

My Career Journey Summative Rubric

TEACHER USE

1sw/wk0-classroom-routines

Score the collected My Career Journey handout on the three dimensions the week names: completeness, self-awareness, and connecting assessment data to cluster curiosity. Score each dimension 1 to 4 and add the three for a score out of 12. The "Sounds like" column is a real student response at that level, not a required wording.

Dimension 1: Completeness

LEVEL	WHAT THE HANDOUT SHOWS	SOUNDS LIKE
4 - Masters	All 8 sections are filled in. Items 1 through 5 match the data on the student's Climber Profile. Item 6 carries two sentences and item 8 names three people.	Item 3: "Achievement and Independence." Item 4: "Soccer, babysitting my cousin, fixing bikes." Item 5: "Health Science, Manufacturing, Information Technology."
3 - Meets	All 8 sections are filled in. One section is thinner than asked (a single word where a sentence was requested), or one item does not match what the profile shows.	Item 6 names a career but carries only one sentence.
2 - Approaches	Six or seven sections are filled in, or most sections are one word each.	Items 1 through 5 are filled in and items 6 through 8 are blank or single words.
1 - Needs Improvement	Five or fewer sections are filled in.	Only the personality type and the work values appear.

Dimension 2: Self-Awareness

Read item 2, and read item 7 for supporting evidence.

LEVEL	WHAT THE HANDOUT SHOWS	SOUNDS LIKE
4 - Masters	Item 2 compares the Day 2 prediction to the real result and explains the match or the gap using the student's own behavior or a line from the result description.	"I guessed Creator and got Organizer. I do draw a lot, but I am also the one who makes the checklist for my group, and I never counted that as a skill before."
3 - Meets	Item 2 states whether the prediction matched and gives a general reason.	"They matched. I guess I know myself pretty well."
2 - Approaches	Item 2 states only whether the prediction matched, with no reason.	"No."
1 - Needs Improvement	Item 2 is blank, copies the type name only, or is off topic.	(blank)

Dimension 3: Connecting Assessment Data to Cluster Curiosity

Read item 6 against items 1, 3, 4, and 5.

LEVEL	WHAT THE HANDOUT SHOWS	SOUNDS LIKE
4 - Masters	Item 6 names a specific career rather than a cluster, and the two sentences tie that career to at least one named piece of Week 0 data: the personality type, a work value, or a Building Block.	"Surgical Technologist. I got Doer, and one of my Building Blocks is fixing my family's bikes, so I want a job where my hands solve the problem. It is also in Health Science, which was my top recommended group."
3 - Meets	Item 6 names a specific career and gives a reason, but the reason does not use any Week 0 data.	"Pilot. It looks fun and you get to travel a lot."
2 - Approaches	Item 6 names a cluster instead of a career, or names a career with no reason at all.	"Health Science."
1 - Needs Improvement	Item 6 is blank or names something that is not a career.	(blank)

Gradebook Conversion

SCORE	PERCENT	DISTRICT BAND
12	100	Masters
11	92	Masters
10	83	Meets
9	75	Approaches
8	67	Needs Improvement
7 or below	Below 60	Insufficient evidence / follow campus reassessment practice

Teacher Follow-Up (after scoring)

- If more than 30% of students score 2 or lower on **Completeness**, the Climber Profile was probably not open while they wrote. Re-run the handout on Day 5 with profiles projected and open on every screen.
- If more than 30% score 2 or lower on **Self-Awareness**, model one prediction comparison aloud before the next section writes item 2. Read a real result description and think out loud about what fits and what does not.
- If more than 30% score 2 or lower on **Connecting to Cluster Curiosity**, project the Hat Finder and model one career pick before the 1SW Wk1 Day 2 career research worksheet goes out. That worksheet assumes students can name a career rather than a cluster.

Hold the scored handouts in the Week 0 folder. Students see them again at 4SW Wk1 Day 1 and at 6SW Wk6 Day 1, and both weeks ask them to measure how far their thinking moved.