NACE Competency Assessment Tool

STUDENT VERSION

OBSERVER VERSION BEGINS ON PAGE 11

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NACE Competency Assessment Tool

CAREER & SELF-DEVELOPMENT

STUDENT 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 self-assessment.
- Use the N/A column when you have not yet learned or applied this dimension and/or you do not have enough information to self-assess.



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/A
Awareness of Strengths and Challenges	I can identify strengths and challenges related to career goals.	I understand how strengths and challenges can shape career paths and goals.	I sometimes examine strengths and challenges to find learning experiences needed to move toward career goals.	I consistently examine strengths and challenges to design a plan to find learning experiences needed to move toward career goals.	
Professional Development	I am aware of the need for professional development for achieving career goals.	I understand the importance of professional development for achieving career goals.	I sometimes seek out professional development opportunities for achieving career goals.	I consistently seek out professional development opportunities for achieving career goals.	
Networking	I can identify elements of effective networking, such as connecting with individuals and expecting reasonable outcomes.	I understand how to use networks to create new career pathways.	I sometimes use networks to build new relationships and pathways that align with career goals.	I consistently use networks to build new relationships and pathways that align with career goals.	

Goal Setting for Career & Self-development

Create a SMART goal in one or more of the following areas. SMART goals are Specific, Measurable, Achievable, Relevant, and Time-bound.
Example: *My next step to get to know my strengths and weaknesses is going to my professor's office hours in the next two weeks to get some feedback.*

- My next step to know my strengths and weaknesses is …
- My next step for learning related to my major is…
- My next step for making a new network connection and/or creating a meaningful connection in a job area I'm interested in is…

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NACE Competency Assessment Tool

COMMUNICATION

STUDENT VERSION

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

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- Use the N/A column when you have not yet learned or applied this dimension and/or you do not have enough information to self-assess.



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/A
Oral Communication	I recognize the elements of effective oral communication skills, such as asking appropriate questions.	I understand how to use oral communication skills to convey meaning.	I sometimes use effective oral communication skills to convey meaning.	I consistently use effective oral communication skills to convey meaning.	
Written Communication	I recognize the elements of effective written communication skills, such as using clear topic sentences and providing evidence to support claims.	I understand how to use written communication skills to convey meaning.	I sometimes use effective written communication skills to convey meaning.	I consistently use effective written communication skills to convey meaning.	
Non-verbal Communication	I recognize the elements of effective non-verbal communication skills, such as monitoring body language and posture, proximity, gestures, and eye contact.	I understand how to use non-verbal communication skills to convey meaning.	I sometimes use effective non-verbal communication skills to convey meaning.	I consistently use effective non-verbal communication skills to convey meaning.	
Active Listening	I recognize the elements of effective active listening, such as asking clarifying questions and summarizing what was heard.	I understand how to use active listening skills when communicating with others.	I sometimes use active listening skills when communicating with others.	I consistently use active listening skills when communicating with others.	

Goal Setting for Communication

Create a SMART goal in one or more of the following areas. SMART goals are Specific, Measurable, Achievable, Relevant, and Time-bound.

Example: *I will practice my written communication skills by taking my next assignment to the writing center for review and feedback before handing it in.*

- I will begin to practice my oral communication skills by…
- I will begin to practice my written communication skills by…
- I will begin to practice my non-verbal skills by…
- I will begin to practice my active listening skills by…

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NACE Competency Assessment Tool

CRITICAL THINKING

STUDENT 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 self-assessment.
- Use the N/A column when you have not yet learned or applied this dimension and/or you do not have enough information to self-assess.



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/A
Display Situational Awareness	I recognize the need for situational awareness, such as gathering information, anticipating needs, prioritizing issues, and setting achievable goals.	I understand how to use situational awareness in the workplace.	I sometimes use situational awareness in the workplace.	I consistently use situational awareness in the workplace.	
Gather & Analyze Data	I recognize the role of data gathering and analysis in fully understanding a problem.	I understand how to gather and analyze data to solve a problem.	I sometimes gather and analyze data to solve a problem.	I consistently gather and analyze data to solve a problem after considering the quality of the data.	
Make Effective & Fair Decisions	I recognize the need to objectively assess situations using relevant information from a variety of perspectives to make effective and fair decisions.	I understand the elements of effective decision-making and problem-solving, such as problem identification, identifying values, and determining solutions and logistics.	I sometimes demonstrate effective decision-making and problem-solving.	I consistently demonstrate effective decision-making and problem-solving.	

Goal Setting for Critical Thinking

Create a SMART goal in one or more of the following areas. SMART goals are Specific, Measurable, Achievable, Relevant, and Time-bound.
Example: *My next step to practice gathering and analyzing data is to read articles from newspapers or online with data in my field in the next few weeks to see how they deal with data.*

- My next step to practice gathering and analyzing data is…
- My next step for practicing situational awareness is…
- My next step for learning to make effective and fair decisions is…

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NACE Competency Assessment Tool

EQUITY & INCLUSION

STUDENT VERSION

Instructions: This assessment is intended to assess student proficiency in Equity & Inclusion.

