



Career Readiness Standards Evaluation Rubrics Work-based Learning Version

Standard 1: Applies appropriate academic and technical skills <i>Areas: Academic Attainment • Technical Skill Attainment • Strategic Thinking</i>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
Indicators <ul style="list-style-type: none"> Does not demonstrate proficiency in mathematics English skills Has no training or preparation in any career field Cannot demonstrate technical skills related to the occupation Repeatedly relies on others to understand processes or systems 	Indicators <ul style="list-style-type: none"> Demonstrates proficiency in academic core standards (mathematics, English/language arts, science, and social studies) Has completed some training or program of study in a related career Navigates processes or systems related to the occupation with initial training and some coaching 	Indicators <ul style="list-style-type: none"> Has completed a related career education program of study (high school and/or postsecondary) Has prepared for and/or started the process to qualify for licensure and or certification required for the occupation Reasons through issues typical in processes or systems related to the occupation 	Indicators <ul style="list-style-type: none"> Has attained a related and/or required postsecondary credential (degree, certificate, etc.) Has qualified for licensure and or certification required for the occupation Uses acquired academic and technical skills to improve a situation or process

Standard 2: Communicates effectively and appropriately <i>Areas: Speaking • Writing • Presentations • Professional Etiquette • Customer Service</i>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
Indicators <ul style="list-style-type: none"> Does not listen to instructions provided by manager or co-workers Provides incomplete information or misinformation to others Fails to communicate important facts in a timely manner Makes customers feel frustrated, misunderstood, and/or confused Is regularly rude and/or inappropriate to others in a way that disrupts the workplace Written statements are often difficult to comprehend 	Indicators <ul style="list-style-type: none"> Usually listens to instructions provided by manager or co-workers and occasionally asks clarifying questions Explains ideas, asks questions, and shares information in a way that can be understood but may be incomplete or occasionally confusing Completes written records as directed and writes brief notes that are typically understandable. Usually makes an effort to understand and meet customer needs when the customer is helpful and informative Recognizes inappropriate and rude comments but may not always recognize the correct tone or style to use in communicating with co-workers and managers 	Indicators <ul style="list-style-type: none"> Practices active and attentive listening skills Asks pertinent questions to acquire or confirm information Usually paraphrase instructions or descriptions accurately Produces clear and logical written communication using correct spelling, grammar, punctuation, and other conventions of standard English and is typically appropriate for purpose and audience Almost always identifies and addresses customer's needs and wants and maintains a patient and helpful tone Uses proper word choice and tone when communicating to superiors, customers/clients and co-workers 	Indicators <ul style="list-style-type: none"> Effective at interpreting non-verbal messages Converses with diverse individuals in an inclusive manner Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate a point of view Delivers presentations that sustain listeners' attention and interest Practices appropriate use of social media in personal and professional environments Proactively establishes positive relationships with internal/external customers



Career Readiness Standards Evaluation Rubrics Work-based Learning Version

Standard 3: Contributes to employer and community success <i>Areas: Personal Responsibility • Meets Workplace Expectations • Civic Responsibility</i>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
Indicators <ul style="list-style-type: none"> • Blames others for lack of performance • Is late or absent frequently • Is not prepared for work tasks • Is rude or disrespectful to co-workers or customers • Disrupts team work efforts • Mocks those that volunteer or provide service to others 	Indicators <ul style="list-style-type: none"> • Takes responsibility for individual work tasks • Arrives on time consistently • Is typically prepared • Complies with workplace policies • Is not rude or disrespectful to co-workers or customers • Participates as a useful team member 	Indicators <ul style="list-style-type: none"> • Takes responsibility for both individual and shared group work tasks • Pursues results to completion with drive • Participates in workplace norms, culture and protocols • Is appropriate in communications with co-workers and customers • Engages in service opportunities – through work and/or the community 	Indicators <ul style="list-style-type: none"> • Models behaviors that demonstrate reliability, dependability and commitment to the organization • Exhibits professional etiquette in all interactions • Understands the importance of health, safety, human resource and environmental regulations • Volunteers for leadership roles and extra service on teams and committees

