Mini-Map for EE.CR.1
Subject: Career Readiness
Domain: Self-Advocacy

Learning Outcome

Essential Element	Objective 1.a
EE.CR.1 The student will effectively communicate, convey personal interests, and demonstrate self-determination and self-advocacy skills.	a. The student will communicate their needs and wants in an effective manner while in a work/career environment. *There is no corresponding Oklahoma Academic Standard for this domain.

Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance and/or prompting, the student will share a need or want using visuals or through assistive technology or mode of communication.	With assistance through modeling and role-playing, the student will communicate with others in a respectful manner.	With adult guidance, the student will use a preferred communication method (typing, verbal, communication board/device, etc.) that works best for them to express their needs and wants.	The student will independently express themselves in a respectful manner.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

Mini-Map for EE.CR.1

Subject: Career Readiness
Domain: Self-Advocacy

Learning Outcome

Essential Element	Objective 1.b
EE.CR.1 The student will effectively communicate, convey personal interests, and demonstrate self-determination and self-advocacy skills.	b. The student will determine how they would like to refer to their disability. *There is no corresponding Oklahoma Academic Standard for this domain.

Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance using visual, or auditory, or other supports, the student will communicate their preferences about their disability.	With assistance, the student will identify their preferred language (e.g., Person-first, disability-first) to use when speaking about their disability.	With adult guidance, the student will practice preferred language when talking about their disability.	The student will independently use preferred language when talking about their disability.

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Mini-Map for EE.CR.1

Subject: Career Readiness
Domain: Self-Advocacy

Learning Outcome

Essential Element	Objective 1.c
EE.CR.1 The student will effectively communicate, convey personal interests, and demonstrate self-determination and self-advocacy skills.	c. The student will identify their individual traits, interests, and preferences. *There is no corresponding Oklahoma Academic Standard for this domain.

Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance using visual, or auditory, or other supports, the student will identify basic traits and likes/dislikes about themselves.	With assistance, the student will demonstrate basic awareness about their interests and individual traits.	With adult guidance, the student will share their traits, interests, and preferences with another.	The student will independently share interests, traits, and preferences with others.

Mini-Map for EE.CR.2

Subject: Career Readiness
Domain: Job Exploration

Learning Outcome

Essential Element	Objective 2.a
EE.CR.2 The student will explore the world of work/career options to foster motivation, consider employment/career opportunities, and make informed decisions (choices) using skills assessments, interest inventories, and in-demand occupation information.	a. The student will explore work and career opportunities. *There is no corresponding Oklahoma Academic Standard for this domain.

Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance, using visual, or auditory, or other supports, the student will identify a variety of job-related terms associated with different career opportunities.	With assistance, the student will begin identifying preferences and interests related to a career pathway.	With adult guidance, the student will participate in job exploration events to identify career opportunities matched to their interests.	The student will independently choose and participate in career opportunities related to career pathway activities/training or tech education.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

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Mini-Map for EE.CR.2

Subject: Career Readiness
Domain: Job Exploration

Learning Outcome

Essential Element	Objective 2.b
EE.CR.2 The student will explore the world of work/career options to foster motivation, consider employment/career opportunities, and make informed decisions (choices) using skills assessments, interest inventories, and in-demand occupation information.	b. The student will explore employment agencies and the services they offer. *There is no corresponding Oklahoma Academic Standard for this domain.

Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance, using visual, or auditory, or other supports, the student will identify terms associated with employment agencies and services.	With assistance using modeling, the student will engage in role-playing activities to identify potential employment agencies and services.	With guidance, the student will identify and explore employment agencies and services for additional information.	Student will independently visit available employment agencies to discuss employment options and narrow their preferred choices.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

July 2023

Mini-Map for EE.CR.2
Subject: Career Readiness
Domain: Job Exploration

Learning Outcome

Essential Element	Objective 2.c
EE.CR.2 The student will explore the world of work/career options to foster motivation, consider employment/career opportunities, and make informed decisions (choices) using skills assessments, interest inventories, and in-demand occupation information.	c. The student will learn how to use career and skill/interest assessments. *There is no corresponding Oklahoma Academic Standard for this domain.

Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance and supports, the student will participate in career awareness activities (e.g., interest inventories, skills assessments, online career games/activities, career videos, task boxes, etc.) and with adult assistance identify at least one skill or aptitude for an occupation.	With assistance, the student will identify and select career opportunities and interests based on information from career and skill/interest assessments.	With guidance, the student will identify and determine personal skills, abilities, strengths, preferences, and interests related to employment pathways through transition assessments and career activities.	The student will independently select information from the career and skill/interest assessments to list their skills and abilities as they relate to employment choices.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

July 2023

Mini-Map for EE.CR.3
Subject: Career Readiness
Domain: Workplace Readiness

Learning Outcome

Essential Element	Objective 3.a
EE.CR.3 The student will participate in workplace preparation training to demonstrate soft skills and independent living skills that employers seek or that are necessary for most jobs.	a. The student will develop communication skills that will enhance relationships in a work-related environment. *There is no corresponding Oklahoma Academic Standard for this domain.

Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance and supports, the student will participate in simple group and cooperative work-related activities seeking assistance with completing job tasks.	With assistance, the student will ask, and answer questions related to work environments to complete the job tasks.	With guidance, the student will identify and follow workplace communication protocols, such as appropriate greetings, introductions, and professional language.	The student will independently ask clarifying questions to seek understanding of the job task or request additional support when needed within a workplace environment.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

Mini-Map for EE.CR.3
Subject: Career Readiness
Domain: Workplace Readiness

Learning Outcome

Essential Element	Objective 3.b
EE.CR.3 The student will participate in workplace preparation training to demonstrate soft skills and independent living skills that employers seek or that are necessary for most jobs.	b. The student will develop skills to resolve conflicts and disagreements in a work-related environment. *There is no corresponding Oklahoma Academic Standard for this domain.

Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance and supports, the student will request access to their preferred calming strategy during times of conflict or disagreement.	With assistance, and the use of visual/auditory supports, social stories, or role-playing, the student will identify how others may see a situation differently.	With guidance, the student will identify the cause of conflict and explore problem solving strategies with adult guidance.	The student will independently handle a workplace conflict using problem-solving strategies.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

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Mini-Map for EE.CR.4
Subject: Career Readiness
Domain: Work Based Learning

OKLAHOMA
Education

Learning Outcome

Essential Element	Objective 4.a
EE.CR.4 The student will participate in community-based workplace/work experiences to demonstrate knowledge and skills that connect school experiences to real-life work activities and future career opportunities.	a. The student will explore school or community-based work experiences to help them identify their future career. *There is no corresponding Oklahoma Academic Standard for this domain.

Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance, using visual, or auditory, or other supports, the student will identify potential job opportunities and work settings available in their community.	With adult assistance, the student will select various work opportunities (e.g., classroom or school-site jobs, Work Adjustment Training, School Work Study, internships, etc.) to participate in the school or community environment.	With adult guidance, the student will attend a school or community-based work experience using the skills they have learned to identify their future career options.	The student will independently attend a school or community-based work experience and use the skills they have learned to further their career exploration.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

July 2023

Mini-Map for EE.CR.4
Subject: Career Readiness
Domain: Work Based Learning

Learning Outcome

Essential Element	Objective 4.b
EE.CR.4 The student will participate in community-based workplace/work experiences to demonstrate knowledge and skills that connect school experiences to real-life work activities and future career opportunities.	b. The student will follow work instructions and complete tasks. *There is no corresponding Oklahoma Academic Standard for this domain.

Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance and support, the student will identify various work-related job terms surrounding instructions and stay on task for five minutes to attempt each sequence toward completing the job task.	With assistance, the student will use strategies to perform the work-related job sequence instructions and complete the job task with minimal prompting.	With guidance, the student will collaborate with others to complete work tasks, demonstrating teamwork and cooperation.	Student will independently complete work-tasks while exhibiting professionalism and positive work ethic.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

July 2023

Mini-Map for EE.CR.5

Subject: Career Readiness

Domain: Post-Secondary Education Counseling

Learning Outcome

Essential Element	Objective 5.a
EE.CR.5 Student will achieve academic goals and explore various types of job training and post-secondary program options with counseling and supports.	a. The student will explore post-secondary program options to assist in developing their transition plans. *There is no corresponding Oklahoma Academic Standard for this domain.

Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance and supports, the student will match pictures or objects representing different post-secondary education and career paths.	With adult assistance, the student will explore information on post-secondary institutions and/or technical schools.	With adult guidance, the student will identify the requirements and expectations of the course or program with adult guidance.	The student will independently identify and explore post-secondary program options and collaborate with family, as well as educators to develop their transition plan outlining goals, support services, and accommodations.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

Mini-Map for EE.CR.5
Subject: Career Readiness
Domain: Post-Secondary Education Counseling

Learning Outcome

Essential Element	Objective 5.b
EE.CR.5 Student will achieve academic goals and explore various types of job training and post-secondary program options with counseling and supports.	b. The student will demonstrate the ability to request accommodations and/or modifications in various settings. *There is no corresponding Oklahoma Academic Standard for this domain.

Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With adult assistance and using visual, or auditory, or other supports, the student will match different accommodations or modifications.	With adult assistance using visual/auditory supports, social stories, or role-playing, the student will request accommodations or modifications to teachers or other staff.	With adult guidance, the student will identify the strategy(ies) that work best for them to communicate their need for accommodations or modifications.	The student will independently articulate their accommodations or modifications, preferences, and challenges or barriers that are disability related.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

Mini-Map for EE.CR.6
Subject: Career Readiness
Domain: Technology

Learning Outcome

Essential Element	Objective 6.1.a
EE.CR.6.1 The student will effectively use technology devices including assistive technology.	a. The student will be able to navigate specific apps or software programs. *There is no corresponding Oklahoma Academic Standard for this domain.

Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance using visual, or auditory, or other supports, the student will identify terms associated with apps and software programs.	With assistance, the student will identify the outcome of their actions through cause-and-effect activities within different age-appropriate apps or software programs.	With guidance, the student will navigate through apps or software menus, access different sections or features, and become familiar with interactive elements.	Student will independently navigate through apps or programs to complete tasks or activities.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

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Mini-Map for EE.CR.6

Subject: Career Readiness
Domain: Technology

Learning Outcome

Essential Element	Objective 6.2.a
EE.CR.6.2 The student will follow directions and attend to a person through a virtual platform.	a. Using a virtual platform, the student will follow directions and attend to a person providing instruction. *There is no corresponding Oklahoma Academic Standard for this domain.

Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance and supports, using a virtual platform, the student will follow at least a one-step direction with prompting and attend to a person providing instruction.	With assistance, using a virtual platform, the student will follow at least a three-step direction with prompting and attend to a person providing instruction.	With guidance, using a virtual platform, the student will follow directions with minimal prompting and attend to a person providing instruction.	The student will independently attend to the person on the screen and follow instructions or information presented.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

Mini-Map for EE.CR.6

Subject: Career Readiness
Domain: Technology

Learning Outcome

Essential Element	Objective 6.3.a
EE.CR.6.3 The student will utilize assistive technology to initiate a conversation or respond to questions/prompts in community, home and workplace settings.	a. The student will use their preferred assistive technology device to communicate with others. *There is no corresponding Oklahoma Academic Standard for this domain.

Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance and supports, through adult modeling, the student will initiate a greeting or answer a question on their assistive technology device.	With adult assistance using modeling, the student will use their assistive technology device to communicate with others with prompts or cues.	With guidance, the student will use their assistive technology device to communicate with others either verbal or written (e.g., adapted keyboard, ACC device, apps, texting with large print, or speech to text, etc.).	The student will independently use their assistive technology device to initiate conversations in various social situations with others.

This Essential Element is developed by the Oklahoma State Department of Education and is not a reflection of the DLM Consortium.

Mini-Map for EE.CR.6

Subject: Career Readiness
Domain: Technology

Learning Outcome

Essential Element	Adopted by International Society for Technology in Education (ISTE)
EE.CR.6.4 The student will leverage technology to take an active role in choosing, achieving, and demonstrating competency in their technology-based learning goals.	ISTE 1.1 Oklahoma Adopted Standard: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Objective 6.4a
a. The student will develop a plan for their technology-based learning goals.

Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance, using visual, or auditory, or other supports, the student will choose between at least two educational technology tools, such as educational apps or interactive websites regarding their interests and preferences for learning.	With assistance, the student will use technology to create a range of learning goals and discuss their interests and preferences for learning.	The student will create a plan for their technology-based goals by integrating tools and resources across different subject areas to support their learning.	The student will independently implement their plan for technology-based learning goals through authentic demonstrations (e.g., online presentations or digital portfolios).

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Mini-Map for EE.CR.6
Subject: Career Readiness
Domain: Technology

Learning Outcome

Essential Element	Adopted by International Society for Technology in Education (ISTE)
EE.CR.6.5 The student will recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and will act and model in ways that are safe, legal, and ethical.	ISTE 1.2 Oklahoma Adopted Standard: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

Objective 6.5a
a. The student will identify strategies to interact in a positive and safe manner in the digital world.

Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance, using visual, or auditory, or other supports, the student will identify terms involved in sharing information online and keeping personal information private (e.g., password, privacy, link, consent, browse, scam, etc.).	With assistance, the student will identify how to use strong passwords, avoid suspicious links or downloads, and seek adult help when encountering unfamiliar situations online.	With guidance, the student will follow a checklist to monitor online privacy issues, including consent and the importance of privacy settings on social media platforms.	The student will independently identify safe browsing habits and online scams.

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Mini-Map for EE.CR.6

Subject: Career Readiness
Domain: Technology

Learning Outcome

Essential Element	Adopted by International Society for Technology in Education (ISTE)
EE.CR.6.6 The student will communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.	ISTE 1.6 Oklahoma Adopted Standard: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Objective 6.6a
a. The student will use technology or digital media tools to express their creativity or interests.

Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance, using visual, or auditory, or other supports, the student will identify terms associated with digital tools or platforms involving art or personal interests (e.g., animation, design, graphics, text, audio, etc.).	With assistance, the student will use a multimedia creation tool, (e.g., digital storytelling apps, video editing software to convey a message, etc.).	With guidance, the student will create a presentation with digital media tools to express their ideas (e.g., Power Point, podcast, audiobook, videos, etc.).	The student will independently develop and share their creativity or interests using digital tools.

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