



Career Preparation I

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 demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(A) Identify different methods to gain employment such as employer websites, job search engines, business locations, networking, and local open forums for job opportunities;	Formulas for Career Success: Job Search
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(B) Identify and demonstrate essential workplace skills such as eye contact, professional greetings, punctuality, appropriate dress, and effective communication to gain employment;	Workplace Skills for Personal Success
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(C) Develop a cover letter and create a resume, curriculum vitae (CV), or portfolio;	Cover Letters & Résumés
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(D) Demonstrate proper interview techniques in a variety of situations;	Formulas for Career Success: The Interview Process
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(E) Create pre-employment documents, including thank you letters, and post-employment documents, including a resignation letter with customary notice provisions; and	Formulas for Career Success: After the Interview
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(F) Complete appropriate employment documents, including application, offer letter, I-9 form, and W-4 form.	Formulas for Career Success: Job Applications Employee Compensation Components
(2) The student develops essential skills necessary for success in the workplace. The student is expected to:	(B) Demonstrate professionalism by being dependable, solving problems, taking initiative, communicating effectively, and listening actively;	Workplace Skills for Personal Success
(2) The student develops essential skills necessary for success in the workplace. The student is expected to:	(C) Model appropriate workplace etiquette in physical and digital environments;	Workplace Skills for Personal Success
(2) The student develops essential skills necessary for success in the workplace. The student is expected to:	(D) Demonstrate accountability by working with other employees to support the organization, completing assigned tasks and taking responsibility for mistakes; and	Workplace Skills for Personal Success
(2) The student develops essential skills necessary for success in the workplace. The student is expected to:	(E) Demonstrate time management, including prioritizing work to fulfill responsibilities and meeting deadlines.	Time-Management & Goal-Setting Strategies for Success
(3) The student applies academic skills to the workplace. The student is expected to:	(A) Apply appropriate industry-specific mathematical skills;	Mathematics in the Workplace
(3) The student applies academic skills to the workplace. The student is expected to:	(B) Develop and analyze a personal budget for a variety of economic situations such as parttime and full-time employment;	Creating a Personal Budget
(3) The student applies academic skills to the workplace. The student is expected to:	(C) Interpret data from industry-specific tables, charts, and graphs to find solutions to problems;	Mathematics in the Workplace
(3) The student applies academic skills to the workplace. The student is expected to:	(D) Organize, write, and curate industry-specific documents and electronic communication using appropriate language; and	Written Communication Practices
(4) The student exemplifies appropriate interpersonal skills in the workplace. The student is expected to:	(A) Explain how interpersonal skills affect human relations on the job;	Workplace Skills for Personal Success
(4) The student exemplifies appropriate interpersonal skills in the workplace. The student is expected to:	(C) Explain the importance of respecting the rights of others;	Workplace Skills for Personal Success
(4) The student exemplifies appropriate interpersonal skills in the workplace. The student is expected to:	(D) Explain how different personalities, experiences, and workstyles of employees can affect the workplace; and	Skills for Real World Survival Managing People
(4) The student exemplifies appropriate interpersonal skills in the workplace. The student is expected to:	(E) Demonstrate professional verbal and nonverbal communication, including proper phone usage, body language, and interactions with customers and coworkers in person and online.	Introduction to Professional Communication
(5) The student applies ethical codes of conduct and legal responsibilities within school and the workplace. The student is expected to:	(A) Research and explain workplace policies and procedures related to absence reporting, employee theft, sexual harassment, recognized holidays, workplace safety, acceptable use policy, jury duty, attendance and punctuality, drug-free workplace, and related consequences;	Workplace Issues Safe Working Environment
(5) The student applies ethical codes of conduct and legal responsibilities within school and the workplace. The student is expected to:	(B) Demonstrate responsible behavior by following applicable workplace and school codes of conduct with integrity;	Confidentiality in the Workplace

