
Evaluation Tools

Career Exploration

RUBRIC

“A rubric is a printed set of guidelines that distinguishes performances or products of different quality. A rubric has descriptors that define what to look for at each level of performance. Rubrics also often have indicators providing specific examples or tell-tale signs of things to look for in work.”

The word rubric derives from the Latin word for red. Long ago, a rubric was a set of instructions for a law or liturgical services, typically written in red. Thus, a rubric instructs people on how to “lawfully” judge a performance.

Not only does a good rubric provide a consistent and reliable means for assessing performance, it also provides the student with a clear and written explanation of the instructor’s expectations of a performance.

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Sample Rubric

School _____

Teacher _____

Course Name _____

LEVELS OF PERFORMANCE

3	2	1	0	0
90% +	80% +	70% +	60% +	Less than 60%
Mastered	Exceeded	Attained	Approaching Attainment	Unattained
<p>Student presents a clear, specific understanding of the competency. All notes, assignments, test, work place records and labs required are completed on time, are extremely well organized and questions are answered accurately. High interest and excitement have lead the student to reach far beyond the requirements. Student has read related materials and has used many sources of information for reports and or experiments. The student has used his/her new knowledge when participating in all oral discussions, assignments and written work. Student makes connections between classroom and work place. The students' notes, tests, labs, workplace records, debates, CTSO participation, and assignments are of the highest level of achievement above 90%.</p>	<p>Student presents a clear, specific understanding of the competency. High interest and excitement leads the student to an investigation that reaches beyond requirements. All notes, assignments, tests, workplace records and labs required are completed on time, are very well organized and questions are answered accurately. The student has used more resources than required and demonstrates new knowledge both orally and in written work and uses this knowledge in his/her assignments and oral participation. New knowledge is evident when student shows connections between classroom and work place relationships. Student notes, tests, labs, work place records, CTSO participation, debates and assignments are clearly organized, carefully done, and often go beyond teacher expectations. All tests are beyond the standard level of achievement between 80% to 89%.</p>	<p>Student meets assignment expectations. The student demonstrates new knowledge learned in oral participation and or written tasks. The work is well organized and complete. The student understood the assignments. He/she used the resources required and organized information in all notes, assignments, tests,work place records, debates and labs. All notes, assignments and labs are complete, carefully done and the student meets just above the minimum requirements and expectations. All tests, work place records, CTSO participation, assignments and labs meet the standard level of achievement between 70% to 79%.</p>	<p>Student knowledge of the topic is understood, but at minimum level of competency. The assignments, notes and labs are occasionally incomplete and could be organized better. Some resources have been used, but it is not clear what the student understood. Some of the information included by the student was not important to the topic. Student does most of what is required, but nothing more. Some of the work may not be finished. Tasks are not carefully done and the information from the resources is not used. Tests, labs, notes, CTSO participation, and workbased learning results are at a level of achievement between 60% to 69%.</p>	<p>Student knowledge of the subject is not shown. Steps through the process were not followed. Notes, tests, assignments, workbased learning and labs lack neatness, organization, detail and evidence of new knowledge. Work does not meet requirements. Parts are missing. Participation is weak, or student is often not participating. Labs, tests, CTSO participation, and assignments are poorly done and fall well behind the standard level of achievement. Overall, the student has failed to grasp new concepts covered in the competency. The level of achievement is below 60%.</p>

Definition of Rubric:

"A rubric is a printed set of guidelines that distinguishes performances or products of different quality. A rubric has descriptors that define what to look for at each level of performance. Rubrics also often have indicators providing specific examples or tell-tale signs of things to look for in work."

The word rubric derives from the Latin word for red. Long ago, a rubric was the set of instructions for a law or liturgical service, typically written in red. Thus, a rubric instructs people on how to "lawfully" judge a performance. A good rubric allows valid and reliable--criterion-referenced--discrimination of performance.

