Career Ready Practice

1. Act as a Responsible and Contributing Citizen and Employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community, and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Points Given

Individual Competencies	4 Exceeds Competency	3 Meets Competency	2 Approaching Competency	1 Not Yet Reached Competency	Keyword(s)	
Conduct self in a respectable, appropriate manner and with proper appearance.	Demonstrates appropriate appearance and behavior in various settings. Always acts respectfully towards others.	Demonstrates appropriate appearance and behavior. Acts respectfully towards others.	Attempts to demonstrate appropriate appearance and behavior. Occasionally acts respectfully towards others.	Does not demonstrate appropriate appearance or behavior. Often does not act respectfully towards others.	**Appropriate appearance and behavior**	
Work positively.	Has a positive outlook and creates a positive work environment for all involved while working on projects.	Is constructive with criticism when working with others. Has a positive attitude towards tasks, projects and others.	Occasionally has a negative attitude towards tasks, projects, and/or others.	Typically is negative toward tasks, projects, and/or others.	**Attitude**	
Work ethically.	Consistently applies ethics to all aspects of work.	Applies values and ethics to all work completed.	At times, does not apply ethics while working on tasks, projects or with others.	Does not apply ethics while working on tasks, projects, or with others.	**Ethical**	
Adapt to varied roles, responsibilities, schedules, and contexts.	Readily adapts to varied roles, responsibilities, schedules, and contexts in a variety of conditions.	Adapts to varied roles, responsibilities, schedules, and contexts.	Attempts to adapt to varied roles, responsibilities, schedules, and contexts.	Does not attempt to adapt to varied roles, responsibilities, schedules, or contexts.	**Adaptability in position**	

Work effectively in a climate of ambiguity and changing priorities.	Works effectively in a climate of ambiguity and changing priorities in a variety of conditions.	Works effectively in a climate of ambiguity and changing priorities.	Attempts to work effectively in a climate of ambiguity and changing priorities.	Does not work well in a climate of ambiguity and changing priorities.	**Adaptability to change**	
Utilize time and manage workload efficiently.	Completes tasks ahead of schedule by creating a plan and scheduling time to complete the work.	Completes work on time by taking advantage of the time provided and by using time management skills.	Occasionally completes work on time.	Never completes work on time and does not use time management skills.	**Time management in work**	
Maintain focus and manages projects effectively.	Consistently stays focused, prioritizes tasks, recognizes time constraints of projects; estimates time to completion; and avoids distractions while meeting deadlines.	Stays focused throughout the project and develops a timeline of the work to be completed.	Occasionally off task in regards to accomplishing the overall project. Thus, only a portion of the project is completed.	Always off task and does not complete the project.	**Focusing on a project**	
Is accountable for results.	Consistently and accurately completes tasks and takes responsibility for work.	Takes responsibility for work completed and not completed.	Takes limited responsibility for not completing work.	Does not take responsibility for completed or uncompleted work.	**Responsibility**	
Inspire others to reach their very best via example and selflessness.	Sets aside personal needs and inspires others to perform to their best abilities no matter the obstacles or considering their own success.	Provides inspiration by demonstrating to others to perform at their best abilities no matter the obstacles before them.	Sometimes inspires others to perform at their best abilities but sometimes allows selfish needs to take precedent.	Fails to inspire others and allows selfish needs to rule all decisions made.	**Inspiring others through selflessness**	

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Demonstrate integrity and ethical behavior in using influence and power.	When in a position of leadership, consistently behaves ethically and with integrity to motivate others to work to their full potential.	Often applies integrity and ethical behavior in leadership positions, thereby influencing others to do likewise.	At times does not apply ethics or integrity to their decisions or actions in positions of leadership.	When in position of leadership, shows no signs of integrity or ethical behavior.	**Leadership**	
Demonstrate learning acquisition and application skills by requesting help when needed and then contributing to the success of the group by assisting others.	Consistently requests help at appropriate times and when needed (e.g., asking questions after consulting manuals on policies and procedures, knowing when to seek help from others or supervisors).	Usually requests help at times when needed (e.g., asking questions after consulting manuals on policies and procedures, knowing when to seek help from others or supervisors).	Sometimes requests help when needed (e.g., asks questions before consulting manuals on policies and procedures, sometimes seeks help from others or supervisors).	Does not request help when needed (e.g., doesn't ask questions of others or supervisors).	**Appropriate questioning**	
Demonstrate understanding of workplace organizations, systems, and climates by identifying "big picture" issues and fulfilling the mission of the workplace.	Easily identifies "big picture" issues and goals and can define vision and mission statements (e.g., the organization's structure, culture, policies, and procedures, as well as its role and status within the industry, economy, and community).	Identifies most "big picture" issues and goals and can generally define vision and mission statements. (e.g., the organization's structure, policies, and procedures, as well as its role within the industry and community).	Identifies few "big picture" issues and goals and can marginally define vision and mission statements. (e.g., the organization's policies and procedures, as well as its role within the community).	Can't identify "big picture" issues and goals and cannot define vision and mission statements.	**Understanding the system**	

