Career Readiness Standards Evaluation Rubrics
Work-based Learning Version

Standard 1: Applies appropriate academic and technical skills
Areas: Academic Attainment • Technical Skill Attainment • Strategic Thinking

Level 0 (not proficient)	Level 1	Level 2	Level 3
Indicators • Does not demonstrate proficiency in mathematics English skills • Has no training or preparation in any career field • Cannot demonstrate technical skills related to the occupation • Repeatedly relies on others to understand processes or systems	**Indicators** • Demonstrates proficiency in academic core standards (mathematics, English/language arts, science, and social studies) • Has completed some training or program of study in a related career • Navigates processes or systems related to the occupation with initial training and some coaching	**Indicators** • Has completed a related career education program of study (high school and/or postsecondary) • Has prepared for and/or started the process to qualify for licensure and or certification required for the occupation • Reasons through issues typical in processes or systems related to the occupation	**Indicators** • Has attained a related and/or required postsecondary credential (degree, certificate, etc.) • Has qualified for licensure and or certification required for the occupation • Uses acquired academic and technical skills to improve a situation or process

Standard 2: Communicates effectively and appropriately
Areas: Speaking • Writing • Presentations • Professional Etiquette • Customer Service

Level 0 (not proficient)	Level 1	Level 2	Level 3
Indicators • Does not listen to instructions provided by manager or co-workers • Provides incomplete information or misinformation to others • Fails to communicate important facts in a timely manner • Makes customers feel frustrated, misunderstood, and/or confused • Is regularly rude and/or inappropriate to others in a way that disrupts the workplace • Written statements are often difficult to comprehend	**Indicators** • Usually listens to instructions provided by manager or co-workers and occasionally asks clarifying questions • Explains ideas, asks questions, and shares information in a way that can be understood but may be incomplete or occasionally confusing • Completes written records as directed and writes brief notes that are typically understandable. • Usually makes an effort to understand and meet customer needs when the customer is helpful and informative • Recognizes inappropriate and rude comments but may not always recognize the correct tone or style to use in communicating with co-workers and managers	**Indicators** • Practices active and attentive listening skills • Asks pertinent questions to acquire or confirm information • Usually paraphrase instructions or descriptions accurately • Produces clear and logical written communication using correct spelling, grammar, punctuation, and other conventions of standard English and is typically appropriate for purpose and audience • Almost always identifies and addresses customer's needs and wants and maintains a patient and helpful tone • Uses proper word choice and tone when communicating to superiors, customers/clients and co-workers	**Indicators** • Effective at interpreting non-verbal messages • Converses with diverse individuals in an inclusive manner • Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents • Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate a point of view • Delivers presentations that sustain listeners' attention and interest • Practices appropriate use of social media in personal and professional environments • Proactively establishes positive relationships with internal/external customers

Standard 3: Contributes to employer and community success
Areas: Personal Responsibility • Meets Workplace Expectations • Civic Responsibility

Level 0 (not proficient)	Level 1	Level 2	Level 3
Indicators - Blames others for lack of performance - Is late or absent frequently - Is not prepared for work tasks - Is rude or disrespectful to co-workers or customers - Disrupts team work efforts - Mocks those that volunteer or provide service to others	**Indicators** - Takes responsibility for individual work tasks - Arrives on time consistently - Is typically prepared - Complies with workplace policies - Is not rude or disrespectful to co-workers or customers - Participates as a useful team member	**Indicators** - Takes responsibility for both individual and shared group work tasks - Pursues results to completion with drive - Participates in workplace norms, culture and protocols - Is appropriate in communications with co-workers and customers - Engages in service opportunities – through work and/or the community	**Indicators** - Models behaviors that demonstrate reliability, dependability and commitment to the organization - Exhibits professional etiquette in all interactions - Understands the importance of health, safety, human resource and environmental regulations - Volunteers for leadership roles and extra service on teams and committees

Standard 4: Makes sense of problems and perseveres in solving them
Areas: Perceptiveness • Problem Solving • Perseverance/Work Ethic

Level 0 (not proficient)	Level 1	Level 2	Level 3
Indicators - Seldom notices when problems arise in the work process - Uses poor judgment in attempting to solve problems on own - Has to be reminded frequently to complete work tasks - Gives up quickly when faced with a setback	**Indicators** - Accurately defines a problem or issue related to the work process - Knows when to solve problems on own and when to engage others - Executes a task to completion when directed to do so	**Indicators** - Recognizes the factors that contribute to a problem faced in the work process - Generates more than one potential solution to an identified problem - Requires minimal supervision to successfully complete tasks on schedule - Overcomes setbacks to continue to work toward completion of assigned tasks	**Indicators** - Identifies irregularities in processes and environments and seeks to understand their cause - Evaluates solutions and determines the potential value toward solving the problem. - Prioritizes tasks to ensure progress in work objectives

Standard 5: Uses critical thinking

Areas: Critical Thinking • Decision-Making • Adaptability

Level 0 (not proficient)	Level 1	Level 2	Level 3
Indicators • Makes decisions based on emotional reaction or with very limited information • Does not consider the likely outcome(s) of their decisions • Makes decisions without considering others' input or ideas • Struggles to manage new method or adapt to use of new skills or systems	**Indicators** • Uses logic when making decisions on own • Thinks through likely outcomes before making a decision that impacts work process • Willing to learn new knowledge, tasks and/or skills	**Indicators** • Reasons through decisions and considers more than one perspective • Develops rationale for making a decision that impacts work process • Considers multiple and diverse points of view • Manages multiple and diverse points of view	**Indicators** • Uses cause-and-effect analysis and feedback from others in making decisions • Identifies a thorough and complete course of action that considers impact on others, risks to success, and potential impact • Demonstrates ability to organize priorities in an ambiguous situation/environment

