

# Pointii

More Points. More Professional.



*Join us in making career readiness fun for your students!*

## ***Educator Workbook***

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# A Message from Pointii

**HELLO, EDUCATOR!**

**THANK YOU SO MUCH FOR MAKING POINTII YOUR CAREER READINESS PARTNER. WE CREATED THIS WORKBOOK FOR TWO REASONS:**

- 1) TO MAKE IT EASIER FOR YOU TO PREPARE YOUR STUDENTS FOR WORK AND LIFE AFTER GRADUATION.**
- 2) TO ENSURE YOUR IMPLEMENTATION PROCESS IS FLAWLESS AND SIMPLE**

**THOUGH OUR STEPS GO IN ORDER, IT IS UP FOR YOU TO DETERMINE AN ORDER THAT WORKS BEST FOR YOU AND YOUR STUDENTS. WE PROMISE THAT AFTER USING POINTII APPROPRIATELY, STUDENTS WILL BE ABLE TO BETTER IDENTIFY THEIR STRENGTHS AND SKILLS, CAREER INTERESTS, LIFE GOALS, AND THEN BE ABLE TO EXPRESS THAT TO OTHERS.**

**WE ARE A GROUP OF PASSIONATE EDUCATORS, DEVOTED YOUTH ADVOCATES, AND GENIUS PROGRAMMERS WHO BELIEVE STRONGLY IN PREPARING OUR YOUTH FOR CAREER AND LIFE. IN DOING SO, WE ENSURE A FUN AND ENGAGING EXPERIENCE, FOR BOTH YOU AND YOUR STUDENTS, AS THEY BUILD CAREER KNOWLEDGE AND SKILLS.**

**OK, WE ARE DONE TALKING NOW - LET'S BEGIN!**

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# Elevator Pitch Introduction

## Step One

### Importance of Section

In this section, students will learn more about themselves and how to tell anyone who they are in a concise and eloquent manner. This 15-30 second speech will also include student's career goals and skills.

### Attachments

- The Elevator Pitch sheet
- Soft Skills List sheet

### Notes:

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### Evaluation

- How well did students perform and understand the information given in this section?

Satisfactory

Good

Excellent

# Elevator Pitch Lesson Plan

30 minutes

## Materials Needed

- A computer with internet access
- An email address to create a student account on Pointii (if they haven't already)
- Access to this url: <https://pointii.com>
- Once students login, they must click on **Update Profile & Pitch** under **Profile & Pitch**

## Student Objectives

- Successfully complete The Elevator Pitch sheet
- Reference Skills Sheet so students can easily identify personal skills and strengths to insert into their elevator pitches
- Complete **Elevator Pitch section** on their Pointii profile
- After students have checked off their skills on Soft Skills sheet, they can complete **Skills and Subjects section** on their Pointii Profile

## Tips before you begin

1. Ask 3-5 random students (one at a time) to stand up in front of the classroom, facing their fellow classmates, and tell them to talk about themselves. This activity will help students build public speaking skills, as well as prepare them for what an elevator pitch is.
2. Allow their classmates to make comments on their elevator pitch and allow them to give constructive criticism and positive feedback.
3. Most importantly, for this activity to work, students must be as quiet as possible, so they can listen to their classmates present their elevator pitches.
4. Make sure you have handed out and made enough copies of The Elevator Pitch and Skills List sheets.

## Classroom Discussion Topics / Activities

1. Speak with the students about what they believe the importance of an elevator pitch is and how it will benefit them as young professionals.
2. Request that the students read their completed elevator pitches out loud

# The Elevator Pitch

My name is \_\_\_\_\_, I am in the \_\_\_\_\_ grade,  
Full Name Current Grade

and I attend \_\_\_\_\_. I am well known for  
School Name

my skills in \_\_\_\_\_ and \_\_\_\_\_. Due  
Soft Skill 1 Soft Skill 2

to my career interest in becoming a \_\_\_\_\_, I  
Profession

would like to meet \_\_\_\_\_ so I can learn  
Professional / Name of Professional

more about \_\_\_\_\_.  
Hard Skill (ask teacher for help if necessary)

## Pitch Example

My name is **Kimberly Jones-Smith**, I am in the **11th** grade, and I attend **Health Science Charter School**. I am well known for my skills in **communication** and **leadership**. Due to my career interest in becoming an **executive chef**, I would like to meet a **culinary arts professor** to learn more about **baking**.