Total Points Given:_____ / 12 = [ ] **Score.**

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Career Ready Practice

2. Apply Appropriate Academic and Technical Skills

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

Individual Competencies	4 Exceeds Competency	3 Meets Competency	2 Approaching Competency	1 Not Yet Reached Competency	Keyword(s)	Points Given
Demonstrate mathematics skills by using mathematical reasoning to accomplish tasks.	Correctly uses mathematical reasoning and processes to accomplish job-specific tasks without aid (e.g., using geometry and algebra to complete career computations).	Correctly uses mathematical reasoning and processes to accomplish job-specific tasks with occasional aid. (e.g., using geometry and algebra to complete career computations).	Uses mathematical reasoning and processes to accomplish job-specific tasks with occasional errors. (e.g., using geometry and algebra to complete career computations).	Does not understand how to apply mathematical reasoning and processes to accomplish job-specific tasks. (e.g., using geometry and algebra to complete career computations).	**Math skills**	
Demonstrate resourcefulness by contributing new ideas and working with initiative.	Appropriately contributes new and innovative ideas based on known and reliable resources and skills with great effect.	Often contributes new and innovative ideas based on known and reliable resources and skills.	Contributes some new and innovative ideas based on known resources and skills.	Rarely contributes new and innovative ideas as previous skills and resources are not developed enough.	**Using past knowledge**	
Demonstrate effective reading skills by interpreting workplace documents.	Correctly reads, interprets, and applies workplace documents with ease (e.g., instructional manuals, work orders, invoices, memorandums).	Reads, interprets, and applies workplace documents (e.g., instructional manuals, work orders, invoices, memorandums).	Sometimes reads, misinterprets, and misapplies workplace documents (e.g., instructional manuals, work orders, invoices, memorandums).	Incorrectly reads, interprets, and applies workplace documents (e.g., instructional manuals, work orders, invoices, memorandums).	**Reading and interpreting**	

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Demonstrate effective writing skills by interpreting workplace documents and writing clearly.	Consistently writes clearly, uses correct language, and understands the intended audience of documents that are produced.	Writes clearly, often using correct language, and understands the intended audience of a document produced.	The document produced is usually clearly written, sometimes using incorrect language, and with general understanding of the intended audience.	The document produced is unclear, often using incorrect language, and with general misunderstanding of the intended audience.	**Writing**	
Demonstrate critical-thinking and problem-solving skills by analyzing and resolving problems that arise in completing assigned tasks.	Easily and quickly identify resources that may help solve a specific problem and apply critical thinking to using that resource effectively.	Identify resources that may help solve a specific problem and apply critical thinking to using that resource correctly.	Sometimes identifies resources that may help solve a specific problem but does not apply critical thinking to using that resource.	Neither identifies resources that may help solve a specific problem nor applies critical thinking to aid in problem solving.	**Problem solving and critical thinking**	
Demonstrate proficiency with job-specific technologies by selecting and using technological resources to accomplish work responsibilities in a productive manner.	Consistently selects and uses technological resources (e.g., equipment, machines, tools, electronics) to accomplish work efficiently and productively.	Selects and uses technological resources (e.g., equipment, machines, tools, electronics) to accomplish work productively.	Selects and uses technological resources (e.g., equipment, machines, tools, electronics) to accomplish work.	Rarely selects and uses correct technological resources (e.g., equipment, machines, tools, electronics) to accomplish work.	**Using resources to complete work**	

Total Points Given:_____ **/ 6 =** ☐ **Score.**

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Career Ready Practice					
3. Attend to Personal Health and Financial Well-Being *Career-ready individuals understand the relationship between personal health, workplace performance, and personal well-being; they act on that understanding to regularly practice health diet, exercise, and mental health activities.* *Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.*					**Points Given**
Individual Competencies	4 Exceeds Competency	3 Meets Competency	2 Approaching Competency	1 Not Yet Reached Competency	**Keyword(s)**
Demonstrate healthy behaviors by managing personal health.	Seamlessly manages personal health with clear insight on its effect to work-related tasks (e.g., setting fitness goals; eating healthfully).	Manages personal health with understanding on its effect to work-related tasks (e.g., setting fitness goals; eating healthfully).	Minimally manages personal health with some effect on work-related tasks.	Minimally manages personal health with the results having negative effect on work-related tasks.	**Healthy living**
Demonstrate safety skills by following safety guidelines.	Follows and models safety guidelines (e.g., adhering to Occupational Safety and Health Administration [OSHA] standards and instructor and manufacturer guidelines).	Follows safety guidelines (e.g., adhering to Occupational Safety and Health Administration [OSHA] standards and instructor and manufacturer guidelines).	Often follows safety guidelines (e.g., adhering to Occupational Safety and Health Administration [OSHA] standards and instructor and manufacturer guidelines).	Often disregards safety guidelines (e.g., adhering to Occupational Safety and Health Administration [OSHA] standards and instructor and manufacturer guidelines).	**Knowing safety**
Safely use technological resources to accomplish work responsibilities in a productive manner.	Safely uses and models the use of technological resources (e.g., equipment, machines, tools, electronics) to accomplish work efficiently and productively.	Safely uses technological resources (e.g., equipment, machines, tools, electronics) to accomplish work productively.	Often uses technological resources (e.g., equipment, machines, tools, electronics) to accomplish work with varying safety and efficiency.	Does not use technological resources (e.g., equipment, machines, tools, electronics) to accomplish work with safe and efficient results.	**Working safely**

