<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>No Evidence</th>
<th>Implementing</th>
<th>Transitioning</th>
<th>Modeling</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IPS</strong></td>
<td>Students do not have an IPS.</td>
<td>Some students (middle-12th grade) have an IPS.</td>
<td>Every Student (middle-12th grade) has an IPS. IPS is reviewed and updated at least twice per year.</td>
<td>Every student (middle-12th grade) has an IPS. IPS is reviewed and updated at least twice per year.</td>
</tr>
</tbody>
</table>
| **Curriculum**       | • K-12 Career Development Curriculum mapped.  
• Access and Training-Staff  
• No Career Development Curriculum for grades middle-12th grade available but not mapped on a delivery timeline. | Career Development Curriculum for grades middle-12th grade available but not mapped on a delivery timeline. | District adopted a well-developed middle-12th grade career development curriculum with career guidance resources available to all staff. | District adopted a well-developed Career Development Curriculum (K-12) and reflects career development activities/units at each grade level and resources available to all staff. |
| **Process**          | • No Business and Community or Staff Engagement  
• Limited Family Engagement  
• No defined advisement model  
• Academic & Interest Assessments not aligned to careers.  
• Limited number of courses mapped to related community experiences. Family engagement is centered on school performance. Academic and Interest assessment results tied to careers and some career exploration begins | Most courses mapped to related community experiences. Family engagement includes interpretation of student goals and academics as related to IPS. Family member’s access to student’s IPS is maintained. | All courses mapped to related community experiences. Business & Community members involved in community connection development. Family engagement includes meaningful relationship with family and student. Student and family are fully invested in IPS development and decision-making as evidence by increased independent use by family and student. | |
| **Tool**             | Tool does not include all 4 components or no tool in place.  
• Career interest area(s) from inventories identified.  
• High school courses mapped to interest areas.  
• Activities identified, but not connected to career plans.  
• Postsecondary plan aligned with interests and secondary course work aligns to postsecondary.  
• Students have access to a modifiable electronic copy of a portfolio. | Career interest area(s) from inventories identified.  
• High school courses mapped to interest areas.  
• Activities identified, and connect to career plans.  
• Specific Postsecondary plan aligned with interests and secondary course work aligns to postsecondary.  
• Some postsecondary courses are identified.  
• Students have access to a modifiable electronic copy of a portfolio that includes all pertinent information and reflects the IPS journey and student accomplishments. | Career interest area(s) from inventories identified.  
• High school courses mapped to interest areas.  
• Activities show great depth of experience and connect to career plans.  
• Specific Postsecondary plan & secondary coursework aligned with interests.  
• All postsecondary courses & credentials identified.  
• Students access an electronic copy of a portfolio that includes all pertinent information & reflects the IPS journey with accomplishments.  
• Students can articulate understanding of their portfolio and the expectations of a rigorous IPS designed to prepare them for their future. | |

Tool includes all 4 components:  
• Interest, Ability Profilers and Skills Assessments  
• Courses Mapped to Interests  
• Postsecondary Plan  
• Exportable, Electronic Portfolio