




Professional Skills Rubric: Supporting college, career, and citizenship readiness

 P-TECH OHM <small>Oneida · Herkimer · Madison BOCES for Nanotechnology and STEM</small>	<h3>Novice (1)</h3>	<h3>Apprentice (2)</h3>	<h3>Professional (3)</h3>
<h3>Personal Accountability</h3>	<ul style="list-style-type: none"> ● Does not always take responsibility for own actions <ul style="list-style-type: none"> -Often blames others instead of taking ownership for their own actions (such as making mistakes or missed work) -Requires many reminders to stay on task 	<ul style="list-style-type: none"> ● Takes some responsibility for actions and work <ul style="list-style-type: none"> -Will take some responsibility for mistakes and missed work -Requires some reminding to complete tasks 	<ul style="list-style-type: none"> ● Takes full responsibility for actions and work <ul style="list-style-type: none"> -Will correct own mistakes and make up any missed work without prompting -Completes tasks on own while also positively influencing peers to do the same -Communicates with staff to consistently exceed academic and behavioral expectations
	<ul style="list-style-type: none"> ● Does not show initiative <ul style="list-style-type: none"> -Comes to class unprepared -Does not follow directions -Does not seek extra help -Does not make up missing work -Does not use class time productively -Does not contribute on a team -Does not complete corrections and/or resubmissions offered by teacher 	<ul style="list-style-type: none"> ● Mostly shows initiative <ul style="list-style-type: none"> -Comes to class prepared and ready to work most of the time -Usually follows directions -Will accept extra help when offered -Follows up on work from absences with prompting -Often productive during class time -Completes work within his/her responsibilities to benefit team when prompted -Student sometimes completes corrections and uses resubmissions offered by teacher 	<ul style="list-style-type: none"> ● Persistently shows initiative <ul style="list-style-type: none"> -Comes to class ready to work and always prepared -Follows directions independently -Asks for extra help as needed -Follows up on missed work -Productive during class time while demonstrating leadership skills -Completes all work within his/her responsibilities and will assist others to benefit team -Student always completes corrections and seeks opportunities to resubmit work
	<ul style="list-style-type: none"> ● Disregards feedback <ul style="list-style-type: none"> -Does not make corrections -Submits original work with same errors -Resubmission of work does not reflect teacher's feedback to improve work 	<ul style="list-style-type: none"> ● Considers most feedback <ul style="list-style-type: none"> -Usually makes corrections -Makes some adjustments to resubmitted work with minimal errors 	<ul style="list-style-type: none"> ● Applies feedback from staff <ul style="list-style-type: none"> -All submitted work includes corrections -Resubmitted work is free of all errors -Seeks feedback to improve work



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	<ul style="list-style-type: none"> -Written work is full of spelling/grammatical errors and does not meet requirements of assignment 	<ul style="list-style-type: none"> -Accepts feedback when offered to improve work -Student initially addresses feedback from the teacher but fails to reflect and learn from mistakes in future assignments -Written work is free of most spelling/grammatical errors and meets requirements 	<ul style="list-style-type: none"> -Student accepts feedback from staff and continues to apply their knowledge to future assignments/behaviors -Written work is free of all spelling/grammatical errors and thoroughly completes all requirements
	<ul style="list-style-type: none"> ● Work/behavior lacks integrity -Does not put forth the effort to avoid cheating/plagiarism -Does not take ownership of dishonest work 	<ul style="list-style-type: none"> ● Work/behavior demonstrates integrity -Completes authentic work that attempts to avoid plagiarism -Takes ownership of work that requires revisions and is willing to make corrections 	<ul style="list-style-type: none"> ● Work/behavior demonstrates a high level of integrity -Completes authentic work that is free of plagiarism -Staff uses student work samples as an example of high quality work to their peers
	<ul style="list-style-type: none"> ● Misses a significant number of classes -Does not follow call-in policy to notify staff of absence -Regularly comes to class late -Misses class time -Distracted/unengaged during class -Does not make up assignments when absent 	<ul style="list-style-type: none"> ● Present most classes -Attempts to follow call-in policy to notify staff of absence -Regularly comes to class -Attempts to make up missed class time -Often engaged during class with minimal redirecting -Makes up most assignments when absent 	<ul style="list-style-type: none"> ● Consistent class attendance -Always follows call-in policy to notify staff of absence -Always attends class -Consistently makes up missed class time -Always engaged during class with no redirecting required -Makes up all assignments when absent
	<ul style="list-style-type: none"> ● Lack of determination and grit -Easily gives up when challenged -Complains about meeting high expectations of staff/rigor of program -Can not individually problem solve when faced with adversity -Refuses to present in front of class 	<ul style="list-style-type: none"> ● Ability to demonstrate determination and grit -Will attempt to persevere when challenged -Attempts to meet high expectations of staff/rigor of program -Will accept feedback to individually problem solve when faced with adversity -Attempts to present in front of class with prompting from staff 	<ul style="list-style-type: none"> ● Demonstrates determination and grit while setting an example to peers -Will independently find solutions to persevere when challenged -Exceeds high expectations of staff/rigor of program -Can individually problem solve when faced with adversity



