**ACP Components: Self-Assessment Rubric**

Districts and schools will need to have a thoughtful and integrated ACP Component Service Delivery structure in place to support effective implementation of ACP.  The following components should be assessed to help districts gauge their current level of preparation in this area. This rubric describes ACP implementation as:

* **Initiating-** Components are in the beginning stages;
* **Implementing**- Components are fully implemented; or
* **Institutionalized**- Components are an essential part of the school structure and culture.

Please note that rubric is structured with the expectation that skills in the previous column are met before skills in the next column can be addressed; and that middle school skills provide a foundation for the high school skills.

**KNOW**

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| **Self-Awareness- Middle School** | | |
| Initiating | Implementing | Institutionalized |
| **Middle School Students**   * Take age-appropriate inventories and assessments to learn about personal strengths, work values, learning styles, beliefs, and interests. * Identify the importance of goals for achievement and planning. * Participate in extra- and co-curricular activities that provide experiences from which they learn about their skills, abilities, and interests. * Set goals based on their developing self-awareness. | **Middle School Students**   * Take and interpret inventory results and can articulate their personal strengths, work values, learning styles, beliefs, and interests. * Understand and create SMART goals related to academic and career planning, define the purpose of goal setting, and access goal information at least annually to revisit and revise goals. | **Middle School Students**   * Take and interpret inventory results and can articulate their personal strengths, work values, learning styles, beliefs, and interests, then link them to activities and experiences that explore or enhance them. * Set short- and long-term SMART goals and can articulate those goals as they relate to their strengths, challenges, beliefs, etc. * Revisit and revise personal, academic and career planning SMART goals information at least annually, to facilitate their transition to high school. |

**KNOW**

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| **Self-Awareness- High School** | | |
| Initiating | Implementing | Institutionalized |
| **High School Students**   * Take age-appropriate inventories and assessments to learn about personal strengths*,* work values, learning styles, beliefs, and interests. * Participate in in co- and extra-curricular activities that provide experiences from which to learn about their skills, abilities, and interests. * Set academic and career goals. * Can define the difference between different types of goals. | **High School Students**   * Take and interpret inventory results and can articulate their personal strengths, work values, learning styles, beliefs, and interests identified in age-appropriate inventories. * Possess an understanding of who they are, including skills, interests, etc., and are able to reflect on this self-awareness and apply it to vision development, goal setting, and creating an ACP. * Set short- and long-term SMART goals based on an understanding of individual strengths and weaknesses, and comprehend the purpose of goal setting. * Revisit SMART personal, academic and career planning goal information regularly. | **High School Students**   * Interpret and can articulate their personal strengths, work values, learning styles, beliefs, and interests identified in age-appropriate inventories then link them to selection of careers. * Identify evidence as expressed in activities, experiences and success that related to the information identified in the age-appropriate inventories. * Apply their skills, interests, work values, extracurricular activities and life experiences to vision development, goal setting, and creation of an ACP. * Knowledgeably discuss personal, academic, and career goals, progress toward their goals, and refer to their goals when they transition to new schools and/or programs. * Explain how their goals fit with their personal skills and attributes, current activities, and postsecondary plan. |

**KNOW**

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| **Financial Knowledge- Middle School** | | |
| Initiating | Implementing | Institutionalized |
| **Middle School Students**   * Are provided instruction, experiences, and guidance for developing an understanding of relevant financial concepts. | **Middle School Students**   * Are provided instruction, experiences, and guidance, for developing an understanding of relevant financial concepts with application to daily activities. | **Middle School Students**   * Create a mock budget for using income from a career of interest that addresses cost of living. |

**KNOW**

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| **Financial Knowledge- High School** | | |
| Initiating | Implementing | Institutionalized |
| **High School Students**   * Are provided instruction, experiences, and guidance, for developing an understanding of relevant financial concepts, including components of Personal Financial Literacy such as:   + Relating income to education   + Money management   + Credit and debt management   + Planning, Saving, Investing   + Becoming a critical consumer   + Commercial and financial responsibility   + Risk management; “Return on Investment” | **High School Students**   * Interpret knowledge of financial topics as they relate to the creation of a plan for personal finances and costs of postsecondary education and training options. | **High School Students**   * Interpret knowledge of financial topics to compare personal finances, costs of postsecondary options, financial trends and outlooks of different careers, i.e., Return on Investment (ROI) of financial choices. * Summarize how financial concepts relate to personal goals and vision for the future. |

