

## CTE Rubric Form - Importance for AG

**Discipline Specific Competency 1: Responsible Citizen** - Career-ready individuals recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. [Performance Standards Scoring Criteria](#)

Performance Standards	1	2	3	4
1A Contribute effort as a responsible member of the classroom and understands the obligations of being a productive member of a community.	The student acknowledges the correct behavior in the classroom and contributing as a responsible citizen.	The student identifies professional work behaviors and displays them in the classroom and works cooperatively with others when collaboration is present.	The student self-monitors their actions and makes adjustments to display professionalism in the classroom and apply the skills to work collaboratively with the team members when working with others.	The student collaborates with the instructor and teammates when in groups to improve the classroom environment or community.

**Discipline Specific Competency 2: Skilled Professional** - Career-ready individuals can demonstrate industry related skills needed within the specific career pathway or industry. Student consistently uses knowledge and skills acquired to make connections between academic concepts and real world applications. [Performance Standards Scoring Criteria](#)

Performance Standards	1	2	3	4
2C Follow correct procedures for use of tools, technology, and equipment and follows the correct maintenance protocol <ul style="list-style-type: none"> <li>Utilization of Tools</li> </ul>	The student lists proper tools, technology, and equipment for a specified task, perform routine procedures, and maintenance protocol	The student identifies and determines the proper use of tools, technology, and equipment for a specified task and can explain proper maintenance protocol	The student demonstrates the proper use of tools, technology, and equipment to solve problems in the workplace or the lab and is able to troubleshoot any issues with the equipment.	The student critiques a given task, then determines and implements a course of action using tools, technology, and equipment independently and effectively in the workplace or the lab.

**Discipline Specific Competency 3: Creative Communicator** - Career-ready individuals communicate thoughts, ideas and action plans with clarity. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. [Performance Standards Scoring Criteria](#)

Performance Standards	1	2	3	4
3C Skilled at interacting with others; they are active listeners and speak clearly and with purpose. <ul style="list-style-type: none"> <li>Oral communication skills.</li> </ul>	The student is conscious about their strengths and weaknesses as an effective communicator.	The student can distinguish how listening helps build relationships, solve problems, ensure understanding and effective communication enhances the clarity of the message.	The student demonstrates active listening and is often a unifying force in individual and group settings.	The student transmits and receives messages clearly and reflects upon how communication could be enhanced.

**Discipline Specific Competency 4: Innovative Designer** - Career-ready individuals regularly think of ideas that solve problems by using a variety of technologies within a design process to identify and solve problems. They take action on their ideas and understand how to bring innovation to an organization. [Performance Standards Scoring Criteria](#)

Performance Standards	1	2	3	4
4A Exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems. (Creativity)	The student identifies the problem but doesn't have perfect solution.	The student collaborates with a team to create synergy when solving difficult problems.	The student is congenial and evaluates unique solutions that each group member contributes.	The student endures failures and exhibits the grit necessary to work through the iterative approach to problem solving.

**Discipline Specific Competency 5: Computational Thinker** - Career-ready individuals readily recognize problems in the workplace, develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. [Performance Standards Scoring Criteria](#)

Performance Standards	1	2	3	4
5C Demonstrates the ability to handle challenges and adversity by being persistent and utilizing Growth Mindset, and the Power of Yet	The student embraces the idea that they can grow in character, intelligence, creativity, and performance.	The student recognizes the difference between failure and need for improvement that involves analysis, investigation, and implementation.	The student welcomes challenges and realizes failure is not an evidence of unintelligence but as an opportunity for growth and for expanding	The student demonstrates grit and the attitude that they have not solved the problem "yet" and will maximize all the constraints allowed to them such as time and

			existing abilities.	resources.
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Discipline Specific Competency 6: Model integrity, ethical leadership and effective management. - Career-ready individuals consistently act in ways that align to personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. <a href="#">Performance Standards Scoring Criteria</a>				
Performance Standards	1	2	3	4
6A Demonstrate that actions and attitudes can affect productivity, morale, and school or workplace culture.	The student identifies how actions and attitudes affect productivity, morale and school or workplace culture and acknowledges the time constraints of projects.	The student can explain why responding to situations rather than reacting to them is beneficial and realizes time management affects productivity & product completion.	The student uses a positive attitude to help others and values how difference among people can lead to successful teamwork and relationships and is able to develop a plan which overcomes obstacles to meet deadlines.	The student analyzes others' actions and attitudes to positively impact productivity, morale, and school or workplace culture. The student creates and follows a daily plan to ensure work is completed by the deadline and makes adjustments as necessary.