



Career Preparation II

PRE-TEST/POST-TEST TEKS BLUEPRINT

Pre-Test/Post-Test Development Overview

TEKS Addressed Selection Process

The Texas Essential Knowledge & Skills (TEKS) included in the course pre-test and post-test were selected for their direct relevance to the course content. This selection process was guided by the goal of assessing learners' understanding of specific topics and skills that are integral to the course. As a result, TEKS related to general employability skills or broader topics were often excluded. This focus ensures that the assessments accurately measure students' mastery of the subject matter, allowing educators to gain a clear insight into areas where students excel or may need additional support. By concentrating on content-specific TEKS, the tests provide a more precise evaluation of the students' knowledge and understanding of the core material.

Test Question Development Process

The questions created for the pre-test and post-test were designed using psychometric principles to ensure they are of high quality and fairness. This approach helps to accurately assess student understanding. These principles guide the development of questions to be reliable, valid, and free from bias, ensuring that they effectively measure the knowledge and skills the students are expected to acquire in the course.

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Knowledge & Skills Statement	Student Expectation	iCEV Lesson Title
(1) The student applies and evaluates employability skills to improve the student's marketability within the workplace. The student is expected to:	(A) Differentiate between a job and a career;	Jobs, Careers & Education
(1) The student applies and evaluates employability skills to improve the student's marketability within the workplace. The student is expected to:	(B) Refine an industry-specific professional portfolio;	Formulas for Career Success: Portfolio Development
(1) The student applies and evaluates employability skills to improve the student's marketability within the workplace. The student is expected to:	(C) Identify appropriate sources for writing and obtain letters of recommendation;	Formulas for Career Success: Portfolio Development
(1) The student applies and evaluates employability skills to improve the student's marketability within the workplace. The student is expected to:	(D) Model proper interview skills based on a chosen career cluster; and	Formulas for Career Success: The Interview Process
(1) The student applies and evaluates employability skills to improve the student's marketability within the workplace. The student is expected to:	(E) Evaluate the effectiveness of various methods to gain employment.	Formulas for Career Success: Job Search
(2) The student demonstrates essential skills necessary for success in the workplace. The student is expected to:	(A) Maintain appropriate hygiene, grooming, and attire for the workplace;	Workplace Skills for Personal Success
(2) The student demonstrates essential skills necessary for success in the workplace. The student is expected to:	(B) Model appropriate workplace etiquette in physical and digital environments;	Workplace Skills for Personal Success
(2) The student demonstrates essential skills necessary for success in the workplace. The student is expected to:	(C) Justify time-management decisions to fulfill responsibilities and meet deadlines;	Time-Management & Goal-Setting Strategies for Success
(2) The student demonstrates essential skills necessary for success in the workplace. The student is expected to:	(E) Demonstrate effective listening skills used in the workplace through appropriate interactions with customers and coworkers; and	Listening 101
(2) The student demonstrates essential skills necessary for success in the workplace. The student is expected to:	(F) Cultivate and improve professionalism by continuously being dependable, solving problems, taking initiative, communicating effectively, and listening actively.	Workplace Skills for Personal Success
(3) The student applies and enhances academic knowledge and skills in the workplace. The student is expected to:	(A) Integrate mathematical concepts into business transactions such as counting inventory, calculating discounts, and conducting cash transactions;	Mathematics in the Workplace
(3) The student applies and enhances academic knowledge and skills in the workplace. The student is expected to:	(C) Analyze and apply data from industry-specific tables, charts, or graphs to generate solutions to problems; and	Mathematics in the Workplace
(3) The student applies and enhances academic knowledge and skills in the workplace. The student is expected to:	(D) Analyze and synthesize information from electronic communications, including forms, reports, or summaries	Electronic Communication & Scheduling
(4) The student demonstrates leadership qualities by applying work ethic, job expectations, multicultural considerations, and communication skills in the workplace. The student is expected to:	(A) Identify positive interpersonal skills, including effective communication and respect for all people, and model these skills as a mentor with peers;	Workplace Skills for Personal Success
(4) The student demonstrates leadership qualities by applying work ethic, job expectations, multicultural considerations, and communication skills in the workplace. The student is expected to:	(B) Apply effective verbal, nonverbal, written, or electronic communication skills to a variety of audiences;	Electronic Communication & Scheduling
(4) The student demonstrates leadership qualities by applying work ethic, job expectations, multicultural considerations, and communication skills in the workplace. The student is expected to:	(C) Define personal integrity and evaluate its effects on human relations in the workplace;	Workplace Skills for Personal Success
(4) The student demonstrates leadership qualities by applying work ethic, job expectations, multicultural considerations, and communication skills in the workplace. The student is expected to:	(D) Classify a variety of working relationships into functional and dysfunctional characteristics; and	Teamwork & Collaboration
(4) The student demonstrates leadership qualities by applying work ethic, job expectations, multicultural considerations, and communication skills in the workplace. The student is expected to:	(E) Participate in leadership and career-development activities.	CTSOs: Enhancing the Student Experience
(5) The student models ethical codes of conduct and legal responsibilities within school and the workplace. The student is expected to:	(A) Evaluate provisions of the Fair Labor Standards Act;	Human Resource Management