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			-Willing to present in front of class independently
Communication & Team Operations	<ul style="list-style-type: none"> ● Does not participate/collaborate appropriately on a team <ul style="list-style-type: none"> -Gives limited feedback without suggestions for improvement -Perceives feedback as criticism -Communication to team is often negative and/or off topic -Interrupts/dominates discussions while not actively listening to team members -Unwilling to compromise with team members 	<ul style="list-style-type: none"> ● Attempts to participate/collaborate appropriately on a team <ul style="list-style-type: none"> -Attempts to give feedback with suggestions for improvement when there is a need -Perceives feedback positively -Communication to team is often productive -Will participate or lead discussions while listening to most team members -Attempts to compromise with team members but avoids conflict 	<ul style="list-style-type: none"> ● Diligently participates/collaborates productively on a team <ul style="list-style-type: none"> -Gives feedback with suggestions for improvement while considering input from others on the team -Perceives feedback as a way to improve and applies it to task -Communication to team is always productive to keep the group moving forward on a task -Constantly participates or leads discussions while also listening to all team members -Shows willingness to compromise and respect differences of opinions Offers innovative approaches to a task that promotes higher quality of work
	<ul style="list-style-type: none"> ● Does not communicate/advocate for oneself in an appropriate/timely manner <ul style="list-style-type: none"> -Does not send emails to group members and staff when absent -Will ask for extensions after missing due dates and still not meet deadline if provided by staff -Complains to staff about group members without approaching situations independently or in a timely manner and without solutions -Constantly offers criticism of others or the program without solutions -Will not speak on own behalf to self advocate while depending on others to be their voice 	<ul style="list-style-type: none"> ● Attempts to communicate/advocate for oneself in an appropriate/timely manner <ul style="list-style-type: none"> -Usually communicates to group members and staff when absent -Will ask for extensions only as needed before a due date and will follow through with completion of assignment -Will attempt to problem solve among group members and will seek support from staff appropriately as needed -Can appropriately communicate difference of opinion of others or the program and will attempt to provide solutions -Is often the voice of reason in a group and/or can self advocate appropriately 	<ul style="list-style-type: none"> ● Communicates/advocates for oneself in a professional/timely manner <ul style="list-style-type: none"> -Always communicates to group members and staff when absent and ensures any missing work is provided for the group to continue making progress -Does not ask for extensions unless under rare dire circumstances and will do so in a timely/appropriate manner -Can problem solve among group members independently -Opinions are productive to better the entirety of the group/program and offers innovative approaches for improvement -Student can appropriately reason with members in a group and/or self advocate appropriately



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	<ul style="list-style-type: none"> ● Lacks contribution to a team -Unwilling to present in front of the class with group members -Gives up if challenged on a team without communicating to staff -Relies on other students do most of the work in a group, with little to no engagement 	<ul style="list-style-type: none"> ● Contributes on a team -Willing to present in front of the class with group members -Tries to meet challenges when working on a team while accepting feedback from staff -Attempts to meet requirements of individual role on a team while demonstrating engagement in the task 	<ul style="list-style-type: none"> ● Contributes on a team while demonstrating leadership skills -Will present in front of the class with group members and make up for missing members or gaps in presentation -Will face challenges head on while seeking feedback from the team to improve overall work -Fulfills all requirements of individual role on a team while being a support to others to benefit the entirety of the group
	<ul style="list-style-type: none"> ● Lacks student engagement -Does not participate in partner/group work -Displays closed off body language (earbuds in, hood up, lack of eye contact) -Requires constant redirection from staff 	<ul style="list-style-type: none"> ● Demonstrates student engagement - Participates in partner/group work while relying on peers as well -Displays open body language (smiles, nods, appropriate eye contact) -Does not require redirection from staff 	<ul style="list-style-type: none"> ● Exudes engagement - Actively participates in partner/group work by asking questions and making meaningful comments relevant to assigned tasks -Body language is welcoming and reveals a willingness to work with others -Does not require redirection to stay on task; keeps peers on task
Time and Task Management	<ul style="list-style-type: none"> ● Not resourceful -Information is not easily accessed; student constantly depends on staff/peers to provide information -Student does not demonstrate individual problem-solving skills -Constant intervention from staff is required to find information, self regulate, redirect, etc. -Daily task lists, agenda, or calendar not utilized -Requires constant reminders to stay on task 	<ul style="list-style-type: none"> ● Attempts to be resourceful -Student makes an attempt to access information independently while utilizing staff/peers for support -Student demonstrates problem-solving skills most of the time with assistance -Some support from staff is required to find information, self regulate, redirect, etc. -Daily task lists, agenda, or calendar are utilized most of the time -Student is seldomly reminded to stay on task 	<ul style="list-style-type: none"> ● Independently resourceful and serves as a resource for others -Student independently attempts to access information from various sources to gain information -Student demonstrates problem-solving skills independently -Student is able to seek information, self regulate, redirect, etc. -Daily task lists, agenda, or calendar are utilized to meet deadlines and manage personal time -Student is always on task and prompts peers to do so as well
	<ul style="list-style-type: none"> ● Irresponsible technology use -Technology use is distracting or not well thought out -Does not comply with cell phone policy 	<ul style="list-style-type: none"> ● Proper technology use -Technology use is mostly appropriate -Complies with cell phone policy with some reminders 	<ul style="list-style-type: none"> ● Responsibly use of technology -Technology use is always appropriate and productive -Complies with cell phone policy without reminders