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(5) The student applies ethical codes of conduct and legal responsibilities within school and the workplace. The student is expected to:	(C) Discuss the importance of ethical behavior in the workplace such as treating others with respect, being honest, working to full potential, and developing a quality work product;	Business Ethics
(5) The student applies ethical codes of conduct and legal responsibilities within school and the workplace. The student is expected to:	(D) Summarize the importance of the Fair Labor Standards Act;	Human Resource Management
(5) The student applies ethical codes of conduct and legal responsibilities within school and the workplace. The student is expected to:	(F) Research and explain the rights and responsibilities established by the Civil Rights Act of 1964, Title VII, and the Education Amendments of 1972, Title IX; and	Human Resource Management
(6) The student applies concepts and skills related to safety in the workplace. The student is expected to:	(A) Identify and demonstrate safe working practices in the workplace;	Safe Working Environment Personal & Occupational Health & Safety
(6) The student applies concepts and skills related to safety in the workplace. The student is expected to:	(B) Identify and illustrate solutions related to unsafe work practices;	Safe Working Environment Personal & Occupational Health & Safety
(6) The student applies concepts and skills related to safety in the workplace. The student is expected to:	(C) Explain the importance of Occupational Safety and Health Administration regulations in the workplace; and	Safe Working Environment Personal & Occupational Health & Safety
(6) The student applies concepts and skills related to safety in the workplace. The student is expected to:	(D) Describe physical health and mental wellness practices that influence job performance.	Personal & Occupational Health & Safety Safe Working Environment
(7) The student evaluates personal attitudes, work habits, and skills that support job retention and advancement. The student is expected to:	(A) Identify and develop effective leadership skills through participation in activities such as career and technical student organizations;	CTSOs: Enhancing the Student Experience Leadership & Team Dynamics
(7) The student evaluates personal attitudes, work habits, and skills that support job retention and advancement. The student is expected to:	(B) Identify appropriate certifications in the current employment position or desired occupational area;	Employability Skills
(7) The student evaluates personal attitudes, work habits, and skills that support job retention and advancement. The student is expected to:	(C) Compare rewards and demands associated with various levels of employment in a variety of careers;	Jobs, Careers & Education
(7) The student evaluates personal attitudes, work habits, and skills that support job retention and advancement. The student is expected to:	(D) Investigate and compare career options by completing interest and skill inventories or surveys;	Formulas for Career Success: Career Testing & Investigation
(7) The student evaluates personal attitudes, work habits, and skills that support job retention and advancement. The student is expected to:	(D) Investigate and compare career options by completing interest and skill inventories or surveys;	Formulas for Career Success: Career Testing & Investigation
(7) The student evaluates personal attitudes, work habits, and skills that support job retention and advancement. The student is expected to:	(E) Generate short- and long-term Specific, Measurable, Attainable, Realistic, Time-Bound (SMART) goals for personal and career growth;	Time-Management & Goal-Setting Strategies for Success
(7) The student evaluates personal attitudes, work habits, and skills that support job retention and advancement. The student is expected to:	(F) Research and explain methods for developing a growth mindset;	Workplace Skills for Personal Success
(8) The student identifies skills and attributes necessary for professional success. The student is expected to:	(A) Evaluate and compare career options, including salaries and benefits;	Jobs, Careers & Education
(8) The student identifies skills and attributes necessary for professional success. The student is expected to:	(B) Describe how interests, abilities, personal priorities, and family responsibilities affect career choices;	Formulas for Career Success: Career Testing & Investigation
(8) The student identifies skills and attributes necessary for professional success. The student is expected to:	(C) Identify continuing education opportunities that enhance career advancement and promote lifelong learning;	Career Advancement Strategies
(8) The student identifies skills and attributes necessary for professional success. The student is expected to:	(D) Analyze the future employment outlook in an occupational area of interest;	Societal Impacts on Careers
(8) The student identifies skills and attributes necessary for professional success. The student is expected to:	(F) Evaluate strategies for career retention and advancement in response to the changing global workplace.	Career Advancement Strategies