



# Career Readiness Standards Evaluation Rubrics

## High School Version



<b>Standard 1: Applies appropriate academic and technical skills</b>			
<b>1a Academic Attainment</b>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
<b>Indicators</b> <input type="checkbox"/> Lacks proficiency in mathematics and English/language arts skills.	<b>Indicators</b> <input type="checkbox"/> Demonstrates grade-level proficiency in academic core standards (mathematics, English/language arts, science, and social studies)	<b>Indicators</b> <input type="checkbox"/> Routinely applies academic knowledge to workplace situations	<b>Indicators</b> <input type="checkbox"/> Has attained an industry or postsecondary credential (dual-credit, certificate, etc.)
<b>1b Technical Skill Attainment</b>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
<b>Indicators</b> <input type="checkbox"/> Cannot demonstrate technical skills	<b>Indicators</b> <input type="checkbox"/> Has completed some training or started a career education program of study	<b>Indicators</b> <input type="checkbox"/> Has satisfactorily demonstrated technical skills in a career education program of study	<b>Indicators</b> <input type="checkbox"/> Has qualified for licensure and/or certification required for the occupation
<b>1c Strategic Thinking</b>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
<b>Indicators</b> <input type="checkbox"/> Repeatedly relies on others to understand processes or systems	<b>Indicators</b> <input type="checkbox"/> Navigates processes or systems with initial training and some coaching	<b>Indicators</b> <input type="checkbox"/> Reasons through a situation or issue without coaching	<b>Indicators</b> <input type="checkbox"/> Uses strategic thinking to improve a situation or process
<b>Standard 2: Communicates effectively and appropriately</b>			
<b>2a Speaking</b>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
<b>Indicators</b> <input type="checkbox"/> Does not listen to instructions  <input type="checkbox"/> Shares incomplete information or misinformation to others	<b>Indicators</b> <input type="checkbox"/> Usually asks clarifying questions  <input type="checkbox"/> Explains ideas, asks questions, and shares information in a way that can be understood but may be incomplete or occasionally confusing	<b>Indicators</b> <input type="checkbox"/> Practices attentive listening and asks pertinent questions to acquire or confirm information  <input type="checkbox"/> Shares information completely and accurately to help others understand	<b>Indicators</b> <input type="checkbox"/> Skilled in listening, questioning and non-verbal messages while seeking to understand others  <input type="checkbox"/> Articulate, confident, and persuasive in one-on-one and group conversations
<b>2b Writing</b>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
<b>Indicators</b> <input type="checkbox"/> Written statements are often incomplete, difficult to understand, or contains misinformation	<b>Indicators</b> <input type="checkbox"/> Completes written records as directed and writes brief notes that are typically understandable.	<b>Indicators</b> <input type="checkbox"/> Produces clear and logical written communication using correct spelling, grammar, and punctuation that is appropriate for purpose and audience	<b>Indicators</b> <input type="checkbox"/> Composes focused written documents such as: agendas, audio-visu-als, bibliographies, drafts, emails, forms, notes, reports and technical documents



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<b>2c Presentations</b>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
<b>Indicators</b> <input type="checkbox"/> Presentations are confusing, lacking focus and direction  <input type="checkbox"/> Presentations are not engaging for participants	<b>Indicators</b> <input type="checkbox"/> Usually is well prepared but lacks engagement for audiences  <input type="checkbox"/> Presents ideas and shares information in a way that can be understood but may be incomplete or occasionally confusing	<b>Indicators</b> <input type="checkbox"/> Presentations meet the audience needs and are engaging and informative  <input type="checkbox"/> Uses proper word choice and tone when presenting to diverse audiences	<b>Indicators</b> <input type="checkbox"/> Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate a point of view  <input type="checkbox"/> Delivers presentations that sustain listeners' attention and interest