Standard 6: Demonstrates innovation and creativity

Areas: Creativity • Innovation

Level 0 (not proficient)	Level 1	Level 2	Level 3
Indicators • Does not appreciate new or creative ideas of others • Discourages others from offering ideas to improve work processes • Takes reckless risks in introducing new ideas into the work process	**Indicators** • Is open to new and creative ideas related to work process • Willingly shares ideas for improvement when requested • Knows when to move from idea to implementation	**Indicators** • Appreciates new and creative ideas from co-workers and others • Recognizes and communicates when a work process or system could be improved • Accepts and incorporates constructive criticism into proposed ideas	**Indicators** • Initiates brainstorming or idea generating conversations with co-workers • Determines feasibility of improvements or ideas prior to sharing with others • Understands how to take informed risks to introduce innovation or a new idea in the work process

Standard 7: Models ethical leadership and effective management

Areas: Leadership • Ethics • Management

Level 0 (not proficient)	Level 1	Level 2	Level 3
Indicators • Creates negative relationships with co-workers • Practices unethical and/or illegal behavior • Often refuses to accept leadership role with co-workers on work projects	**Indicators** • Engages the support and/or action of others to accomplish a work task • Practices ethical behavior and complies with the organization's code of conduct • Uses personal management skills to ensure effective daily functioning in the workplace	**Indicators** • Fosters positive working relationships with co-workers • Considers the ethical implications and impact on personal reputation of decisions • Recognizes the difference between leadership and management of others • Manages small work teams to complete tasks with minimal coaching/assistance	**Indicators** • Models the positive attributes of effective leaders (e.g., empathy, motivation, communication skills, social awareness) • Reports and/or holds others accountable to ethical behavior in the organization • Organizes and manages work teams to accomplish stated objectives on time and on budget

Standard 8: Works productively in teams and demonstrates cultural competency
Areas: Teamwork • Conflict Resolution • Social and Cultural Competence

Level 0 (not proficient)	Level 1	Level 2	Level 3
Indicators • Contributes little to team efforts • Causes distraction or disruption to team activities • Creates personal conflict with co-workers and/or customers • Is disrespectful to people with different backgrounds, beliefs and experiences	**Indicators** • Plays a useful and constructive role on teams • Disagrees with a team member as a professional • Shows respect and interacts positively with people of different backgrounds, beliefs and experiences	**Indicators** • Recognizes own limitations and the strengths of others to utilize the best people for tasks on a team • Anticipates and proactively addresses potential source(s) of conflict with co-workers or customers • Uses awareness of world cultures and languages to effectively communicate with co-workers and customers	**Indicators** • Works to engage others on the team to ensure consensus • Negotiates conflict among co-workers and/or between co-workers and customers • Is aware of issues in society that impact the work of the organization

Standard 9: Utilizes technology
Areas: Data Gathering, Access and Management • Tools and Applications • Technology Ethics

Level 0 (not proficient)	Level 1	Level 2	Level 3
Indicators • Poorly manages data that is part of the work process • Cannot utilize the technology tools typically required in the occupation • Uses unsafe and reckless habits in using the computer and Internet resources	**Indicators** • Uses a consistent and effective approach for managing data that is part of work process • Demonstrates use of technology-related tools typically required in the occupation • Uses computer and Internet protocols that ensure cyber security and confidentiality of organizational information • Follows organizational policies on the acceptable use of workplace technology	**Indicators** • Uses a variety of effective methods to search for valid, relevant data to complete workplace tasks • Demonstrates ongoing knowledge and skill development to use technology-related tools typically required in the occupation • Understands the ethical issues related to privacy and intellectual property in data and technology applications	**Indicators** • Evaluates Internet resources for reliability and validity • Finds innovative uses of technology to make workplace tasks more efficient • Develops methods/processes to managing data that is part of the work process

Standard 10: Manages personal career development
Areas: Planning • Job Seeking • Résumés, Portfolios and Interviews • Professional Development

Level 0 (not proficient)	Level 1	Level 2	Level 3
Indicators	**Indicators**	**Indicators**	**Indicators**
• Has little sense of career goals or path • Is unable to explain how experiences or credentials relate to ability to perform the occupation • Is inappropriately dressed and presents self in unprofessional manner	• Has career goals and/or objectives • Understands the requirements and working conditions of the occupation • Communicates relevant work experiences, licenses, certifications, and or examples to demonstrate competence in performing occupation • Presents self in an appropriately professional manner	• Understands available advancements and is willing to put in the effort and experience to have the opportunity to attain them • Researches occupations and employers and is intentional about a career with chosen organization • Prepares a professional résumé appropriate for the occupation	• Has a personal career development plan • Markets self effectively to gain employment and be considered for additional opportunities • Maintains a professional portfolio of experiences, credentials, certificates, and projects/products

Standard 11: Attends to personal and financial well-being
Areas: Personal Well-being • Financial Well-being

Level 0 (not proficient)	Level 1	Level 2	Level 3
Indicators	**Indicators**	**Indicators**	**Indicators**
• Uses drugs, alcohol or other prohibited substances at work or in a manner that impact performance • Allows personal financial situation to negatively impact performance	• Recognizes the importance of personal well-being on performance • Builds positive, personal relationships with at least one other person in the workplace • Understands the responsibilities of personal financial well-being	• Follows a personal wellness plan that includes healthy eating, exercise and disease prevention • Maintains a supportive network of co-workers • Maintains a good credit rating • Utilizes available resources in the workplace to help with personal financial planning and well-being	• Recognizes the value of a wide range of knowledge and experiences from the arts, culture and humanities to promote intellectual curiosity • Utilizes available resources in the workplace to help with personal financial planning and well-being

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