Standard 4: Makes sense of problems and perseveres in solving them <i>Areas: Perceptiveness • Problem Solving • Perseverance/Work Ethic</i>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
Indicators <ul style="list-style-type: none"> • Seldom notices when problems arise in the work process • Uses poor judgment in attempting to solve problems on own • Has to be reminded frequently to complete work tasks • Gives up quickly when faced with a setback 	Indicators <ul style="list-style-type: none"> • Accurately defines a problem or issue related to the work process • Knows when to solve problems on own and when to engage others • Executes a task to completion when directed to do so 	Indicators <ul style="list-style-type: none"> • Recognizes the factors that contribute to a problem faced in the work process • Generates more than one potential solution to an identified problem • Requires minimal supervision to successfully complete tasks on schedule • Overcomes setbacks to continue to work toward completion of assigned tasks 	Indicators <ul style="list-style-type: none"> • Identifies irregularities in processes and environments and seeks to understand their cause • Evaluates solutions and determines the potential value toward solving the problem. • Prioritizes tasks to ensure progress in work objectives



Career Readiness Standards Evaluation Rubrics Work-based Learning Version

Standard 5: Uses critical thinking			
<i>Areas: Critical Thinking • Decision-Making • Adaptability</i>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
Indicators <ul style="list-style-type: none"> • Makes decisions based on emotional reaction or with very limited information • Does not consider the likely outcome(s) of their decisions • Makes decisions without considering others' input or ideas • Struggles to manage new method or adapt to use of new skills or systems 	Indicators <ul style="list-style-type: none"> • Uses logic when making decisions on own • Thinks through likely outcomes before making a decision that impacts work process • Willing to learn new knowledge, tasks and/or skills 	Indicators <ul style="list-style-type: none"> • Reasons through decisions and considers more than one perspective • Develops rationale for making a decision that impacts work process • Considers multiple and diverse points of view • Manages multiple and diverse points of view 	Indicators <ul style="list-style-type: none"> • Uses cause-and-effect analysis and feedback from others in making decisions • Identifies a thorough and complete course of action that considers impact on others, risks to success, and potential impact • Demonstrates ability to organize priorities in an ambiguous situation/environment

Standard 6: Demonstrates innovation and creativity			
<i>Areas: Creativity • Innovation</i>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
Indicators <ul style="list-style-type: none"> • Does not appreciate new or creative ideas of others • Discourages others from offering ideas to improve work processes • Takes reckless risks in introducing new ideas into the work process 	Indicators <ul style="list-style-type: none"> • Is open to new and creative ideas related to work process • Willingly shares ideas for improvement when requested • Knows when to move from idea to implementation 	Indicators <ul style="list-style-type: none"> • Appreciates new and creative ideas from co-workers and others • Recognizes and communicates when a work process or system could be improved • Accepts and incorporates constructive criticism into proposed ideas 	Indicators <ul style="list-style-type: none"> • Initiates brainstorming or idea generating conversations with co-workers • Determines feasibility of improvements or ideas prior to sharing with others • Understands how to take informed risks to introduce innovation or a new idea in the work process

Standard 7: Models ethical leadership and effective management			
<i>Areas: Leadership • Ethics • Management</i>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
Indicators <ul style="list-style-type: none"> • Creates negative relationships with co-workers • Practices unethical and/or illegal behavior • Often refuses to accept leadership role with co-workers on work projects 	Indicators <ul style="list-style-type: none"> • Engages the support and/or action of others to accomplish a work task • Practices ethical behavior and complies with the organization's code of conduct • Uses personal management skills to ensure effective daily functioning in the workplace 	Indicators <ul style="list-style-type: none"> • Fosters positive working relationships with co-workers • Considers the ethical implications and impact on personal reputation of decisions • Recognizes the difference between leadership and management of others • Manages small work teams to complete tasks with minimal coaching/assistance 	Indicators <ul style="list-style-type: none"> • Models the positive attributes of effective leaders (e.g., empathy, motivation, communication skills, social awareness) • Reports and/or holds others accountable to ethical behavior in the organization • Organizes and manages work teams to accomplish stated objectives on time and on budget



