

## CAREERS RUBRICS - Level 6

### CAREERS 6.01

<i>CC.LT 6.01 Leads a class or the school in a community service activity.</i>				
	Advanced	Proficient	Developing	Emerging
Productive Attitude and Personal Qualities	<p>Teaches others to:</p> <ul style="list-style-type: none"> <li>•Lead a community service project for the class or school that demonstrate empathy and respect for diverse cultures.</li> </ul>	<ul style="list-style-type: none"> <li>•Leads a community service project for the class or school that demonstrate empathy and respect for diverse cultures.</li> <li>•Project includes an action plan that delegates specific tasks with timelines using the talents of group members.</li> <li>•Leadership style demonstrates traits of effective leaders, respecting input and criticism from others with humility and thoughtfulness.</li> </ul>	<ul style="list-style-type: none"> <li>•Leads a community service project for the class or school that demonstrate empathy and respect for diverse cultures.</li> </ul>	<ul style="list-style-type: none"> <li>•Helps plan and conduct a community service project for the class or school that demonstrate empathy and respect for diverse cultures.</li> </ul>

### CAREERS 6.02

<i>CC.LT 6.02 Demonstrates knowledge of motivational elements for people in different roles.</i>				
	Advanced	Proficient	Developing	Emerging
People Skills	<p>Teaches others how to</p> <ul style="list-style-type: none"> <li>• Research and cite sources on ways that motivate people in various roles.</li> <li>• Use several ways to motivate others when in a leadership role.</li> </ul>	<ul style="list-style-type: none"> <li>• Using research and citing sources, presents at least five specific ways that people are motivated in various roles.</li> <li>• Uses several ways to motivate others when in a leadership role.</li> </ul>	<ul style="list-style-type: none"> <li>• Using research and citing sources, presents specific ways that people are motivated in various roles.</li> <li>• Creates several ways to motivate others when in a leadership role.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigates specific ways that people are motivated in various roles.</li> </ul>

### CAREERS 6.03

<i>CC.LT 6.03 Serves on the Academic Review Team.</i>				
	Advanced	Proficient	Developing	Emerging
Punctuality & Attendance	<p>Teaches others how to:</p> <ul style="list-style-type: none"> <li>•Participate actively on the academic review team for a month or more.</li> <li>•Demonstrate humility, compassion, respect, and teamwork with other members and those going before the review team.</li> <li>•Collaborate with peers and staff for fair consequences and solutions.</li> </ul>	<ul style="list-style-type: none"> <li>•Participates actively on the academic review team for a month or more.</li> <li>•Demonstrates humility, compassion, respect, and teamwork with other members and those going before the review team.</li> <li>•Collaborates with peers and staff for fair consequences and solutions.</li> </ul>	<ul style="list-style-type: none"> <li>•Participates actively on the academic review team for a month or more.</li> <li>•Demonstrates humility, compassion and respect towards those going before the review team.</li> <li>•Collaborates with peers and staff for fair consequences and solutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates actively on the academic review team for a month or more.</li> </ul>

## CAREERS 6.04

<i>CC.LT 6.04 Mentors another student to practice workplace skills.</i>				
	Advanced	Proficient	Developing	Emerging
Critical Thinking and Problem Solving	<p>Teaches others how to:</p> <ul style="list-style-type: none"> <li>• Mentor another student, using findings from Careers Interest Survey, to develop a plan with another student to help them build workplace skills (i.e., accepting advice, supervision, discrimination and harassment, safety, equality, transferable skills).</li> <li>• Mentor another student to evaluate effectiveness of plan after two weeks and develop two or more ways to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Using findings from Careers Interest Survey, develops a plan with another student to help them build skills for the workplace (i.e., accepting advice, supervision, discrimination and harassment, safety, equality, transferable skills).</li> <li>• Evaluates effectiveness of plan after two weeks and develops two or more ways to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Using findings from Careers Interest Survey, develops a plan with another student to help them build workplace skills (i.e., accepting advice, supervision, discrimination and harassment, safety, equality, transferable skills).</li> </ul>	<ul style="list-style-type: none"> <li>• Develops a plan with another student to help them build workplace skills (i.e., accepting advice, supervision, discrimination and harassment, safety, equality, transferable skills).</li> </ul>

## CAREERS 6.05

<i>CC.LT 6.05 Mentors another student to create and complete an Individual Learning Plan (ILP).</i>				
	Advanced	Proficient	Developing	Emerging
Time and Resource Allocation	<ul style="list-style-type: none"> <li>- Teaches others how to mentor students in completing ILP's as outlined in "proficient."</li> </ul>	<ul style="list-style-type: none"> <li>- Mentors at least one other student to create an Individual Learning Plan (ILP), looking up their standards they still need to complete and developing a plan that includes:               <ul style="list-style-type: none"> <li>- Specific deadlines with work broken into pieces no more than a couple days for each piece.</li> <li>- Goals that are reasonable.</li> <li>- Signatures from all responsible parties (student, teacher, advisor, parent)</li> <li>- Assistance carrying out the plan and completing with success.</li> <li>- Reflection on what went well and what they would do differently in the future.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Mentors at least one other student to create an Individual Learning Plan (ILP), looking up their standards they still need to complete and developing a plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to help another student to write and complete an ILP.</li> </ul>