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Demonstrate positive self-representation skills by dressing appropriately and maintaining personal hygiene.	Always dresses appropriately (adhering to professional and safety standards following dress code) while maintaining impeccable, personal hygiene.	Dresses appropriately (adhering to professional and safety standards following dress code) while maintaining personal hygiene.	Usually dresses appropriately (professional and safety standards following dress code) while maintaining adequate personal hygiene.	Often dresses inappropriately while maintaining questionable personal hygiene.	**Hygiene**	
Demonstrate mathematics skills by using mathematical reasoning to accomplish tasks.	Quickly, correctly, and efficiently makes calculations related to personal finance (e.g., wage rates, paycheck deductions, taxes).	Correctly makes calculations related to personal finance (e.g., wage rates, paycheck deductions, taxes).	Makes calculations related to personal finance with some error (e.g., wage rates, paycheck deductions, taxes).	Makes calculations related to personal finance with many errors or doesn't attempt personally (e.g., wage rates, paycheck deductions, taxes).	**Calculation accuracy**	
Demonstrate how currently held quantity of goods, services, or money should be effectively expended to meet current demands.	Consistently plans in advance how much stock can and should be used to complete a current project in a timely manner. (portioning meals, making a budget, having correct quantity and type of materials onsite).	Correctly knows how much stock can and should be used to complete a current project in a timely manner. (portioning meals, making a budget, having correct quantity and type of materials onsite).	Often guesses how much stock should be used to complete a current project. (portioning meals, making a budget, having correct quantity and type of materials onsite).	Does not understand how much stock can and should be used to complete a current project. (portioning meals, making a budget, having correct quantity and type of materials onsite).	**Budgeting**	
Demonstrate how currently held quantity of goods, services, or money could be effectively used to meet future demands.	Wisely estimates the amount of current stock to save or multiply in order to meet future demands (e.g. making hay, opening a savings account, investment planning, storing goods for future use).	Estimates the amount of current stock to save or multiply in order to meet future demands (e.g. making hay, opening a savings account, investment planning, storing goods for future use).	Poorly estimates the amount of stock to save in order to meet future demands (e.g. making hay, opening a savings account, investment planning, storing goods for future use).	Does not estimate the amount of stock to save in order to meet future demands (e.g. making hay, opening a savings account, investment planning, storing goods for future use).	**Investment**	

Total Points Given:_____ / 7 = ☐ **Score.**

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Career Ready Practice

4. Communicate Clearly, Effectively, and with Reason

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice and organization and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Points Given

Individual Competencies	4 Exceeds Competency	3 Meets Competency	2 Approaching Competency	1 Not Yet Reached Competency	Keyword(s)	
Use communication to inform, instruct, motivate, and persuade.	Effectively uses communication to inform, instruct, motivate, and persuade.	Uses communication to inform, instruct, motivate, and persuade.	Communicates only to inform or instruct.	Communicates only to inform and does not demonstrate communication for other purposes.	**Communicating well**	
Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.	Works creatively to craft and present a comprehensive presentation that uses both verbal and nonverbal communication.	Communicates thoughts and ideas by crafting and presenting a presentation using both verbal and nonverbal communication.	Creates a presentation but does not effectively address/communicate using both verbal and nonverbal communication.	Either creates a presentation but does not present, or fails to complete the presentation, thus does not communicate using both verbal and nonverbal communication.	**Communicating through presentation**	
Develop, implement, and communicate new ideas to others effectively.	Develops, implements, and communicates new ideas to others effectively in a variety of conditions.	Develops, implements, and communicates new ideas to others effectively.	Develops, implements, and attempts to communicate new ideas to others.	Develops new ideas, but does not effectively implement or communicate ideas with others.	**Communicating new ideas**	

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Know when it is appropriate to listen and when to speak.	While engaged in conversations/discussions, consistently understands when it is appropriate to effectively speak and when it is appropriate to listen.	While engaged in conversations/discussions, understands when it is appropriate to speak and when it is appropriate to listen.	At times, speaks when it is not appropriate and does not listen when it is appropriate.	Often needs to be reminded of appropriate times to speak and appropriate times to listen.	**Timely listening/ speaking**	
Listen effectively to decipher meaning of a message.	Thoughtfully and consistently listen to and reflect on the information and intentions of the message.	Effectively listen to and reflect on the information and intentions of the message.	Attempts to listen to the message and reflect on the meaning of the message, but misses key information or intentions of the message.	Does not listen to the message and demonstrates the misunderstanding by not reflecting on the meaning.	**Listening well**	
Use technology as a tool to research, organize, evaluate, and communicate information.	Effectively and consistently applies the use and understanding of technology as a tool for learning and communicating the learning.	Effectively utilize technology as a tool for communication.	Uses technology to collect, organize, evaluate, and/or communicate information, but does not do so on a consistent basis.	Does not use technology effectively to collect, organize, evaluate, and/or communicate information.	**Communicating with technology**	
Understand both how and why messages are constructed and used in written form.	Effectively and consistently creates written messages which communicate the correct intent for multiple purposes.	Effectively uses and creates written messages to communicate in various situations.	Can create an adequate written message, but does not understand how to use it to its maximum effect.	Attempts to create a written message, but fails to do so effectively or in a timely manner.	**Communicating through written form**	

