

6th-8th Grade Employability Skills Rubric

Student Name:		Date:			
Teacher Name:					
Employability Skills	Almost Never 1	Rarely 2	Occasion ally 3	Frequently 4	Almost Always 5
Essential Concept and/or Skill: <i>Communicates and works productively with others, considering different perspectives, and cultural views to increase the quality of work. (21.6-8.ES.1)</i>					
1. Works appropriately and productively with others					
a. Sets and evaluates goals.					
b. Effectively communicates with group.					
c. Demonstrates respectful behavior to group member ideas and opinions.					
d. Manages and resolves conflict as					
appropriate.					
e. Understands roles in group interaction.					
f. Identifies their own strengths and determines how their strengths will work toward the group goal.					
g. Contributes to a team by expressing ideas.					
h. Respects others' ideas in a group dynamic.					
2. Uses different perspectives to increase innovation and the quality of work					
a. Gathers input from all group members.					
b. Understands the opinions and feelings of					
others.					
c. Accepts and provides feedback in a constructive and considerate manner.					
3. Uses all the appropriate principles of communication effectively					
a. Listens to understand and appreciates the points of view of others.					
b. Listens to understand the ideas of others					
c. Processes information in order to make an informed decision.					

d. Asks appropriate questions in seeking clarification.					
e. Reads, understands and creates information in a variety of forms.					
f. Follows directions.					
g. Contributes by expressing ideas.					
h. Uses appropriate technology to					
communicate.					
i. Uses appropriate channels of					
communication.					
Essential Concept and/or Skill: Adapts and adjusts to various roles and responsibilities in an environment of change. (21.6-8.ES.2)					

1. Adapts to varied roles, responsibilities, and expectations					
a. Works well independently and with a team.					
b. Accepts and own mistakes as a part of learning.					
c. Carries out tasks and projects to completion.					
d. Understands that projects or tasks can be broken down into stages and assessed					
throughout.					
e. Identifies effective strategies to improve project or task.					
f. Listens to other points of view.					
g. Accepts and appreciates diversity.					
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2. Works effectively in a climate of ambiguity and changing priorities					
a. Accepts that change occurs frequently.					
b. Understands focus may need to change as circumstances in the situation change.					
c. Recognizes the need for different levels of structure.					
d. Identifies appropriate responses to stress.					

e. Adapts to changing requirements and information.					
f. Demonstrates openness and respond constructively to change.					
3. Demonstrates appropriate risk-taking					
a. Embraces innovation.					
b. Identifies and suggests alternative ways to achieve goals.					
c. Asks 'What if?'					
d. Understands brainstorming as a free exchange of ideas.					
e. Weighs pros and cons of others' suggestions.					
Essential Concept and/or Skill: <i>Demonstrates leadership, integrity, ethical behavior, and social responsibility in all environments. (21.6-8.ES.3)</i>					
1. Uses interpersonal skills to influence and guide others toward a goal.					
a. Positively supports the work of others.					
b. Builds relationships.					
c. Understands roles and responsibilities needed to accomplish goals.					
d. Uses active listening and speaking skills.					
e. Understands the benefits of constructive feedback vs. criticism.					

2. Leverages the strengths of others to accomplish a common goal.					
a. Communicates clearly.					
b. Collaborates on structured tasks.					
c. Shows sensitivity to others' views and ideas.					
d. Understands how to create consensus.					
3. Demonstrates integrity and ethical behavior.					
a. Takes ownership for actions.					
b. Demonstrates trustworthiness and honesty in all environments.					

c. Demonstrates the use of core values.					
4. Demonstrates mental, physical, and emotional preparedness to accomplish the task.					
a. Keeps own materials organized and gathers materials needed for the task.					
b. Prepares for and focuses on the task with enthusiastic anticipation.					
Essential Concept and/or Skill: <i>Demonstrates initiative, self-direction, creativity, and entrepreneurial thinking while exploring individual talents and skills necessary to be successful. (21.6-8.ES.4)</i>					
1. Performs work without oversight.					
a. Assesses the task and identify the priority/ necessary actions to be taken.					
b. Understands the task's relationship to greater goal.					
c. Understands that incomplete work-- even if excellent--is not acceptable.					
d. Understands the importance of self					
confidence.					
e. Finds appropriate resources.					
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f. Implements solutions.					
g. Demonstrates commitment to self/group/					
society.					
2. Uses time efficiently to manage workload.					
a. Segments task into logical steps.					
b. Builds a timeline to facilitate completion of the task.					
c. Prioritizes steps in proper order.					
3. Assesses mastery of skills.					
a. Analyzes the task.					
b. Identifies the breadth of knowledge to be successful at a task.					
c. Effectively shares knowledge at appropriate times.					