- To use the assessment, review the competency definition and behaviors, then select the score that corresponds to your self-assessment.
- Use the N/A column when you have not yet learned or applied this dimension and/or you do not have enough information to self-assess.



Equity & Inclusion

Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different cultures and backgrounds. Engage in anti-oppressive practices that actively challenge the systems, structures, and policies of racism and inequity.

Dimension	1 Emerging Knowledge	2 Understanding	3 Early Application	4 Advanced Application	N/A
Engage Multiple Perspectives	I am aware that different cultures may have different experiences and viewpoints.	I understand the need for getting input from multiple cultures.	I sometimes seek input from multiple cultures.	I consistently seek input from multiple cultures and then integrate the input into future decisions and actions.	
Use Inclusive & Equitable Practices	I am aware that inclusive and equitable practices are used in the workplace.	I understand the importance of inclusive and equitable workplace practices.	I sometimes use inclusive and equitable practices and occasionally work to bring them to the workplace.	I consistently use inclusive and equitable workplace practices and work to bring them to the workplace.	
Advocate	I recognize the need for inclusion, equity, justice, and empowerment for underrepresented groups.	I understand the link between supporting underrepresented groups and achieving inclusion, equity, justice, and empowerment.	I sometimes advocate for underrepresented groups in the workplace.	I consistently advocate for underrepresented groups in the workplace.	

Goal Setting for Equity & Inclusion

Create a SMART goal in one or more of the following areas. SMART goals are Specific, Measurable, Achievable, Relevant, and Time-bound.
Example: *My next step to include multiple perspectives is to make sure everyone in my group project gets to share their idea for the topic before we start.*

- My next step to include multiple perspectives is…
- My next step to be more inclusive and equitable is…
- My next step to be an advocate for inclusion and equity is…

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NACE Competency Assessment Tool

LEADERSHIP

STUDENT 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 self-assessment.
- Use the N/A column when you have not yet learned or applied this dimension and/or you do not have enough information to self-assess.



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/A
Inspire, Persuade, & Motivate	I recognize 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.	I understand some of the skills and knowledge leaders use in the workplace.	I sometimes practice the skills and knowledge leaders use in the workplace.	I consistently practice the skills and knowledge leaders use in the workplace.	
Engage Various Resources & Seek Feedback	I recognize the value of using a variety of resources (including people) and feedback from others to inform direction.	I understand the importance of using a variety of resources and feedback from others to inform direction.	I sometimes use a variety of resources and feedback from others to inform direction.	I consistently use a variety of resources and feedback from others to inform direction.	
Facilitate Group Dynamics	I recognize the importance of group dynamics in achieving organizational goals by leveraging team member strengths, establishing group norms, and addressing conflicts effectively.	I understand the importance of group dynamics in achieving organizational goals.	I sometimes facilitate group dynamics to achieve organizational goals.	I consistently facilitate group dynamics by putting team members in position to succeed, collectively setting group norms, and resolving conflicts effectively.	

Goal Setting for Leadership

Create a SMART goal in one or more of the following areas. SMART goals are Specific, Measurable, Achievable, Relevant, and Time-bound.
Example: *My next step to serving as a role model is to find out if I can be a peer tutor or a peer mentor.*

- My next step to practice inspiring, persuading, or motivating others is…
- My next step in using a variety of resources to accomplish what I want is…
- My next step to facilitating group dynamics is…

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NACE Competency Assessment Tool

PROFESSIONALISM

STUDENT 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 self-assessment.
- Use the N/A column when you have not yet learned or applied this dimension and/or you do not have enough information to self-assess.



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/A
Act With Integrity	I recognize the need to act with integrity in the workplace by being trustworthy, accountable, and respectful of colleagues and stakeholders.	I understand how to act with integrity in the workplace.	I sometimes act with integrity in the workplace.	I consistently act with integrity in the workplace.	
Demonstrate Dependability	I recognize the need to be a dependable, diligent member of a work environment, including being present, prepared, and showing attention to detail.	I understand how to be a dependable, diligent member of a work environment.	I sometimes act as a dependable, diligent member of a work environment.	I consistently act as a dependable, diligent member of a work environment.	
Achieve Goals	I recognize the need to focus on achieving goals in the workplace.	I understand how to focus on achieving goals in the workplace by prioritizing tasks.	I sometimes achieve goals in the workplace by prioritizing and completing tasks.	I consistently achieve goals in the workplace by prioritizing and completing tasks.	

Goal Setting for Professionalism

Create a SMART goal in one or more of the following areas. SMART goals are Specific, Measurable, Achievable, Relevant, and Time-bound.
Example: *My next step to demonstrate dependability is to show up to my classes on time, even the early ones.*

- My next step to act with integrity is…
- My next step to demonstrate dependability is…
- My next step to make sure I achieve my goals is…

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NACE Competency Assessment Tool

TEAMWORK

STUDENT 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 self-assessment.
- Use the N/A column when you have not yet learned or applied this dimension and/or you do not have enough information to self-assess.



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/A
Build Relationships for Collaboration	I recognize that collaboration and relationship-building are important parts of team-building.	I understand how to build strong, positive work relationships for successful collaboration.	I sometimes build strong, positive work relationships with colleagues for collaboration.	I consistently build strong, positive work relationships with colleagues and supervisors for collaboration.	
Respect Diverse Perspectives	I recognize the need to respect all people in the workplace, including those from diverse backgrounds.	I understand how to respect all people in the workplace, including those from diverse backgrounds.	I sometimes show respect for and include all people in the workplace, including those from diverse backgrounds.	I consistently show respect for and include all people in the workplace, including those from diverse backgrounds.	
Integrate Strengths	I recognize my own and my colleagues' strengths, knowledge, and talents.	I understand how my own and my colleagues' strengths, knowledge, and talents can be integrated into the team to improve team performance.	I sometimes integrate my own and my colleagues' strengths, knowledge, and talents into the team's performance.	I consistently integrate my own and my colleagues' strengths, knowledge, and talents into the team's performance.	

Goal Setting for Teamwork

Create a SMART goal in one or more of the following areas. SMART goals are Specific, Measurable, Achievable, Relevant, and Time-bound.
Example: *My next step to build better relationships is to reach out to the team leader for my bio project and see if I am up to date on what I need to be doing.*

- My next step for building relationships is…
- My next step for showing respect for diverse perspectives is…
- My next steps for integrating my strengths with others' strengths on a team is…

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NACE Competency Assessment Tool

TECHNOLOGY

STUDENT 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 self-assessment.
- Use the N/A column when you have not yet learned or applied this dimension and/or you do not have enough information to self-assess.



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/A
Leverage Technology	I recognize the role of technology in improving efficiency and productivity.	I understand how to identify and select the appropriate technology for improving efficiency and productivity.	I sometimes use the appropriate technology to improve efficiency and productivity.	I consistently use the appropriate technology to improve efficiency and productivity.	
Adapt to New Technologies	I recognize the importance of adapting to new workplace technologies by exploring, learning, and integrating new technologies into my work.	I understand the knowledge and skills that are needed to adapt to new workplace technologies.	I sometimes develop and use the knowledge and skills that are needed to adapt to new workplace technologies.	I consistently develop and use the knowledge and skills that are needed to adapt to new workplace technologies.	
Use Technology Ethically	I recognize 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.	I understand how to ensure the ethical use of technology in the workplace.	I sometimes ensure the ethical use of technology in the workplace.	I consistently ensure the ethical use of technology in the work-place, including establishing and following processes for using emerging technologies responsibly and for protecting information.	

Goal Setting for Technology

Create a SMART goal in one or more of the following areas. SMART goals are Specific, Measurable, Achievable, Relevant, and Time-bound.
Example: *My next step for practicing how to adapt to new technologies is to ask my bio professor about the kinds of tech being used in biology research and labs, and maybe learning more about them this semester.*

- My next step for figuring out how to leverage technology is…
- My next step in practicing how to adapt to new technologies is…
- My next step in practicing ethical use of technology is…

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NACE Competency Assessment Tool

INDIVIDUAL ASSESSMENTS

STUDENT 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.

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NACE Competency Assessment Tool

OBSERVER VERSION

NACE Competency Assessment Tool

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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NACE Competency Assessment Tool

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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NACE Competency Assessment Tool

CRITICAL THINKING

OBSERVER VERSION

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

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- 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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NACE Competency Assessment Tool

EQUITY & INCLUSION

OBSERVER VERSION

Instructions: This assessment is intended to assess student proficiency in Equity & Inclusion.

- 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.



Equity & Inclusion

Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different cultures and backgrounds. Engage in anti-oppressive practices that actively challenge the systems, structures, and policies of racism and inequity.

Dimension	1 Emerging Knowledge	2 Understanding	3 Early Application	4 Advanced Application	N/O
Engage Multiple Perspectives	Is aware that different cultures may have different experiences and viewpoints.	Understands the need for getting input from multiple cultures.	Sometimes seeks input from multiple cultures.	Consistently seeks input from multiple cultures and then integrates the input into future decisions and actions.	
Use Inclusive & Equitable Practices	Is aware that inclusive and equitable practices are used in the workplace.	Understands the importance of inclusive and equitable workplace practices.	Sometimes uses inclusive and equitable practices and occasionally works to bring them to the workplace.	Consistently uses inclusive and equitable workplace practices and works to bring them to the workplace.	
Advocate	Recognizes the need for inclusion, equity, justice, and empowerment for underrepresented groups.	Understands the link between supporting underrepresented groups and achieving inclusion, equity, justice, and empowerment.	Sometimes advocates for underrepresented groups in the workplace.	Consistently advocates for underrepresented groups in the workplace.	

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NACE Competency Assessment Tool

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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NACE Competency Assessment Tool

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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NACE Competency Assessment Tool

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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NACE Competency Assessment Tool

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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NACE Competency Assessment Tool

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.

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