proficient	Developing Proficient	Proficient	Exceeds Expectation
ESS07.03 Employ teamwork skills to achieve collective goals and use team members' talents effectively.	Evidence lacks clarity in the application of teamwork and collaboration skills in attaining team goals.	Evidence contains collaboration and teamwork skills but lacks depth in description of application in team goals, or how it can be used in a new or transferrable situation.	Evidence identifies teamwork and collaboration skills and proves learning occurred. Explains how it can be used in a transferrable situation.	Evidence clearly shows learning, teamwork and collaboration has occurred and can be applied to a new and diverse learning situation.

PROBLEM SOLVING/CRITICAL THINKING

CCTC Standard	Beginning Proficient	Developing Proficient	Proficient	Exceeds Expectation
ESS03.01 Employ critical thinking skills independently and in teams to solve problems and make decisions (e.g., analyze, synthesize and evaluate).	The DAT contains evidence of learning but reflection on the learning is absent or sparse.	The DAT contains reflection on the evidence but remains focused on the individual's learning, problem solving, and decision making.	The DAT contains reflection on the evidence which includes how the problem solving and decision making contributed to the student's learning as an individual and small group.	The DAT contains consistent and substantial reflection that shows how independent and group decision making can be applied positively to situations outside of school.

TECHNICAL SKILL

CCTC Standard	Beginning Proficient	Developing Proficient	Proficient	Exceeds Expectation
ESS10.01 Employ information management techniques and strategies in the workplace to assist in decision-making.	The information in the DAT (evidence of learning, reflections, and employability documents) is incomplete, disorganized, and difficult to access.	The information in the DAT is complete but is organized in such a way that the audience may have difficulty accessing the information and seeing the learning of the student.	The information in the DAT is organized and is easily accessible, making it clear to the audience what the student has learned.	The information in the DAT is organized and is easily accessible making it clear to the audience what the student has learned and how that learning can be applied to multiple situations.