Total Points Given:_____ / 7 = [　] **Score.**

Career Ready Practice

5. Consider the Environment, Social, and Economic Impacts of Decisions						Points Given
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment, and profitability of the organization.						
Individual Competencies	4 Exceeds Competency	3 Meets Competency	2 Approaching Competency	1 Not Yet Reached Competency	**Keyword(s)**	
Respond open-mindedly to different ideas and values.	Different ideas are appreciated and diverse opinions are sought out while developing a common understanding.	Different ideas and diverse opinions are accepted.	Different ideas and diverse opinions are sometimes ignored however when acknowledged can be resolved.	Differences and diverse opinions are rejected and/or ignored and sometimes result in arguments.	**Valuing diversity**	
Communicate effectively in diverse environments and realize the impact that environment will have on decisions made.	Communicates effectively with others on diverse environments, understanding fully the influences of the environment.	Communicates with others on environments while understanding the influences of the environment.	Communicates with others about environment, but often fails to understand the influences of the environment.	Fails to communicate or understand the interactions of diverse environments.	**Communicating on environment**	
Understand and effectively utilize the most appropriate expressions and interpretations in multi-cultural situations.	Consistently communicates both verbally and non-verbally, with a deep understanding and respect of cultural differences.	Understands and effectively uses proper verbal and non-verbal communication in respect to cultural differences.	Understands there are cultural differences, but does not effectively communicate.	Disregards cultural differences and does not effectively communicate any lack of understand.	**Verbalizing culture**	

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Realize the interrelated nature of their actions to themselves, others, and business, utilizing the most appropriate and interpretations in diverse, multi-cultural environments.	Consistently acts with deep understanding and respect of cultural differences and the ultimate outcomes of those actions.	Acts effectively in respect to cultural differences and how they affect decisions made.	Understands there are cultural differences, but does not effectively act in a diverse environment.	Disregards cultural differences and does not effectively act in a diverse environment.	**Respecting culture with action**	
Demonstrate understanding to the real world limits of adopting new ideas.	Consistently demonstrates realistic understanding about the limits of the situation in a variety of scenarios.	Demonstrates realistic understanding about the limits of the situation.	Demonstrates understanding of desired outcome but does not have a realistic understanding of the limits of the situation.	Does not demonstrate a grasp of real world limits to new ideas.	**Acting realistically**	
Demonstrate understanding of workplace organizations, systems, and climates by identifying "big picture" issues and fulfilling the mission of the workplace.	Consistently acknowledges the economic, political, and social relationships that impact multiple levels of an organization and uses this knowledge in interaction within the group (e.g., local, national, international).	Acknowledges the economic, political, and social relationships that impact multiple levels of an organization (e.g., local, national, international).	Acknowledges some social relationships that impact multiple levels of an organization.	Does not acknowledge social relationships that impact multiple levels of an organization.	**Understanding structure and scope**	

Total Points Given:_____ / 6 = [   ] Score.

Career Ready Practice					
6. Demonstrate Creativity and Innovation					**Points Given**
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.					
Individual Competencies	4 Exceeds Competency	3 Meets Competency	2 Approaching Competency	1 Not Yet Reached Competency	**Keyword(s)**
Use a wide range of idea creation techniques (brainstorming etc…)	Engages in multiple idea creation techniques and fully participates by offering insightful questions and listening well to others in the group.	Engages in idea creation techniques and participates by offering ideas.	Does not offer ideas during the idea creation, but listens actively to other group members.	Does not actively participate in idea creation.	**Creating ideas**
Creates new and worthwhile ideas using both incremental and radical concepts.	Consistently develops new and valuable ideas using both existing and new knowledge, as well as existing and new resources.	Develops new and valuable ideas using both existing and new knowledge, as well as existing and new resources.	Develops new and valuable ideas using existing knowledge and resources.	Does not attempt to develop new and valuable ideas.	**Researching ideas**
Elaborates, refines, analyzes, and evaluates their own ideas in order to improve and maximize creative efforts.	Extensive reflection of own ideas and incorporates changes in creative efforts demonstrating an understanding of the value of analysis and implementation of change.	Reflects on own ideas and incorporates changes in creative efforts to improve the value of their work.	Reflects on own ideas and attempts to incorporate changes in creative efforts to improve the value of their work.	Poorly attempts to reflect on own ideas.	**Reflecting on ideas**

