

Employability Profile “Career Readiness” Rubric- CTE & Career Pathways East High School

RATING SCALE	UNSATISFACTORY (1)	NEEDS IMPROVEMENT (2)	MEETS EXPECTATIONS (3)	EXCEEDS EXPECTATIONS (4)
	PERFORMANCE: Scholar ...			
	Has not yet demonstrated the skills required for the position and needs to have a formal plan for improving skills. Needs additional training.	Inconsistently demonstrates the skills needed for the position. Further development is needed.	Demonstrates the skills required for the position with rare exceptions, and shows initiative in improving skills.	Consistently demonstrates skills required for the position. Often exceeds expectations and has emerged as a leader that improves overall team.
ATTENDANCE	<ul style="list-style-type: none"> Not yet demonstrating understanding of work/class expectations for attendance. Does not notify supervisor/teacher in advance of absence. Exceeds 15 absences for the school year. 	<ul style="list-style-type: none"> Inconsistently demonstrates understanding of work/class expectations for attendance. Inconsistently notifies supervisor/teacher in advance of absence. 10-15 absences for the school year. 	<ul style="list-style-type: none"> Understands work/class expectations for attendance. Notifies supervisor/teacher in advance of absence. Fewer than 10 absences for the year. 	<ul style="list-style-type: none"> Consistently demonstrates understanding of work/class expectations for attendance. Consistently notifies supervisor/teacher in advance of absence. Five days or less (excused/unexcused absences) absences for the school year.
PUNCTUALITY	<ul style="list-style-type: none"> Not yet demonstrating understanding of expectations for punctuality. Arrives late for school/work frequently (exceeding 15 days for the school year). Does not take or return from breaks on time. Does not call a supervisor prior to being late. 	<ul style="list-style-type: none"> Inconsistently demonstrates understanding of work expectations for punctuality. Inconsistently arrives on time for school/work (10-15 days tardy for the school year). Inconsistently takes and returns from breaks on time. Calls supervisor/teacher prior to being late. 	<ul style="list-style-type: none"> Understands work expectations for punctuality. Arrives on time for school/work most of the time (fewer than 10 days tardy for the year). Shows responsibility by taking and returning from breaks on time. Calls supervisor/teacher prior to being late. 	<ul style="list-style-type: none"> Consistently demonstrates understanding of expectations for punctuality. Consistently arrives on time for school/work (5 days or fewer for the school year). Consistently shows responsibility by taking and returning from breaks on time. Takes the initiative to always call a supervisor prior to being late.
APPROPRIATE WORKPLACE APPEARANCE	<p>Does not dress appropriately.</p> <ul style="list-style-type: none"> Unsafe Unsuitable None (no uniform) 	<ul style="list-style-type: none"> Inconsistently demonstrates an understanding of appropriate attire and/or personal hygiene. 	<ul style="list-style-type: none"> Dresses appropriately for the position and duties. Practices personal hygiene appropriate for position and duties. 	<ul style="list-style-type: none"> Demonstrates exceptional personal appearance. Always wears appropriate work attire.

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TAKES INITIATIVE	<ul style="list-style-type: none"> Lacks initiative to begin task and to participate from initiation to completion. Unaware of proper procedure to begin task. Poor to no communication with supervisor for guidance. 	<ul style="list-style-type: none"> Moderate initiative to begin task and sustain participation from initiation to completion. Moderate awareness of proper procedure to begin task. Attempts to communicate with supervisor. 	<ul style="list-style-type: none"> Participates in task or project from initiation to completion communicating with supervisor/teacher as needed. Aware of proper procedures for task completion. Initiates interactions with supervisor for the next task upon completion of previous one. 	<ul style="list-style-type: none"> Always performs task fully without direction from initiation to completion communicating with supervisor/teacher as needed. Consistently demonstrates proper procedures for task completion. Consistently initiates interactions with supervisor for the next task upon completion of previous one.
QUALITY OF WORK	<ul style="list-style-type: none"> Makes an “attempt” to produce high quality work, but is unable to independently demonstrate work. 	<ul style="list-style-type: none"> Still needs supervision and assistance to produce “basic” work. 	<ul style="list-style-type: none"> Gives “<u>best</u> effort” to meet quality work standards and customer service without assistance. 	<ul style="list-style-type: none"> Able to evaluate own work and utilize feedback to produce the “highest quality of work” and provide optimal customer service.
KNOWLEDGE OF WORKPLACE ETHICS	<ul style="list-style-type: none"> Unaware or unclear understanding of workplace policy and/or ethics. Unsuitable member of workplace team. 	<ul style="list-style-type: none"> Generally or inconsistently demonstrates understanding of workplace policy and ethics. Attempts to be a responsible member of the workplace team. 	<ul style="list-style-type: none"> Often demonstrating an appropriate understanding of workplace policy and ethics. Frequently a responsible member of the workplace team. 	<ul style="list-style-type: none"> Always demonstrating a skillful understanding of workplace policy and ethics. Always a responsible member of workplace team. Emerged as a leader that improves overall team.

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RESPONSE TO SUPERVISION	<ul style="list-style-type: none"> Lack of ability to accept direction, feedback and constructive criticism. Lacks flexibility when nature of work changes. Poor attitude. 	<ul style="list-style-type: none"> Inconsistently accepts direction, feedback and constructive criticism. Inconsistently demonstrates flexibility when nature of work changes. Poor attitude at times. 	<ul style="list-style-type: none"> Often accepts direction, feedback and constructive criticism. Demonstrates flexibility when nature of work changes. Positive attitude. 	<ul style="list-style-type: none"> Consistently accepts direction, feedback and constructive criticism. Consistently demonstrates flexibility for new situations. Shows leadership and models a positive attitude for others.
COMMUNICATION SKILLS	<ul style="list-style-type: none"> Unable to focus on what other people are saying (verbal and non-verbal). Asks inappropriate and/or unsuitable questions, and does not show understanding of what was said. Never asks for assistance. 	<ul style="list-style-type: none"> Inconsistently pays attention to what other people are saying (verbal and non-verbal). Attempts to ask questions and generally shows understanding of what was said. Minimally asks for assistance. Able to give some pertinent feedback. 	<ul style="list-style-type: none"> Often gives full attention to what other people are saying (verbal and non-verbal). Frequently asks appropriate questions. Has a clear understanding of what was said, read or seen. Frequently asks for assistance when needed. 	<ul style="list-style-type: none"> Always pays full attention to what other people are saying (verbal and non-verbal). Initiates thoughtful & appropriate questions. Has a solid understanding of what was said. Takes leadership role and offers to assist others. Able to communicate complex ideas and themes.
SOLVES PROBLEMS	<ul style="list-style-type: none"> Unable to determine what problem is. 	<ul style="list-style-type: none"> Able to determine problem with partial solution. 	<ul style="list-style-type: none"> Able to determine problem with appropriate solution. 	<ul style="list-style-type: none"> Takes the initiative to define the problem and determine possible solutions.
MAKES DECISIONS	<ul style="list-style-type: none"> Does not make decisions related to the problem. Makes minimal to no attempt at solving problem. 	<ul style="list-style-type: none"> Partial attention given to solving the problem. Inconsistent attempts at solving the issue. Minimum initiative at solving the problem. Is unaware if solution will work. 	<ul style="list-style-type: none"> Identifies the nature of the problem, evaluates various ways of solving the problem and selects the best alternative. Confident solution will work. 	<ul style="list-style-type: none"> Identifies the nature of the problem, devises and evaluates various ways of solving the problem and effectively attempts alternate ways of solving the problem. Proven that solutions worked.