# Soft Skills List

Check which apply

9

**Communication**

Being able to successfully give and receive information

**Multitask**

Being able to successfully handle multiple tasks at once

**Prioritize**

Focusing on what matters most and managing time well

**Organize**

Having the ability to keep tasks in order

**Decision Maker**

Being able to identify and choose alternatives based on your values, preferences and beliefs

**Problem Solver**

Being able to arrive at creative solutions to solve complicated issues

**Initiative**

Being able to complete tasks successfully without request or demand

**Team Work**

Being able to successfully work in a group or team due to the interests of a common cause

**Dependable**

Being able to do what you said you would do

**Self-Discipline**

Being able to follow a specific set of rules assigned to yourself

**Critical Thinking**

Being able to solve a variety of problems quickly and effectively.

# References Introduction

## Step Two

### Importance of Section

In this section, students will learn more about references and professional relationships and how beneficial those relationships can be to their future. It is imperative that students understand that building professionals relationships, while still young, can help them connect to multiple beneficial opportunities.

### Attachments

- My References sheet

### Notes:

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### Evaluation

- How well did students perform and understand the information given in this section?

Satisfactory

Good

Excellent

# References Lesson Plan

10 minutes

## Materials Needed

- A computer with internet access
- An email address to create a student account on Pointii (if they haven't already)
- Access to this url: <https://pointii.com>
- Once students login, they must click on **View References** under **References**

## Student Objectives

- Identify 2 or more educators or other professionals who they believe will vouch for their work or classroom performance **NO FAMILY OR FRIENDS**
- Once they have identified their potential reference(s), have them use the References sheet to find their references for contact information needed to add each
- Complete **References Section** on their Pointii profile

## Tips before you begin

1. Ask students what they believe a reference is and why it's important
2. As students begin talking about what a reference is, ask why they chose their reference(s) and what they believe that reference would say about them
3. Make sure you have handed out and made enough copies of the My References sheet

## Classroom Discussion Topics / Activities

1. Request that the students talk about their relationship with their reference and how they plan to build more professional relationships in the future

# My References

## Reference One

Full Name

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Title of Contact

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Name of Company

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Email Address

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Contact Number

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## Reference Two

Full Name

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Title of Contact

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Name of Company

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Email Address

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Contact Number

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# Career Plan Introduction

## Step Three

### Importance of Section

In this section, students will begin to plan for their future and identify more thoroughly their skills and what it will take for them to reach their career goals.

### Attachments

- Self-Knowledge Sheet

### Notes:

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### Evaluation

- How well did students perform and understand the information given in this section?  
 Satisfactory       Good       Excellent

# Career Plan Lesson Plan

30 - 45 minutes

## Materials Needed

- A computer with internet access
- An email address to create a student account on Pointii (if they haven't already)
- Access to this url: <https://pointii.com>
- Once students login, they must click on **Start New Plan** under **CDOS Career Plan**

## Student Objectives

- Successfully complete **Career Plan Section on Pointii** (including current skill and final skill development sections)
- Reference Self-Knowledge sheet to help them complete career plan

## Tips before you begin

1. Ask students, **one at a time**, to talk about:
  - a) Out-of-school activities they enjoy (e.g. basketball, painting, cooking, etc.)
  - b) Work Preferences (e.g. working in a dark or light and color environment, an office with an open floor plan to allow for easy colleague interaction, etc.)
  - c) Careers where their skills work best (e.g. if a student is great at debate club because of their great public speaking and communication skills, maybe they want to be an attorney)
  - d) Skills they need to strengthen for their future career (e.g. if a student is interested in becoming an executive chef, but they lack leadership skills, they should want to better prepare themselves to be a leader)
  - e) What they will do to strengthen skills need for future career (e.g. if a student needs to strengthen their leadership skills to become an executive chef, then maybe than can become a camp counselor where they must lead individuals younger than them for longer than a week)
2. Also have students complete the Self-Knowledge sheet

