NACE Competency Assessment Tool

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CAREER & SELF-DEVELOPMENT   OBSERVER VERSION

Instructions: This assessment is intended to assess student proficiency in Career & Self-development.

• To use the assessment, review the competency definition and behaviors, then select the score that corresponds to your observations of the student.

• Use the N/O column when the dimension is Not Observed and/or you do not have enough information to assess.

• Consider students with disabilities and neurodiverse needs and provide reasonable accommodations as appropriate.

Career & Self-development
Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and outside of one's organization.

Dimension	1 Emerging Knowledge	2 Understanding	3 Early Application	4 Advanced Application	N/O
Awareness of Strengths and Challenges	Can identify strengths and challenges related to career goals.	Understands how strengths and challenges can shape career paths and goals.	Sometimes examines strengths and challenges to find learning experiences needed to move toward career goals.	Consistently examines strengths and challenges to design a plan to find learning experiences needed to move toward career goals.	
Professional Development	Is aware of the need for professional development for achieving career goals.	Understands the importance of professional development for achieving career goals.	Sometimes seeks out professional development opportunities for achieving career goals.	Consistently seeks out professional development opportunities for achieving career goals.	
Networking	Can identify elements of effective networking, such as connecting with individuals and expecting reasonable outcomes.	Understands how to use networks to create new career pathways.	Sometimes uses networks to build new relationships and pathways that align with career goals.	Consistently uses networks to build new relationships and pathways that align with career goals.	

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COMMUNICATION `OBSERVER VERSION`

Instructions: This assessment is intended to assess student proficiency in Communication.

- To use the assessment, review the competency definition and behaviors, then select the score that corresponds to your observations of the student.
- Use the N/O column when the dimension is Not Observed and/or you do not have enough information to assess.
- Consider students with disabilities and neurodiverse needs and provide reasonable accommodations as appropriate.

Communication
Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.

Dimension	1 Emerging Knowledge	2 Understanding	3 Early Application	4 Advanced Application	N/O
Oral Communication	Recognizes the elements of effective oral communication skills, such as asking appropriate questions.	Understands how to use oral communication skills to convey meaning.	Sometimes uses effective oral communication skills to convey meaning.	Consistently uses effective oral communication skills to convey meaning.	
Written Communication	Recognizes the elements of effective written communication skills, such as using clear topic sentences and providing evidence to support claims.	Understands how to use written communication skills to convey meaning.	Sometimes uses effective written communication skills to convey meaning.	Consistently uses effective written communication skills to convey meaning.	
Non-verbal Communication	Recognizes the elements of effective non-verbal communication skills, such as monitoring body language and posture, proximity, gestures, and eye contact.	Understands how to use non-verbal communication skills to convey meaning.	Sometimes uses effective non-verbal communication skills to convey meaning.	Consistently uses effective non-verbal communication skills to convey meaning.	
Active Listening	Recognizes the elements of effective active listening, such as asking clarifying questions and summarizing what was heard.	Understands how to use active listening skills when communicating with others.	Sometimes uses active listening skills when communicating with others.	Consistently uses active listening skills when communicating with others.	

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CRITICAL THINKING   **OBSERVER VERSION**

Instructions: This assessment is intended to assess student proficiency in Critical Thinking.

- To use the assessment, review the competency definition and behaviors, then select the score that corresponds to your observations of the student.
- Use the N/O column when the dimension is Not Observed and/or you do not have enough information to assess.
- Consider students with disabilities and neurodiverse needs and provide reasonable accommodations as appropriate.

Critical Thinking
Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.

