

## GMTCC Employability Skills Performance Rubric

Criteria	Level 4 Exceeds Expectations	Level 3 Successful	Level 2 Needs Improvement	Level 1 Not successful
<b>ATTENDANCE</b>				
Regularly attends assigned classes and labs.	All requirements are met and exceeded. Came to class on time and prepared everyday per quarter.	<b>All requirements were met, missed class once per quarter.</b>	Requirements not completely met, missed class twice per quarter.	Requirements not met, missed class 3 or more times per quarter
Arrives on time to classes and labs.	All requirements are met and exceeded. Came to class on time and prepared everyday per quarter.	<b>All requirements were met, late to class once per quarter.</b>	Requirements not completely met, late to class twice per quarter.	Requirements not met, late to class 3 or more times per quarter
<b>SAFETY AND APPEARANCE</b>				
Follows appropriate safety/sanitation rules.	Promotes the use of safety procedures and equipment (PPE). Promotes safety	<b>Follows safety procedures wears required safety equipment (PPE). Acts safely.</b>	Occasionally wears appropriate safety equipment (PPE). Occasionally acts unsafely.	Does not wear appropriate safety equipment (PPE). Acts unsafely.
Appropriate attire and appearance for the type of class/lab.	Choice of attire always shows good professional judgment, and is not distracting in any way.	<b>Consistently dresses appropriately and arrives neat, clean and well groomed.</b>	Sometimes has appropriate attire or occasionally well groomed.	Inappropriate attire or sloppy and poorly groomed.
Uses tools, equipment, facilities, materials, etc. carefully.	Promotes safety. Always works safely with respect for classmates and materials.	Always uses tools and equipment appropriately and safely.	Usually uses tools and Equipment appropriately And safely. Spoken to on occasion about safety.	Frequently demonstrates unsafe or inappropriate use of tools and equipment. Teacher speaks to student multiple times regarding safety.
Is compliant with drug, alcohol, and tobacco policy.	Promotes abstinence from drugs, alcohol and tobacco.	<b>No violations or has responded positively to corrective discipline and/or counseling</b>	Has been disciplined for policy violation one time or occasionally references drug, alcohol, and tobacco use.	Has been disciplined for policy violation more than one time or consistently brags about alcohol, drug or tobacco use.

<b>PERFORMANCE</b>				
Follows instruction—written & verbal	Reads/listens to directions. Seeks needed clarifications and provides assistance to others as appropriate.	<b>Reads /listens to directions. Asks pertinent questions. Finishes with instructor clarification.</b>	Begins without completely reading or listening to directions. Regular instructor assistance or guidance needed.	Starts task without regard to directions or task requirements.
Follows GMTCC and workplace Code of Conduct, student handbook rules and course syllabus expectations.	Follows Conduct Code and rules. Asks questions when issues arise.	<b>Follows Conduct Code and rules with minimal guidance.</b>	Regularly needs reminders about the appropriate actions to be taken.	Actions show little awareness and concern of the Code of Conduct and Handbook rules.
Starts work independently & maintains productivity when alone.	Always starts work independently; exceeds expectations.	<b>Starts work independently.</b>	Seldom starts work independently.	Rarely starts work independently.
Finishes tasks in an appropriate time.	Finishes tasks within the industry time frame.	<b>Completes tasks well in time appropriate to skill level.</b>	Tasks completed, but time required does not reflect expected skill level.	Tasks are frequently not completed.
Willingness to accept responsibility	Readily accepts responsibility, for ones actions and decisions.	<b>Accepts responsibility for actions and decisions.</b>	Reluctantly accepts responsibility, for one's actions and decisions may take prompting.	Unwilling to accept responsibility, for one's actions and decisions.
Dependability	Finishes given tasks or assignments without supervision. Always dependable	<b>Can be depended upon to finish given tasks or assignments with little to no supervision</b>	Can be depended upon to finish given tasks or assignments with supervision	Cannot be depended upon to finish most tasks or assign
Preparation	Possesses tools/supplies and has basic knowledge to start job task; without supervision.	<b>Possesses tools/supplies and has basic knowledge to start job task; with minimal supervision.</b>	Possesses tools/supplies and has basic knowledge to start job task; requires supervision.	Missing tools/supplies needed to start job task.