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Report Rubric

	Beginning1	Developing2	Accomplished3	Exemplary4	Score
Topic	Totally unrelated	Remotely related	Somewhat relevant	Directly relevant	
Organization	Not organized, events make no sense	Some organization, events jump around, start and end are unclear	Organized, events are somewhat jumpy	Good organization, events are logically ordered, sharp sense of beginning and end	
Quality of Information	Unable to find specific details	Details are somewhat sketchy	Some details are non-supporting to the subject	supporting details specific to subject	
Grammar & Spelling	Very frequent grammar and/or spelling errors	More than two errors	Only one or two errors	All grammar and spelling are correct	
Interest Level	Needs descriptive words	Vocabulary is constant, details lack "color"	Vocabulary is varied, supporting details need work	Vocabulary varied, supporting details vivid	
Neatness	Illegible writing, loose pages	Legible writing, some ill-formed letters, print too small or too large, papers stapled together	Legible writing, well-formed characters, clean and neatly bound in a report cover, illustrations provided	Word processed or typed, clean and neatly bound in a report cover, illustrations provided	
Timeliness	Report handed in more than one week late	Up to one week late	Up to two days late	Report handed in on time	
				Total	

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Grade 1: Creating, Decorating, and Organizing The Career Portfolio

Score:

Did you create a career exploration portfolio? (5 points)	
Did the design on your folder reflect your future hopes and dreams? — Could the teacher tell what your hopes and dreams were? (5 points)	
Was the folder decorated neatly and attractively? (5 points)	
Does the folder contain the results of your career interest inventories? (5 points)	
Does the folder contain your Suggested Career List? (5 points)	
Does the folder contain three Career Information Sheets? (5 points)	
Does the folder contain a Career Reflection Sheet? (5 points)	
Total Points Earned: (35 points possible)	
Grade:	

Grade 2: Answering and Evaluating Career Interest Inventories

Score:

Did you take two career interest inventories? (10 points)	
Did you obtain a print out of the career interest inventory results? (6 points)	
Did you list ten different jobs on the Suggest Career List? (10 points)	
Do the careers you listed on the Suggested Career List Sheet reflect the results on the inventories? (20 points)	
Did you narrow the list down to three “choice” jobs? (4 points)	
Total Points Earned: (50 points possible)	
Grade:	

Grade 3: Researching and Reflecting Possible Career Options

	<i>Score:</i>
Do you research three careers? (5 points)	
Did you use a variety of resources? (5 points)	
Was your time spent researching used wisely? (10 points)	
Were your answers written in an easy to read format? (5 points)	
Did your job descriptions reflect the jobs being researched? (10 points)	
Did you locate educational information for each job? (10 points)	
Did you locate some other interesting facts about each job? (10 points)	
Did you answer the reflect questions in complete sentences? (5 points)	
Did you completely and adequately answer the questions on the Career Research Reflection Sheet? (10 points)	
Did you list at least three classes that would help you prepare for each of your career options? (10 points)	
Total Points Earned: (80 possible points)	
Grade:	

Grade 4: Letter Explaining Your Future Career Plans

	<i>Score:</i>
Was your letter written in letter format? (5 points)	
Did you use complete sentences? (5 points)	
Did you use proper grammar and spelling? (5 points)	
Did you indicate career focus and/or career choices? Did you provide valid reasons for choosing such a focus or career? (15 points)	
Did you indicate high school classes that you would need to take to prepare for your career focus and/or career choices? Did you provide reasons for taking such a course load? (10 points)	
Did your letter summarize the contents of your portfolio? (10 points)	
Total Points Earned: (50 possible points)	
Grade:	

This rubric follows tasks of this career exploration website: <http://www.madison.k12.ky.us/district/projects/WebQuest/career/rubric.htm>

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Will I Be Rich? Will I Be Famous?

I Have a Career Plan for Me.

Personal Career Plan

	4	3	2	1	0
Contents	The career plan is well thought out and accurately represents the skills, abilities and interests of the student.	The career plan is fairly well thought out and represents the skills, abilities and interests of the student.	The career plan shows thought and represents the skills, abilities and interests of the student fairly well.	The career plan shows some thought and roughly represents the skills, abilities and interests of the student.	No personal career plan completed. OR The career plan shows little or no thought. It does not represent the skills, abilities and interests of the student.
Quality	The personal career plan shows a clear and accurate plan with realistic and attainable goals for reaching the chosen career.	The personal career plan shows a fairly clear and accurate plan with realistic and attainable goals for reaching the chosen career.	The personal career plan shows a fairly clear and accurate plan with realistic goals for reaching the chosen career.	The personal career plan shows some idea of how to attain the chosen career but there are few realistic, attainable goals.	No personal career plan completed. OR The personal career plan was unrealistic.
Mechanics and Spelling	There are no mistakes in mechanics and/or spelling.	There are only one or two mistakes in mechanics and/or spelling.	There are several mistakes in mechanics and/or spelling.	There are many mistakes in mechanics and/or spelling	No personal career plan completed.

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SELECTING TECHNOLOGY AND FOLLOWING VERBAL DIRECTIONS

Exceeds Standard	Meets Standard	Progressing	No Progress
Standard: Selects Technology			
<p>Selects Technology - chooses procedures, tools or equipment including computers and related technologies. Applies Technology to Task - Understands overall intent and proper procedures for setup and operation of equipment, including computers and other technologies. Maintains and Troubleshoots Equipment - Prevents, identifies, or solves problems with equipment, including computers and other technologies, and comes up with a new way to complete task & is done before allotted time is up.</p>	<p>Selects Technology - chooses procedures, tools or equipment including computers and related technologies. Applies Technology to Task - Understands overall intent and proper procedures for setup and operation of equipment, including computers and other technologies. Maintains and Troubleshoots Equipment - Prevents, identifies, or solves problems with equipment, including computers and other technologies</p>	<p>Selects Technology - chooses procedures, tools or equipment including computers and related technologies. Applies some Technology to Task - Understands some of the intent and proper procedures for setup and operation of equipment, including computers and other technologies. Can not maintain and Troubleshoot Equipment - Makes an effort to, identify, or solves problems with equipment, including computers and other technologies</p>	<p>Selects Technology - fails to choose procedures, tools or equipment including computers and related technologies. does not apply Technology to Task - does not understand overall intent and proper procedures for setup and operation of equipment, including computers and other technologies.</p>
Standard: Following Verbal Directions			
<p>Can listen and observe to gain and interpret information recognize non-verbal communication identify visual information such as from a science experiment interpret visual texts such as illustrations, and videos listen for, identify, and explain: - main ideas - details - fact vs. opinion - meaning demonstrate listening strategies for following instructions and come up with a new solution</p>	<p>Can listen and observe to gain and interpret information recognize non-verbal communication identify visual information such as from a science experiment interpret visual texts such as illustrations, and videos listen for, identify, and explain: - main ideas - details - fact vs. opinion - meaning demonstrate listening strategies for following instructions</p>	<p>Can somewhat listen and observe to gain and interpret information demonstrates one to two listening strategies for following instructions</p>	<p>Fails to listen and observe to gain and interpret information demonstrates no listening strategies for following instructions</p>

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GETTING A JOB RUBRIC

1	2	3	4
Criteria:	Criteria:	Criteria:	Criteria:
<p>Student has great difficulty communicating clear and effective responses on application form and during interview questions and has difficulty using good body language.</p>	<p>Student demonstrates during the interview questions, the ability to communicate clearly and effectively 40-69% of the responses on application form and during interview questions using good body language.</p>	<p>Student demonstrates the ability to clearly and effectively communicate 75%-89% of the responses on application form and during interview questions using good body language.</p>	<p>Student demonstrates the ability to clearly and effectively communicate 90%-100% of the responses on application form and during interview questions using good body language.</p>

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<http://etsc.esd105.wednet.edu/Public/Educators/>