Dimension	1 Emerging Knowledge	2 Understanding	3 Early Application	4 Advanced Application	N/O
Display Situational Awareness	Recognizes the need for situational awareness, such as gathering information, anticipating needs, prioritizing issues, and setting achievable goals.	Understands how to use situational awareness in the workplace.	Sometimes uses situational awareness in the workplace.	Consistently uses situational awareness in the workplace.	
Gather & Analyze Data	Recognizes the role of data gathering and analysis in fully understanding a problem.	Understands how to gather and analyze data to solve a problem.	Sometimes gathers and analyzes data to solve a problem.	Consistently gathers and analyzes data to solve a problem after considering the quality of the data.	
Make Effective & Fair Decisions	Recognizes the need to objectively assess situations using relevant information from a variety of perspectives to make effective and fair decisions.	Understands the elements of effective decision-making and problem-solving, such as problem identification, identifying values, and determining solutions and logistics.	Sometimes demonstrates effective decision-making and problem-solving.	Consistently demonstrates effective decision-making and problem-solving.	

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LEADERSHIP   OBSERVER VERSION

Instructions: This assessment is intended to assess student proficiency in Leadership.

- To use the assessment, review the competency definition and behaviors, then select the score that corresponds to your observations of the student.
- Use the N/O column when the dimension is Not Observed and/or you do not have enough information to assess.
- Consider students with disabilities and neurodiverse needs and provide reasonable accommodations as appropriate.

Leadership
Recognize and capitalize on personal and team strengths to achieve organizational goals.

Dimension	1 Emerging Knowledge	2 Understanding	3 Early Application	4 Advanced Application	N/O
Inspire, Persuade, & Motivate	Recognizes some of the skills and knowledge leaders use in the workplace, such as being a role model, building trust, and tapping into what drives people.	Understands some of the skills and knowledge leaders use in the workplace.	Sometimes practices the skills and knowledge leaders use in the workplace.	Consistently practices the skills and knowledge leaders use in the workplace.	
Engage Various Resources & Seek Feedback	Recognizes the value of using a variety of resources (including people) and feedback from others to inform direction.	Understands the importance of using a variety of resources and feedback from others to inform direction.	Sometimes uses a variety of resources and feedback from others to inform direction.	Consistently uses a variety of resources and feedback from others to inform direction.	
Facilitate Group Dynamics	Recognizes the importance of group dynamics in achieving organizational goals by leveraging team member strengths, establishing group norms, and addressing conflicts effectively.	Understands the importance of group dynamics in achieving organizational goals.	Sometimes facilitates group dynamics to achieve organizational goals.	Consistently facilitates group dynamics by putting team members in position to succeed, collectively setting group norms, and resolving conflicts effectively.	

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PROFESSIONALISM   OBSERVER VERSION

Instructions: This assessment is intended to assess student proficiency in Professionalism.

- To use the assessment, review the competency definition and behaviors, then select the score that corresponds to your observations of the student.
- Use the N/O column when the dimension is Not Observed and/or you do not have enough information to assess.
- Consider students with disabilities and neurodiverse needs and provide reasonable accommodations as appropriate.

Professionalism
Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.

Dimension	1 Emerging Knowledge	2 Understanding	3 Early Application	4 Advanced Application	N/O
Act With Integrity	Recognizes the need to act with integrity in the workplace by being trustworthy, accountable, and respectful of colleagues and stakeholders.	Understands how to act with integrity in the workplace.	Sometimes acts with integrity in the workplace.	Consistently acts with integrity in the workplace.	
Demonstrate Dependability	Recognizes the need to be a dependable, diligent member of a work environment, including being present, prepared, and showing attention to detail.	Understands how to be a dependable, diligent member of a work environment.	Sometimes acts as a dependable, diligent member of a work environment.	Consistently acts as a dependable, diligent member of a work environment.	
Achieve Goals	Recognizes the need to focus on achieving goals in the workplace.	Understands how to focus on achieving goals in the workplace by prioritizing tasks.	Sometimes achieves goals in the workplace by prioritizing and completing tasks.	Consistently achieves goals in the workplace by prioritizing and completing tasks.	

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TEAMWORK `OBSERVER VERSION`

Instructions: This assessment is intended to assess student proficiency in Teamwork.

- To use the assessment, review the competency definition and behaviors, then select the score that corresponds to your observations of the student.
- Use the N/O column when the dimension is Not Observed and/or you do not have enough information to assess.
- Consider students with disabilities and neurodiverse needs and provide reasonable accommodations as appropriate.