<b>2d Professional Etiquette</b>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
<b>Indicators</b> <input type="checkbox"/> Fails to communicate important facts in a timely manner  <input type="checkbox"/> Is regularly rude and/or inappropriate to others in a way that disrupts the workplace	<b>Indicators</b> <input type="checkbox"/> Usually listens to instructions and occasionally asks clarifying questions  <input type="checkbox"/> Recognizes inappropriate and rude comments but may not always recognize the correct tone or style to use in communicating with others	<b>Indicators</b> <input type="checkbox"/> Practices active and attentive listening skills and asks pertinent questions to acquire or confirm information  <input type="checkbox"/> Almost always identifies and addresses other's needs and wants and maintains a patient and helpful tone	<b>Indicators</b> <input type="checkbox"/> Effective in communication in diverse settings; speaking with individuals in a culturally understanding and inclusive manner  <input type="checkbox"/> Practices appropriate use of social media in personal and professional environments

<b>2e Customer Service</b>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
<b>Indicators</b> <input type="checkbox"/> Makes customers feel frustrated, misunderstood, and/or confused  <input type="checkbox"/> Is regularly rude and/or inappropriate to customers	<b>Indicators</b> <input type="checkbox"/> Usually tries to understand and meet customer needs  <input type="checkbox"/> Usually considers the impact of tone, word choice, and comments to customers	<b>Indicators</b> <input type="checkbox"/> Always maintains a patient and helpful tone and attitude to assist customers  <input type="checkbox"/> Always seeks to understand the customer and meet their needs no matter what the circumstances	<b>Indicators</b> <input type="checkbox"/> Consistently goes above and beyond customer and supervisor expectations  <input type="checkbox"/> Proactively establishes positive relationships with diverse individuals

<b>Standard 3: Contributes to employer and community success</b>			
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<b>3a Personal Responsibility</b>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
<b>Indicators</b> <input type="checkbox"/> Blames others for lack of performance	<b>Indicators</b> <input type="checkbox"/> Takes responsibility for individual work tasks	<b>Indicators</b> <input type="checkbox"/> Pursues results to completion with drive	<b>Indicators</b> <input type="checkbox"/> Models behaviors that demonstrate reliability, dependability and commitment



# Career Readiness Standards Evaluation Rubrics High School Version



3b Meets Workplace Expectations			
Level 0 (not proficient)	Level 1	Level 2	Level 3
<b>Indicators</b> <input type="checkbox"/> Is late or absent frequently <input type="checkbox"/> Is not prepared for work tasks <input type="checkbox"/> Is rude or disrespectful to others and disrupts team work efforts	<b>Indicators</b> <input type="checkbox"/> Arrives on time consistently and is typically prepared <input type="checkbox"/> Complies with workplace policies <input type="checkbox"/> Is not rude or disrespectful to others	<b>Indicators</b> <input type="checkbox"/> Models appropriate behavior with respect to workplace expectations <input type="checkbox"/> Contributes to workplace success, culture, and established protocols	<b>Indicators</b> <input type="checkbox"/> Demonstrates commitment through work ethic and professional behavior <input type="checkbox"/> Contributes to the expectations of health, safety, human resource, and environmental regulations
3c Civic Responsibility			
Level 0 (not proficient)	Level 1	Level 2	Level 3
<b>Indicators</b> <input type="checkbox"/> Mocks those that volunteer or provide service to others	<b>Indicators</b> <input type="checkbox"/> Participates as a useful team member	<b>Indicators</b> <input type="checkbox"/> Engages in service opportunities – through work and/or the community	<b>Indicators</b> <input type="checkbox"/> Volunteers for leadership roles and extra service on teams and committees
Standard 4: Makes sense of problems and perseveres in solving them			
4a Perceptiveness			
Level 0 (not proficient)	Level 1	Level 2	Level 3
<b>Indicators</b> <input type="checkbox"/> Seldom notices when problems arise	<b>Indicators</b> <input type="checkbox"/> Accurately defines a problem or issue	<b>Indicators</b> <input type="checkbox"/> Recognizes the factors that contribute to a problem or issue	<b>Indicators</b> <input type="checkbox"/> Identifies and clarifies problems or issues and seeks to understand their cause
4b Problem Solving			
Level 0 (not proficient)	Level 1	Level 2	Level 3
<b>Indicators</b> <input type="checkbox"/> Uses poor judgment in attempting to solve problems	<b>Indicators</b> <input type="checkbox"/> Knows when to solve problems on own and when to engage others	<b>Indicators</b> <input type="checkbox"/> Generates more than one potential solution to an identified problem	<b>Indicators`</b> <input type="checkbox"/> Evaluates solutions and determines the potential value toward solving the problem.
4c Perseverance/Work Ethic			
Level 0 (not proficient)	Level 1	Level 2	Level 3
<b>Indicators</b> <input type="checkbox"/> Must be reminded frequently to complete work tasks <input type="checkbox"/> Gives up quickly when faced with a setback	<b>Indicators</b> <input type="checkbox"/> Executes a task to completion with direction to do so <input type="checkbox"/> Demonstrates some resilience before giving up on a difficult task	<b>Indicators</b> <input type="checkbox"/> Requires minimal supervision to successfully complete tasks on schedule <input type="checkbox"/> Overcomes setbacks to continue to work toward completion of assigned tasks	<b>Indicators</b> <input type="checkbox"/> Prioritizes tasks to complete assigned work <input type="checkbox"/> Consistently exhibits perseverance when dealing with issues or problems to complete assigned tasks



