

School _____

Student _____

Performance Measure	Exemplary	Proficient	Developing	Beginning
Basic Skills				
Listens and Speaks when Appropriate	<input type="checkbox"/> Engages in conversations/discussions and consistently understands when it is appropriate to speak and when it is appropriate to listen.	<input type="checkbox"/> Engages in conversations/discussions and understands when it is appropriate to speak and when it is appropriate to listen.	<input type="checkbox"/> At times, speaks when it is not appropriate and does not listen when it is appropriate.	<input type="checkbox"/> Often needs to be reminded of appropriate times to speak and appropriate times to listen.
Reads and Interprets Workplace Documents	<input type="checkbox"/> Reads, interprets, and applies workplace documents correctly and with ease (e.g., instructional manuals, work orders, invoices, memorandums).	<input type="checkbox"/> Reads, interprets, and applies workplace documents (e.g., instructional manuals, work orders, invoices, memorandums).	<input type="checkbox"/> Reads but misinterprets and misapplies workplace documents (e.g., instructional manuals, work orders, invoices, memorandums).	<input type="checkbox"/> Incorrectly reads, interprets, and applies workplace documents (e.g., instructional manuals, work orders, invoices, memorandums).
Writes Clearly in Workplace Documents	<input type="checkbox"/> Consistently writes clearly, uses correct grammar, and understands the intended audience of documents that are produced.	<input type="checkbox"/> Writes clearly, generally using correct grammar, and understands the intended audience of the document produced.	<input type="checkbox"/> Produces a document that is mostly well written but, sometimes uses incorrect grammar; shows general understanding of the intended audience.	<input type="checkbox"/> Produces a document that is unclear, uses incorrect grammar, and shows a misunderstanding of the intended audience.
Solves Problems Using Mathematics	<input type="checkbox"/> Correctly uses mathematical reasoning and processes to accomplish job-specific tasks without aid (e.g., using geometry and algebra to complete work computations).	<input type="checkbox"/> Correctly uses mathematical reasoning and processes to accomplish job-specific tasks with occasional aid (e.g., using geometry and algebra to complete career computations).	<input type="checkbox"/> Uses mathematical reasoning and processes to accomplish job-specific tasks with occasional errors (e.g., using geometry and algebra to complete career computations).	<input type="checkbox"/> 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).
Thinking Skills				
Resolves Problems that Arise in Completing Tasks	<input type="checkbox"/> Easily and quickly identifies resources that may help solve a specific problem and applies critical thinking to using that resources effectively.	<input type="checkbox"/> Identifies resources that may help solve a specific problem and applies critical thinking to using that resources correctly.	<input type="checkbox"/> Sometimes identifies resources that may help solve a specific problem but does not apply critical thinking to using that resources.	<input type="checkbox"/> Neither identifies resources that may help solve a specific problem nor applies critical thinking to aid in problem-solving.
Observes Critically	<input type="checkbox"/> Pays attention to details of people and objects in surroundings and makes mental connections to relate to past events or predict future events.	<input type="checkbox"/> Pays attention to people and objects in surroundings and makes mental connections to relate to past events or predict future events.	<input type="checkbox"/> Pays attention to people and objects in surroundings and makes mental connections to determine past events.	<input type="checkbox"/> Can describe people and objects in surroundings but is unable to make mental connections to determine past events.
Personal Qualities				
Attends Work/School	<input type="checkbox"/> Shows excellent attendance, rarely absence except for health reasons.	<input type="checkbox"/> Shows regular attendance, only misses work/school for legitimate reasons.	<input type="checkbox"/> Shows good attendance, occasionally misses work/school.	<input type="checkbox"/> Is frequently absent or late to school.
Is Punctual	<input type="checkbox"/> Always arrives on time, breaks never exceed allocated time.	<input type="checkbox"/> Arrives on time; breaks never exceed allocated time.	<input type="checkbox"/> Usually follows time requirements.	<input type="checkbox"/> Is a frequently late; takes excessive breaks.
Dresses Appropriately for Workplace	<input type="checkbox"/> Always dresses appropriately (adhering to professional and safety standards following dress code)	<input type="checkbox"/> Dresses appropriately (adhering to professional and safety standards following dress code).	<input type="checkbox"/> Usually dresses appropriately (adhering to professional and safety standards following dress code.)	<input type="checkbox"/> Often dresses inappropriately.
Takes Initiative	<input type="checkbox"/> Monitors, defines, prioritizes, and complete tasks in a variety of conditions and without oversight.	<input type="checkbox"/> Monitors, defines, prioritizes, and complete tasks without direct oversight.	<input type="checkbox"/> Attempts to monitor, define, prioritize, and complete tasks without direct oversight.	<input type="checkbox"/> Is unable to monitor, define, prioritize, and complete tasks without direct oversight.

