

| Criteria  | Skill Levels  |   |   |  |
|---|---|---|---|--|
|   | Expert  | Proficient  | Developing  | Beginner   |
|   | <p><b>Exceeds Expectation</b><br/>Students who exceed expectations do so without supervision</p>  | <p><b>OhioMeansJobs-Readiness Seal Standard</b></p> <p><b>Meets Expectation</b><br/>Students who meet expectations do so with limited supervision</p>   | <p><b>Requires Further Development</b><br/>Students may require further development or need direct supervision</p>  |  |
| <p><b>Reliability</b><br/>The student has integrity and responsibility in professional settings.</p>                        | <p>Manages commitments, respectful of time (own as well as others). Is trustworthy and has a clear sense of right and wrong. Adheres to standard operating procedures and organizational values and principles. Recognized by peers for reliability and can coach or mentor others.</p> | <p>Manages commitments and is respectful of time (own as well as others) and trustworthy. Adheres to standard operating procedures and organizational values and principles.</p>  | <p>Minimal coaching required to manage commitments and is respectful of time (own as well as others) and trustworthy. When directed, will follow the standard operating procedures and organizational values and principles.</p>  | <p>Requires direction to help manage commitments and ensure tasks are completed in a timely manner. Listens to others when directed to the standard operating procedures and organizational values and principles but may need reminders to follow them.</p> |
| <p><b>Work Ethic</b><br/>The student has effective work habits, personal accountability and a determination to succeed.</p> | <p>Works hard to complete all assignments ahead of schedule with a high level of quality. Maintains a positive attitude and disposition and is respectful of those in authority. Can coach others in time management while seeking out opportunities for continued growth.</p>          | <p>Works hard to complete all assignments on time, with frequent objectives met ahead of schedule. Maintains a positive attitude and disposition and is respectful of those in authority. Exercises initiative and personal time management. Takes advantage of growth opportunities.</p> | <p>Completes majority of assignments on time. Generally has a positive attitude and disposition and is respectful of those in authority. Requires coaching on time management and encouragement to seek growth opportunities.</p> | <p>Completes some assignments on time. Developing self-awareness of emotions, attitudes and behaviors. Requires assistance in managing time and seeking out growth opportunities.</p>  |

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# Student OhioMeansJobs Readiness Seal Rubric



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| <b>Punctuality</b><br>The student arrives to commitments on time and ready to contribute.                                   | Arrives ahead of schedule prepared for assigned tasks. Can coach others to begin tasks.  | Arrives on time prepared for assigned tasks. Displays initiative to begin tasks.   | Typically arrives on time. May need additional time to prepare for assignment.   | Frequently needs reminders to arrive on time and to start daily tasks.  |
| <b>Discipline</b><br>The student abides by guidelines, demonstrates self-control and stays on task.                         | Consistently follows all rules and regulations. Stays on task and minimizes distractions (e.g., cell phone use). Serves as an example of personal behavior.  | Follows rules and regulations. Self-starter. Stays on task with minimal distractions.  | Willing to follow rules and regulations. Stays on task with occasional distractions.   | Needs reminders to follow rules and regulations, and is frequently distracted.  |
| <b>Teamwork/Collaboration</b><br>The student builds collaborative relationships with others and can work as part of a team. | Actively seeks greater responsibility on team. Demonstrates willingness to contribute to every aspect of team projects. Encourages all members of the team to use personal strengths to achieve a common goal. | Accepts responsibility for assignments and contributes to team projects. Encourages some members to use personal strengths to achieve a common goal. | Accepts responsibility for assignment on team projects with some encouragement from others. May need coaching to ensure contribution meets expectations. Typically encourages some members to use personal strengths to achieve a common goal. | Requires direction to complete assignments on a team project. Must be coached to ensure contribution meets expectations. Learning to identify personal strengths of others. |