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(5) The student models ethical codes of conduct and legal responsibilities within school and the workplace. The student is expected to:	(B) Analyze the legal consequences of violating privacy laws related to Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), and Children's Online Privacy Protection Act (COPPA);	Confidentiality in the Workplace
(5) The student models ethical codes of conduct and legal responsibilities within school and the workplace. The student is expected to:	(D) Analyze organizational policies and procedures and ethical standards from the student's current place of employment; and	Workplace Issues
(5) The student models ethical codes of conduct and legal responsibilities within school and the workplace. The student is expected to:	(E) Interpret and evaluate the rights and responsibilities of employers and employees.	Contract & Employment Law
(6) The student applies concepts and skills related to safety in the workplace. The student is expected to:	(A) Research and describe different types of identity theft to identify associated risks and prevention strategies;	Avoiding Financial Schemes & Fraud
(6) The student applies concepts and skills related to safety in the workplace. The student is expected to:	(B) Identify and evaluate consequences of breach of personal and occupational safety practices in the workplace;	Personal & Occupational Health & Safety
(6) The student applies concepts and skills related to safety in the workplace. The student is expected to:	(C) Model safe working practices at a training station;	Safe Working Environment
(6) The student applies concepts and skills related to safety in the workplace. The student is expected to:	(D) Evaluate the impact of Occupational Safety and Health Administration regulations in the workplace; and	Personal & Occupational Health & Safety
(6) The student applies concepts and skills related to safety in the workplace. The student is expected to:	(E) Analyze how physical health and mental wellness practices influence career longevity and satisfaction within a chosen career cluster.	Safe Working Environment
(7) The student models the skills that support employment retention and advancement. The student is expected to:	(A) Create a personal growth plan that identifies relevant certifications, postsecondary opportunities, and technical skills required for various levels of employment based on a chosen career and describe how to obtain them;	Jobs, Careers & Education
(7) The student models the skills that support employment retention and advancement. The student is expected to:	(B) Develop short- and long-term Specific, Measurable, Attainable, Realistic, Time-Bound (SMART) goals based on personal and professional growth plans;	Time-Management & Goal-Setting Strategies for Success
(7) The student models the skills that support employment retention and advancement. The student is expected to:	(C) Analyze the rewards and demands of career advancement;	Jobs, Careers & Education
(7) The student models the skills that support employment retention and advancement. The student is expected to:	(F) Evaluate and compare employment advancement considerations such as salaries, benefits, and qualifications.	Career Advancement Strategies
(8) The student analyzes postsecondary career opportunities. The student is expected to:	(A) Research and compare declining and growth industries across career clusters;	Societal Impacts on Careers
(8) The student analyzes postsecondary career opportunities. The student is expected to:	(B) Identify and analyze future job growth based on societal needs;	Societal Impacts on Careers
(8) The student analyzes postsecondary career opportunities. The student is expected to:	(C) Analyze the skills required to be successful in emerging industries;	Societal Impacts on Careers
(8) The student analyzes postsecondary career opportunities. The student is expected to:	(D) Identify continuing education opportunities to determine education and training requirements for future careers;	Employability Skills
(8) The student analyzes postsecondary career opportunities. The student is expected to:	(F) Evaluate how personal priorities such as interests, abilities, and family responsibilities may influence career choice.	Family Life Issues