Life/Career Abilities - CDOS Credential - Rubrics

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Personal Qualities, continued				
Exhibits High-Quality Work	<input type="checkbox"/> Always meets or exceeds expectations for completion of products or delivery of services.	<input type="checkbox"/> Meets expectations for completion of products or delivery of services.	<input type="checkbox"/> Meets expectations for completion of products or delivery of services with supervision.	<input type="checkbox"/> Struggles to meet expectations for completion of products or delivery of services.
Takes Responsibility for Learning	<input type="checkbox"/> Consistently and accurately completes learning tasks and takes responsibility for work.	<input type="checkbox"/> Usually completes learning tasks and takes responsibility for work not completed.	<input type="checkbox"/> Needs frequent prompting to complete learning tasks.	<input type="checkbox"/> Acts as if learning is something to be endured and barely complies with minimal requirements.
Practices Workplace Safety	<input type="checkbox"/> Follows and models safety standards and instructor and manufacturer guidelines.	<input type="checkbox"/> Follows safety standards and instructor and manufacturer guidelines.	<input type="checkbox"/> Often follows safety standards and instructor and manufacturer guidelines.	<input type="checkbox"/> Often disregards safety standards and instructor and manufacturer guidelines.
Interpersonal Skills				
Listens and Cooperates With Team Members	<input type="checkbox"/> Consistently listens to others and their ideas; helps the team reach its full potential.	<input type="checkbox"/> Listens to others' points of view and makes a definite effort to understand their ideas.	<input type="checkbox"/> Sometimes listens to others, but often assumes others' ideas will not work. Tries to work well with the team.	<input type="checkbox"/> Does not listen to group's opinions and ideas; wants things done own way.
Responds Appropriately to Supervision	<input type="checkbox"/> Consistently accepts feedback from supervisor and makes adjustments as suggested.	<input type="checkbox"/> Listens to feedback from supervisor and makes adjustments as suggested.	<input type="checkbox"/> Listens to feedback from supervisor and attempts to make adjustments as suggested.	<input type="checkbox"/> Rarely listens to feedback from supervisor or fails to make adjustments as suggested.
Resolves Conflicts	<input type="checkbox"/> Resolves conflicts effectively and independently in socially acceptable ways and uses a wide variety of appropriate strategies.	<input type="checkbox"/> Resolves conflicts independently when they occur and uses a variety of strategies to resolve them appropriately.	<input type="checkbox"/> Has limited strategies to resolve conflicts appropriately but does so with assistance.	<input type="checkbox"/> Finds it difficult to resolve conflicts and is frequently in conflict.
Technology				
Uses Technology and Tools Appropriately	<input type="checkbox"/> Consistently selects and uses technological resources (e.g., equipment, machines, tools, electronics) to accomplish work efficiently and productively.	<input type="checkbox"/> Selects and uses technological resources (e.g., equipment, machines, tools, electronics) to accomplish work productively.	<input type="checkbox"/> Selects and uses technological resources (e.g., equipment, machines, tools, electronics) to accomplish work.	<input type="checkbox"/> Rarely selects and uses technological resources correctly (e.g., equipment, machines, tools, electronics) to accomplish work.
Is polite and respectful in online communication	<input type="checkbox"/> Is consistently polite and respectful and uses appropriate language in all online communication.	<input type="checkbox"/> Is polite and respectful and uses appropriate language in all online communication.	<input type="checkbox"/> Occasionally uses inappropriate language in online communication.	<input type="checkbox"/> Uses inappropriate words, or is disrespectful in online communication. Takes advantage of anonymous online presence to act inappropriately.
Uses personal digital devices appropriately	<input type="checkbox"/> Turns off mobile devices to avoid distraction. Gives priority to social conversation and work rather than mobile device.	<input type="checkbox"/> Gives priority to social conversation rather than mobile device.	<input type="checkbox"/> Occasionally gives preference to mobile devices and ignores social conversation.	<input type="checkbox"/> Constantly uses mobile devices and ignores others in conversation. Mobile device is distraction to work.
Managing Information				
Accesses Information	<input type="checkbox"/> Locates information efficiently from reliable sources. Uses innovative strategies to access needed information.	<input type="checkbox"/> Considers more than one strategy or tool to locate information; research is complete and accurate.	<input type="checkbox"/> Accesses information from multiple sources and recognizes when information is incomplete, but fails to improve research.	<input type="checkbox"/> Conducts simple searches for information which are often inaccurate or incomplete.
Analyzes and Evaluates Evidence, Arguments, Claims, and Beliefs	<input type="checkbox"/> Consistently analyzes and evaluates evidence, arguments, claims, and beliefs from valid sources.	<input type="checkbox"/> Analyzes and evaluates evidence, arguments, claims, and beliefs. Accurately identifies valid sources.	<input type="checkbox"/> Is not thorough in analyzing and/or evaluating evidence, arguments, claims, and beliefs. Is unsure of valid online sources.	<input type="checkbox"/> Does an incomplete analysis or evaluation of evidence, arguments, claims, or beliefs. Accepts all online information as fact.

