

2016 California Proficiency – Placement Rubric

(1/5/16)

| Area | Section | Points Possible | High Points 3 | Mid Points 2 | Low Points 1-0 |
|--|----------------------------------|-----------------|--|--|--|
| SAE Explanation and relation to award area | Performance Review A, Question 1 | 3 | Response demonstrates a <u>clear understanding</u> of their SAE program. (3) | Response demonstrates a <u>limited understanding</u> of their SAE program. (2) | Response demonstrates <u>little or no understanding</u> of their SAE program. (1) |
| Roles, Responsibilities and/or management decisions made | Performance Review A, Question 2 | 3 | Response demonstrates a <u>clear description</u> of roles, responsibilities and/or management decisions made related to their SAE program. (1.5) | Response demonstrates a <u>limited description</u> of roles, responsibilities and/or management decisions made related to their SAE program. (1) | Response demonstrates <u>little or no description</u> of roles, responsibilities, and/or management decisions made related to their SAE program. (.5) |
| | | | Response demonstrates <u>significant change or progression</u> (growth) of roles, responsibilities and/or management decisions made over time period represented. (1.5) | Response demonstrates <u>limited change or progression</u> (growth) of roles, responsibilities and/or management decisions made over time period represented. (1) | Response demonstrates <u>no change or progression</u> (growth) of roles, responsibilities and/or management decisions made over time period represented. (.5) |
| Challenges | Performance Review A, Question 3 | 3 | Response demonstrates a <u>complete explanation</u> of the challenge and steps utilized to address the challenge. (1.5) | Response demonstrates a <u>limited explanation</u> of the challenge and steps utilized to address the challenge. (1) | Response demonstrates <u>little or no explanation</u> of the challenge and steps utilized to address the challenge. (.5) |
| | | | Response demonstrated candidate's <u>complete involvement</u> in addressing the challenge. (1.5) | Response demonstrated candidate's <u>limited involvement</u> in addressing the challenge. (1) | Response demonstrated <u>no involvement</u> in addressing the challenge. (.5) |
| Area | Section | Points Possible | High Points 3 | Mid Points 2 | Low Points 1-0 |
| Progress - Accomplishments | Performance Review B | 3 | Responses <u>clearly</u> identify three accomplishments related to the award area. (1.5) | Responses <u>vaguely</u> identify three accomplishments related to the award area. (1) | Responses <u>do not identify</u> three accomplishments related to the award area. (.5) |
| | | | Accomplishment illustrate <u>significant</u> impact that influenced the growth and success of their SAE program (1.5) | Accomplishment illustrate <u>limited</u> changes that influenced the growth and success of their SAE program. (1) | Accomplishment illustrate <u>no impact</u> that influenced the growth and success of their SAE program. (.5) |
| Area | Section | Points Possible | High Points 3 | Mid Points 2 | Low Points 1-0 |
| Impact | Performance Review C | 3 | Responses <u>clearly describe</u> three experiences from their SAE program or activities that will impact the candidate's future. (3) | Responses <u>vaguely describe</u> three experiences that will impact the candidate's future. (2) | Responses <u>do not describe</u> three experiences from their SAE program or activities that will impact the candidate's future. (1) |