# Career Readiness Standards Evaluation Rubrics High School Version



<b>Standard 5: Uses critical thinking</b>			
<b>5a Critical Thinking</b>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
<b>Indicators</b> <input type="checkbox"/> Makes decisions based on emotional reaction or with very limited information	<b>Indicators</b> <input type="checkbox"/> Uses logic when making decisions on own	<b>Indicators</b> <input type="checkbox"/> Reasons through decisions and considers more than one perspective	<b>Indicators</b> <input type="checkbox"/> Uses cause-and-effect analysis and feedback from others in making decisions
<b>5b Decision-Making</b>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
<b>Indicators</b> <input type="checkbox"/> Does not consider the impact of their decisions  <input type="checkbox"/> Makes decisions without considering others' input or ideas	<b>Indicators</b> <input type="checkbox"/> Thinks through multiple outcomes before making a decision	<b>Indicators</b> <input type="checkbox"/> Develops a rationale before making a decision  <input type="checkbox"/> Follows a decision-making process before making a final decision	<b>Indicators</b> <input type="checkbox"/> Identifies a thorough and complete course of action that considers impact on others, risks to success, and potential impact before making a decision
<b>5c Adaptability</b>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
<b>Indicators</b> <input type="checkbox"/> Struggles to manage new methods or adapt to use of new skills or systems	<b>Indicators</b> <input type="checkbox"/> Willing to learn new knowledge, tasks and/or skills	<b>Indicators</b> <input type="checkbox"/> Considers multiple and diverse points of view  <input type="checkbox"/> Seeks out new knowledge and skills or ways to improve to be more effective	<b>Indicators</b> <input type="checkbox"/> Adapts well to change and accepts new ideas and processes  <input type="checkbox"/> Demonstrates ability to organize priorities in an ambiguous situation/environment

<b>Standard 6: Demonstrates innovation and creativity</b>			
<b>6a Creativity</b>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
<b>Indicators</b> <input type="checkbox"/> Does not appreciate new or creative ideas of others	<b>Indicators</b> <input type="checkbox"/> Is open to new and creative ideas	<b>Indicators</b> <input type="checkbox"/> Appreciates new and creative ideas from others	<b>Indicators</b> <input type="checkbox"/> Contributes creative ideas to improve or add value
<b>6b Innovation</b>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
<b>Indicators</b> <input type="checkbox"/> Discourages others from offering ideas to improve processes  <input type="checkbox"/> Takes reckless risks in introducing new ideas into the process	<b>Indicators</b> <input type="checkbox"/> Willingly shares ideas for improvement when requested  <input type="checkbox"/> Knows when to move from idea to implementation	<b>Indicators</b> <input type="checkbox"/> Recognizes and communicates when a process could be improved  <input type="checkbox"/> Accepts and incorporates constructive criticism into proposed ideas	<b>Indicators</b> <input type="checkbox"/> Determines feasibility of improvements or ideas prior to sharing with others  <input type="checkbox"/> Understands how to take informed risks to introduce innovation or a new idea