## CAREERS 6.06

<i>CC.LT 6.06 Creates a business plan.</i>				
	Advanced	Proficient	Developing	Emerging
Business Basics	<p>Teaches others how to:</p> <ul style="list-style-type: none"> <li>• Create a business plan with perfect grammar, punctuation, spelling that effectively communicates the goals of the business.</li> <li>• Use Core Values and Concepts as outlined in “proficient.”</li> </ul>	<ul style="list-style-type: none"> <li>• Creates a business plan with perfect grammar, punctuation, spelling that effectively communicates the goals of the business.</li> <li>• Uses Core Values and Concepts: (i.e., Baldrige)               <ul style="list-style-type: none"> <li>_ visionary leadership</li> <li>_ customer-driven excellence</li> <li>_ organizational and personal learning</li> <li>_ valuing employees and partners</li> <li>_ agility</li> <li>_ focus on the future</li> <li>_ managing for innovation</li> <li>_ management by fact</li> <li>_ social responsibility</li> <li>_ focus on results and creating value</li> <li>_ systems perspective</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Creates a business plan with perfect grammar, punctuation, spelling that effectively communicates the goals of the business.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates a business plan that communicates the goals of the business.</li> </ul>

## CAREERS 6.07

<i>CC.LT 6.07 Refines Portfolio for web-based presentation.</i>				
	Advanced	Proficient	Developing	Emerging
Information & Analysis, Technology & Communication	<ul style="list-style-type: none"> <li>• Teaches others how to update and organize (including grades, special activities, resume, awards, and certificates) and present Portfolio to an appropriate audience using the oral scoring rubric.</li> </ul>	<ul style="list-style-type: none"> <li>• Receives constructive feedback from business partner on Portfolio.</li> <li>• Edits on-line Portfolio for presentation to include grades, special activities, resume, awards, and certificates.</li> <li>• Presents Portfolio to an appropriate audience using the oral scoring rubric.</li> </ul>	<ul style="list-style-type: none"> <li>• Edits and presents Portfolio to an appropriate audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Revises Portfolio.</li> </ul>

## CAREERS 6.08

<i>CC.LT 6.08 Completes choices for on-line options towards continued learning.</i>				
	Advanced	Proficient	Developing	Emerging
Career Decision Making & Job Seeking	<p>Teaches others how to:</p> <ul style="list-style-type: none"> <li>• Enroll and complete an on-line course.</li> <li>• Reflect on their strengths and weaknesses of on-line learning and potential uses in the future.</li> </ul>	<ul style="list-style-type: none"> <li>• Enrolls and completes an on-line course.</li> <li>• Reflection includes strengths and weaknesses of on-line learning and potential uses in the future.</li> </ul>	<ul style="list-style-type: none"> <li>• Enrolls in an on-line course.</li> <li>• Reflection includes strengths and weaknesses of on-line learning and potential uses in the future.</li> </ul>	<ul style="list-style-type: none"> <li>• Explores on-line courses.</li> </ul>

## CAREERS 6.09

<i>CC.LT 6.09 Performs in an office of leadership at HTH (Student Government, Academic Review, etc.)</i>				
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Emerging</b>
Leadership	<p>Teaches others how to</p> <ul style="list-style-type: none"> <li>Practice leadership traits that include personal stretch goals when performing in an office of leadership at HTH (student government, yearbook, academic review, CORE court, etc.).</li> <li>Reflect on strategies for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Practices leadership traits that include personal stretch goals when performing in an office of leadership at HTH (student government, yearbook, academic review, CORE court, etc.).</li> <li>Reflects on strategies for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Practices leadership traits when performing in an office of leadership at HTH (student government, yearbook, academic review, CORE court, etc.).</li> <li>Reflects on strategies for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Participates in an office of leadership at HTH (student government, yearbook, academic review, CORE court, etc.).</li> </ul>

## CAREERS 6.10

<i>CC.LT 6.10 Demonstrates mastery of the process of credit, loans, and debt reduction.</i>				
	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Emerging</b>
Transition Skills	<p>Teaches others how to:</p> <ul style="list-style-type: none"> <li>Present on dangers and benefits of:               <ul style="list-style-type: none"> <li>Credit card debt</li> <li>Loans (personal, car, house, other)</li> </ul> </li> <li>Create personal plan for financial security (living within a real budget, plans for the future, realistic goals and ways to achieve them).</li> <li>Complete a loan application (real or simulated).</li> </ul>	<ul style="list-style-type: none"> <li>Presents on dangers and benefits of:               <ul style="list-style-type: none"> <li>Credit card debt</li> <li>Loans (personal, car, house, other)</li> </ul> </li> <li>Creates personal plan for financial security (living within a real budget, plans for the future, realistic goals and ways to achieve them).</li> <li>Completes a loan application (real or simulated).</li> </ul>	<ul style="list-style-type: none"> <li>Presents on dangers and benefits of:               <ul style="list-style-type: none"> <li>Credit card debt</li> <li>Loans (personal, car, house, other)</li> </ul> </li> <li>Creates personal plan for financial security.</li> </ul>	<ul style="list-style-type: none"> <li>Understands some of the dangers and benefits of credit card debt and loans.</li> </ul>

## Careers Level 6 - FINAL PROJECT

	<b>Advanced (Teaching Others)</b>	<b>Proficient (Mastered)</b>	<b>Developing (Almost There)</b>	<b>Emerging (Just Getting Started)</b>
Careers Level 6 Final Project	<ul style="list-style-type: none"> <li>Models/teachers others how to schedule and complete an oral exam.</li> <li>Presents to others a comprehensive view of Careers Level 6 (audience will understand what is expected for each of the five areas).</li> <li>Refines the oral scoring rubric.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates mastery of Level 6 Careers standards through oral exam.</li> <li>Demonstrates at least three standards.</li> <li>Uses oral scoring rubric for presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates mastery of Level 6 Careers standards through oral exam.</li> <li>Demonstrates at least two standards.</li> <li>Uses oral scoring rubric for presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates mastery of Level 6 Careers standards through oral exam.</li> <li>Uses oral scoring rubric for presentation.</li> </ul>

*\*Final Project is at the discretion of the teacher and advisor. For older students, or students who easily have this level mastered, it may not be required.*