



CAREER PREPARATION COMPETENCY RUBRIC

Definition: Career preparation is students’ ability to reflect on, evaluate, and articulate their curricular and co-curricular experiences as they plan for “meaningful lives and productive careers”.

Student will be able to...	Mastering 4	Advancing 3	Developing 2	Beginning 1
Set Educational and Professional Goals	Sets realistic and attainable short-term and long-term educational and professional goals, and is taking steps towards achieving the goals based on a plan that integrates curricular and co-curricular experiences. Recalibrates goal plan as needed, and identifies and works to overcome obstacles that hamper goal achievement.	Sets short-term and long- term educational and professional goals, and has created a plan for an integrated approach towards achieving goals. Identifies potential obstacles, but may not fully have a plan to tackle them.	Begins to develop short-term and long-term educational and professional goals. Begins to create a goal plan that focuses on an integrated approach between curricular and co-curricular experiences, but ideas are still disconnected. Has not yet identified obstacles or potential ways to overcome them.	Is able to set short-term or long- term educational and professional goals. Does not make the connection between curricular/co-curricular experiences and the pathway to future goals.
Evaluate Professional Strengths and Challenge Areas	Clearly articulates areas of strength and challenge areas based on feedback and personal reflection of past curricular and co-curricular experiences. Has concrete examples to demonstrate strengths, and has identified and taken steps to improve areas in need of growth.	Identifies areas of strength and challenge areas based on reflection of past curricular and co-curricular experiences. Can provide vague examples of strengths and/or challenge area. Can identify possible steps to improve areas in need of growth.	Begins to identify areas of strength and challenge areas, but does not have examples from past curricular and co-curricular experiences to demonstrate them.	Cannot explain personal and professional strengths or challenge areas, and does not reflect on past curricular and co-curricular experiences in order to evaluate performance or growth.
Articulate Transferable Skill Attainment	Articulates transferable skills gained or improved upon from curricular and co-curricular experiences. Provides specific examples of the use of skills within curricular and co-curricular experiences.	Is able to identify transferable skills gained or improved upon from curricular and co-curricular experiences when provided a list, and identifies some additional skills that aren’t on the list. Can only provide vague examples of the use of skills within the co-curricular experiences.	Able to identify transferable skills gained or improved upon from curricular and co-curricular experiences when provided a list. Is not yet able to identify additional skills that aren’t specified or provided..	Is unable to identify transferable skills gained from curricular and co-curricular experiences.