## Classroom Discussion Topics / Activities

1. Speak with students about why they chose a certain career path and why it's important to them that they reach that career goal

# Self-Knowledge

1. Out-of-school activities that you enjoy:

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2. Work Preferences:

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3. Career(s) where my skills will be useful:

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4. What skills or subject do you need to strengthen or work harder on:

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5. What steps will you take to strengthen these areas:

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# Student-Focused Plan Introduction

## Step Four

### Importance of Section

In this section, students will be able to identify personal goals and what person(s) are present, in their lives, to help them reach those goals. It is also designed to help students prepare for life post-graduation, as well as to help them make a smooth transition from young adulthood to adult life.

### Attachments

- My Plan Sheet
- My Plan Example Sheet

### Notes:

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### Evaluation

- How well did students perform and understand the information given in this section?  
 Satisfactory       Good       Excellent



# Student-Focused Plan Lesson Plan

1 -2 hours

## Materials Needed

- A computer with internet access
- An email address to create a student account on Pointii (if they haven't already)
- Access to this url: <https://pointii.com>
- Once students login, they must click on **Edit Plan** under **Student-Focused Plan**

## Student Objectives

- Successfully complete **Student-Focused Plan** on Pointii (This section might take students the longest)
- Reference Self-Knowledge sheet to help them complete career plan

## Tips before you begin

3. Ask students, **one at a time**, to talk about and complete Self-Knowledge sheet:
  - a) Out-of-school activities they enjoy (e.g. basketball, painting, cooking, etc.)
  - b) Work Preferences (e.g. working in a dark or light and color environment, an office with an open floor plan to allow for easy colleague interaction, etc.)
  - c) Careers where their skills work best (e.g. if a student is great at debate club because of their great public speaking and communication skills, maybe they want to be an attorney)
  - d) Skills they need to strengthen for their future career (e.g. if a student is interested in becoming an executive chef, but they lack leadership skills, they should want to better prepare themselves to be a leader)
  - e) What they will do to strengthen skills need for future career (e.g. if a student needs to strengthen their leadership skills to become an executive chef, then maybe than can become a camp counselor where they must lead individuals younger than them for longer than a week)

## Classroom Discussion Topics / Activities

1. Speak with students about why they chose a certain career path and why it's important to them that they reach that career goal

# My Plan

## Employment Goals

**What are your current job goals?**

**What jobs have you had already?**

**What will you have to do to get a job?**

**When do you plan to get a job by?**

**Who will help you complete this goal?**

## Education Goals

**What are your goals for school?**

**What class or subjects are you already good at?**

**What will you do to reach your school goals?**

**When will you complete this goal by?**

**Who will help you complete this goal?**

## Post-Secondary Education Goals

**After you graduate from high school, what would you like to do?**

**What classes have you taken or skills you have that relate to your future career?**

**What will you need to do to reach these goals?**

**When will you complete these goals by?**

**Who will help you complete these goals?**

## Financial Income Goals

**What are your current financial goals? Do you already have a bank account? If not, do you know of any banks you would like to join?**

**Talk about a part job you might have? How much money would you like to save per month? What are your current bills?**

**What will you need to do to reach your financial goals?**

**When will you complete these goals by?**

**Who will help you complete these goals?**

## Independent Living Goal

**What will you do to become more independent in your household? If you live with parents or family members, how will you contribute?**

**What are chores or jobs you already do at home or plan to do?**

**What will you need to do to reach your independent living goals?**

**When will you complete these goals by?**

**Who will help you complete these goals?**

## Transportation Goals

**What are your transportation goals? How will you go about getting places like work or school?**

**What have you already done or plan to do to reach your transportation goals?**

**What are some steps you plan to take to reach your transportation goal?**

**When will you complete these goals by?**

**Who will help you complete these goals?**

## Social Relationship Goal

**What are your relationship goals? Talk about how you may want to build stronger or better relationships with family or friends.**

**What do you already bring into a relationship? Or what do you plan to bring into a relationship? Talk about you being a great listener or supporter or someone who is very understanding and how that positively.**