**KNOW**

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| **Academic & Career Preparation- Middle School** | | |
| Initiating | Implementing | Institutionalized |
| **Middle School Students**   * Have opportunities to learn study skills such as outlining, note-taking, using academic planners, and memorization and test-taking skills * Have opportunities to engage in group work that requires collaboration and communication skills * Have opportunities to engage in self-directed and group inquiry-based and problem-solving activities. * Have opportunities to practice appropriate communication with different purposes/audiences. | **Middle School Students**   * Receive instruction in study skills such as outlining, note-taking, using academic planners, and memorization and test-taking skills * Receive instruction in effective collaboration and communication skills, including compromise and de-escalation. * Have opportunities to engage in self-directed and group inquiry-based and problem-solving activities. * Receive instruction in crafting appropriate communications with different purposes/audiences. | **Middle School Students**   * Explicit instruction in study skills is integrated throughout the curriculum. * Group work and instruction in effective collaboration and leadership skills are integrated throughout the curriculum * Self-directed and group inquiry-based and problem-solving activities are integrated throughout the curriculum. * Instruction in crafting appropriate communications with different purposes/audiences is integrated throughout the curriculum |

**KNOW**

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| **Academic & Career Preparation- High School** | | |
| Initiating | Implementing | Institutionalized |
| **High School Students**   * Have opportunities to learn study skills such as research processes, advanced time management, reflection on performance, and targeted skill building. * Have opportunities to engage in group work that requires collaboration and leadership skills * Have opportunities to engage in self-directed and group inquiry-based and problem-solving activities. * Have opportunities to practice appropriate communication with different purposes/audiences. | **High School Students**   * Receive instruction in study skills such as research processes, advanced time management, reflection on performance, and targeted skill building. * Receive instruction in effective collaboration, communication, and leadership skills, including giving and receiving constructive feedback, inclusion, and conflict resolution. * Have opportunities to engage in student-determined self-directed and group inquiry-based and problem-solving activities. * Receive instruction in crafting appropriate communications with different purposes/audiences. | **High School Students**   * Explicit instruction in study skills is integrated throughout the curriculum. * Group work and instruction in effective collaboration, communication, and leadership skills are integrated throughout the curriculum * Student-determined self-directed and group inquiry-based and problem-solving activities are integrated throughout the curriculum. * Instruction in crafting appropriate communications is integrated throughout the curriculum |

**EXPLORE**

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| **Middle School Career Exploration** | | |
| Initiating | Implementing | Institutionalized |
| * Identify career clusters and pathways. * Have access to career information for career exploration. * Take age-appropriate inventories and assessments for career exploration at least once. | * Describe how careers are categorized by career clusters and pathways. * Take age-appropriate inventories and assessments for career exploration to identify related career clusters and pathways. * Locate information on clusters based on their interests and self-awareness. * Examine career information for career exploration. * Are exposed to activities based on a wide variety of career clusters and pathways. * Research in-depth two or more pathways of interest. | * Identify 2-3 career clusters that are compatible with their interests, strengths, and values as identified in assessments. * Use general career pathway information that correlates to strengths, values and interests to identify careers of interest. * Describe how careers of interest relate to their assessment information and interests. * Make connections between skills acquired in and out of school and how they apply to careers of interest * Engage in a variety of extracurricular activities. |

**EXPLORE**

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| **High School Career Exploration** | | |
| Initiating | Implementing | Institutionalized |
| * Take age-appropriate inventories and assessments for career exploration at least once. * Identify one or more pathways of interest * Research a career | * Take age-appropriate inventories and assessments for career exploration and reflect on the results * Identify one or more careers of interest within a pathway * Research careers of interest * Engage in career fairs, field trips, job shadowing opportunities, and other school-provided career exploration opportunities. | * Take age-appropriate inventories and assessments for career exploration and reflect on the results * Use general career pathway information that correlates to strengths, values and interests to identify careers of interest. * Describe how careers of interest relate to their assessment information and interests and reflect on areas for growth. * Understand the relevance of current studies and activities to developing technical, interpersonal, academic, and other key skills and understanding related to their career of interest. * Engage in job shadowing, informational interviewing, part-time work, and other career exploration. |

