



Essential Skills Rubrics

Implementation Guide

Introduction

As we prepare our students for the future, there are certain skills that industry values beyond the normal academic knowledge and industry technique. In fact, many employers will say they can teach someone the ins and outs of the job skills, however, these essential skills, sometimes known as soft skills or 21st century skills, are an integral part of the workplace, and are gained through practice over time, something an employer often cannot wait for.

You are likely already engaging students in the essential skills through group work, self-guided practice, classroom activities and behavioral expectations. This can be taken to the next level by emphasizing, modeling and evaluating essential skills, and setting goals for developing the skills further. Giving students the chance to explore and understand what it takes to be successful in the workplace will help them to manage their academics better, make goals for the future, and interact with industry in a more meaningful way.

Whether you plan to increase your student's exposure to careers through guest speakers, industry visits, job shadows or internships, introducing them to these essential skills is a key component to career readiness.

To access the rubrics and additional essential skills related resources, please visit:
cte.innovatesd.org/essentialskills



Using the Rubrics

These rubrics are set up in a way to promote growth, and not to be graded based on a snapshot of one point in time. The left column offers a place to add areas for growth, where the individual is not yet meeting the criteria listed. The right column allows for descriptive evidence to be written, or an opportunity to add links to work that is evidence of this criteria being met or exceeded.

Implementation is flexible, with many opportunities to use the rubrics. We share a few examples here to inspire you to use them, but feel free to come up with additional ways these can be incorporated into your class, internship, leadership program, apprenticeship or other setting.

Self-Evaluation

Students should take time to self-evaluate their career readiness on the Essential Skills Rubric. You may choose to focus on one essential skill per unit or per quarter so that students can develop a more meaningful understanding of how to develop that skill. Ideally, after you cover an essential skill, give them the corresponding rubric so they can spend some time identifying their strengths and where they need growth. You can have students do this at the beginning and end of the unit to see how they progress.

Teacher or Mentor Coaching

After a student has completed the self-evaluation, the preparation can be elevated by having them sit down to discuss their strengths and goals with a teacher or mentor.

Group Project Assessment

It is a challenge to assess the contributions of each member of a group, so having students evaluate themselves and each other can help you in

determining grades across a group. Once students see the expectations through looking over the rubric, they may have a better idea of what is expected of them in a group setting.

In order to simplify the evaluative process, you might identify just one or two skills to focus on during a project, starting with communication and collaboration for your first project so that students can hone specific skills.

Project, Product or Portfolio Reflections

Use the [Essential Skills Reflection](#) document to have students reflect on their work and growth. By choosing one essential skill to showcase, students have an opportunity to share their strengths as evidenced by their work, and set goals for continued development of the essential skills.

Internship Readiness

An internship is a culmination of a student's career preparation in high school. These experiences are reserved for students who have an idea of their career path of interest and, when appropriate, exhibit professionalism. In order to ensure that students get the most out of an internship, and that industry continues the support of internship programs, it is essential that teachers take time to identify the level of readiness for any student.

Internship Formative & Summative Assessment

This rubric can be used by an internship coordinator or internship host responsible for the student to outline the expectations and to identify the growth of a student during an internship. If appropriate, it may be used as a summative assessment at the completion of the internship to indicate the level of work-readiness reached by the intern.

Essential Skills Alignment to Standards

The essential skills are not only standard expectations in the world of work but are also embedded in the CTE Anchor Standards, the Common Core State Standards for English, Common Core State Standards Mathematical Practices, and the Next Generation Science Standards Science and Engineering Practices. You can see alignment between these standards and the essential skills in the following tables. Use of these rubrics applies across disciplines to support students as they develop the skills they need to ensure they are successful in school, college, career and community.

Essential Skills Standards Alignment CTE Anchor Standards	CCSS ELA Aligned Standard	Essential Skill Connections
<p>Anchor Standard 1: Academics Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards.</p>	<p>Note: alignment listed within each sector</p>	<p>Resourcefulness, Collaboration, Creative and Critical Thinking, Communication, Career Development</p>
<p>Anchor Standard 2: Communications Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>	<p>Language Standard 9-10, 11-12.6</p>	<p>Emotional Intelligence, Dependability, Resourcefulness, Collaboration, Creative and Critical Thinking, Communication, Career Development</p>
<p>Anchor Standard 3: Career Planning and Management Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p>Speaking & Listening Standard 11-12.2</p>	<p>Resourcefulness, Creative and Critical Thinking, Communication, Career Development</p>

Essential Skills Standards Alignment CTE Anchor Standards	CCSS ELA Aligned Standard	Essential Skill Connections
<p>Anchor Standard 4: Technology Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information</p>	<p>Writing Standard 11-12.6</p>	<p>Dependability, Resourcefulness, Collaboration, Creative and Critical Thinking, Communication, Career Development</p>
<p>Anchor Standard 5: Problem Solving and Critical Thinking Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>Writing Standard 11-12.7</p>	<p>Emotional Intelligence, Resourcefulness, Creative and Critical Thinking, Communication</p>
<p>Anchor Standard 6: Health and Safety Determine the meaning of symbols, key words and other domain-specific words and phrases as they are used in a specific scientific or technical context.</p>	<p>CCSS Science & Technical Subjects 9-10, 11-12.4</p>	<p>Dependability, Resourcefulness, Communication, Career Development</p>
<p>Anchor Standard 7: Responsibility and Flexibility Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>Speaking & Listening Standard 9 -10, 11-12.1</p>	<p>Dependability, Resourcefulness, Collaboration, Creative and Critical Thinking, Communication</p>
<p>Anchor Standard 8: Ethics and Legal Responsibilities Respond thoughtfully to diverse perspectives; synthesize comments, claims and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work.</p>	<p>Speaking & Listening Standard 11-12.1d</p>	<p>Emotional Intelligence, Dependability, Resourcefulness, Collaboration, Creative and Critical Thinking, Communication</p>