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<b>Standard 7: Models ethical leadership and effective management</b>			
<b>7a Leadership</b>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
<b>Indicators</b> <input type="checkbox"/> Creates negative relationships with others	<b>Indicators</b> <input type="checkbox"/> Engages the support and/or action of others to accomplish a task	<b>Indicators</b> <input type="checkbox"/> Fosters positive working relationships <input type="checkbox"/> Demonstrates servant leadership attributes	<b>Indicators</b> <input type="checkbox"/> Models the positive attributes of effective leaders (e.g., empathy, motivation, communication skills, social awareness)
<b>7b Ethics</b>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
<b>Indicators</b> <input type="checkbox"/> Practices unethical and/or illegal behavior	<b>Indicators</b> <input type="checkbox"/> Practices ethical behavior and complies with the codes of conduct	<b>Indicators</b> <input type="checkbox"/> Considers the ethical implications and impact on personal reputation of decisions	<b>Indicators</b> <input type="checkbox"/> Reports and/or holds others accountable to ethical behavior
<b>7c Management</b>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
<b>Indicators</b> <input type="checkbox"/> Often refuses to accept leadership role with others on projects	<b>Indicators</b> <input type="checkbox"/> Uses personal management skills to ensure effective daily functioning	<b>Indicators</b> <input type="checkbox"/> Recognizes the difference between leadership and management of others <input type="checkbox"/> Manages small teams to complete tasks with minimal coaching/assistance	<b>Indicators</b> <input type="checkbox"/> Organizes and manages teams to accomplish stated objectives on time and on budget

<b>Standard 8: Works productively in teams and demonstrates cultural competency</b>			
<b>8a Teamwork</b>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
<b>Indicators</b> <input type="checkbox"/> Contributes little to team efforts and causes distraction or disruption to team activities	<b>Indicators</b> <input type="checkbox"/> Plays a useful and constructive role on teams	<b>Indicators</b> <input type="checkbox"/> Recognizes own limitations and the strengths of others to utilize the best people for tasks on a team	<b>Indicators</b> <input type="checkbox"/> Works to engage others on the team to ensure consensus
<b>8b Conflict Resolution</b>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
<b>Indicators</b> <input type="checkbox"/> Creates personal conflict with others	<b>Indicators</b> <input type="checkbox"/> Treats team members as professionals when there is disagreement	<b>Indicators</b> <input type="checkbox"/> Proactively addresses potential source(s) of conflict with others	<b>Indicators</b> <input type="checkbox"/> Negotiates conflict among others and/or between others
<b>8c Social and Cultural Competence</b>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
<b>Indicators</b>	<b>Indicators</b>	<b>Indicators</b>	<b>Indicators</b>



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<input type="checkbox"/> Is disrespectful to people with different backgrounds, beliefs and experiences	<input type="checkbox"/> Shows respect and interacts positively with people of different backgrounds, beliefs and experiences	<input type="checkbox"/> Uses awareness of world cultures and languages to effectively communicate with others	<input type="checkbox"/> Is aware of issues in society that impact the work of the organization
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<b>Standard 9: Utilizes technology</b>			
<b>9a Data Gathering</b>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
<b>Indicators</b> <input type="checkbox"/> Poorly manages data	<b>Indicators</b> <input type="checkbox"/> Uses a consistent and effective approach for managing data	<b>Indicators</b> <input type="checkbox"/> Uses a variety of effective methods to search for valid, relevant data	<b>Indicators</b> <input type="checkbox"/> Develops methods/processes to managing data
<b>9b Access and Management</b>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
<b>Indicators</b> <input type="checkbox"/> Lacks knowledge and skill about the computer and Internet resources	<b>Indicators</b> <input type="checkbox"/> Uses computer and Internet protocols that ensure cyber security and confidentiality	<b>Indicators</b> <input type="checkbox"/> Demonstrates ongoing knowledge and skill development to access and manage data and technology	<b>Indicators</b> <input type="checkbox"/> Finds innovative uses of technology to make tasks more efficient
<b>9c Tools and Applications</b>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
<b>Indicators</b> <input type="checkbox"/> Cannot utilize the technology tools typically required in the occupation	<b>Indicators</b> <input type="checkbox"/> Demonstrates use of technology-related tools typically required in the occupation	<b>Indicators</b> <input type="checkbox"/> Demonstrates ongoing knowledge and skill development to use technology-related tools typically required in the occupation	<b>Indicators</b> <input type="checkbox"/> Utilizes and is proficient with current hardware and software to effectively and efficiently use technology
<b>9d Technology Ethics</b>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
<b>Indicators</b> <input type="checkbox"/> Uses unsafe and reckless habits in using the computer and Internet resources	<b>Indicators</b> <input type="checkbox"/> Follows organizational policies on the acceptable use of technology	<b>Indicators</b> <input type="checkbox"/> Understands the ethical issues related to privacy and intellectual property in data and technology applications	<b>Indicators</b> <input type="checkbox"/> Evaluates Internet resources for reliability and validity



