

Career Exploration Scoring Sheet

Note to Students: The Iowa Department of Education supports each Iowa student graduating with the necessary skills to lead a productive and satisfying life. The 21st Century Skills are: Civic Literacy, Employability Skills, Financial Literacy, Health Literacy, and Technology Literacy. Use this rubric to evaluate your career exploration experience, and once you've completed it, include it in your portfolio in the corresponding criteria section.

Impact				
	Strong Impact	Good Impact	Some Impact	Minimal Impact
1. Meets student learning and interest needs	Needs determined by current research/self-assessment conducted or learned by student.	Needs determined by past research/self-assessment conducted or learned by student.	Needs determined by making a guess at what student learning and interest needs may be.	Student needs are secondary to what another person wants the student to do.
2. Is coordinated in collaboration with a workplace mentor	Active, direct collaboration with the workplace mentor by the student to plan the experience as evidence in the action plan. Over 6 hours are spent learning at the job site.	Minimal planning for the experience as evidenced on the action plan. Between 4- 6 hours are spent learning at the job site.	Minimal planning for the experience as evidence on the action plan. Between 2-4 hours are spent learning at the job site.	Less than 2 hours are spent learning at the job site.
Value as a Learning Experience				
3. Facilitates active student reflection	Student completes and shares the summary and journal with parents/family and workplace mentor.	Student completes and shares the summary and journal with parents/family or workplace mentor.	Products not shared.	Products not shared.
4. Helps develop awareness of educational skills needed in the world	Reflections show deep personal understanding of the importance of education as related to the job/career.	Reflections show growing understanding of the importance of education as related to the job/career	Reflections show limited understanding of the importance of education as related to the job/career	Reflections show student largely unaffected by the importance of education as related to the job/career
Goal				
5. Student participates in a genuine learning experience	Student was challenged by the planned experience to a high degree. If initial experience was not high, steps were taken to improve the career exploration experience.	Student was challenged by the planned experience to a medium degree.	Student was challenged to a low degree by the planned experience.	Student was not challenged by the planned experience.
Summary/Reflection and Success of Experience				
6. Results	All summary and journal questions answered. Appropriate grammar.	All summary and journal questions answered. Some grammatical errors.	Some summary and journal questions answered.	Little to no summary or journal provided.
7. Goal Attainment	Positive review by the workplace mentor.	Overall positive review by the workplace mentor.	Concerns noted by the workplace mentor.	No workplace mentor review provided.