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COOPERATES WITH OTHERS	<ul style="list-style-type: none"> • Not yet able communicate with others in a respectful way. • Does not show respect for others’ ideas, opinions, and racial and cultural diversity. • Not yet able to participate as a member of a team. 	<ul style="list-style-type: none"> • Inconsistent in friendly and courteous interactions with others. • Inconsistent in showing respect for others’ ideas, opinions, and racial and cultural diversity. • Communicates with team member, but sometimes off task. 	<ul style="list-style-type: none"> • Interacts and communicates with others in a friendly and courteous way. • Shows respect for others’ ideas, opinions, and racial and cultural diversity. • Effectively works as a member of a team. 	<ul style="list-style-type: none"> • Consistently interacts and communicates with others in often emerging as a leader. • Consistently demonstrates a high level of respect for others’ ideas, opinions, and racial and cultural diversity. • Demonstrates ability to work as a member of a team, often taking leadership role.
RESOLVES CONFLICT	<ul style="list-style-type: none"> • Unable to identify sources of conflict. • Unable to suggest options to resolve the conflict. • Lacks the ability to help others reach a mutually satisfactory agreement. 	<ul style="list-style-type: none"> • Attempts to Identify sources of conflict. • Inconsistently suggests options to resolve conflict. • Occasionally able to help others to reach a mutually satisfactory agreement. 	<ul style="list-style-type: none"> • Consistently identifies sources of conflict. • Positively suggests options to resolve the conflict. • Successfully assists in reaching a mutually satisfactory agreement. • Frequently helps others reach a mutually satisfactory agreement. 	<ul style="list-style-type: none"> • Takes initiative to identify sources of conflict. • Skillfully assists others in reaching a mutually satisfactory agreement. • Consistently helps others reach a mutually satisfactory agreement.
OBSERVES CRITICALLY	<ul style="list-style-type: none"> • Does not use visual sources of information. • Unable to evaluate information. • Unclear understanding of information. 	<ul style="list-style-type: none"> • Inconsistent use of visual sources of information. • Attempts to evaluate information. • Some understanding of information. 	<ul style="list-style-type: none"> • Carefully attends to visual sources of information. • Evaluates the information for accuracy, bias and usefulness. • Develops a clear understanding of the information. 	<ul style="list-style-type: none"> • Always and skillfully attends to visual information. • Solid evaluation of the information for accuracy, bias, and usefulness. • Complete understanding of the information.

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TAKES RESPONSIBILITY FOR LEARNING	<ul style="list-style-type: none"> • Student lacks knowledge of their strengths & weaknesses. • Student does not set goals for learning. • Student does not pursue learning opportunities. • Does not monitor progress. 	<ul style="list-style-type: none"> • Student has minimal knowledge of their strengths & weaknesses. • Student’s goals for learning are inconsistent. • Student inconsistently identifies and pursues opportunities for learning. • Student minimally checks progress. 	<ul style="list-style-type: none"> • Identifies own strength and weaknesses. • Set goals for learning. • Identifies and pursues opportunities for learning. • Monitors own progress toward achieving these goals. 	<ul style="list-style-type: none"> • Student has a solid understanding of own strengths & weaknesses. • Student takes initiative toward setting goals. • Student takes initiative to identify different opportunities for learning. • Student consistently monitors progress toward goals as well as initiates new goals.

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	Unsatisfactory (1)	Needs Improvement (2)	Meets Expectations (3)	Exceeds Expectations (4)
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READS WITH UNDERSTANDING	<ul style="list-style-type: none"> Lacks the ability to read printed material in a variety of formats. 	<ul style="list-style-type: none"> Attempts to read printed material in a variety of formats, but partially locates, understands, applies and manages information they contain. 	<ul style="list-style-type: none"> Reads printed materials in a variety of formats to locate, understand, apply and manage information they contain. 	<ul style="list-style-type: none"> Consistently reads printed material in a variety of formats and takes responsibility to locate, understand, apply and manage the information they contain.
SOLVES PROBLEMS USING MATH	<ul style="list-style-type: none"> Does not know math symbols, procedures, and tools. Cannot answer questions, solve problems, make predictions or carry out a task that has mathematical dimensions. 	<ul style="list-style-type: none"> Knows some math symbols, procedures, and tools. Starts problem, but cannot work to completion. 	<ul style="list-style-type: none"> Works with mathematical information (numbers, symbols, etc.), procedures and tools and applies skills to answer a question, solve a problem, verify the reasonableness of results, make a prediction or carry out a task that has mathematical dimensions. 	<ul style="list-style-type: none"> Consistently applies symbols, procedures and tools to problems they have not seen and real life applications. Can complete problems using multiple techniques.
HEALTH AND SAFETY	<ul style="list-style-type: none"> Unable to comply with health and safety rules for specific workplace. 	<ul style="list-style-type: none"> Inconsistently complies with health and safety rules for specific workplace. 	<ul style="list-style-type: none"> Complies with health and safety rules for specific workplace. 	<ul style="list-style-type: none"> Consistently complies with health and safety rules for specific workplace.
TECHNOLOGY	<ul style="list-style-type: none"> Unable to use job-related tools, technologies and materials appropriately. 	<ul style="list-style-type: none"> Inconsistently uses job-related tools, technologies and materials appropriately. 	<ul style="list-style-type: none"> Uses job-related tools, technologies and materials appropriately. 	<ul style="list-style-type: none"> Skillfully uses job-related tools, technologies and material.