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Demonstrate originality and inventiveness in work.	Consistently demonstrates creativity in a variety of situations.	Demonstrates creativity in most every situation.	Demonstrates creativity but does not have a realistic understanding of how to express it.	Does not demonstrate creativity.	**Originality**	
Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.	Continuously applies creative ideas to make a real and useful contribution to their work.	Applies creative ideas to make a real and useful contribution to their work.	Develops creative ideas, but does not understand how to apply them to the situation.	Rarely attempts to develop creative ideas.	**Applying ideas**	
Monitor, define, prioritize, and complete tasks without direct oversight, based on their own creativity.	Monitors, defines, prioritizes, and complete tasks without direct oversight in a variety of conditions.	Monitors, defines, prioritizes, and complete tasks without direct oversight.	Attempts to monitor, define, prioritize, and complete tasks without direct oversight.	Attempts to monitor, define, prioritize, and complete tasks with direct oversight.	**Working creatively by self-direction**	
Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.	Demonstrates a high level of cultural and social understanding and respect for the uniqueness of others. Encourages discussions to develop new ideas through active listening and offers opinions for increasing innovation and quality of work.	Demonstrates an appreciation of cultural and social understanding and respect for the uniqueness of others. Actively discusses avenues to develop ideas and presents encouraging opinions for increasing innovation and quality of work upon request.	Demonstrates a limited appreciation of cultural and social understanding and respect for the uniqueness others. At times appears indifferent to the others. Supports own ideas but appears not to be flexible enough to improve innovation and the quality of work.	Demonstrates no appreciation of cultural and social understanding and respect for the uniqueness others. Demonstrates intolerance and lacks social interaction skills.	**Innovation through diversity**	

Total Points Given:_____ **/ 7 =** ☐ **Score.**

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Career Ready Practice					
7. Employ Valid and Reliable Research Strategies					**Points Given**
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices, or inform strategies. They use a reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices. They use an informed process to test new ideas, information, and practices in their workplace situation.					
Individual Competencies	4 Exceeds Competency	3 Meets Competency	2 Approaching Competency	1 Not Yet Reached Competency	**Keyword(s)**
Evaluate information critically and competently.	Thoroughly evaluates the reliability of the source and the information researched, using internal and external validation.	Thoroughly evaluates information researched, using internal and external validation.	Evaluates information researched, but not thoroughly.	Does not evaluate information.	**Evaluating material**
Use technology as a tool to research, organize, evaluate, and communicate information.	Effectively and consistently applies the use and understanding of technology as a tool for learning and communicating.	When collecting, organizing, evaluating, and communicating research, technology is effectively utilized.	Uses technology to collect, organize, evaluate, and/or communicate information, but does not do so on a consistent basis.	Does not use technology effectively to collect, organize, evaluate, and/or communicate information.	**Collecting data through technology**
Access information efficiently (time) and effectively (sources).	Identifies key concepts of research conducted, acts on informed decisions to revise the search, and selects information based on reliability of resource efficiently and effectively.	Considers more than one strategy or tool when engaged in the digital information fluency process if the first strategy or tool is ineffective.	Demonstrates an attitude of adaptability to respond to inconclusive or ineffective search results.	Completes simple research strategies and sources, often not retrieving accurate or complete information.	**Accessing diverse sources**

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Effectively analyze and evaluate evidence, arguments, claims, and beliefs.	Consistently is successful at analyzing and evaluating evidence, arguments, claims, and beliefs.	Is effective in analyzing and evaluating evidence, arguments, claims, and beliefs.	Is not thorough at analyzing and/or evaluating evidence, arguments, claims, and beliefs.	Does not complete analysis or evaluation of evidence, arguments, claims, or beliefs.	**Analyzing source bias**	
Effectively analyze and evaluate major alternative points of view.	Embraces learning about material from different points of view and is unbiased in analyzing the material.	When analyzing and evaluating material is unbiased.	Believes they are able to analyze and evaluate material from a different point of view without being biased, but is not successful.	Does not respect the view point of others while analyzing and evaluating material from a different point of view.	**Analyzing one's own bias**	
Effectively synthesize and make connections between information and arguments.	Is able to apply the connections between information and arguments in order to support a perspective.	Is able to understand and make the connections between information and arguments.	Is able to understand there is a connection between information and arguments, but is not able to determine what it is on their own.	Does not attempt to understand the connection between information and arguments.	**Connecting data to argument**	
Effectively interpret information and draw conclusions based on the best analysis.	Is able to look at complex information and successfully draw conclusions and apply to situation.	Is able to look at information and successfully draw conclusions.	Looks at information and sometimes is able to draw conclusions.	Looks at information and rarely is able to draw a conclusion.	**Drawing conclusions**	
Reflect critically on learning experiences and processes.	Thoroughly reflects critically on learning experiences and processes and applies to future work.	Reflects critically on learning experiences and processes.	Attempts to reflect on learning experiences and processes.	Does not reflect on learning experiences and processes.	**Reflecting on research**	

Total Points Given: _____ / 8 = [   ] **Score.**

9.1.18

Career Ready Practice

8. Utilize Critical Thinking to Make Sense of Problems and Persevere in Solving Them

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem. They thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Points Given