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| <b>Professionalism</b><br>The student demonstrates honesty. He or she dresses and acts appropriately and responsibly. He or she learns from mistakes. | Maintains an appropriate appearance. Consistently demonstrates ethical behavior. Resolves the needs of customers in a timely and professional manner. Builds and maintains cooperative and respectful relationships with others. Can coach or mentor others. | Maintains an appropriate appearance. Demonstrates ethical behavior. Resolves the needs of customers in a timely and professional manner, but may need assistance. Builds and maintains respectful relationships with others. Accepts personal responsibility and learns from mistakes. | Maintains an appropriate appearance. Considers ethics in decision-making. Developing customer service skills. Accepts responsibility for mistakes.                 | Inconsistently maintains an appropriate appearance. Learning to recognize and accept responsibility for mistakes.                                |
| <b>Learning Agility</b><br>The student desires to continuously learn new information and skills.  | Actively seeks out opportunities to expand their knowledge. Synthesizes knowledge and experiences and applies them in various situations. Shares insights gained and engages with others.  | Takes advantage of opportunities to expand knowledge. Considers how knowledge and experiences apply to their situation. Occasionally shares insights gained with others.   | Learns new information with coaching. When guided to resources, demonstrates curiosity in new information. Shares only resources of personal interest with others. | Accepts new information when provided. Needs assistance in processing and retaining information. Has difficulty sharing information with others. |

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| <p><b>Critical Thinking Problem-Solving</b><br/>The student exercises strong decision-making skills, analyzes issues effectively and thinks creatively to overcome problems.</p> | Thoughtfully identifies and examines problems, analyzes risks and implements chosen solution. Anticipates potential issues. Can navigate challenging situations independently and with teams.   | Identifies and examines problems, considers risks and proposes solutions. May need assistance to anticipate issues and navigate challenging situations.                          | With coaching, examines problems, considers risks and identifies solutions. Needs assistance to anticipate issues and navigate challenging situations. | May propose solutions to identified problems. Requires close guidance in examining problems and considering the consequences of recommended solutions. |
| <p><b>Leadership</b><br/>The student leverages the strengths of others to achieve common goals. He or she coaches and motivates peers and can prioritize and delegate work.</p>  | Demonstrates ability to lead regardless of position. Highly capable of prioritizing and delegating work. Promotes creativity and energy among team through persuasion and influence. Achieves high levels of performance from team by coaching and encouraging individuals. Motivates and builds morale among team. | Leads within position. Effectively prioritizes and delegates tasks and clearly delineates expected standards. Enhances team performance, fosters motivation and enhances morale. | Shows willingness to lead. May need assistance in delegating work and overseeing completion of tasks. Contributes to motivation and morale.            | Shows willingness to learn how to lead. Needs coaching to delegate work and oversee completion of tasks. Responds to motivation and encourages morale. |

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| <b>Creativity/Innovation</b><br>The student is original and inventive. He or she communicates new ideas to others, drawing on knowledge from different fields to find solutions. | <b>Meets Expectation</b><br>Students who meet expectations do so with limited supervision | Occasionally generates original ideas and communicates them to others. Contributes to thinking differently. Participates in idea creation within team to find solutions. | Needs prompting to generate ideas and coaching to think differently. Supports idea creation within team to find solutions. |          |