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	<ul style="list-style-type: none"> ● Unable to manage time and stay focused independently -Often off-task and needs to be redirected -Regularly hands in assignments late, incomplete, blank, or not at all -Does not utilize class time when given the opportunity to finish a task or start homework 	<ul style="list-style-type: none"> ● Able to manage time and stay focused independently -Often on task with little redirection -Regularly hands in assignments -Attempts to utilize class time when given the opportunity to finish a task or start homework with some prompting 	<ul style="list-style-type: none"> ● Manages time and stays focused independently -Constantly on task with no redirection -Regularly hands in assignments with a high degree of quality -Will independently utilize class time when given the opportunity to finish a task or start homework
Respect for Self, Others and Community	<ul style="list-style-type: none"> ● Disregard for self and others -Prone to interrupt others or be reluctant to engage in conversations -Makes others feel uncomfortable or excluded -Puts down others' ideas or refuses to let others speak -Uninterested in building relationships with peers or adults -Does not try to understand others' points of view or backgrounds -Demonstrates overconfidence; lacks humility and self-control 	<ul style="list-style-type: none"> ● Demonstrates regard for self and others -Attempts to listen to others and engages in conversations -Makes others feel comfortable or included -Considers others by welcoming them to share ideas -Interested in building relationships with peers or adults -Attempts to understand others' points of view or backgrounds -Demonstrates confidence, humility and self-control 	<ul style="list-style-type: none"> ● Demonstrates high regard for self and others -Actively listens to others and engages in conversations productively -Makes others feel comfortable or included by asking for input and applying their ideas -Considers others by welcoming them to share ideas and will respectfully challenge various ideas to better the group/task -Relationship builder among peers and adults -Understands and appreciates others' points of view or backgrounds -Demonstrates confidence, humility and self-control that is respected by staff and peers
	<ul style="list-style-type: none"> ● Disregard for school and public spaces -Leaves work areas messy (ie: papers left behind, food, spills, chairs not pushed in) -Common materials are not returned or are wasted 	<ul style="list-style-type: none"> ● Regards school and public spaces -Leaves work area clean with some prompting -Common materials are returned and student avoids waste 	<ul style="list-style-type: none"> ● Holds a high regard for school and public spaces -Leaves work area clean and helps others as needed -Common materials are returned in an organized manner and student avoids waste
	<ul style="list-style-type: none"> ● Disregards School Code of Conduct -Uses inappropriate language -Inappropriate physical contact with other students 	<ul style="list-style-type: none"> ● Willing to comply with Code of Conduct -Uses appropriate language -Avoids inappropriate physical contact with other students 	<ul style="list-style-type: none"> ● Complies with Code of Conduct at all times -Uses appropriate language that is professional and respectful



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	<ul style="list-style-type: none"> -Disregard for dress code -Receives discipline/DASA referrals 	<ul style="list-style-type: none"> -Complies with dress code -Rarely receives discipline/DASA referrals 	<ul style="list-style-type: none"> -Engages with other students in a way that respects physical space -Complies with dress code and appears professional -Never receives discipline/DASA referrals
	<ul style="list-style-type: none"> ● Fails to treat staff, college, and business partners like future employers -Does not use technology/email in a proper manner -Does not measure tone used when addressing adults -Body language is closed off and does not communicate appropriately -Does not engage in workplace experiences to build resume 	<ul style="list-style-type: none"> ● Respects all adults as future employers -Properly utilizes technology/email -Considers tone used when addressing adults -Body language is welcoming and communicates appropriately -Will do what is required to fulfill workplace experiences 	<ul style="list-style-type: none"> ● Professional level of respect for all adults -E-mail/technology use is professional at all times -Addresses adults professionally with a friendly tone -Makes positive lasting impressions through appropriate communication and body language -Demonstrates outstanding, quality work during workplace experiences and is recognized by industry partners