Individual Competencies	4 Exceeds Competency	3 Meets Competency	2 Approaching Competency	1 Not Yet Reached Competency	Keyword(s)	
Use various types of reasoning as appropriate to the situation.	Uses various types of reasoning as appropriate to the situation in highly effective methods.	Uses various types of reasoning as appropriate to the situation.	Uses reasoning as appropriate to the situation.	Attempts to use reasoning as appropriate to the situation.	**Reasoning skills**	
Use information accurately and creatively for the issue or problem at hand.	Is highly effective in relating various sources to each other and applies them to solve an issue or problem at hand.	Uses information accurately and creatively for the problem at hand.	Applies the information correctly, but is not accurate or creative in solving the issue or problem.	Does not utilize information collected to solve issue or problem at hand.	**Using information**	
Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.	Recognizes and is able to manipulate parts of a system to come together to accomplish tasks.	Recognizes how the parts of a system work together to accomplish tasks.	Identifies parts of a system but cannot explain how they work together.	Is only able to identify some parts, and loses sight of how they work together.	**Understanding the system**	
Effectively identify and ask significant questions that clarify various points of view and lead to better solutions.	Effectively identify and ask significant questions that clarify various points of view and lead to better solutions in a variety of conditions.	Effectively identify and ask significant questions that clarify various points of view and lead to better solutions.	Asks questions with the purpose of reaching a better solution, but fails to consider other points of view.	Does not attempt to make inquiries to understand other points of view for the purpose of reaching a better solution.	**Asking to understand**	

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Effectively solve different kinds of non-familiar problems in both conventional and innovative ways.	Effectively develops and utilizes multiple techniques to engage in problem solving and can articulate reason for choosing.	Effectively utilizes multiple techniques to engage in problem solving.	Effectively problem solves but does not utilize multiple techniques.	Is not successful in utilizing problem solving techniques.	**Using multiple techniques**	
Incorporate feedback effectively.	Consistently incorporates feedback in order to solve issues effectively.	Incorporates feedback effectively.	Attempts to incorporate feedback effectively.	Attempts to incorporate feedback, but not effectively.	**Using feedback**	
Reflect critically on past experiences in order to inform future progress.	Reflects critically on past experiences in order to promote future progress in a variety of conditions.	Reflects critically on past experiences in order to promote future progress.	Attempts to reflect critically on past experiences in order to promote future progress.	Attempts to reflect critically on past experiences, but not in order to promote future progress.	**Learning from the past**	
Cope positively with praise, setbacks, and criticism.	Consistently copes positively with praise, setbacks, and criticism in order to actively apply these to future issues.	Copes positively with praise, setbacks, and criticism in respect to the future.	Attempts to cope positively with praise, setbacks, and criticism.	Attempts to cope with praise or setbacks, and criticism, but often in a negative way.	**Learning from mistakes and success**	
Uses interpersonal and problem-solving skills to influence and guide others toward a solution.	Effectively communicates and motivates others to solve group problems while accomplishing a solution.	Effectively communicates and motivates others to work toward a solution.	Attempts to work with others to reach a solution, but fails to communicate effectively to solve a problem or motivate others.	Shows no sign or interest in achieving a solution.	**Seeking solutions**	

Total Points Given:_____ / 9 = ☐ **Score.**

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Career Ready Practice

9. Model Integrity, Ethical Leadership, and Effective Management

Career-ready individuals consistently act in ways that align to personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morale and organizational culture.

Points Given

Individual Competencies	4 Exceeds Competency	3 Meets Competency	2 Approaching Competency	1 Not Yet Reached Competency	Keyword(s)	
Manage the flow of information from a wide variety of sources.	Is able to apply large amounts of quality information from a variety of sources to make decisions and/or conclusions.	Is able to collect and apply large amounts of quality information from a variety of sources.	Accesses only one or two sources of information with some application.	Is not able to apply quality information.	**Managing information**	
Collaborate and cooperate effectively with teams.	Consistently listens to others and their ideas; helping them to develop their ideas while giving them full credit; helping the team reach its full potential.	Listens to other points of view; always uses appropriate and respectful language; tries to make a definite effort to understand others' ideas.	Sometimes listens to others, and often assumes others' ideas will not work; tries to work well with the team.	Is argumentative with others; does not listen to group's opinions and ideas; wants things done their way and does not listen to alternate approaches.	**Managing respectfully through listening**	
Use interpersonal and problem-solving skills to influence and guide others toward a goal.	Effectively communicates and motivates others to solve group problems while accomplishing a goal.	Effectively communicates and motivates others to work toward a goal.	Attempts to work with others to reach a goal, but fails to communicate effectively to solve a problem or motivate others.	Shows no sign of interest in achieving a goal.	**Managing through communication**	

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Leverage the strengths of others to accomplish a common goal.	Consistently encourages and motivates others to use their strengths to contribute to and achieve a common goal.	Encourages others to use their strengths to contribute to and achieve a common goal.	Shows limited encouragement to others in achieving a common goal.	Is negative towards others in achieving a common goal.	**Managing through insight**	
Inspire others to reach their very best via example and selflessness.	Sets aside personal needs and inspires others to perform to their best abilities no matter the obstacles or considering their own success.	Provides inspiration by demonstrating to others to perform at their best abilities no matter the obstacles before them.	Sometimes inspires others to perform at their best abilities but sometimes allows selfish needs to take precedent.	Fails to inspire others.	**Managing through inspiration**	
Demonstrate integrity and ethical behavior in using influence and power.	When in a position of power, behaves ethically and with integrity to motivate others to work to their full potential.	Does not abuse their leadership position to benefit themselves by being ethical and demonstrating integrity.	At times puts personal needs first and does not apply ethics and integrity to their decisions or actions.	When in position of power, shows no signs of integrity or ethical behavior.	**Managing with integrity**	

Total Points Given:_____ / 6 = ⬚ **Score.**

Career Ready Practice

10. Plan Education and Career Path Aligned to Personal Goals

Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the educational and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors and other experts to assist in the planning and execution of career and personal goals.

