Student Skills Assessment Rubric

Student Name: **Employer Name:**

Employability Skills	Level 1 Novice	Level 2 Approaching Proficiency	Level 3 Demonstrates Proficiency	Level 4 Approaching Expertise/Leadership	Student Skill Level (1-4)
Workplace & Career Navigation	Responds to familiar people and situations, and seldom asks questions about workplace practices or career pathways.	Follows safety procedures and occasionally asks questions about other workplace practices, and education and career pathways.	Routinely asks about workplace practices and safety issues in addition to following safety procedures, and seeks information about education and career requirements and opportunities.	Goes beyond following and seeking information about workplace practices and career pathways for self, and seeks to clarify and share information with peers.	
Creativity & Innovation	Approaches tasks in familiar or ways, tends to get stuck repeating familiar ways even when they are not productive.	Occasionally will offer an idea about different way to do something, and will try a different approach when things do not turn out as expected.	Regularly looks for ways to be more efficient or productive in assigned tasks, and ways to improve products or services.	Inspires and encourages others to look for ways to be more efficient or productive in assigned tasks and ways to improve products and services.	
Critical Thinking	Accepts information given without questioning sources, relies on past experience in problem-solving situations.	Sometimes questions sources or reasoning behind a claim when encouraged and shown how, and uses reasoning and evidence in problem-solving situations.	Consistently seeks to evaluate the quality of sources and review reasoning behind claims, and uses evidence and reason in both familiar and novel problem-solving situations.	Able to explain, and demonstrate to others how to evaluate the quality of sources and reason from evidence in both familiar and novel problem-solving situations.	
Speaking & Listening	Speaks in familiar vernacular irrespective of audience or purpose, assumes understanding when listening.	Learning to adjust speech based on audience, setting, and the purpose of communication. Sometimes checks understanding by asking questions when listening.	Routinely adjusts speech based on both audience and purpose in both personal interactions and formal presentations, and checks understanding by asking questions and paraphrasing.	Helps others attend to differences in audience, purpose, and setting, including cultural differences, to create opportunities to improve effectiveness of communication.	
Collaboration	Comfortable working with friends or like-minded individuals from similar backgrounds. Has difficult time negotiating conflicts.	Works well as a team member when roles and goals are clearly defined. Sometimes able to negotiate conflict to achieve an intended result.	Works well with others and recognizes and builds on different strengths of team members. Can usually manage conflict to achieve an intended result.	Models behaviors, including sensitivity to cultural, generational, and personality differences, that promote collaboration and working productively as a team.	

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Information Literacy	Able to access information from familiar sources. Has difficulty organizing or evaluating information accessed.	Shows interest in learning how to access information from unfamiliar sources, and sometimes uses provided criteria to evaluate and organize information.	Usually able to locate, understand, organize, and evaluate information from familiar and unfamiliar sources using criteria most relevant to the task and setting.	Is frequently called on to explain to, or assist others in locating, understanding, organizing, or evaluating the quality and relevance of information from multiple sources.	
Technology Literacy	Uses familiar technologies in familiar ways. Little interest in learning new uses of familiar or new technologies.	Sometimes willing and able to learn new uses of familiar and new technologies, and shows interest in learning how to determine what is most appropriate.	Routinely uses, and learns new uses of, familiar and new technologies. Usually able to determine the most appropriate technology for a particular use without being told.	Teaches others how to use technologies and explains to others the criteria for judging the appropriateness of particular technologies for particular purposes.	
Initiative & Self-Direction	Completes assigned tasks with normal supervision if familiar, but requires constant supervision to complete unfamiliar tasks.	Will sometimes ask questions as needed to complete assigned tasks, and begins to self-monitor progress without constant supervision.	Routinely exhibits initiative and self-direction in completing assigned tasks, asking questions as needed, and keeps supervisor informed of progress.	Uses knowledge of self-motivation and self-regulation skills to motivate others and lead by example in completing assigned tasks.	
Professionalism & Ethics	Dresses and acts "professional" based on experience. May not take responsibility for mistakes or misconduct.	Makes visible efforts to imitate professional etiquette, standards, and ethics from professionals in the workplace. Takes responsibility for mistakes or misconduct.	Demonstrates professionalism in dress and behavior consistent with standards and workplace norms. Shows concern for professional ethics in addition to taking personal responsibility for mistakes and misconduct.	Is able to articulate and model the situational nature of some aspects of professionalism such as dress and etiquette, and the fundamental importance of standards and ethics.	
Adaptability & Flexibility	Comfortable switching among familiar behaviors or roles but uncomfortable with unfamiliar change in the environment.	Makes an effort to adapt to unfamiliar change in the environment and/or tries to be more flexible with encouragement and when the need is pointed out.	Usually adapts to changes in the environment without needing to be told, and is flexible in taking on different roles and responsibilities as required.	Notices changes in the environment that require adaptation or flexibility and helps others explore ways to adapt or be flexible to better achieve an intended outcome.	
Productivity & Accountability	Completes assigned tasks when the task is familiar and there are no unexpected obstacles. Has difficulty accepting constructive criticism.	Shows a beginning awareness of the importance of managing time, and persisting in the face of obstacles, to complete tasks. Accepts constructive criticism.	Routinely uses time-management skills to overcome obstacles and complete assigned tasks on time and to agreed-upon standards, requesting feedback on performance.	Helps co-workers manage time and overcome obstacles, and helps create shared sense of accountability among coworkers to supervisors and customers for delivering work on time and to agreed-upon standards.	