**What steps will you take to reach these goals?**

**When will you complete these goals by?**

**Who will help you complete these goals?**

## Recreational Goal

**What are your recreational goals? What would you like to do in your free time?**

**What do you already do for recreation and why do you enjoy it so much? Do you have funds saved up that might go toward what you would like to do for recreation if it costs money?**

**What steps will you take to reach these goals?**

**When will you complete these goals by?**

**Who will help you complete these goals?**

## Health Goal

**What are your health goals? Would you like to exercise more? Would you like to eat better? Explain.**

**What do you already do that is connected to your health goals?**

**What steps will you take to reach these goals?**

**When will you complete these goals by?**

**Who will help you complete these goals?**

## Self-Advocacy Goal

**What do you have to change within yourself to complete all your goals? Or what skill do you already have that will help you reach them? Also, talk about who or what you are accomplishing these goals for.**

**How have you already been proactive in reaching your goals or how will you be proactive?**

**What steps will you take to reach these goals? (Ex. Go to church, listen to motivational speeches, join youth programs, etc.)**

**When will you complete these goals by?**

**Who will help you complete these goals?**

# My Plan Example

## Charles Lawrence

10th Grade

Bishop Kearney High School

Career Interests Businessman, Psychologist, Lawyer

### Employment Goals

#### Current Job Goals | What are your current job goals?

- Price Rite located on 375 Driving Park Ave, Rochester, NY 14613

Cashier, Stock Room

- Family Dollar- Located on 325 Driving Park Ave, Rochester, NY 14613

Cashier

- Footlocker located on 260 Greece Ridge Center Drive, Rochester, NY 14626

Salesman, Cashier

- Wegmans located on 2301 Lyell Ave, Rochester, NY 14606

Cashier, Stock Room

#### Past Job Experiences | What jobs have you had already?

- Food Packer at Food Link on 1999 Mt Read Blvd, Rochester, NY 14615

March 2016 – December 2016

- Babysitter

April 2015 – Present

#### Action Items | What will you have to do to get your first job?

- Get Workers Permit
- Complete Resume
- Complete Job Applications
- Job Interviews
- Transportation

**Deadline | When do you plan to get your first job by?**

February 2018

**Person(s) needed | Who will it take to complete this goal?**

Charles Lawrence, Social Worker, School Counselor

**Education Goals****Current Education Goals | What is your goal(s) when it comes to school?**

- Graduate from Bishop Kearney High School in 2020

**Current Education Milestones and Achievements | What are you already good at in school? What classes do you like most?**

- Proficient in Microsoft Word, Microsoft Excel, and Paint
- Class Interests: Business, Math, and Science

**Action Items | What will you do to reach your goal(s) in school?**

- Complete school schedule
- Include Math, Business, and Science classes
- Strengthen these skills: Communication, Collaboration, Listening, Punctuality
- How to strengthen skills: Be to class on time, listen more and talk less in class, work well with classmates, communicate with teacher if subject matter becomes difficult

**Deadline | When will you complete this goal by?**

- September 2018

**Person(s) needed | Who will it take to complete this goal?**

- Charles Lawrence, Social Worker, School Counselor



## Postsecondary Education Goals

### Current Postsecondary Education Goals | After you graduate, what would you like to do?

- Go to a great business university like University of Rochester or Syracuse University

### Current Postsecondary Education Milestones and Achievements | What classes do you currently like that relate to your future career? What skills do you have that relate to your future career?

- Business class
- Acquired business, management, and communication skills already

### Action Items | What will you need to do to eventually reach your postsecondary goals?

- Look into financial aid
- Complete college applications
- Talk to guidance counselor

### Deadline | When will you complete this goal by?

- September 2018

### Person(s) needed | Who will it take to complete this goal?

- Charles Lawrence, Guidance Counselor, Financial Aid Personnel from University

## Financial Income Goals

**Current Financial Goals | What are your current financial goals? Do you already have a bank account? If not, do you know of any banks you would like to join?**

- Get a bank account at ESL or M&T Bank

**Current Financial Income Milestones and Achievements | Talk about a part time job you might have? How much money would you like to save per month? What are your current bills?**

- Have a part time job to maintain a steady income
- Save \$50 / month to put in bank account
- Current bills include cell phone at \$35 / month
- Would like to use direct deposit to manage my savings and checking account