Points Given

Individual Competencies	4 Exceeds Competency	3 Meets Competency	2 Approaching Competency	1 Not Yet Reached Competency	Keyword(s)	
Set and meet goals.	Goals and strategies are defined as specific measurable goals and strategies were detailed.	Goals and strategies are defined and met.	Goals and strategies are defined but not met.	Goals and strategies are incomplete.	**Goal oriented**	
Set goals with tangible and intangible success criteria.	Sets goals with tangible and intangible success criteria in a variety of conditions.	Sets goals with tangible and intangible success criteria.	Attempts to set goals with tangible and intangible success criteria.	Rarely sets goals with tangible success criteria.	**Realistic goal-setting**	
View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.	Embraces the idea that attempting/experimenting is an important part of the path of success and approaches opportunities with an understanding that many failed attempts are likely.	Understands the importance of attempting/experimenting is an important part of the path to success, including failed attempts.	Understands the importance of attempting/experimenting is an important part of the path to success, but does not understand this includes failed attempts as well.	Does not understand how failed attempts are part of the process that leads to success.	**Understanding process**	
Balance short-term and long-term goals.	Balances short-term and long-term goals in various areas of work/school.	Balances short-term and long-term goals.	Attempts to balance short-term and long-term goals.	Attempts to balance short-term or long-term goals, but without much success.	**Balancing goals**	

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Goes beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.	Goes beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise in a variety of conditions.	Grasps mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.	Attempts to go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.	Attempts to go beyond basic mastery of skills and/or curriculum, but does not explore or expand learning opportunities to gain expertise.	**Mastery education**	
Demonstrate initiative to advance skill levels towards a professional level.	Demonstrates initiative to advance skill levels towards a professional level in various aspects of work/school.	Demonstrates initiative to advance skill levels towards a professional level.	Attempts to demonstrate initiative to advance skill levels towards a professional level.	Attempts to demonstrate initiative to advance skill levels, but not on a personal level.	**Professional advancement**	
Demonstrate commitment to learning as a lifelong process.	Demonstrates commitment to learning as a lifelong process in most all areas of work/school.	Demonstrates commitment to learning as a lifelong process.	Attempts to demonstrate commitment to learning as a lifelong process.	Attempts to demonstrate commitment to learning, but not as a lifelong process.	**Lifelong learning**	
Prioritize, plan, and manage work and life to achieve the intended result.	Develops a detailed plan which clearly prioritizes each aspect of the set goals and gives clear direction on how the goals interrelate and should be managed.	A plan was determined and managed effectively.	A goal plan is created, but does not include details regarding how the goals will be prioritized and/or managed.	No plans were developed.	**Creating life-plans**	

Total Points Given:_____ / 8 = ☐ **Score.**

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Career Ready Practice					
11. Use Technology to Enhance Productivity *Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks, personal and organizational, of technology applications, and they take actions to prevent or mitigate these risks.*					**Points Given**
Individual Competencies	4 Exceeds Competency	3 Meets Competency	2 Approaching Competency	1 Not Yet Reached Competency	**Keyword(s)**
Use technology as a tool to research, organize, evaluate, and communicate information.	Effectively and consistently applies the use and understanding of technology as a tool for learning and communicating the learning.	When collecting, organizing, evaluating, and communicating research, technology is effectively utilized.	Uses technology to collect, organize, evaluate, and/or communicate information, but does not do so on a consistent basis.	Does not use technology effectively to collect, organize, evaluate, and/or communicate information.	**Technology for research**
Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact.	Works creatively to craft a comprehensive product using multiple media and technologies and thoughtfully reflects on the effectiveness and impact of the product.	Crafts a product using multiple media and technologies and reflects on the effectiveness and impact of the product.	Crafts a product using multiple media and technologies but does not effectively reflect on the effectiveness and impact of the product.	Attempts, but does not complete, crafting a product using multiple media and technologies and does not effectively reflect on the effectiveness and impact of the product.	**Technology for presentation**
Understand the ethical issues surrounding the access and use of information.	Consistently accesses and uses information ethically.	Understands the ethical limitations when accessing and using information.	Understands there is a need for ethical limitations.	Does not understand the need for ethics in regards to information literacy.	**Ethical technology usage**
Apply a fundamental understanding of the legal issues surrounding use of media.	Uses various forms of media with a full understanding of appropriate use from both an ethical and legal standpoint.	Uses a form of media both legally and ethically.	Uses media but does not always understand the legal issues in its use.	Uses media but does not have a regard to legal use of it.	**Legal technology usage**