Teamwork
Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.

Dimension	1 Emerging Knowledge	2 Understanding	3 Early Application	4 Advanced Application	N/O
Build Relationships for Collaboration	Recognizes that collaboration and relationship-building are important parts of team-building.	Understands how to build strong, positive work relationships for successful collaboration.	Sometimes builds strong, positive work relationships with colleagues for collaboration.	Consistently builds strong, positive work relationships with colleagues and supervisors for collaboration.	
Respect Diverse Perspectives	Recognizes the need to respect all people in the workplace, including those from diverse backgrounds.	Understands how to respect all people in the workplace, including those from diverse backgrounds.	Sometimes shows respect for and includes all people in the workplace, including those from diverse backgrounds.	Consistently shows respect for and includes all people in the workplace, including those from diverse backgrounds.	
Integrate Strengths	Recognizes their own and their colleagues' strengths, knowledge, and talents.	Understands how their own and their colleagues' strengths, knowledge, and talents can be integrated into the team to improve team performance.	Sometimes integrates their own and their colleagues' strengths, knowledge, and talents into the team's performance.	Consistently integrates their own and their colleagues' strengths, knowledge, and talents into the team's performance.	

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TECHNOLOGY **OBSERVER VERSION**

Instructions: This assessment is intended to assess student proficiency in Technology.

- To use the assessment, review the competency definition and behaviors, then select the score that corresponds to your observations of the student.
- Use the N/O column when the dimension is Not Observed and/or you do not have enough information to assess.
- Consider students with disabilities and neurodiverse needs and provide reasonable accommodations as appropriate.

Technology
Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.

Dimension	1 Emerging Knowledge	2 Understanding	3 Early Application	4 Advanced Application	N/O
Leverage Technology	Recognizes the role of technology in improving efficiency and productivity.	Understands how to identify and select the appropriate technology for improving efficiency and productivity.	Sometimes uses the appropriate technology to improve efficiency and productivity.	Consistently uses the appropriate technology to improve efficiency and productivity.	
Adapt to New Technologies	Recognizes the importance of adapting to new workplace technologies by exploring, learning, and integrating new technologies into their work.	Understands the knowledge and skills that are needed to adapt to new workplace technologies.	Sometimes develops and uses the knowledge and skills that are needed to adapt to new workplace technologies.	Consistently develops and uses the knowledge and skills that are needed to adapt to new workplace technologies.	
Use Technology Ethically	Recognizes there are ethical issues and questions surrounding the use of technology, such as responsible use of emerging technologies (e.g., AI), and the importance of protecting data and privacy.	Understands how to ensure the ethical use of technology in the workplace.	Sometimes ensures the ethical use of technology in the workplace.	Consistently ensures the ethical use of technology in the work-place, including establishing and following processes for using emerging technologies responsibly and for protecting information.	

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INDIVIDUAL ASSESSMENTS [OBSERVER VERSION]

Assessment Lexicon: The assessments include a rating system with four levels. The language used for these levels was based on concepts of mastery learning and aligned with some concepts of Bloom's Taxonomy. NACE leadership felt that a mastery learning approach was aligned with their commitment to meet students or employees where they are, build upon their strengths, and support the mastery of the behaviors we have identified as critical to each career competency. Here is the lexicon for each level:

1. Emerging Knowledge—The student has an emerging awareness of the behavior, its importance, and related concepts.
2. Understanding—The student expresses or shows an understanding of the behavior and related concepts.
3. Early Application—The student sometimes applies the behavior.
4. Advanced Application—The behavior is consistent and integrated into the student's workplace behaviors.

References

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- Education Design Lab Microcredentialing—https://eddesignlab.org/microcredentialing/microcredentials/
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- Reddy, Y. M., & Andrade, H. (2010). A review of rubric use in higher education, Assessment & Evaluation in Higher Education, 35:4, 435-448.

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