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<b>Standard 10: Manages personal career development</b>			
<b>10a Planning</b>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
<b>Indicators</b> <input type="checkbox"/> Has little sense of career goals or path	<b>Indicators</b> <input type="checkbox"/> Has career goals and/or objectives <input type="checkbox"/> Understands the requirements and working conditions of the occupation	<b>Indicators</b> <input type="checkbox"/> Researches occupations and employers and is intentional about a career with chosen organization	<b>Indicators</b> <input type="checkbox"/> Maintains a career development plan including identifying experiences to gain new knowledge and skills
<b>10b Job Seeking, Résumés, Portfolios and Interviews</b>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
<b>Indicators</b> <input type="checkbox"/> Is unable to explain how experiences or credentials relate to ability to perform the occupation <input type="checkbox"/> Is inappropriately dressed and presents self in unprofessional manner	<b>Indicators</b> <input type="checkbox"/> Communicates relevant work experiences, licenses, certifications, and or examples to demonstrate competence in performing occupation <input type="checkbox"/> Presents self in an appropriately professional manner	<b>Indicators</b> <input type="checkbox"/> Researches occupations and employers and is intentional about a career with chosen organization <input type="checkbox"/> Prepares a professional résumé appropriate for the occupation	<b>Indicators</b> <input type="checkbox"/> Markets self effectively to gain employment and be considered for additional opportunities <input type="checkbox"/> Maintains a professional portfolio of experiences, credentials, certificates, and projects/products
<b>10c Professional Development</b>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
<b>Indicators</b> <input type="checkbox"/> Has little sense of career goals or path	<b>Indicators</b> <input type="checkbox"/> Searches for experiences to further develop skills for employment	<b>Indicators</b> <input type="checkbox"/> Understands available advancements and is willing to put in the effort and experience to have the opportunity to attain them	<b>Indicators</b> <input type="checkbox"/> Actively participates in opportunities to learn and develop new skills both personally and professionally

<b>Standard 11: Attends to personal and financial well-being</b>			
<b>Personal Well-Being</b>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
<b>Indicators</b> <input type="checkbox"/> Uses drugs, alcohol or other prohibited substances at work or in a manner that impact performance	<b>Indicators</b> <input type="checkbox"/> Recognizes the importance of personal well-being on performance <input type="checkbox"/> Builds positive, personal relationships with at least one other person	<b>Indicators</b> <input type="checkbox"/> Follows a personal wellness plan that includes healthy eating, exercise and disease prevention <input type="checkbox"/> Maintains a supportive network of co-workers	<b>Indicators</b> <input type="checkbox"/> Recognizes the value of a wide range of knowledge and experiences from the arts, culture and humanities to promote intellectual curiosity
<b>Financial Well-Being</b>			
Level 0 (not proficient)	Level 1	Level 2	Level 3
<b>Indicators</b>	<b>Indicators</b>	<b>Indicators</b>	<b>Indicators</b>



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## High School Version



<input type="checkbox"/> Allows personal financial situation to negatively impact performance	<input type="checkbox"/> Understands the responsibilities of personal financial well-being	<input type="checkbox"/> Maintains a good credit rating through effective financial management <input type="checkbox"/> Utilizes available resources to help with personal financial planning and well-being	<input type="checkbox"/> Utilizes available resources to help with personal financial planning and well-being <input type="checkbox"/> Utilizes a budget and financial management protocols
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