Essential Skills Standards Alignment CTE Anchor Standards	CCSS ELA Aligned Standard	Essential Skill Connections
<p>Anchor Standard 9: Leadership and Teamwork Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed.</p>	Speaking & Listening Standard 11-12.1b	Emotional Intelligence, Dependability, Resourcefulness, Collaboration, Communication, Career Development
<p>Anchor Standard 10: Technical Knowledge and Skills Use technology, including the internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	Writing Standard 11-12.6	Resourcefulness, Creative and Critical Thinking, Communication, Career Development
<p>Anchor Standard 11: Demonstration and Application Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards and performance indicators in classroom, laboratory and workplace settings, and the career technical student organization.</p>	Note: No alignment evident for this standard	Dependability, Resourcefulness, Collaboration, Creative and Critical Thinking, Communication, Career Development

The above table is adapted from
cde.ca.gov/ci/ct/sf/documents/ctestdfontpages.pdf

Additionally, the CTE Standards for Career Ready Practice can be found here:
cde.ca.gov/ci/ct/sf/documents/ctescrpflyer.pdf

Math & Science Essential Skills Practices Alignment

Essential Skill	CCSS Standards for Mathematical Practice	NGSS Science & Engineering Practices
Emotional Intelligence	<ul style="list-style-type: none"> • Make sense of problems and persevere in solving them • Reason abstractly and quantitatively • Construct viable arguments and critique the reasoning of others • Look for and make use of structure • Look for and express regularity in repeated reasoning 	<ul style="list-style-type: none"> • Asking Questions & Defining Problems • Planning & Carrying Out Investigations • Analyzing & Interpreting Data • Constructing Explanations & Designing Solutions • Engaging in Argument from Evidence • Obtaining, Evaluating & Communicating Information
Dependability	<ul style="list-style-type: none"> • Make sense of problems and persevere in solving them • Use appropriate tools strategically • Attend to precision • Look for and make use of structure • Look for and express regularity in repeated reasoning 	<ul style="list-style-type: none"> • Asking Questions & Defining Problems • Developing & Using Models • Planning & Carrying Out Investigations • Constructing Explanations & Designing Solutions • Obtaining, Evaluating & Communicating Information
Resourcefulness	<ul style="list-style-type: none"> • Make sense of problems and persevere in solving them • Reason abstractly and quantitatively • Construct viable arguments and critique the reasoning of others • Model with mathematics • Use appropriate tools strategically • Attend to precision • Look for and make use of structure • Look for and express regularity in repeated reasoning 	<ul style="list-style-type: none"> • Asking Questions & Defining Problems • Developing & Using Models • Planning & Carrying Out Investigations • Analyzing & Interpreting Data • Using Mathematics & Computational Thinking • Constructing Explanations & Designing Solutions • Engaging in Argument from Evidence • Obtaining, Evaluating & Communicating Information

Math & Science Essential Skills Practices Alignment

Collaboration	<ul style="list-style-type: none"> • Make sense of problems and persevere in solving them • Reason abstractly and quantitatively • Construct viable arguments and critique the reasoning of others • Attend to precision • Look for and make use of structure • Look for and express regularity in repeated reasoning 	<ul style="list-style-type: none"> • Asking Questions & Defining Problems • Developing & Using Models • Planning & Carrying Out Investigations • Constructing Explanations & Designing Solutions • Engaging in Argument from Evidence • Obtaining, Evaluating & Communicating Information
Creative and Critical Thinking	<ul style="list-style-type: none"> • Make sense of problems and persevere in solving them • Reason abstractly and quantitatively • Construct viable arguments and critique the reasoning of others • Model with mathematics • Use appropriate tools strategically • Attend to precision • Look for and make use of structure • Look for and express regularity in repeated reasoning 	<ul style="list-style-type: none"> • Asking Questions & Defining Problems • Developing & Using Models • Planning & Carrying Out Investigations • Analyzing & Interpreting Data • Using Mathematics & Computational Thinking • Constructing Explanations & Designing Solutions • Engaging in Argument from Evidence • Obtaining, Evaluating & Communicating Information
Communication	<ul style="list-style-type: none"> • Make sense of problems and persevere in solving them • Reason abstractly and quantitatively • Construct viable arguments and critique the reasoning of others • Model with mathematics • Use appropriate tools strategically • Look for and express regularity in repeated reasoning 	<ul style="list-style-type: none"> • Asking Questions & Defining Problems • Developing & Using Models • Analyzing & Interpreting Data • Constructing Explanations & Designing Solutions • Engaging in Argument from Evidence • Obtaining, Evaluating & Communicating Information