**Action Items | What will you need to do to accomplish your financial goals?**

- Make sure savings is where it should be
- Create a budget for monthly costs

**Deadline | When will you complete this goal by?**

- September 2018

**Person(s) needed | Who will it take to complete this goal?**

- Charles Lawrence, Guidance Counselor, Financial Aid Personnel from University

## Independent Living Goal

**Current Independent Living Goals | What will you do to become more independent in your household?  
If you live with parents or family members, how will you contribute?**

- Help contribute funds toward household bills

**Current Independent Living Milestones and Achievements | What are chores or jobs you already do at home or plan to do?**

- I know how to grill and bake
- Be Able to fix roof and minor plumbing issues
- Phenomenal at cleaning the house

**Action Items | What will you need to do to accomplish your independent living goals?**

- Create a schedule for when I should clean
- Create a daily meal plan
- Ask household parent/guardian if there is anything I can do in the house

**Deadline | When will you complete this goal by?**

- September 2018

**Person(s) needed | Who will it take to complete this goal?**

- Charles Lawrence

## Transportation / Mobility Goal

**Current Transportation Goals | What are your current transportation goals? How will you go about getting places like work or school?**

- To get rides from friends and family
- To eventually pass permit exam

**Current Transportation Milestones and Achievements | What have you already done or plan to do to reach your transportation goals?**

- I need to study for the drivers permit and save money for pay for permit exam
- Currently learning how to drive with dad

**Action Items | What are some steps you will take to complete your transportation goal(s)?**

- Go buy the study guide for drivers permit
- Ask dad what days will work best for him to teach you driving

**Deadline | When will you complete this goal by?**

- September 2018

**Person(s) needed | Who will it take to complete this goal?**

- Charles Lawrence, Dad, Mom, and Aunt

## Social Relationship Goal

**Current Social Relationship Goals | What are your relationship goals? Talk about how you may want to build stronger or better relationships with family or friends.**

- To build a stronger relationship with his father and brother
- To have more Sunday dinners that involve more family members

**Current Transportation Milestones and Achievements | What do you already bring into a relationship? Or what do you plan to bring into a relationship? Talk about you being a great listener or supporter or someone who is very understanding and how that positively affects your relationships.**

- I am a great listener and an even better friend
- I am also sympathetic, empathetic, and understanding

**Action Items | What steps do you have to take to reach your goals? How will you go about strengthening your relationships?**

- Contact my brother and father
- Set up a time for all of us to meet
- Make notes for topics I would like to discuss with them

**Deadline | When will you complete this goal by?**

- September 2018

**Person(s) needed | Who will it take to complete this goal?**

- Charles Lawrence, Dad, Brother

## Recreational / Leisure Goal

**Current Recreational / Leisure Goals | What are your current recreational goals? What would you like to do in your free time?**

- In my free time, I would like to play games with his friends on a PS4

**Current Recreational / Leisure Milestones and Achievements | What do you already do for recreation and why do you enjoy it so much? Do you have funds saved up that might go toward what you would like to do for recreation if it costs money?**

- I play video games all the time with his friends
- Currently has a PS3
- Has saved \$100 so far to buy a PS4

**Action Items | What steps will you take to complete your recreational goals?**

- Call video gaming stores to see how much PS4 costs
- See how much I can get for my PS3 if I trades it in
- Look on Facebook Marketplace to see if someone will sell PS4 for cheaper, but if not, I can get it at GameStop
- See if my Dad will give me some money to go towards PS4

**Deadline | When would you like to complete this goal by?**

- September 2018

**Person(s) needed | Who will it take to complete this goal?**

- Charles Lawrence, Dad

## Health / Safety Goal

**Current Health / Safety Goals | What are your current health goals? Would you like to exercise more? Would you like to eat better? Explain.**

- I would like to work out 3x a week
- I would also like to have a perfect smile

**Current Independent Living Milestones and Achievements | What do you already do that is connected to your health goals?**

- I currently does 100 push-ups a day at home
- I brush my teeth 2x a day and floss once per day

**Action Items | What steps will you need to take to accomplish your health goals?**

- Visit dentist at least 2x a year to look for cavities or anything that might be wrong to catch it early
- Only buy foods and snacks that are not sticky or contain a lot of sugar
- Contact trainers to see which gyms will be best at my age

**Deadline | When will you complete this goal by?**

- September 2018

**Person(s) needed | Who will it take to complete this goal?**

- Charles Lawrence, Dentist, Trainer

## Self-Advocacy Goal

### **Current Self-Advocacy Goals | How will you complete these goals? Who or what are you doing it for?**

- I will have to be very persistent. Nothing will get my way of accomplishing my goals
- I want to make sure that my mother and father live comfortably in a better neighborhood

### **Current Self-Advocacy Milestones and Achievements | How have you already been proactive in reaching your goals or how will you be proactive?**

- I have already begun putting sticky notes all over my wall to display my goals
- I have already spoke to the organizations and people involved in my success plan

### **Action Items | What steps will you need to take to accomplish your self-advocacy goals?**

- I will listen to motivational audio
- I will network with more positive and proactive people
- I will join programs that help me reach my goals to help keep me motivated and focused

### **Deadline | When will you complete this goal by?**

- September 2018

### **Person(s) needed | Who will it take to complete this goal?**

- Charles Lawrence, Youth Programs



# Jobs & Experiences Introduction

## Step Five

### Importance of Section

In this section, students will understand how their work or volunteer experience helped them to strengthen or identify personal soft skills. Additionally, students will learn more about themselves through present and former supervisors who witnessed their work performance.

### Attachments

- Work Experience Sheet (2)
- Work Experience Key Sheet

### Notes:

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### Evaluation

- How well did students perform and understand the information given in this section?  
 Satisfactory       Good       Excellent

# Jobs & Experiences Lesson Plan

15- 30 minutes

## Materials Needed

- A computer with internet access
- An email address to create a student account on Pointii (if they haven't already)
- Access to this url: <https://pointii.com>
- Once students login, they must click on **View Jobs** under **Jobs and Experiences**

## Student Objectives

- **Add work experience** to Pointii profile (if students have any prior work experience)
- Reference Work Experience Key sheet to help them complete work experiences section

## Tips before you begin

1. Ask students if they have any past work experience. Work experience can even include volunteering or work they have not been paid for.
2. Hand out one work experience sheet and work experience sheet

## Classroom Discussion Topics / Activities

1. Speak with students about what they believe they learned during their work experience and if they still have connections with their former co-workers or job's supervisor
2. Find out if the work experience was beneficial and why

# Work Experience #1

Key Sheet Help\*

**Company Name**

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**Job Title**

**Type of Experience**

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**City**

**State**

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**Career Category**

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**Career Experience Description**

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# Work Experience #2

Key Sheet Help\*

**Company Name**

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**Job Title**

**Type of Experience\***

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**City**

**State**

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**Career Category\***

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**Career Experience Description**

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# Work Experience Key

## Type of Experience

- Professional Mentorship
- Shadowing
- Informational Interview
- Company Tour
- Internship
- Part-Time Job
- Full-Time Job
- Summer Job / Internship
- Learning Seminar
- Other \_\_\_\_\_

## Career Category

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics
- Other \_\_\_\_\_

# Evaluation Rubric

**Participates in Class** – Student demonstrates active engagement and always participates

- (1) Rarely participates
- (2) Sometimes participates
- (3) Usually participates
- (4) Often participates

**Listens in Class** – Actively and attentively listens to peers and instructors in a respective manner

- (1) Rarely listens
- (2) Sometimes listens
- (3) Usually listens
- (4) Often listens

**Quality of Contributions** – Demonstrates preparedness and contributes comments that demonstrate understanding of content

- (1) Rarely contributes
- (2) Sometimes contributes
- (3) Usually contributes
- (4) Often contributes

**Excellent | 9-12**



Collectively, students were able to listen, participate and follow direction very well without any disruption or misconduct

**Good | 6-8**



Collectively, students were able to listen, participate, and follow direction without too much disruption or misconduct

**Satisfactory | 3-5**



Collectively, students were able to complete assignments, but could have listened, participated, and followed direction better