# Cross Sector Competency Rubric

The purpose of this rubric is to evaluate the essential competencies needed to be successful in the workplace. All descriptors should be considered in the context of the workplace.

| | | Level 1 – Unsatisfactory | Level 2 – Needs Improvement | Level 3 - Proficient | Level 4 - Excellent |
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| **Teamwork** **(When Applicable)** | *Student uses their understanding of working cooperatively with others to complete work assignments and achieve mutual goals.* | Has not yet demonstrated appropriate group behaviors. Improvement needed in treating others with respect. Rarely contributes to group efforts. | Inconsistent promoting positive group behaviors amongst coworkers and in contributing to group efforts. Shows potential for improvement. | Works well with co-workers, is respectful, and contributes to group efforts with rare exception. Respects diversity within the workplace. | Consistently facilitates positive group dynamics. Demonstrates leadership that plays a significant role in success of group efforts. Promotes larger group unity. |
| **Communication Verbal** | *Verbal: Students can use their understanding of English grammar and public speaking skills to convey an idea, express information, and be understood by others.* | Seldom demonstrates command of English grammar, public speaking and listening skills. Communication of information and ideas is unclear. | Inconsistently demonstrates command of English grammar, public speaking and listening skills. Communication of information and ideas is occasionally unclear. | Demonstrates command of English grammar, public speaking and listening skills by conveying information and ideas clearly. | Consistently demonstrates command of English grammar, public speaking and listening skills by conveying information and ideas clearly. |
| **Communication Written** | *Written: Students can use their understanding of standard business English to ensure that written work is clear, direct, courteous, and grammatically correct* | Seldom writes clearly and/or repeatedly uses language inappropriate for the workplace. | Inconsistent written communication in manner Inconsistently uses language appropriate for the workplace. | Demonstrates written communication skills that are appropriate for the workplace. | Consistently demonstrates written communication skills that are clear, direct, courteous and grammatically correct. |
| **Communication Digital** | *Digital: Students can use their understandin g* | Lacks competence in using digital tools to convey work. | Demonstrates competency with one or two digital tools to convey | Demonstrates competency with a variety of digital tools to convey | Consistently demonstrates competency with a variety of digital |

| | *g of email, keyboarding, word processing, and digital media to convey work that is clear, direct, courteous, and grammatically correct.* | Communication is typically unclear, inappropriate and/or grammatically incorrect. | work. Communication is not yet consistently clear, appropriate or grammatically correct. | work that is clear, direct, courteous, and grammatically correct. | tools to convey work that is clear, direct, courteous, and grammatically correct. |
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| **Problem Solving & Critical Thinking** | *Students can use their critical thinking skills to generate and evaluate solutions as they relate to the needs of the team, customer, and company.*<br><br>*Students can use their understanding of logic and reasoning to analyze and address problems.* | Takes little or no initiative to solve problems. | Demonstrates reluctance in using logic and reasoning to generate and evaluate solutions to problems as they arise. | Uses logic and reasoning to generate and evaluate solutions to problems as they arise. | Consistently uses sound logic and reasoning to generate and evaluate problems.<br><br>Identifies potential problems before they occur. |
| **Decision Making** | *Students can use their understanding of problem solving to implement and communicate solutions.* | Takes little or no initiative to communicate and implement solutions. | Inconsistently demonstrates the use of problem solving and critical thinking skills to communicate and implement solutions. | Uses problem solving and critical thinking skills to communicate and implement solutions. | Consistently uses problem solving and critical thinking skills to communicate and implement solutions. |
| **Adaptability & Flexibility** | *Students can use their understanding of workplace change and variety to be open to new ideas and handle ambiguity.* | Resists new ideas and changes, demonstrating a lack of flexibility and little or no desire to adapt | Occasionally demonstrates flexibility, approaches new ideas and changes with reservation. | Demonstrates flexibility, adapting to new ideas and changes. | Consistently demonstrates flexibility, adapting to new ideas and change with ease. |

