| PWR: Success Criteria | Evidence of Meeting | Student Work | Add your initials here to claim your column for sharing | **Look at the sample scores to the left. A score of “1” indicates that the student work has met the expectation, whereas a “0” means that it does not.** **The scores given by each individual evaluator have been color coded to help you see where this team needs to focus their attention during the calibration process.** GREEN: **complete agreement of scores** YELLOW: mostly aligned It would be worth discussing these briefly to provide the opportunity for clarification of how we are evaluating the evidence and interpreting the rubric. ORANGE: not alignedThese items will require a lengthier debrief as the team is not normed. Oftentimes, coming to consensus here surfaces the need to edit either the task or the rubric. |
| --- | --- | --- | --- | --- |
| CS | CT | MF | KW |
| Career Literacy: Articulates the differences between jobs, occupations, and careers and the impact this might have on one’s career satisfaction | Proposal shows that I pursue opportunities to engage in and learn about my interests | A | 1 | 1 | 1 | 1 |
| B | 1 | 1 | 1 | 1 |
| C | 1 | 0 | 1 | 1 |
| D | 1 | 1 | 1 | 1 |
| Career Literacy: Identifies and articulates potentially hidden interests or passions, values, and tendencies; makes connections to perceived options, and versions of a possible future self | Proposal shows that I recognize my personal characteristics, preferences, thoughts and strengths | A | 1 | 1 | 1 | 1 |
| B | 1 | 1 | 1 | 1 |
| C | 1 | 1 | 1 | 1 |
| D | 1 | 1 | 1 | 1 |
| Communication: Explains a clear and specific perspective on a situation, event, issue, or phenomenon | Synthesizes multiple sources to demonstrate understanding of the topic | A | 1 | 1 | 0 | 1 |
| B | 0 | 0 | 0 | 0 |
| C | 1 | 0 | 0 | 0 |
| D | 1 | 0 | 0 | 1 |
| Inquiry and Analysis: Asks complex questions (e.g. the answers to which require consideration of multiple sources and/or parameters) | Includes a self-generated research question that is not too broad or narrow | A | 1 | 1 | 0 | 0 |
| B | 1 | 1 | 0 | 0 |
| C | 0 | 1 | 0 | 0 |
| D | 0 | 1 | 0 | 0 |
| Task and Time Management: Sets goals and predicts obstacles; creates a scope & sequence to overcome obstacles achieve goals | Proposal shows that I apply knowledge to set goals, make informed decisions and transfer to new contexts | A | 1 | 1 | 1 | 0 |  |
| B | 1 | 1 | 1 | 1 |  |
| C | 0 | 0 | 0 | 0 |  |
| D | 0 | 1 | 1 | 1 |  |