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Managing Information, continued				
Protect Data Security	<input type="checkbox"/> Consistently follows information system procedures to protect loss of data or access by unauthorized persons.	<input type="checkbox"/> Follows information system procedures to protect loss of data or access by unauthorized persons.	<input type="checkbox"/> Occasionally fails to follow procedures to protect loss of data or allows access by unauthorized persons.	<input type="checkbox"/> Inappropriately shares or loses data password, fails to follow procedures or contributes to loss of essential data.
Managing Resources				
Allocates Resources to Meet Needs	<input type="checkbox"/> Consistently plans in advance how much stock can and should be used to complete a project promptly (e.g., portioning meals, making a budget, having correct quantity and type of materials onsite).	<input type="checkbox"/> Correctly figures how much stock can and should be used to complete a project promptly (e.g., portioning meals, making a budget, having correct quantity and type of materials onsite).	<input type="checkbox"/> Often guesses how much stock should be used to complete a project (e.g., portioning meals, making a budget, having correct quantity and type of materials onsite).	<input type="checkbox"/> Does not understand how much stock can and should be used to complete a project (e.g., portioning meals, making a budget, having correct quantity and type of materials onsite).
Systems				
Uses System Thinking	<input type="checkbox"/> Recognizes and manipulates parts of a system to come together to accomplish tasks.	<input type="checkbox"/> Recognizes how the parts of a system work together to accomplish tasks.	<input type="checkbox"/> Identifies the parts of a system but cannot explain how they work together.	<input type="checkbox"/> Is able to identify only some system parts and loses sight of how they work together.
Makes Connections Between Work and Needs of Community	<input type="checkbox"/> Easily and accurately describes how work products and services benefit the community.	<input type="checkbox"/> Describes how work products and services benefit the community.	<input type="checkbox"/> Sees some connection in how work products and services benefit the community.	<input type="checkbox"/> Fails to use commercial sources and personal networks to inquire and locate information on job opportunities.