| **Initiative & Self Drive** | *Students can use their understanding of goal setting and personal impact to achieve professional goals and understand personal impact.* | Reluctant to set professional goals to improving skills, even with encouragement and guidance. | Occasionally requires guidance to set professional goals designed to improve skills. | Consistently sets clear, professional goals designed to improve skills, reevaluating and adjusting with guidance. | Consistently and independently sets clear, professional goals designed to improve skills, reevaluating and adjusting when needed. |
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| **Accountability & Reliability** | *Students can use their understanding of commitment, time management, and follow through to ensure that a professional team functions properly and meets collective goals.* | Seldom demonstrates commitment, time management and follow through. Rarely acts as a functional member of a team in support of collective goals. | Inconsistently demonstrates commitment, time management and follow through. Occasionally acts as a functional member of a team in support of collective goals. | Almost always demonstrates commitment, time management and follow through. Acts as a functional member of a team in support of collective goals. | Consistently demonstrates commitment, time management and follow through to be a functional member of a team, ensuring that team goals are met. |
| **Cultural Competence** | *Students can use their understanding of diversity and inclusion to communicate and work effectively across a multitude of cultures.* | Seldom demonstrates the ability to communicate and work effectively across a multitude of abilities, cultures, and backgrounds. | Inconsistently demonstrates ability to communicate and work effectively across a multitude of abilities, cultures, and backgrounds. | Almost always demonstrates the ability to communicate and work effectively across a multitude of abilities, cultures, and backgrounds. | Consistently demonstrates the ability to communicate and work effectively across a multitude of abilities, cultures, and backgrounds. |
| **Planning & Organizing** | *Students can use their understanding of time management to plan effectively and accomplish assigned tasks.* | Seldom uses time management to plan effectively and accomplish assigned tasks. | Inconsistently uses time management to plan effectively and accomplish assigned tasks. | Almost always uses time management to plan effectively and accomplish assigned tasks. | Consistently and independently uses time management to plan effectively and accomplish assigned tasks. |

# Education Pathway Competency Rubric

| | | Level 1 – Unsatisfactory | Level 2 – Needs Improvement | Level 3 - Proficient | Level 4 - Excellent |
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| **Planning & Preparation** | | | | | |
| **Childhood & Student Development** | *Students can use their understanding of learner development theory from early childhood through adult learning including cognitive development, self-esteem, motivation, perseverance, and intellectual risk taking in order to provide appropriate content and supports for students.* | Does not yet demonstrate understanding of brain development and social emotional learning.<br><br>Does not yet identify/develop appropriate content, activities, & supports in the learning environment. | Demonstrates little understanding of brain development and social emotional learning when identifying/developing appropriate content, activities, & supports in the learning environment. | Demonstrates understanding of developmental and social emotional needs of students by:<br><br>Identifying appropriate content, activities, & supports.<br><br>Acknowledging opportunities for and encouraging student input and risk taking. | Demonstrates understanding of developmental and social emotional needs of students by:<br><br>Developing appropriate content, activities, & supports.<br><br>Creating opportunities for and encouraging student input and risk taking. |
| **Curriculum & Program Design** | *Students can use their understanding of effective teaching structures, scope, and sequence in order to design a logical curriculum and classroom experience* | Does not yet demonstrate an understanding of standards and effective teaching structures.<br><br>Does not yet provide differentiation. | Demonstrates an understanding of standards and effective teaching structures by:<br><br>Identifying lessons or learning activities that are aligned with the instructional outcomes.<br><br>Identifying some differentiation for different groups | Demonstrates an understanding of standards and effective teaching structures by:<br><br>Identifying a sequence of lessons or learning activities that are aligned with the instructional outcomes and follow an organized | Demonstrates an understanding of standards and effective teaching structures by:<br><br>Creating a sequence of lessons or learning activities that are aligned with the instructional outcomes and follow an organized progression suitable to groups |

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| | *that meets individual student and group academic readiness.* | | of students. | progression suitable to groups of students.<br><br>Acknowledging the rationale (or lack thereof) for the learning progression and activities.<br><br>Providing some differentiation for different groups of students. | of students.<br><br>Clearly articulating the rationale for the learning progression and activities.<br><br>Appropriately differentiating for individual learners. |
| **Curriculum Relevance & Collaboration** | *Students can use their understanding of current events, cross-curriculum connections, and out-of-classroom realities to create linkages among content areas and learners' lived experiences.* | Is not yet able to identify the importance of disciplinary concepts.<br><br>Is not yet able to make connections between important concepts in the discipline, their relationship to one another, to other disciplines, nor the global or local world. | Identifies the importance of disciplinary concepts, but is not yet able to make connections between important concepts in the discipline, their relationship to one another, to other disciplines, nor the global or local world. | Identifies connections between important concepts in the discipline, their relationship to one another, to other disciplines, and to either the global or local world. | Incorporates connections between important concepts in the discipline, their relationship to one another, to other disciplines, and to both the global and local world. |
| **Classroom Environment** | | | | | |
| **Managing & Monitoring Learning** | *Students can describe and demonstrate strategies to enrich, maintain, and alter* | Is not yet able to identify the need for ways to design and change learning environments to engage students, support | Identifies the need for ways to design and change learning environments to engage students, support learning, and encourage motivation. | With reflection, describes ways to design and change learning environments to engage students, support learning, and encourage motivation. | Demonstrates ways to design and change learning environments to engage students, support learning, and encourage motivation. |