<b>WORKMANSHIP</b>				
Respects equipment and tools.	Always uses tools and equipment for proper purpose and also encourages others to do so.	<b>Uses equipment and tools for proper purposes. Asks for guidance when questions about appropriate tool/equipment use arises.</b>	Occasionally misuses tools and equipment.	Consistently misuses tools and equipment.
Respects the educational and work environments.	Takes responsibility for the cleanliness and organization of educational and work environments.	<b>Keeps educational environment clean and organized.</b>	Needs reminders to keep educational and work environments clean and organized.	Does not show concern for educational and work environments
Produces quality work.	Seeks ways to improve quality expectations on all work.	<b>Consistently meets quality expectations on all work.</b>	Requires prompting to create quality work.	Fails to meet or work toward quality expectations.
Asks for additional work when finished.	Self-initiates needed tasks without prompting or supervision.	<b>Immediately requests task from instructor with little or no prompting.</b>	Looks for tasks shortly after completing a task but wastes time before doing so.	Does not do more than is asked. Wastes time.
<b>INTERPERSONAL RELATIONSHIPS</b>				
Cooperation, Sociability, Attitude and Emotional Control	Always exhibits the following: patience, a friendly, cooperative, interested attitude; highly developed coping skills in a variety of emotional situations; positive modeling in comments, actions & peer support.	<b>Exhibits a friendly, cooperative, interested attitude; maintains emotional control, patience, leaves personal problems at home; does not engage in negative words and/or actions towards peers. Promotes peer self-esteem.</b>	Inconsistently exhibits a friendly, cooperative, interested attitude; usually demonstrates patience; is working towards developing a consistent positive attitude; emotional control fluctuates; personal problems occasionally interfere with performance.	Rarely exhibits a friendly cooperative, interested attitude; is impatient; routinely reflects impulsive, reactive behavior in emotional situations; personal problems interfere with classroom/lab performance; comments and/or actions are detrimental to peer self-esteem and learning opportunities.

Works well in an assigned team of 2 or more (Routinely provides useful ideas when participating in the group and in classroom discussion; Actively looks for and suggests solutions to problems; Is never publicly critical of the project or the work of others; Consistently stays focused on the task and what needs to be done; Almost always listens to, shares with, and supports the efforts of others)	Actively uses leadership/teamwork qualities to enhance group performance.	<b>Strives to work comfortably in any group size and capacity. Active participant in the group..</b>	Most of the time works well with others in a group.	Does not function well in a group setting.
Accepts criticism without being defensive (Asks for feedback from teachers; self-evaluate and conference with teacher; implement change based on teacher feedback; analyze performance and make change; establish goal(s) for improvement based on teacher feedback)	Seeks and accepts constructive criticism and utilizes information towards self-improvement.	<b>Accepts constructive criticism.</b>	Accepts constructive criticism with limited willingness to change.	Negative response when constructive criticism is given. Constructive criticism does not result in changes to work. Criticism is taken personally.
<b>CRITICAL THINKING AND PROBLEM SOLVING</b>				
Clearly analyses a problem and selects appropriate strategy to resolve problem	Always thinks through a problem, selects an appropriate strategy, and sometimes finds a novel way of solving a problem.	<b>Consistently thinks through a problem and selects an appropriate strategy to solve the problem.</b>	Often reacts inappropriately before thinking through a problem. Can make the situation worse.	Consistently reacts incorrectly before thinking through a problem. Makes some situations worse.
Perseveres in the resolution of a problem	When faced with a problem, often works independently to solve the problem and may come up with multiple solutions.	<b>When faced with a problem, keeps working to solve the problem. Sometimes with instructor input.</b>	When faced with a problem, often does not or quickly stops trying to solve the problem.	When faced with a problem, either does not try or quickly stops trying to solve the problem.

<b>LIFE LONG LEARNING</b>				
Uses free time to attain new knowledge or new skills	Free time is always used to read, search trade sources, or explore potential career options	<b>Frequently uses free to read, search trade sources, or explore potential career options</b>	Sometimes uses free to read, search trade sources, or explore potential career options.	Never uses free to read, search trade sources, or explore potential career options.
Uses internet search engines/data bases	Always uses search engine technology when appropriate and without prompting. Helps others who need help.	<b>Consistently uses search engine technology when appropriate and without prompting.</b>	Uses search engine technology, but only when directed to do so.	Does not, or is not able to use search engine technology.
Uses word processing applications	Independently uses word processing applications when appropriate and helps others when needed.	<b>Independently uses word processing applications when appropriate.</b>	Uses word processing applications when appropriate but only when directed	Not able or refuses to use word processing applications when appropriate
Uses teacher presented reading/math strategies to improve skills	Eagerly uses strategies to improve reading or math skills. Understands importance of these skills.	<b>Willingly uses strategies to improve reading or math skills.</b>	Reluctantly uses strategies to improve reading or math skills.	Refuses to improve reading or math skills.
<b>PROGRAM TECHNICAL WORK</b>				
Technical	Outstanding progress	<b>Progressing well</b>	Passing but could do better	Failing/almost failing
Embedded Credits	Outstanding progress	<b>Progressing well</b>	Passing but could do better	Failing/ almost failing