

SKEMA-SC

Skills, Knowledge, and Experience Mastery Assessment:
South Carolina High School Credential Guidelines and Rubric



**Adapted from the Skills, Knowledge, and Experience Mastery Assessment (SKEMA), Provided by the Tennessee Department of Education*

SKEMA—Skills, Knowledge, and Experience Mastery Assessment

SKEMA-SC Guidelines

Background

The purpose of this document is to provide a sample employment readiness assessment to practitioners serving students who are completing the South Carolina High School Credential course of study. The current draft Credential regulations mandate that a “rubric and guidelines to identify and assess the employability skills of the students” be developed and disseminated, and this document serves as a sample rubric and guidelines. It is not required that SKEMA-SC serve as the rubric for each student, but districts that opt not to utilize SKEMA-SC must still assess employability skills using an alternate rubric in order to adhere to the requirements set forth in the regulations.

The “Skills, Knowledge, and Experience Mastery Assessment: The South Carolina Guidelines and Rubric (SKEMA-SC)” has been adapted from Tennessee’s SKEMA that was developed to assess if applicable students with disabilities obtained employability skills necessary to be successful in an integrated competitive employment setting. The SKEMA was initially developed with relevant stakeholders in Tennessee, and SKEMA-SC has been reviewed by relevant local stakeholders to ensure that the behaviors included are reflective of employer needs in South Carolina.

Instructions for Completion

Overall Component

Review each listed behavior and determine the mastery level based on the Mastery Level Scale. A mastery of level 1 indicates “No Evidence or Minimal Mastery” and a mastery of level 4 indicates that the student “Exceeds Mastery Expectation.” In the adjacent column, enter the date of mastery. Mastery level should be determined by analyzing multiple data points collected via *two or more* of the methods listed under “Types of Evidence”. Check the boxes in the “Types of Evidence” column to indicate how mastery level was determined for each skill.

Section I: Required and Critical

Complete this section using the instructions above. These skills have been determined to be either required for competitive employment, or critical to competitive employment. A student must demonstrate mastery at a level of 3 or 4 for each of the required skills, and for at least 8 of the 10 critical skills.

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Section II. Preferred and Enhancing

Complete this section using the instructions above. These skills have been determined to be either preferred for competitive employment, or enhancing to competitive employment. A student does not have to demonstrate mastery of skills in these sections in order to receive the South Carolina High School Credential.

Recommendations and Requirements for Completion

- Teachers/Case Managers/Team Leaders should utilize SKEMA-SC to progress monitor students through their course of study. Completion of SKEMA-SC can be used to establish baseline at the outset of a student’s course of study and develop annual IEP goals, and then again at least annually to progress monitor.
- Mastery level should be determined by analyzing 2 or more types of evidence.
- Evidence should be gathered from work experience supervisors using the employer evaluation form provided in the Toolkit.
- The SKEMA-SC should be completed by the case manager/team leader at the end of the students program of study. The completed SKEMA-SC must be signed by both the case manager/team leader and an LEA/SOP representative.

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Section I: Required & Critical

Mastery Level 1	Mastery Level 2	Mastery Level 3	Mastery Level 4								
No Evidence or Minimal Mastery	Needs Improvement	Mastered	Exceeds Mastery Expectation								
Not yet, or very rarely demonstrating the skill, and requires additional training/instruction.	Inconsistently demonstrates the skills or requires assistance to demonstrate the skill. Additional practice and/or independence is required.	Demonstrates the skill at a level required for the workplace or setting with rare exceptions and demonstrates continuous improvement and/or generalization.	Consistently demonstrates and generalizes the skill. Often exceeds the expectation and/or demonstrates leadership.								
Behavior	Domain			Mastery		Types of Evidence					
Required	Skills	Knowledge	Experience	Level of Mastery (1,2,3,4)	Date of Mastery	Norm-referenced	Observation	Forms	Checklist	Work Sample	Other
	Attendance of 80% or higher at school										
	Attendance at work at a level commensurate with work peers										
	Punctual to school and work										
	Complies with health, safety, and emergency procedures at school and work										

**Mastery at a level 3 or 4 is required in all of these to be a South Carolina High School Credential candidate.*

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Mastery Level 1	Mastery Level 2	Mastery Level 3	Mastery Level 4									
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Not yet, or very rarely demonstrating the skill, and requires additional training/instruction.	Inconsistently demonstrates the skills or requires assistance to demonstrate the skill. Additional practice and/or independence is required.	Demonstrates the skill at a level required for the workplace or setting with rare exceptions and demonstrates continuous improvement and/or generalization.	Consistently demonstrates and generalizes the skill. Often exceeds the expectation and/or demonstrates leadership.									
Behavior	Domain			Mastery		Types of Evidence						
Critical	Skills	Knowledge	Experience	Level of Mastery (1,2,3,4)	Date of Mastery	Norm-referenced	Observation	Forms	Checklist	Work Sample	Other	
	Responds to and meets new work challenges within a reasonable time frame when provided needed visual supports or training											
	Communicates concerns clearly and asks for assistance when needed											
	After a probationary period, works at a satisfactory rate for the job											
	Applies information previously learned to a new setting, routine, or scenario											
	Follows multi-step routine directions and/or at least 2-step non-routine directions											
	Uses job-related tools, technologies, and materials appropriately											

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Demonstrates flexibility when the nature of the work changes											
Maintains workplace appropriate language and social skills for each work placement											
Respects authority and chain of command											
Follows a task schedule presented in a variety of formats											

*****8 of 10 at a level 3 or 4 is required to receive the South Carolina High School Credential.***

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Section II: Preferred & Enhancing

Mastery Level 1	Mastery Level 2	Mastery Level 3	Mastery Level 4								
No Evidence or Minimal Mastery	Needs Improvement	Mastered	Exceeds Mastery Expectation								
Not yet, or very rarely demonstrating the skill, and requires additional training/instruction.	Inconsistently demonstrates the skills or requires assistance to demonstrate the skill. Additional practice and/or independence is required.	Demonstrates the skill at a level required for the workplace or setting with rare exceptions and demonstrates continuous improvement and/or generalization.	Consistently demonstrates and generalizes the skill. Often exceeds the expectation and/or demonstrates leadership.								
Behavior	Domain	Mastery	Types of Evidence								
Preferred	Skills	Knowledge	Experience	Level of Mastery (1,2,3,4)	Date of Mastery	Norm-referenced	Observation	Forms	Checklist	Work Sample	Other
	Uses various forms of media (phone, text, email, tablet)										
	Listens and follows verbal and symbolic 3+ step directions										
	Accepts constructive feedback and criticism										
	Maintains personal space										
	Counts items up to 100										
	Adds, subtracts, multiplies, and divides using a calculator										
	Estimates quantities up to 20										
	Compares quantities or numbers up to 100										

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Demonstrates an understanding of money (total, make change)											
Reads and understands print material in a variety of formats at a 2 nd grade reading level											
Demonstrates an understanding of symbols/signs											
Identifies a problem, evaluate various ways of solving the problem and select the best alternative.											
Manages time to get the work done on schedule											
Works through conflict constructively											
Works respectfully in a diverse, multi-cultural environment											
Collects information using a template (inventory)											
Identifies and reports wrong choices by self or others to persons in authority											
Demonstrates self-control and conducts self in a professional manner											

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Behavior	Domain			Mastery		Types of Evidence					
Enhancing	Skills	Knowledge	Experience	Level of Mastery (1,2,3,4)	Date of Mastery	Norm-referenced	Observation	Forms	Checklist	Work Sample	Other
Demonstrates respectful, positive interactions with others, and effective communication											
Appropriately seeks clarification when needed											
Tells time—digital and analog											
Understands the importance in budgeting of money											
Reads fluently and with comprehension at a 5 th grade reading level											
Completes forms, questionnaires, inventories, daily logs, etc. presented in variety of formats											
Writes simple messages or notes using paper or technology											

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Solves mathematical word problems or scenarios that involve whole numbers or money											
Completes work related tasks to specifications											
Identifies and uses appropriate tools											
Engages willingly in non-preferred tasks											
Interprets data related to work completed or work materials including constructive criticism											
Demonstrates ability to promote their own skills, knowledge, and experience											
Understands individual civic responsibilities and ethical practices above and beyond the job description											
Critically analyzes a situation or work list to anticipate work and personal needs and manage responsibilities											
Identifies a problem or situation and facilitates resolution or problem-solving with one or more co-workers											
Recognizes when additional team and/or supervisor support is needed to proceed											

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Section III: Certification of Completion

Directions: Upon completion of the SC High School Credential requirements, complete this section.

Student Name: _____

School Attended: _____

School District: _____

Anticipated Completion Date: _____

*By way of these signatures, we certify that the minimal mastery levels for the **required and critical employability skills** have been met:*

Student:

(Print) _____

(Signature) _____

Date: _____

Special Education Case Manager/Team Leader:

(Print) _____

(Signature) _____

Date: _____

LEA/SOP Representative:

(Print) _____

(Signature) _____

Date: _____