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| | *learning environments in order to engage and motivate student learning.* | learning, and encourage motivation. | | | |
| **Equitable Treatment** | *Students can use their understanding of diversity of language, culture, and ability to ensure an inclusionary environment for all students to learn.* | Does not yet demonstrate understanding of diverse backgrounds and needs and can not yet identify opportunities that are both relevant and accessible for all students to engage in learning. | Demonstrates little understanding of diverse backgrounds and needs and struggles identifying opportunities that are both relevant and accessible for all students to engage in learning. | Acknowledges diverse backgrounds and needs and identifies opportunities that are both relevant and accessible for all students to engage in learning. | Demonstrates respect for and celebrates diverse backgrounds and needs by incorporating opportunities that are both relevant and accessible for all students to engage in learning. |
| **Learning Environment** | *Students can use their understanding of motivational, social and physical environmental elements to optimize learning and establish a positive environment for all learners.* | Does not yet connect a safe learning environment to student outcomes.<br><br>Has low expectations for student achievement.<br><br>Does not yet consider physical resources as a component of a positive learning environment. | Articulates the components of a safe learning environment and their connection to student outcomes.<br><br>Conveys that student success is the result of natural ability rather than hard work.<br><br>Identifies appropriate opportunities for use of physical resources. | Analyzes the impact of a safe and positive learning environment and its connection to learning outcomes.<br><br>Demonstrates classroom interactions that support learning, hard work, and growth mindset.<br><br>Makes use of physical resources. | Creates a safe and positive classroom environment where learning is accessible to all students, including those with special needs<br><br>Conveys high expectations for learning for all students and insists on hard work.<br><br>Makes effective use of physical resources. |
| **Professional Responsibilities** | | | | | |
| **Citizenship, Family & Community Relationships** | *Students can use their understandi* | Does not yet make connections between family | Identifies the need for connections between family | Identifies opportunities to enhance learning through | Develop a plan for home school connections to promote learning |

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| | *ng of community and family engagement in order to connect students to opportunities and effectively support learning.* | and community engagement and providing opportunities for students and support learning. | and community engagement and providing opportunities for students and support learning. | community and family connections, including opportunities for civic engagement.<br><br>Identifies opportunities for home-school connections to promote families as partners in education. | outcomes.<br><br>Develop and/or implement strategies to promote opportunities for community collaboration and/or civic engagement. |
| **Health, Safety & Legal Responsibilities** | *Students can use their understanding of health, safety, and legal expectations in order to adhere to organizational procedures, local, state, and federal law.* | Has not yet demonstrated understanding of or compliance with health, safety, and legal expectations | Demonstrates understanding of health, safety, and legal expectations by:<br><br>Identifying workplace health and safety policies.<br><br>Identifying student privacy regulations. | Demonstrates understanding of health, safety, and legal expectations by:<br><br>Following workplace health and safety policies.<br><br>Following student privacy regulations. | Demonstrates understanding of health, safety, and legal expectations by:<br><br>Completing applicable trainings.<br><br>Acknowledging the rationale for and following student privacy regulations. |

## Instruction

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| **Evaluation & Assessment** | *Students can use their understanding of learning standards and multiple measures and methods to demonstrate learning in order to evaluate growth in learning* | Is not yet able to identify or define multiple measures for eliciting evidence of student learning.<br><br>Reviews data, but not yet able to identify correlations or make judgements about student learning based | Identifies multiple methods of assessment but does not align assessment to learning outcomes.<br><br>Reviews data from assessments (multiple measures) and assessment systems to make determinations about student proficiency. | Identifies purpose of assessment.<br><br>Evaluates alignment of an existing assessment(s) to learning outcomes.<br><br>Reviews data from assessments and assessment systems to make determinations about student | Creates and implements an assessment that is aligned in purpose to learning outcomes<br><br>Evaluates data from assessment and creates a plan for instruction in response to the data for given students or student groups.<br><br>Provide direct and explicit feedback |

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| | *and adjust to learners' needs.* | on the data. | | proficiency and growth. | to grow the knowledge, skills, and understanding of the learner. |
| **Observation & Adaptation** | *Students use their understanding of individual student and classroom observation in order to adjust curriculum to meet individual and group learning needs.* | Is not yet able to reflect on or identify needed adjustments after implemented activities. | Identifies, based on observation and reflection, the need for adjustments to meet either individual or group needs after implemented activities. | Identifies, based on observation and reflection, the need for adjustments to meet both individual and group needs after implemented activities.<br><br>Provides a plan or recommendation for adjustments based on perceived need. | Creates and adds adjustments to implemented activities to meet individual and group needs.<br><br>Acknowledges that further observation and reflection may show need for more/alternate adjustments. |