4. Sets and achieves high standards and goals.					
a. Identifies incremental steps for acquiring					
goals. b. Sets short-term and long-term goals.					
c. Creates a written plan toward accomplishing goals.					
d. Chooses to engage in activities to improve skills that are relative to goals.					
e. Demonstrates core values.					
f. Evaluates progress and seek assistance to take corrective action when necessary when working toward accomplishing goals.					
5. Engages in effective problem solving process.					
a. Transfers learning from one content area to another.					
b. Identifies key partners and resources relevant to the situation/problem.					
c. Evaluates and select the resources in context of the problem.					
d. Implements the problem solving process, including identifying potential causes of problem.					
e. Identifies a course of action in writing with sequence of steps involved in order to solve the problem.					
f. Implements solution.					
Essential Concept and/or Skill: <i>Demonstrates productivity and accountability while aspiring to meet high expectations. (21.6-8.ES.5)</i>					
1. Delivers quality job performance on time.					
a. Knows that quality means meeting high expectations, including timeliness.					
b. Makes revisions based on self-analysis.					
c. Works with commitment until the expectations are met.					
d. Makes needed adjustments to prevent					
problems.					
e. Does not compromise ethical behavior and responsibility.					

2. Demonstrates accountability for individual performance.					
a. Demonstrates individual responsibility to be present and on time for all activities.					
b. Stays productive when completing work.					
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c. Is willing to help others when own work is completed.					

d. Accepts responsibility for and correct their errors.					
e. Learns from mistakes and creates solutions.					
f. Follows through with assigned work within a group.					

Rating Descriptors Operationally Defined:

Almost Never – grade level standard/skill is demonstrated/observed very little or not at all (with appropriate accommodations) with no generalization of skill across days and novel tasks.

Rarely – grade level standard/skill is demonstrated/observed infrequently (with appropriate accommodations) with little or no generalization of skill across days and novel tasks; teacher prompting does not always result in demonstration of skill.

Occasionally – grade level standard/skill is demonstrated/observed periodically (with appropriate accommodations) with inconsistent generalization across days and novel tasks; teacher prompting is often necessary for skill to be generalized.

Frequently – grade level standard/skill is demonstrated/observed often (with appropriate accommodations) with consistent generalization of skill across days and novel tasks; occasional teacher prompting is necessary for skill to be generalized.

Almost Always – grade level standard/skill is demonstrated/observed most of the time (with appropriate accommodations) with consistent and independent generalization of skill across days and novel tasks.

Place calendar date next to the numeral to signify date of data summary, and a listing of utilized data sources, summary and next steps in the appropriate spaces

<i>Date #1:</i>	Baseline Data Sources
<i>Date #2:</i>	Data Sources:

<i>Summary</i> <i>Next Steps:</i>	
<i>Date #3:</i>	Data Sources:
<i>Summary:</i> <i>Next Steps:</i>	
<i>Date #4:</i>	Data Sources:
<i>Summary</i> <i>Next Steps:</i>	
<i>Date #5:</i>	Data Sources:
<i>Summary:</i> <i>Next Steps:</i>	
<i>Date #6:</i>	Data Sources:
<i>Summary</i> <i>Next Steps:</i>	
<i>Date #7:</i>	Data Sources:
<i>Summary:</i> <i>Next Steps:</i>	

<i>Date #8:</i>	Data Sources:
<i>Summary</i> <i>Next Steps:</i>	
<i>Date #9:</i>	Data Sources:
<i>Summary:</i> <i>Next Steps:</i>	
<i>Date #10:</i>	Data Sources:
<i>Summary</i> <i>Next Steps:</i>	
<i>Date #11:</i>	Data Sources:
<i>Summary:</i> <i>Next Steps:</i>	
<i>Date #12:</i>	Data Sources:
<i>Summary</i> <i>Next Steps:</i>	
<i>Date #13:</i>	Data Sources:
<i>Summary:</i> <i>Next Steps:</i>	
<i>Date #14:</i>	Data Sources:
<i>Summary</i> <i>Next Steps:</i>	
<i>Date #15:</i>	Data Sources:
<i>Summary:</i> <i>Next Steps:</i>	
<i>Date #16:</i>	Data Sources:
<i>Summary</i> <i>Next Steps:</i>	
<i>Date #17:</i>	Data Sources:

<i>Summary:</i> <i>Next Steps:</i>	
<i>Date #18:</i>	Data Sources:
<i>Summary</i> <i>Next Steps:</i>	