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Understand the public access and use of technological equipment and information technology.	Correctly manages and distributes data researched and applied from information technology ethically and legally.	Manages and distributes data researched and applied from information technology ethically and legally.	Uses information technology, but does not completely understand the ethical and legal obligations of accessing and distributing.	Uses information technology, but disregards ethical and legal obligations on its distribution.	**Managing and distributing technology**	
Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.	Understands and creates media that influences beliefs and behaviors, while considering diverse values and points of view in interpreting messages.	Explores how media can influence beliefs and behaviors, while considering diverse values and points of view in interpreting messages.	Explores how media can influence beliefs and behaviors, but does not acknowledge diverse values and points of view.	Does not understand the power of media in relationship to beliefs and behaviors in relation to interpreting a message.	**Influence of technology and intent**	
Understand and utilize the most appropriate media creation tools, characteristics, and conventions.	Creates products using innovative digital tools to compose, illustrate, and communicate original ideas or research.	Creates products using digital tools to compose, illustrate, and communicate information.	Attempts to create a product using digital tools to compose, illustrate, and communicate information but does not complete.	Does not attempt or does not understand how to utilize digital tools.	**Technology as communication**	
Use digital technologies, communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy.	Effectively and consistently uses technology, communication, and relationships to successfully operate in a knowledge economy (creating, evaluating, and trading knowledge).	Uses technology as a tool to communicate and connect with others to access and successfully utilize information to operate in a knowledge economy (creating, evaluating, and trading knowledge).	Uses technology to communicate and connect with others but does not utilize it as a tool to operate in a knowledge economy (creating, evaluating, and trading knowledge).	Does not utilize technology to communicate and connect with others effectively.	**Technology as connection**	

Total Points Given:_____ / 8 = [   ] **Score.**

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Career Ready Practice					
12. Work Productively in Teams While Using Cultural/Global Competence					**Points Given**
Career-ready individuals positively contribute to every team whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.					
Individual Competencies	4 Exceeds Competency	3 Meets Competency	2 Approaching Competency	1 Not Yet Reached Competency	**Keyword(s)**	
Participate actively, as well as be reliable and punctual.	Consistently provides useful ideas when participating in the group and in classroom discussion, is reliable, and always punctual.	Provides useful ideas when participating in the group and in classroom discussion, is reliable, and punctual.	Sometimes participates in group and classroom discussions. Is not always on time or reliable.	Does not participate in group or classroom discussion. Cannot be counted on and is consistently late.	**Engaging actively and respectfully**	
Collaborate and cooperate effectively with teams.	Consistently listens to others and their ideas; helping them to develop their ideas while giving them full credit; helping the team reach its full potential.	Listens to other' points of view; always uses appropriate and respectful language; tries to make a definite effort to understand others' ideas.	Sometimes listens to others, and often assumes others' ideas will not work; tries to work well with the team.	Is argumentative with others; does not listen to groups opinions and ideas; wants things done their way and does not listen to alternate approaches.	**Respecting other ideas**	
Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.	Consistently and thoroughly listen to diverse views and incorporates in work.	Listens to diverse views and incorporates in work.	Listens to diverse views but does not effectively incorporate in work.	Does not listen to other views.	**Listening well**	
Demonstrate ability to work effectively and respectfully with diverse teams.	All statements, responses, and body language are respectful and appropriate. Always listens to, shares with, and supports the efforts of others.	Listens to, shares with, and supports others. Statements and responses are respectful and appropriate body language is exhibited.	Most statements, responses, and body language are respectful; occasionally a negative tone. Does not always listen to, share with, or support the efforts of others.	Statements, responses, and/or body language are consistently not respectful. Rarely listens to, shares with, and supports the efforts of others.	**Sharing and supporting**	

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Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.	Always demonstrates compromise, allowing the group to meet its full potential.	Is willing to compromise with group to accomplish a common goal.	Attempts to compromise with group to accomplish a common goal, but sometimes interferes group from meeting its full potential.	Typically does not compromise with group to accomplish a common goal, and often interferes with group from meeting its full potential.	**Open to compromise**	
Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.	Motivates all members to share in contributions equally by valuing all members' ideas and contributions.	Participates and contributes to group's work equally. Values all members' ideas and contributions.	Attempts to share responsibility of group's work, but ends up completing little of the work, by disregarding the input of others in group.	Does very little of the group's work and does not share or respect others' ideas.	**Participating**	
Understand, negotiate, and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments.	Understands, negotiates, and balances diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments in many situations.	Understands, negotiates, and balances diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments.	Attempts to understand, negotiate, and balance diverse views and beliefs to reach workable solutions, particularly in mono-cultural environments.	Rarely attempts to understand, negotiate, and balance diverse views and beliefs to reach workable solutions, especially not in multi-cultural environments.	**Balancing all views**	
Respect cultural differences and works effectively with people from a range of social and cultural backgrounds.	Always respects, interacts, and works positively with individuals from other social and cultural groups and seeks opportunities to learn from diverse perspectives.	Respects, interacts, and works positively with individuals from other social and cultural groups.	With guidance, can generally respect, interact, and work positively with individuals from other social and cultural groups.	Exhibits no respect, poor interaction, and an inability to work positively with individuals from other social or cultural groups.	**Understanding culture**	

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Act responsibly with the interests of the larger community in mind.	Is an integral part of a community organization or event and thoughtfully reflects on the importance of their involvement within the community.	Contributes to a community organization or event and reflects on the importance of their involvement within the community.	Participates in, but does not contribute to, community organization or event and attempts to reflect on their involvement within the community.	Does not contribute to a community organization or event nor reflects on the importance of involvement within the community.	Understanding the larger community	

Total Points Given:_____ / 9 = [   ] Score.

This document was created from elements or influences of:

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