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| <p><b>Oral and Written Communications</b><br/>The student articulates thoughts and ideas clearly and effectively in written and oral forms.</p> | <p><b>Oral:</b> Speaks clearly and expressively without hesitation. Tone and volume are appropriate and consistent. Extremely well poised and engages and captivates audience.</p> <p><b>Written:</b> Skillfully communicates meaning with clarity and fluency, and is error-free. Adheres to conventions of selected writing style (e.g., APA, Chicago, MLA). Writing is consistently detailed and precise.</p> | <p><b>Oral:</b> Speaks clearly and expressively with little hesitation. Tone and volume are appropriate and consistent. Well poised and engages audience.</p> <p><b>Written:</b> Communicates meaning with clarity and fluency, and has few grammar and spelling errors. Follows conventions of selected writing style (e.g., APA, Chicago, MLA). Writing is detailed and precise.</p> | <p><b>Oral:</b> Speaks clearly and expressively with some hesitation. Tone and volume are appropriate. Poised and attempts to engage audience.</p> <p><b>Written:</b> Needs coaching to clearly communicate meaning, and may have few grammar and spelling errors. Needs resources to follow conventions of selected writing style (e.g., APA, Chicago, MLA). Writing has limited detail and precision.</p> | <p><b>Oral:</b> Learning to speak clearly and expressively, with appropriate tone and volume. Developing poise and skills to engage audience.</p> <p><b>Written:</b> Needs assistance to clearly communicate meaning, and has few grammar and spelling errors. Learning about writing conventions and styles (e.g., APA, Chicago, MLA).</p> |

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| <b>Digital Technology</b><br>The student has an in-depth understanding of emerging technology and leverages technology to solve problems, complete tasks and accomplish goals. | Is an expert in the use of current digital technologies and can select appropriate technology for the setting. Uses existing and emerging technologies to solve problems, complete tasks and accomplish goals. Can teach others to use existing and emerging technologies.  | Is proficient in the use of current digital technologies and may require assistance to select appropriate technology for the setting. Uses existing and emerging technologies to solve problems, complete tasks and accomplish goals. Can demonstrate existing and emerging technologies to others. | Is able to use current digital technologies and may require assistance to select appropriate technology for the setting. Uses existing technologies to solve problems, complete tasks and accomplish goals. Needs support to identify emerging technologies.       | Is learning to use current digital technologies and requires assistance to select appropriate technology for the setting. Uses existing technologies to solve problems, complete tasks and accomplish goals with assistance. Needs support to identify emerging technologies.                 |
| <b>Global/Intercultural Fluency</b><br>The student values, respects and learns from diverse groups of people.  | Values and respects people from all cultures. Seeks out opportunities to facilitate growth in cultural diversity. Openly accepts another's culture as a part of his or her working relationship. Advocates for cultural awareness. Can lead conversations and coach others. | Values and respects people from known cultures. Takes advantage of opportunities that facilitate growth in cultural diversity. Accepts another's culture as a part of his or her working relationship. Participates in cultural awareness conversations.  | Respects people from known cultures. Participates in opportunities that facilitate growth in cultural diversity. Learning to accept another's culture as a part of his or her working relationship. Periodically participates in cultural awareness conversations. | Learning to respect people from other cultures. With prompting, participates in opportunities that facilitate growth in cultural diversity. Learning to accept another's culture as a part of his or her working relationship. Periodically participates in cultural awareness conversations. |

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| <p><b>Career Management</b><br/>The student is a self-advocate. He or she articulates strengths, knowledge and experiences relevant to success in a job or postsecondary education.</p> | <p>Has established goals aligned to chosen career pathway. Can articulate long-term plans and steps to achieve them. Utilizes strengths and manages weaknesses. Seeks out and can take advantage of opportunities for self-development. Mentors others on career planning.</p> | <p>Has established initial goals aligned to selected career pathway. Can articulate short-term and potentially long-term plans and steps to achieve them. Uses strengths and manages weaknesses. Takes advantage of opportunities for self-development. Utilizes mentor to refine career plan.</p> | <p>Developing initial goals based on career interests. Explores potential career pathway. Beginning to identify long-term plans. Learning to use strengths and manage weaknesses. Takes advantage of opportunities for self-development. Utilizes mentor to develop career plan.</p> | <p>Developing awareness of career pathways related to personal interests. Participates in activities to explore careers. Begin to identify strengths and weaknesses. Needs prompting to take advantage of opportunities for self-development. Needs mentor's assistance to explore career opportunities.</p> |

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