Career Readiness Standards Evaluation Rubrics Work-based Learning Version

Standard 8: Works productively in teams and demonstrates cultural competency <i>Areas: Teamwork • Conflict Resolution • Social and Cultural Competence</i>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
Indicators <ul style="list-style-type: none"> • Contributes little to team efforts • Causes distraction or disruption to team activities • Creates personal conflict with co-workers and/or customers • Is disrespectful to people with different backgrounds, beliefs and experiences 	Indicators <ul style="list-style-type: none"> • Plays a useful and constructive role on teams • Disagrees with a team member as a professional • Shows respect and interacts positively with people of different backgrounds, beliefs and experiences 	Indicators <ul style="list-style-type: none"> • Recognizes own limitations and the strengths of others to utilize the best people for tasks on a team • Anticipates and proactively addresses potential source(s) of conflict with co-workers or customers • Uses awareness of world cultures and languages to effectively communicate with co-workers and customers 	Indicators <ul style="list-style-type: none"> • Works to engage others on the team to ensure consensus • Negotiates conflict among co-workers and/or between co-workers and customers • Is aware of issues in society that impact the work of the organization

Standard 9: Utilizes technology <i>Areas: Data Gathering, Access and Management • Tools and Applications • Technology Ethics</i>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
Indicators <ul style="list-style-type: none"> • Poorly manages data that is part of the work process • Cannot utilize the technology tools typically required in the occupation • Uses unsafe and reckless habits in using the computer and Internet resources 	Indicators <ul style="list-style-type: none"> • Uses a consistent and effective approach for managing data that is part of work process • Demonstrates use of technology-related tools typically required in the occupation • Uses computer and Internet protocols that ensure cyber security and confidentiality of organizational information • Follows organizational policies on the acceptable use of workplace technology 	Indicators <ul style="list-style-type: none"> • Uses a variety of effective methods to search for valid, relevant data to complete workplace tasks • Demonstrates ongoing knowledge and skill development to use technology-related tools typically required in the occupation • Understands the ethical issues related to privacy and intellectual property in data and technology applications 	Indicators <ul style="list-style-type: none"> • Evaluates Internet resources for reliability and validity • Finds innovative uses of technology to make workplace tasks more efficient • Develops methods/processes to managing data that is part of the work process



Career Readiness Standards Evaluation Rubrics Work-based Learning Version

Standard 10: Manages personal career development			
<i>Areas: Planning • Job Seeking • Résumés, Portfolios and Interviews • Professional Development</i>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
Indicators <ul style="list-style-type: none"> • Has little sense of career goals or path • Is unable to explain how experiences or credentials relate to ability to perform the occupation • Is inappropriately dressed and presents self in unprofessional manner 	Indicators <ul style="list-style-type: none"> • Has career goals and/or objectives • Understands the requirements and working conditions of the occupation • Communicates relevant work experiences, licenses, certifications, and or examples to demonstrate competence in performing occupation • Presents self in an appropriately professional manner 	Indicators <ul style="list-style-type: none"> • Understands available advancements and is willing to put in the effort and experience to have the opportunity to attain them • Researches occupations and employers and is intentional about a career with chosen organization • Prepares a professional résumé appropriate for the occupation 	Indicators <ul style="list-style-type: none"> • Has a personal career development plan • Markets self effectively to gain employment and be considered for additional opportunities • Maintains a professional portfolio of experiences, credentials, certificates, and projects/products

Standard 11: Attends to personal and financial well-being			
<i>Areas: Personal Well-being • Financial Well-being</i>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
Indicators <ul style="list-style-type: none"> • Uses drugs, alcohol or other prohibited substances at work or in a manner that impact performance • Allows personal financial situation to negatively impact performance 	Indicators <ul style="list-style-type: none"> • Recognizes the importance of personal well-being on performance • Builds positive, personal relationships with at least one other person in the workplace • Understands the responsibilities of personal financial well-being 	Indicators <ul style="list-style-type: none"> • Follows a personal wellness plan that includes healthy eating, exercise and disease prevention • Maintains a supportive network of co-workers • Maintains a good credit rating • Utilizes available resources in the workplace to help with personal financial planning and well-being 	Indicators <ul style="list-style-type: none"> • Recognizes the value of a wide range of knowledge and experiences from the arts, culture and humanities to promote intellectual curiosity • Utilizes available resources in the workplace to help with personal financial planning and well-being

(end of document)