Employability Skills Framework: Alignment With Arkansas Indicators (1 of 3)

Applied Knowledge

- Guiding questions as you complete this matrix:

- Given what you know about employability skills, what skills should be explicitly highlighted as a result of the indicator?

- Do your responses reflect implicit or explicit highlighting of the skill?

- How do you know if the skills are present? What is the evidence/source to verify?

Employability skills	Skill attributes	What ADE initiatives (current or planned) support these employability skills (for example, through desired outcomes, activities, partnerships)?	What LEA indicator(s) could provide evidence that these skills are being mastered?	What ADE indicator(s) (current, piloting, or planned) could provide evidence that these skills are being mastered?		How are these indicators currently used? For what purpose? By whom (e.g., principal, teacher, guidance counselor, student, parent, ADE or other state agency)?	How do/might LEAs use local indicators for improvement (what decisions are/could be made using these indicators, what level of impact—student, school, district)? How do/might these indicators roll up into ADE accountability measures to demonstrate mastery and communicate progress to parents and other stakeholders?
Applied knowledge				**ADE indicator**	**Current, pilot, or planned**		
Applied academic skills. Applied academic skills are evident daily in homework assignments, classwork, and Q&A exchanges during lessons.							
Uses reading skills. Students apply/demonstrate reading skills by interpreting written instructions/ project directions and constructing responses, using print and online materials as resources, completing worksheets, and seeking clarification about what they have read.	• Interpret written instructions or project directions • Interpret technical language • Use print and online materials as resources • Seek clarification about what they have read	*Example:* • *Computer Science Initiative* – *Family Literacy Partnership*		*Example:* • *Reading at grade level* • *Science achievement*	*Example:* • *Current*	*Example:* • *By the state for accountability* • *In assessment* • *For grade promotion* *Roles:* • *SEA [position]* • *Teachers* • *Principal*	

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Uses writing skills. Students rely on writing skills to construct lab reports, posters, and presentation materials, take notes, and compose responses to essay questions.	• Construct lab reports, posters, and presentation materials • Take notes • Compose essay responses						
Uses mathematical strategies and procedures. Students use computational skills appropriately and make logical choices when analyzing and differentiating among available procedures. Outside mathematics class, this includes creating/interpreting tables and graphs and organizing/displaying data.	• Use computational skills appropriately in real-world contexts • Make logical choices when analyzing and differentiating among available procedures						

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Uses scientific principles and procedures. Students follow procedures, experiment, infer, hypothesize (even as simple as "what if we do it this way?"), and construct processes to complete a task (can occur outside mathematics/science classes).	• Follow procedures • Experiment • Infer and hypothesize (even as simple as "what if we do it this way?") • Construct processes to complete a task						

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Critical thinking skills. Critical thinking skills are evident in homework, group work, project-based tasks, and presentations.	• Create and share innovative and novel ideas in writing-based or project-based learning • Create and share innovative and novel solutions to problems • Display divergent thinking in project design and planning						
Thinks creatively. Students create innovative and novel ideas or solutions and display divergent thinking. This thinking can be seen in oral presentations, creative-writing assignments, open-ended tasks, and project design.	• Display analytical and strategic thinking • Debate an issue • Converge on an understanding • Assess a problem • Question (e.g., play devil's advocate)						

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Thinks critically. Students display analytical and strategic thinking. This thinking can be seen in debating an issue, converging on an understanding, assessing a problem, and questioning (e.g., playing devil's advocate).	• Differentiate among multiple approaches • Assess options						
Makes sound decisions. Students differentiate between multiple approaches and assess options.	• Assess problems involving the use of available resources (i.e., personnel and materials) • Review multiple strategies for resolving problems						

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Solves problems. Students assess problems involving the use of available resources (i.e., personnel and materials) and review multiple strategies for resolving problems.	• Negotiate pros and cons of ideas, approaches, and solutions • Analyze options using "if-then" rationale						
Reasons. Students negotiate pros and cons of ideas, approaches, and solutions and analyze options using an "if-then" rationale.	• Identify approaches for addressing tasks • Plan steps and procedures • Solve discrete problems • Complete a long-term or multistep project						

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Plans and organizes. Students plan steps, procedures, or approaches for addressing tasks. Planning occurs naturally in most assignments, ranging from solving a problem to completing long-term mathematics and science projects.							
Reflection questions: • Are there skills for which LEAs and ADE have no current or planned indicators? • Would it be useful to add indicators to inform the development of those skills? At what level of the system? Who would be responsible for taking the next steps to do so? • What other statewide initiatives—current or planned—are collecting indicators that might inform mastery of these skills?							