**EXPLORE**

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| **World of Work & Labor Market- Middle School** | | |
| Initiating | Implementing | Institutionalized |
| **Middle School Students**   * Understand the relationship between salary and standards of living. * Are aware of social skills needed for employability. | **Middle School Students**   * Understand salary, standards of living, and connections to different careers’ earning potential. * Demonstrate social skills needed for employability. | **Middle School Students**   * Understand salary, standards of living, connections to different careers, and education and training for multiple levels of jobs within the same career pathway. * Identify and exhibit positive social skills consistent with employability. * Participate in a service learning or volunteer activity. |

**EXPLORE**

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| **World of Work & Labor Market- High School** | | |
| Initiating | Implementing | Institutionalized |
| **High School Students**   * Learn about the importance of key habits, such as punctuality, in getting and maintaining employment. * Know the average income and educational requirements for several specific occupations in a pathway of interest * Understand some of the factors that drive demand for particular occupations. * Learn what employers look for in a resume, job application, and interview. * Know what career pathway courses and exploration opportunities are available at the school. | **High School Students**   * Learn about the "soft skills" that employers most prize in prospective employees * Identify the different types of career information to consider when making decisions about career, education and training options. * Access labor market information to inform the selection of careers of interest. * Understand the implications of debt, such as student loans repayment, on standard of living. * Identify the qualities of effective job seeking skills and tools such as resumes, cover letters, job applications, and interviews. * Compose a resume and complete a job application for an actual job or as a simulation. * Compare opportunities available for high school work-based learning and/or dual enrollment in a pathway of interest. | **High School Students**   * Learn which different "soft skills" are needed for different pathways, and which are most crucial. * Use labor market and other information to understand how salary levels differ by level of education, job responsibilities and skills required. * Identify the financial impact of fringe benefits, work schedules, and other information related to the personal and financial value of specific careers. * Compare postsecondary options based on an analysis of up-front training costs, salary expected in desired career, to personal long term financial goals. * Develop effective tools for job seeking including resumes, job applications, cover letters, and interview skills.. * Explore postsecondary opportunities for gaining technical skills, such as apprenticeships and certifications. * Participate in extracurricular or work-based learning opportunities that connect to the desired career cluster. |

**EXPLORE**

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| **Postsecondary Education & Training Options- Middle School** | | |
| Initiating | Implementing | Institutionalized |
| **Middle School Students**   * Understand how middle school course-taking can affect high school options. * Identify multiple postsecondary education & training options | **Middle School Students**   * Understand how middle school course-taking can affect high school options. * Have access to information about programs of study and courses available at the local high school * Identify multiple postsecondary education & training options | **Middle School Students**   * Understand how middle school course-taking can affect high school options. * Have a sample plan for freshman year of high school * Know general pre-requisites for multiple postsecondary education & training options |

**EXPLORE**

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| **Postsecondary Education & Training Options- High School** | | |
| Initiating | Implementing | Institutionalized |
| **High School Students**   * Know multiple sources for information on postsecondary programs and institutions. * Identify postsecondary education & training options, including 2 & 4 year colleges, technical certificate programs, registered apprenticeships, and careers. * Understand how current academic performance and high school graduation requirements are related to availability of postsecondary education options. * Identify key criteria for selection of post-secondary educational institutions. * Share postsecondary interests with their families. * Create a course selection plan with a family member or mentor | **High School Students**   * Know multiple sources for information on postsecondary programs, institutions, and scholarships/financial aid * Identify the education and training requirements to pursue careers in their career cluster and pathway of interest. * Identify the variety of educational opportunities and transferability of postsecondary education options within cluster and pathway of interest. * Compare postsecondary options with families. * Develop and use personal criteria for selecting a post-secondary institution when visiting 2 and 4 year colleges, training programs or other educational institutions*.* | **High School Students**   * Access multiple sources for information on postsecondary programs, institutions, and scholarships/financial aid * Identify and compare multiple and different types of postsecondary options related to their career clusters, pathways and careers of interest. * Document at least two career pathway routes to achieve the same personal ACP goals. * Research multiple different postsecondary options against personal criteria for selection by attending post-secondary visit days, speaking with admissions officers, interviewing students or other staff/faculty, utilizing online career and post-secondary sites and their comparison search engines. * Evaluate postsecondary options with parents and supportive adults. |

**PLAN**

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| **Planning Skills- Middle School** | | |
| Initiating | Implementing | Institutionalized |
| **Middle School Students**   * Identify the connection between current academic performance and educational options in high school. | **Middle School Students**   * Identify requirements for high school graduation and the progression necessary for each grade level. * Understand the role of personal choices in creating opportunities and barriers. | **Middle School Students**   * Connect self-exploration and career exploration to the creation of a personal plan for transition to high school courses, extracurricular experiences and other activities. * Understand the role of personal choices in creating opportunities and barriers. |

**PLAN**

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| **Planning Skills- High School** | | |
| Initiating | Implementing | Institutionalized |
| **High School Students**   * Identify the connection between current academic performance and educational options in high school. * Identify the elements needed for the development of a plan that will lead to postsecondary goals. | **High School Students**   * Are aware of opportunities to support ACP goals. * Understand the role of community and relationships in creating opportunities. * Have a plan for how they will attain the education and training they need. * Can explain how current coursetaking and other activities are relevant to their personal goals. * Have a financial plan for reaching their personal goals. | **High School Students**   * Identify and seek out ongoing learning experiences both in and out of school to support ACP goals. * Understand how and why to maintain personal networks. * Identify existing personal and financial resources needed to succeed in their plan. * Identify strategies for improving educational achievement and performance as needed for postsecondary and career goals.   Adjust their plans based upon knowledge gained about resources needed to achieve their academic and career planning goals. |

**PLAN**

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| **The Plan- Middle School** | | |
| Initiating | Implementing | Institutionalized |
| **Middle School Students**   * Include documentation of interest assessments and career searches. * Can be expanded and edited by students throughout the ACP process. | **Middle School Students**   * Include documentation of career searches and interest assessments such as work values, personality type, learning styles, career cluster inventory. * Identifies personal strengths, description of past and present interests as they relate to the selection of careers. * Include information about experiences, skills, areas of strength and 2-3 career clusters of interest. * Students, teachers, counselors, and families have access to ACP information. | **Middle School Students**   * Include updated and current information including: assessments and career connections based on work values, personality type, learning styles, career cluster inventory, description of past and present interests as they relate to the selection of careers, personal strengths, career interests, 2-3 career clusters of interest and their respective pathways. * Students, teachers, counselors, and families have access to ACP information. * Use plan as tool to consider choices, plan high school course selection and transition to high school. |

**PLAN**

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| **The Plan- High School** | | |
| Initiating | Implementing | Institutionalized |
| **High School Students**   * Include documentation of interest assessments and career searches. * Include academic, personal, and career goals * Can be expanded and edited by students throughout the ACP process. | **High School Students**   * Include information about their experiences, skills, and areas of strength. * Include academic, personal, and career goals * Include information on coursetaking and assessment results to date. * Include information on relevant extracurricular, volunteer, and leadership activities and awards. * Students, teachers, counselors, and families have access to ACP information * Includes a financial and educational plan to prepare for potential post-secondary options with a family member or mentor. | **High School Students**   * Include updated and current information including: coursetaking, updated assessments. career and postsecondary research, personality type, learning styles, work values, and description of past and present interests as they relate to the selection of career and other postsecondary plans. * Include current short- and long-term academic, personal, and career goals. * Include information for each high school year and experience that can be accessed for postsecondary applications and resumes. * Include information on relevant extracurricular, volunteer, and leadership activities and awards. * Include letters of recommendation from teachers and community members. * Students, teachers, counselors, and families have access to ACP information. * Develop a financial and educational plan to align with postsecondary education or training costs that connects to personal career and postsecondary ACP goals. * Use plan for transition to postsecondary education correlated to academic goals, including planning sequence of courses required during high school, tracking postsecondary application requirements, timelines for applications and financial aid submission, , and requirements for entrance into careers of interest. |

**GO**

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| **Execution of the Plan** | | |
| Initiating | Implementing | Institutionalized |
| **Middle School Students**   * Attend at least one ACP, career-related activity.   **High School Students**   * Attend at least one ACP, career-related activity. | **Middle School Students**   * Participate in at least one hands-on ACP, career-related activity.   **High School Students**   * Participate in some ACP, career-related activities. | **Middle School Students**   * Participate in two or more ACP, career-related activities. * Lead a student-parent-teacher conference   **High School Students**   * Participate in multiple ACP, career-related activities. * Access ACP services regularly to learn more about career interests. * Lead a student-parent-teacher conference * Seek out new opportunities to better define career or postsecondary options. |

**GO**

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| **Plan Review & Revision- Middle School** | | |
| Initiating | Implementing | Institutionalized |
| **Middle School Students**   * Focus on Self-Exploration activities. * Update plan regularly with academic and career-related activities * Review plan. | **Middle School Students**   * Focus on Self- Exploration and Career Cluster Exploration activities. * Update plan regularly with academic and career-related activities * Review plan as needed. | **Middle School Students**   * Explore different career options within career clusters of interest, areas of strengths and interest. * Update plan regularly with academic and career-related activities * Add information to plan as researched. |

**GO**

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| **Plan Review & Revision- High School** | | |
| Initiating | Implementing | Institutionalized |
| **High School Students**   * Update plan regularly with academic and career-related activities * Review and revise academic and career goals yearly to incorporate new insights from the Academic and Career Planning Process. | **High School Students**   * Review and revise academic, career, and personal goals each semester to incorporate new insights from the Academic and Career Planning Process. * Update plan regularly with academic and career-related activities * Identify and list activities completed in plan. | **High School Students**   * Review and revise academic, career, and personal goals at least monthly to incorporate new insights from the Academic and Career Planning Process. * Update plan regularly with academic and career-related activities * Seek out, and document activities completed in pursuit of goals. |

**GO**

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| **ACP Conferencing- Middle School** | | |
| Initiating | Implementing | Institutionalized |
| **Middle School Students**   * Discuss interests with supportive adults/mentors. | **Middle School Students**   * Discuss strengths, interests and assessment results to determine next steps with supportive adults/mentors * Participate or meet periodically as scheduled. | **Middle School Students**   * Meet at least yearly with supportive adults/mentors to explore options and plan for opportunities to meet goals. * Seek out and lead conversations periodically throughout the year to discuss evolving exploration information. |

**GO**

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| **ACP Conferencing- High School** | | |
| Initiating | Implementing | Institutionalized |
| **High School Students**   * Discuss progress, revisions, and reflections on academic and career plans with supportive adults/mentors regularly | **High School Students**   * Lead discussions on progress, revisions and reflections on academic and career plans with supportive adults/mentors during yearly student-driven conferences and through periodic informal conversations throughout the year. * Participate in other district opportunities available to continuously review and revise academic and career plans based on new and evolving insights. | **High School Students**   * Actively update, revise and refine goals, plans, and options at least monthly on own and/or with supportive adults/mentors. * Present progress against previous goals and plans for next steps in an annual review. * Increase progress reviews as graduation nears. * Continuously evaluate opportunities as they pertain to current goals for knowing, exploring, and planning for post high school plans. * Identify, document and seek out activities as desired to complete plan. |

**GO**

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| **Transitions** | | |
| Initiating | Implementing | Institutionalized |
| **Middle School Students**   * Have access to high school information events   **High School Students**   * Apply to jobs and/or postsecondary programs and institutions of interest | **Middle School Students**   * Attend high school and/or postsecondary information events   **High School Students**   * Leverage their experience, knowledge, and skills to apply to a range of jobs and/or postsecondary programs and institutions of interest. * Complete the FAFSA. * Understand the value of persistence, practicality, and patience in gaining admission/employment. | **Middle School Students**   * Attend high school and/or postsecondary information events   **High School Students**   * Leverage their experience, knowledge, and skills to apply to a range of jobs and/or postsecondary programs and institutions of interest. * Complete the FAFSA and know where to access other financial aid and scholarship information. * Understand the value of persistence, practicality, and patience in gaining admission/employment. * Use personal or school networks to gather leads, connections, and letters of recommendation. |