| Area | Section | Points Possible | High Points 32-22 | Mid-Point 21-11 | Low Points 10-0 |
|---|---|-----------------|--|---|--|
| SAE size, scope, responsibilities (Details) | SAE Placement & Exploratory | 32 | <u>Includes</u> a complete SAE description, size, scope, responsibilities or hours/and or income. (10-8) | <u>Limited inclusion</u> SAE description, size, scope, responsibilities or hours and/or income. (7-5) | <u>Little to no</u> SAE description, size, scope and responsibilities or hours and/or income. (4-0) |
| | | | Shows <u>significant growth</u> , in diversification, responsibilities or hours and/or income and engagement over time period and opportunities represented. (22-15) | Shows <u>limited growth</u> , in diversification, responsibilities or hours and/or income and engagement over time period and opportunities represented. (14-7) | Shows little or <u>no growth</u> , in diversification, responsibilities or hours and/or income and engagement over time period and opportunities represented. (6-0) |
| Area | Section | Points Possible | High Points 10-7 | Mid Points 6-4 | Low Points 3-0 |
| Efficiencies or Learning Outcomes | Efficiency Factors or Learning Outcomes | 10 | <u>3 or more responses</u> reflective of SAE, each clearly demonstrates (measurable) improvement of efficiencies over time period reported, or clearly identifies how poor efficiencies led to decision improve overall SAE enterprises or activities. (10-7) | <u>1-2 responses</u> , or each listed, partially demonstrates improvements of efficiencies over time period reported, or partially identifies how poor efficiencies led to decision improving overall SAE enterprises or activities. (6-4) | <u>1-0 responses</u> and does not demonstrate or relate improvements of efficiencies to the SAE over time period reported, or does not identify how poor efficiencies lead to decision improving overall SAE enterprises or activities. (3-0) |
| Area | Section | Points Possible | High Points 26-19 | Mid Points 18-9 | Low Points 7-0 |
| Skill Development and Contribution to Success | Skills, Competencies, and Knowledge | 26 | <u>All 10 competencies</u> demonstrates skills that are <u>appropriate</u> for the size, scope and responsibilities of the program. (13-10) | <u>Some (5-9) of competencies</u> are <u>somewhat</u> appropriate for the size, scope and delivery of responsibilities of the SAE. (9-4) | <u>Very few (<5) competencies</u> are listed and <u>are not</u> appropriate for the size, scope and delivery of responsibilities of the SAE. (3.5-0) |
| | | | <u>All 10 Contributions</u> demonstrates application of skill attainment with <u>significant measurable impact</u> on the overall success of the SAE. (13-10) | <u>Some (5-9) of the competencies</u> contributions demonstrates <u>application</u> of skill attainment with incomplete measurable impact on the overall success of the SAE. (9-4) | <u>Very (<5) few contributions</u> demonstrates limited application of skill attainment with <u>no measurable</u> impact on the overall success of the SAE. (3.5-0) |

| Area | Section | Points Possible | High Points 3 | Mid Points 2 | Low Points 1-0 |
|-----------------------------------|-----------------|-----------------|---|---|---|
| Resume | Attachment | 3 | All <u>resume components</u> are present and provide relevant information to support the growth and overall achievement of the candidate. (3) | Resume has <u>components missing</u> and provides information with limited relevance to support the growth and overall achievement of the candidate. (2) | Resume provides information with <u>limited or no relevance</u> to support the growth and overall achievement of the candidate. (1) |
| Area | Section | Points Possible | High Points 6-5 | Mid Points 4-3 | Low Points 2-0 |
| Photos | Photo Pages 1-6 | 6 | Candidate submitted six high quality photos with <u>clearly descriptive captions</u> that demonstrate the overall growth and success of the SAE. (6-5) | Candidate submitted six quality photos with <u>slightly vague captions</u> that demonstrate the overall growth and success of the SAE. (4-3) | Candidate submitted six <u>poor quality</u> photos with <u>non-descriptive captions</u> that demonstrate the overall growth and success of the SAE or submits fewer than six photos. (2-0) |
| Area | Section | Points Possible | High Points 3 | Mid Points 2 | Low Points 1-0 |
| Instructors or Employer Statement | Attachment | 3 | Statement submitted is no more than one page and <u>supports the information</u> reported in the application. (3) | Statement submitted is no more than one page and <u>vaguely supports</u> the information reported in the application. (2) | Statement is more than one page or was <u>not submitted or does not support</u> the application. (1) |
| Area | Section | Points Possible | High Points 3 | Mid Points 2 | Low Points 1-0 |
| Personal Page | Attachment | 3 | Candidate submitted one additional page of SAE related information that <u>added value</u> to the application. (3) | Candidate submitted less than one additional [age of SAE related information that <u>added limited value</u> to the application (2) | Candidate submitted no personal page or more than one additional page of SAE related information that <u>added little or no value</u> to the application. (1) |
| Area | Section | Points Possible | High Points 2 | Mid Points 1 | Low Points 0 |
| Spelling and Grammar | | 2 | date makes <u>no errors</u> in grammar or spelling that distracts the reader from the content. (2) | Candidate makes <u>limited errors</u> in grammar or spelling that distracts the reader from the content. (1) | Candidate makes <u>excessive errors</u> in grammar or spelling that distracts the reader from the content. (0) |