



Career Ready Practice Rubrics for Work-based Learning, Choice Ready, or in General

During assessment of activities, performances, or projects already taking place in the classroom, work-based learning, or other career-focused endeavors, there needs to be a common, defined way to assess career ready practices (otherwise known as “soft skills”). It is therefore the purpose of this document to answer and define these points and provide a usable device which measures what is taking place within the classroom and workplace.

It is never the intention of these rubrics to create more work for the instructor/advisor or to add more activities or lessons to his/her current load; however, it is the intention of taking what is already being done and taught and making career ready skills within those projects and work experiences clearly apparent and assessable. This in turn can provide a scale, or score, by which the student can be assessed not only on his/her technical knowledge but also on how he/she applies that knowledge within work-based learning while demonstrating other self-strengths and responsibilities to be a successful and contributing member of the working world.

The Career Ready Practice (CRP) Rubrics are therefore used by the

Instructor/Advisor/Mentor to assess the Student/Worker:

- a. in addition to the standard assessment on an existing lesson.
- b. to spark further discussion on individual strengths and weaknesses.
- c. to measure career ready abilities and to help the student/worker know how to improve those skills for the future.

SCORING REQUIREMENTS

The rubrics could also be used as a tool to talk about career readiness through student self-reflection or peer assessment, both pre- and/or post- activity, whereas the comparison of scores taken before and after the activity could gain insight on what skills have been newly attained or improved by the activity, at least in the eyes of the student.

To use the Career Ready Practice Rubrics for Choice Ready, or in general, the rubrics must be assessed as such:

- a. The instructor/advisor assesses the student/worker a whole-number score for every competency in each of the twelve CRP.
- b. All competencies (five under each) of the twelve practices must be assessed at least once during the duration of a student's high school experience (although preferably more often) for the purposes of state completion and to document growth. This can be done all at once or periodically during the student's high school experience, which is up to school district's or CTE Center's discretion.
- c. An average CRP SCORE of all twelve Practices may be calculated, as it can show **the summation of progress made in the duration of the student's high school experience.**
- d. No matter how many times each CRP is assessed, for the purpose of measuring Choice Ready, a score is determined by the final CRP entry, prior to graduation.

As the student/worker progresses with higher level classes, scores should improve with each successive course. The documentation of this progression is for student, teacher, and parent information.

To use the Career Ready Practice Rubrics for Work-based Learning, the rubrics must be assessed as such:

- a. The instructor/advisor/employer assesses the student/worker a whole-number score for every competency in each of the six identified CRP.
- b. All competencies (five under each) of the six practices must be assessed at least ONCE during the duration of a WBL experience (although preferably more often) for the purposes of state completion and to document growth.
- c. An average CRP SCORE of six Practices may be calculated, as it can show *the summation of progress made in the duration of the student's WBL experience..*
- d. No matter how many times each CRP is assessed during the WBL experience, a score is determined by the final CRP entry, upon completion of the WBL experience.

SCORING SCALE

1. Scores on each individual competency should only be given in whole numbers (i.e. 4,3,2,1). The use of competency scores with decimals does not promote consistency. If the student is thought to be part-way between two numbers, the student has not yet attained the higher score; therefore, the lower, whole number score should be given.
2. The average score for each Practice will be determined by tallying each competency score and dividing by the total number of competencies.
3. The overall, average score is based on a 4.00 scale.

Whole numbers are also used for the scores given per Competency. Chart A is used to interpret these scores into generalized words (other than those specifically used in the rubric) for students, administration, parents, and employers.

Average total scores per Practice are given using decimals (due to division). Chart B is used to interpret these scores into words for students, administration, parents, and employers.

[Career Ready Practices | North Dakota Department of Career and Technical Education](#)

Chart A

Score Range:	Definition of Competency Score Student/Worker...
4	exceeds competencies and is extremely career ready with the necessary skills to be highly successful at finding, gaining, and keeping employment over the course of his/her lifetime.
3	meets competencies and is career ready with the necessary skills to be successful at finding, gaining, and keeping employment over the course of his/her lifetime.
2	meets the rigor of many competencies to be career ready but needs to improve on some in order to have long-term success.
1	needs remediation and help in almost all areas of career readiness in order to be successful in finding, gaining, and keeping employment over the course of his/her lifetime.

Chart B

Score Range:	Definition of Averaged Score Student/Worker...
4.00 – 3.60	exceeds competencies and is extremely career ready with the necessary skills to be highly successful at finding, gaining, and keeping employment over the course of his/her lifetime.
3.59 – 2.80	meets competencies and is career ready with the necessary skills to be successful at finding, gaining, and keeping employment over the course of his/her lifetime.
2.79 – 2.20	meets the rigor of most competencies to be career ready and needs to improve on some in order to have long-term success.
2.19 – 1.80	is proficient in some competencies but requires remediation in most competencies in order to be truly successful in finding, gaining, and keeping employment over the course of his/her lifetime.
1.79 – 0	needs remediation and help in almost all areas of career readiness in order to be successful in finding, gaining, and keeping employment over the course of his/her lifetime.