



# Teacher Rubric Unit 7 PT2

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Section #: \_\_\_\_\_

## Unit 7 Performance Task 2: Individual Graduation Plan Rubric and Checklist

Deliverables	Yes	No
1. The student researched career interests.	Yes	No
2. The student researched Jump Start TOPS Tech Pathway.	Yes	No
3. The student researched TOPS University Pathway.	Yes	No
4. The student met all required sections of the Individual Graduation Plan (IGP).	Yes	No
5. The student met all required sections of the Vision Board.	Yes	No

### Relational Skills and Personal Attributes

6. The student demonstrates effective independent work habits.		
a. responsibility	Yes	No
b. self-discipline	Yes	No

Quality Indicators	Meets or Exceeds Expectations	Not Yet or Inconsistently Meets Expectations	Does Not Meet Expectations	Comments
Applied Knowledge: Critical Thinking Skills	<p>Student demonstrates all of the following skills when developing the IGP (potentially modified for 6<sup>th</sup> and 7<sup>th</sup> graders) and revising the Vision Board:</p> <ul style="list-style-type: none"> <li>• critical thinking</li> <li>• creativity</li> <li>• ability to make sound decisions</li> <li>• ability to solve problems</li> <li>• ability to reason logically</li> <li>• ability to plan well</li> <li>• ability to organize ideas well</li> </ul>	<p>Student demonstrates some of the requisite skills when developing the IGP and revising the Vision Board, but does not demonstrate the skills checked:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> critical thinking</li> <li><input type="checkbox"/> creativity</li> <li><input type="checkbox"/> ability to make sound decisions</li> <li><input type="checkbox"/> ability to solve problems</li> <li><input type="checkbox"/> ability to reason logically</li> <li><input type="checkbox"/> ability to plan well</li> <li><input type="checkbox"/> ability to organize ideas well</li> </ul>	<p>Student does not demonstrate enough of the requisite skills to applied knowledge and critical thinking.</p>	
Applied Knowledge: Career-Related Technical Skills	<p>Student demonstrates all of the following skills to display background knowledge and</p>	<p>Student demonstrates some the following skills to display background knowledge and</p>	<p>Student does not demonstrate enough of the requisite skills to applied knowledge and career-</p>	

	<p>understanding of key concepts about the students' identified career pathway:</p> <ul style="list-style-type: none"> <li>ability to understand the potential career requirements, such as level of credential or education that is required and type of experiences needed to pursue a career of interest</li> <li>ability to analyze the relationship between students' personal and career interests and potential occupations</li> <li>ability to reflect on how personal interests, goals, and skills match to those interest with applicable occupations</li> </ul>	<p>understanding of key concepts about the students' identified career pathway, but does not demonstrate the skills checked:</p> <ul style="list-style-type: none"> <li>ability to understand the potential career requirements, such as level of credential or education that is required and type of experiences needed to pursue a career of interest</li> <li>ability to analyze the relationship between students' personal and career interests and potential occupations</li> <li>ability to reflect on how personal interests, goals, and skills match to those interest with applicable occupations</li> </ul>	<p>related technical skills.</p>	
<p>Executive Skills</p> <ul style="list-style-type: none"> <li>Student demonstrates the requisite skills, including             <ul style="list-style-type: none"> <li>ability to manage time effectively to complete all the required tasks on time</li> <li>ability to manage other resources effectively to complete the components of the IGP (potentially modified for 6<sup>th</sup> and 7<sup>th</sup> graders)</li> <li>ability to establish individual goals, reflect on those goals,</li> </ul> </li> </ul>	<p>Student demonstrates the requisite skills, but does not demonstrate the skills checked</p> <ul style="list-style-type: none"> <li>ability to manage time effectively to complete all the required tasks on time</li> <li>ability to manage other resources effectively to complete the components of the IGP</li> <li>ability to establish individual goals, reflect on those goals, and develop</li> </ul>	<p>Student demonstrates some of the requisite skills, but does not demonstrate the skills checked</p> <ul style="list-style-type: none"> <li>ability to manage time effectively to complete all the required tasks on time</li> <li>ability to manage other resources effectively to complete the components of the IGP</li> <li>ability to establish individual goals, reflect on those goals, and develop</li> </ul>	<p>Student does not demonstrate enough of the requisite skills to executive skills.</p>	

	and develop strategies to overcome obstacles when challenges arise	strategies to overcome obstacles when challenges arise	
Executive and Communication Skills: Information Use	<p>Student demonstrates all of the requisite information use skills to meet the following indicators:</p> <ul style="list-style-type: none"> <li>ability to locate key information in order to identify key student interest and career options</li> <li>ability to research credential and career opportunities, JumpStart TOPS Tech Career Diploma, and TOPS University pathways</li> <li>ability to research entrance requirements for colleges of interest</li> <li>ability to synthesize and organize information from research</li> <li>ability to apply information to revise vision board and develop the IGP (potentially modified for 6<sup>th</sup> and 7<sup>th</sup> graders)</li> </ul>	<p>Student demonstrates some of the requisite information use skills, but does not demonstrate the skills checked:</p> <ul style="list-style-type: none"> <li>ability to locate key information in order to identify key student interest and career options</li> <li>ability to research credential and career opportunities, JumpStart TOPS Tech Career Diploma, and TOPS University pathways</li> <li>ability to research entrance requirements for colleges of interest</li> <li>ability to synthesize and organize information from research</li> <li>ability to apply information to revise vision board and develop the IGP</li> </ul>	<p>Student does not demonstrate enough of the requisite skills to executive and communication skills information use.</p>
Career Navigation Skills	<p>Student demonstrates all of the requisite skills to maintain knowledge of industries, sectors, careers, and pathways, including:</p> <ul style="list-style-type: none"> <li>ability to research pathways and identify key characteristics in a career</li> </ul>	<p>Student demonstrates some of the requisite skills to maintain knowledge of industries, sectors, careers, and pathways, but does not demonstrate the skills checked:</p> <ul style="list-style-type: none"> <li>ability to research pathways and identify key</li> </ul>	<p>Student does not demonstrate enough of the requisite skills to maintain knowledge of industries, sectors, careers, and pathways.</p>



## Teacher Rubric Unit 7 PT2

	<ul style="list-style-type: none"> <li>• ability to identify education and career goals that are of interest to the student and conduct labor market research to learn more about those occupations</li> <li>• ability to identify secondary coursework and postsecondary coursework required to pursue occupations that are of interest and relate to their individual graduation plan</li> <li>• ability to apply research to develop an IGP (potentially modified for 6<sup>th</sup> and 7<sup>th</sup> graders) that reflects their personal career goals and related milestones</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> characteristics in a career and career goals that are of interest to the student and conduct labor market research to learn more about those occupations</li> <li><input type="checkbox"/> ability to identify secondary coursework and postsecondary coursework required to pursue occupations that are of interest and relate to their individual graduation plan</li> <li><input type="checkbox"/> ability to apply research to develop an IGP that reflects their personal career goals and related milestones</li> </ul>		
--	---	---	--	--

NOTES: