

Name: _____

Date: _____

Workplace Learning Skill – Analytical Thinking Rubric

Criteria	Skill Level				
	No Evidence (1)	Training Level (2)	Approaching Entry Level (3)	Entry Level (4)	Exceeds Entry Level (5)
Identifies Cause and Effect - Identified multiple causes to the effect before determining the root cause using the “5 Whys.”	Did not identify any causes for the effect. Did not use the “5 Whys” to determine a possible root cause.	Identified some causes to the effect. Did not determine root cause using the “5 Whys.”	Identified multiple causes to the effect. Did not determine root cause using the “5 Whys.”	Identified some of the causes to the effect and attempted to use the “5 Whys” to determine a root cause.	Identified multiple causes to the effect before carefully selecting one to further evaluate. Was able to successfully use the “5 Whys” to determine the root cause.
Evaluates and Test Solutions - Brainstormed, evaluated, and determined a viable solution to the root cause (problem).	Made no efforts to brainstorm any possible solutions to the root cause (problem).	Brainstormed several solutions but did not evaluate the pros and cons of each.	Brainstormed one solution and evaluated the pros and cons associated with it.	Brainstormed two solutions and evaluated the pros and cons before selecting one for a possible solution to the root cause (problem).	Brainstormed multiple solutions, thoroughly evaluated the pros and cons of each, carefully selected a viable solution to the problem, and tested it (if possible).
Compare Alternatives - Identified and extracted relevant data and compare alternative solutions.	Did not identify or extract relevant data and did not consider alternatives.	Identified some data but did not distinguish all of the relevant data. Did not account for data discrepancies. Did not identify or compare alternative solutions.	Identified relevant data and data discrepancies, but did not reconcile them or account for them in the solution. Did not identify and compare alternative solutions.	Identified relevant data and discrepancies, but did not reconcile them or account for them in the solution. Documented and compared at least one alternative.	Identified relevant data and discrepancies. Reconciled data discrepancies or accounted for them in the solution. Documented and compared at least three alternatives.

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Comments:

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Workplace Learning Skill - Collaboration Rubric

Criteria	Skill Level				
	No Evidence (1)	Training Level (2)	Approaching Entry Level (3)	Entry Level (4)	Exceeds Entry Level (5)
Value Collective Brain Power - Listen and value all opinions of participating members.	Never listens to, shares with, or supports the efforts of others. Is not a good team player. Never monitors the effectiveness of the group and does not work to make it more effective. Would always prefer to work alone.	Rarely listens to, shares with, or supports the efforts of others. Often is not a good team player. Usually does not work to make group more effective. Would prefer to work alone.	Often listens to, shares with, and supports the efforts of others, but occasionally grows frustrated with group work and colleagues. Minimally tries to make the group more effective.	Usually listens to, shares with, and supports the efforts of others. Is rarely the cause of group difficulty. Holds others in the group accountable, but views group work as "everyone doing their part," instead of "coming together to build the best possible product."	Acknowledges others' skills and contributions toward the greater goal of the group. Supports group decisions even if not in total agreement. Almost always listens to, shares with, and supports the efforts of others. Actively engages others. Views group work as something where people can work together and share ideas to create the best possible product. Routinely monitors the effectiveness of the group, and makes suggestions to make it more effective.
Willingness to Try New Roles - Demonstrate a willingness to try new roles.	Shows no interest in group work. Does not give effort or think of any ways to contribute to the group. Demonstrates no knowledge of when to step up or step back from group participation.	Rarely engages in group activities and complains often when working in groups. Displays minimal effort and is rarely open to trying new activities or methods to improve. Rarely knows when to step up and step back.	Does not complain when beginning group work. Gives effort to the group, but does not suggest new ways of contributing, or come up with new ideas for the group. Sometimes knows when to step up and step back.	Shows enthusiasm when conducting group work. Works hard to contribute to the group's end goal, but does not think of new ways to contribute or improve on the group's work product. Usually is willing to step up and step back when appropriate.	Always shows enthusiasm when conducting group work. Always gives maximum effort, and is always thinking of new ways to contribute to get the best result to the group. Is willing to step up and step back when appropriate.

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	No Evidence (1)	Training Level (2)	Approaching Entry Level (3)	Entry Level (4)	Exceeds Entry Level (5)
Resolve conflict effectively.	Almost always takes a position that creates conflict. Rarely listens to and understands conflict before acting. Rarely resolves conflicts in socially acceptable ways. Assumes the worst in peers.	Often takes a position that creates conflict. Reluctant to listen to others' opinions before growing defensive. Experiences difficulty resolving conflicts in socially acceptable ways.	Seeks immediate solutions to conflicts, but only to get the assignment done. Offers a resolution to conflict without consideration of both viewpoints. The approach often resolves conflict temporarily, but not in a sustainable way.	Seeks positive solutions to conflicts by listening to peers and understanding conflict before acting or offering a resolution. Resolves conflicts in socially acceptable ways, but is not always proactive in resolving conflicts.	Listens to and acknowledges the feelings, worries, opinions, and ideas of other group members. Values others' positions while seeking a common solution through compatible interests. Finds positive solutions to conflict by listening to all sides of a conflict before acting or offering a resolution. Is proactive in resolving conflicts before they become a problem for the group.

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Workplace Learning Skill - Communication Rubric

Criteria	Skill Level				
	No Evidence (1)	Training Level (2)	Approaching Entry Level (3)	Entry Level (4)	Exceeds Entry Level (5)
Nonverbal - Demonstrate positive nonverbal communication during a presentation through awareness of proper body movements, posture, eye contact, appearance, and facial expressions	Student does not maintain eye contact with audience, reading directly from notecards or visual aid. Presentation is not internalized and results in extreme lack of confidence in posture, body movements, and posture.	Student relies heavily on notecards and/or visual aids, resulting in minimal eye contact with audience. Presentation may not be internalized, resulting in poor body posture and/or lack of gestures and movement.	Student relies on notecards and/or visual aids for primary talking points, resulting in wavering eye contact with audience. Some body movements and gestures may be forced and unnatural. Student has prepared for presentation, but may not have internalized message.	Student maintains eye contact with audience and uses natural gestures/ body movements. Student relies slightly on notecards/visual aids for talking points, but both enhance overall presentation.	Student communicates with poise, maintaining eye contact with audience and using natural gestures/movements. Presentation is deeply internalized, requiring little to no reliance on notecards or visual aids as primary talking points. Stance exudes confidence with little to no pacing. When listening to audience questions, student employs active listening techniques such as nodding and eye contact.
Presenting - Create and deliver a structured presentation with a clear and articulate goal.	Student does not identify or convey a given goal at the beginning of a presentation	Student alludes to a goal but doesn't identify a given goal at the beginning of a presentation.	Student identifies and conveys a given goal at the beginning of a presentation.	Student effectively identifies and conveys a given goal at the beginning of a presentation.	Student effectively identifies and conveys a given goal at the beginning of a presentation, and demonstrates and achieves that goal throughout the presentation.
Written - Written message has been constructed properly for the specified audience.	Student does not demonstrate awareness of the audience as it pertains to the construction of the message.	Student constructs a message that is slightly effective and audience-appropriate as it pertains to the given setting.	Student constructs a message that is somewhat audience-appropriate and effective as it pertains to the given setting.	Student constructs a message that is fairly well audience-appropriate and effective as it pertains to the given setting.	Student effectively constructs an audience appropriate message as it pertains to the given setting.

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Workplace Learning Skill - Curiosity Rubric

Date: _____

Criteria	Skill Level				
	No Evidence (1)	Training Level (2)	Approaching Entry Level (3)	Entry Level (4)	Exceeds Entry Level (5)
Seek out new learning to become more informed and well-rounded individuals.	Does not seek out new information or ask questions. Seems disinterested, disengaged.	Interested in a few areas, but does not seek out new information or ask questions outside of those areas.	Enjoys learning in the area the student is interested in. Begins to ask questions and seek knowledge outside of those areas.	Finds interest in a variety of areas. Begins asking creative and original questions in school, and is beginning to explore areas outside of school.	Enjoys learning, and constantly explores the surrounding world by actively seeking new information and answers to the student's own questions.
Demonstrate an openness to new ideas.	Lacks forethought, and does not envision the need for change. Dismisses the unfamiliar.	Envisions change but is unable to formulate meaningful ideas. Displays an openness to unfamiliar /conflicting experiences.	Envisions change and is able to formulate ideas, but does not follow through. Open to hearing unfamiliar/ contradictory ideas but unwilling to embrace them.	Envisions change and formulates ideas but does not explore all available opportunities. Open to hearing unfamiliar/ contradictory ideas but does not fully examine all relevant viewpoints.	Demonstrates the ability to embrace the need for change, and envisions the future. Seeks out those with opposing views and whose ideas and experiences conflict with the familiar. Displays a willingness to identify relevance.

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Workplace Learning Skill – Integrity Rubric

Criteria	Skill Level				
	No Evidence (1)	Training Level (2)	Approaching Entry Level (3)	Entry Level (4)	Exceeds Entry Level (5)
Code of conduct	Failed to understand and follow a code of conduct	Understood a code of conduct but did not follow completely	Understood and able to follow some of the conducts	Followed a code of conduct to empower team members and ensure ethical conduct.	Defined and followed a code of conduct to empower team members and ensure ethical conduct.
Application of Ethical Perspectives/ Concepts	Student cannot apply ethical perspectives/ concepts to an ethical question with support	Student can apply ethical perspectives/ concepts to an ethical question with support (using examples, in a class, in a group, or a fixed choice setting) but is unable to apply ethical perspectives/ concepts independently (to a new example.).	Student can apply ethical perspectives/ concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can independently apply Ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.

Total: _____ / 10

Comments:

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Workplace Learning Skill – Leadership Rubric

Criteria	Skill Level				
	No Evidence (1)	Training Level (2)	Approaching Entry Level (3)	Entry Level (4)	Exceeds Entry Level (5)
Motivating a Team - Demonstrated the ability to motivate, inspire, and lead in a team environment	Did participate in team activities, did not motivate or empower team members, did not recognize the value of diverse perspectives	Participated in team activities, but did not motivate or empower team members, did not recognize the value of diverse perspectives	Organized or helped organize a team, participated in team activities, but did not motivate or empower team members, did not ensure consideration of diverse perspectives	Organized or helped organize a team, participated in team activities, motivated or empowered team members, did not ensure consideration of diverse perspectives	Led team formation and organization, participated in team activities, motivated and empowered team members, ensured consideration of diverse perspectives
Initiates Action - Initiate action in times of crisis.	Failed to recognize a crisis and/or retreated.	Recognized a crisis, but took no action. Did not empower others to act.	Recognized a crisis, but did not effectively think through the options before executing a plan. Did not empower others to act.	Recognized a crisis, considered options, identified a course of action, and executed a plan, but did not ensure the action would Produce the anticipated results. Did not empower others to act.	Recognized a crisis, compared various courses of action, identified the most effective alternative, and executed a plan. Encouraged others to participate in the creation of the plan and empowered them to Take action.
Accountability - Assume accountability/ responsibility for mistakes and collaborate with team members to resolve them.	Did not think through decisions, did not take responsibility for mistakes made, blamed others or disengaged from the team.	Did not think through decisions but willingly acknowledged and assumed responsibility for negative results.	Made responsible decisions but did not always accept responsibility for unexpected results. Did not help others identify areas of improvement.	Made responsible decisions and accepted responsibility for unexpected results. Helped others identify opportunities for improved performance.	Made responsible decisions, accepted responsibility for unexpected results, helped others identify areas of weakness, and worked with them to improve performance. Encouraged others, celebrated successful outcomes, and shared credit for success.

Total: _____ / 15

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Workplace Learning Skill – Motivation Rubric

Criteria	Skill Level				
	No Evidence (1)	Training Level (2)	Approaching Entry Level (3)	Entry Level (4)	Exceeds Entry Level (5)
Intentional Goals - Formulate intentional short and long term goals.	Doesn't have goals that he or she is working toward. Doesn't think about own actions before doing them. Doesn't really care about appearance in class to peers or teachers. Reacts to things in the moment based on feeling, not based on goals to accomplish or others' perceptions. Doesn't have a vision for the next year, or 4-6 years, and doesn't really have a bigger motivation for reasons for actions.	Has a broad idea of success, but doesn't know how own actions each week will lead to that idea of success. Doesn't really think about own actions before doing things, and after doing something, doesn't spend much time thinking about how it affected others or appearance to peers or teachers. Motivated mostly by how feeling in the moment, although sometimes stops to think about the consequences of a particular action.	Is working toward long-term goals, and knows that actions today matter, but just not sure exactly how because those goals seem so far away. Doesn't really have short-term goals that are benchmarks on the way to long-term goals. Generally stops and thinks about actions before doing them, but doesn't spend much time thinking about how appears to others in class. Tends to react to most things, instead of thinking of creative ways to solve and prevent problems.	Has both short-term and long-term goals that are related. Knows that actions today will affect when/if he or she reaches those goals, but doesn't track progress to those goals very closely. Tends to think about own actions before doing them, but doesn't always relate those actions to long-term vision. Thinks about appearance to peers and teachers, and often thinks of ways to improve appearance to others.	Has both short-term and long-term goals, and is very good about setting benchmarks on the way to those goals that are meaningful, and will help reach the goals more quickly or will increase the chances that the goals are reached. Before taking an action, thinks about the short-term and long-term impact of those actions, both on self and on others. Is always thinking of proactive ways to solve problems and set self and others up for success.
Develop autonomy and take ownership of student's own learning.	Always must be reminded to do work and stay on task. If left to work independently, or in a group, doesn't get the work done. Doesn't ask questions, and is not curious to learn more.	Must be reminded to do work and stay on task often. If left to work independently, or in a group, gets the work done, but not at a high level, and not always completely. Asks questions immediately when doesn't understand something, rather than trying multiple approaches first. Would rather ask for help than read instructions first. Thinks school work is just something that has to be done.	Rarely needs to be reminded to do work and stay on task. If left to work independently or in a group, makes sure to get the work done, but doesn't care all that much about the quality of the work. Asks questions when doesn't understand something, but doesn't ask questions with the goal of learning more. Here to learn, but only as much as needed to get a degree.	Always on task and always submits work on time. Motivated by learning, and tries multiple approaches before asking others for help. When student does need help, often asks questions to teachers and peers in order to learn more. Occasionally looks up things outside of class that is interested in. Wants to make sure that the work turned in is quality work, but only because cares about the grade.	Always on task and submits work on time, and goes above and beyond to make sure the work is high quality. Cares about grades, but also cares about keeping track of own learning. Always tries to figure out a problem or question on own before asking teachers. Is very curious to learn as much as possible both in and out of school, and often researches topics on own time.

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Comments:

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Workplace Learning Skill – Resilience Rubric

Criteria	Skill Level				
	No Evidence (1)	Training Level (2)	Approaching Entry Level (3)	Entry Level (4)	Exceeds Entry Level (5)
Practice resilience when faced with difficult situations	Unwilling/unable to accept support to deal with challenges because the student does not think he or she can ever improve. .	Believes that he or she could improve in theory, but rarely accepts when others offer resources and support to overcome challenges. Reluctant to reflect on own academic weaknesses and strengths	Accepts when others offer resources and support when attempting to overcome challenges. Can reflect on own academic weaknesses and strengths when asked, but doesn't self-reflect.	Sometimes seeks out and always accepts when others offer resources and support to overcome challenges. Often can self-reflect but sometimes needs help to reflect on own academic weaknesses and strengths and how to practice and improve.	Actively looks for resources and support whenever encountering adversity. Reflects on and understands own academic strengths and weaknesses and actively attempts to find ways to practice and improve them.
Stay positive when facing setbacks	Doesn't see setbacks as learning experiences or find support for trying again	Sees setbacks and roadblocks more often than sees success, and often stops when experiencing setbacks.	Sees setbacks as learning experiences and looks for support when needed. Believes that he or she can improve and overcome most obstacles.	Sees setbacks as learning experiences and often tries again	Responds to setbacks as learning experiences, and tries again. Focuses on the things under own control, and tries not to get overwhelmed by the things that aren't.

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Workplace Learning Skill – Responsibility Rubric

Criteria	Skill Level				
	No Evidence (1)	Training Level (2)	Approaching Entry Level (3)	Entry Level (4)	Exceeds Entry Level (5)
Collaborative Goal Setting - Collaborated with team members to create clear and tangible goals for success	Did not identify with team and /or participate in efforts to identify goals <i.e. not engaged>	Did not actively participate as a member of the team, produced goals that lacked the necessary relevance needed for success <i.e. took the lone wolf approach>	Collaborated with the team in defining goals and provided some feedback but displayed a lack of commitment needed to produce a tangible plan	Openly collaborated with team to define goals and create plan but did not thoroughly set milestones or ensure all team members understood their roles	Openly collaborated with team to define and then create well thought out, achievable goals with milestones and clarity of role.
Share Responsibility - Delegate and shares responsibility.	Never provides useful ideas when participating in the group and in classroom discussion. Consistently refuses to participate. Never focuses on the task and what needs to be done. Lets others do the work.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate. Rarely focuses on the task and what needs to be done. Lets others do the work.	Sometimes provides useful ideas when participating in the group and in classroom discussion, but will only contribute when called-on. Does what is required, but rarely goes beyond that level of effort. Mostly focused on the task, but occasionally needs to be reminded to stay on task.	Usually provides useful ideas when participating in the group work and in classroom discussion. Gives strong effort most of the time, and can be counted on to do contribute. May be frustrated when others do not pull their weight, and doesn't always know how to get every member of the group to contribute.	Routinely provides very useful ideas when participating in the group and in classroom discussion. A leader who contributes a lot of effort to group work, but also encourages others in a positive way to contribute meaningfully, even when they are not enthusiastic or don't know how. Very self-directed, and knows how to motivate others. Always shares resources and assumes responsibilities for all tasks. Works together very well with team members to clearly identify goals and a plan to achieve them.

Total: _____ / 10

Comments:

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Workplace Learning Skill - Self-Management Rubric

Criteria	Skill Level				
	No Evidence (1)	Training Level (2)	Approaching Entry Level (3)	Entry Level (4)	Exceeds Entry Level (5)
Time Management - Implement time management skills into daily schedule.	No evidence of a created schedule that integrates various time management skills to maximize productivity of SMART goals.	Creates a schedule that has some evidence of time management skills to assist with productivity of SMART goals in daily schedule, for two days of a given week.	Creates a schedule that has some evidence of time management skills to assist with productivity of SMART goals in daily schedule, for three out of five school days, or four out of seven days each week.	Creates a schedule that has evidence of time management skills integrated to assist with productivity of SMART goals in daily schedule, for four out of five school days, or five out of seven days each week.	Creates a schedule that integrates various time management skills to maximize productivity of SMART goals in daily schedule, for every day.
SMART goals - Set goals using the SMART (specific, measurable, action-oriented, realistic, and timely) method and work toward accomplishing those goals.	No goal at all is described, or the goal is a process goal that is not specific and is not focused on measurable results.	A goal is present, but it does not attempt to match SMART components.	Two or more of the SMART components in the goal are missing or incomplete.	One of the SMART components in the goal is missing or incomplete.	All SMART goal components are complete. The goal is very specific and results-oriented, is clearly measurable and attainable in a defined timeframe, and is meaningful to the success of the student.
Tracking Deadlines - Develop and maintain a method of tracking project deadlines and deliverables.	Does not actively track deadlines and has no evidence of deliverables.	Records deliverables and deadlines but does not have a routine, so the student often misses changes. Does not communicate progress well when working with others.	Beginning to develop a consistent routine for tracking deliverables and deadlines, but still occasionally misses changes. Begins to communicate updates about progress when collaborating.	Establishes a consistent routine for tracking deliverables and deadlines, handles changes most of the time. Communicates progress well with teammates most of the time.	Establishes a consistent routine for tracking deliverables and deadlines, and handles changes all of the time. Communicates progress well with teammates on a consistent basis.

Total: _____ / 15

Comments: