

WV Career & Technical Education Adult Portfolio Rubric

Item Number	Items Evaluated	Possible Points	Full Points	Half Points	Low/No Points (Automatic 0 pts if item is missing)	Points Awarded (1/2 pts are acceptable)
1	Detailed Table of Portfolio Contents	2	<ul style="list-style-type: none"> <li>- Student presents a portfolio with his/her name clearly identified.</li> <li style="text-align: center;">&amp;</li> <li>- A complete table of contents lists all items in correct order by sections.</li> </ul>	<ul style="list-style-type: none"> <li>- Student does not have his/her name clearly identified.</li> <li style="text-align: center;">or</li> <li>- A complete table of contents lists all items, but not in correct order by sections.</li> </ul>	<ul style="list-style-type: none"> <li>- Student does not have his/her name clearly identified.</li> <li style="text-align: center;">&amp;</li> <li>- Student does not provide table of contents.</li> </ul>	
2	Letter of Introduction	8	<p>Student provides a letter detailing:</p> <ul style="list-style-type: none"> <li>- Education</li> <li>- Goals</li> <li>- Work-based experiences</li> <li>- Addresses how CTE will impact their future</li> <li>- Is in appropriate business letter format and contains no spelling or grammar errors.</li> </ul>	<p>Student provides a letter detailing:</p> <ul style="list-style-type: none"> <li>- Education</li> <li>- Goals</li> <li>- Work-based experiences</li> <li>- Addresses how CTE will impact their future</li> <li>- Is in appropriate business letter format and contains no more than three spelling and grammar errors.</li> </ul>	<p>Student provides a letter detailing:</p> <ul style="list-style-type: none"> <li>- Education</li> <li>- Goals</li> <li>- Work-based experiences</li> <li>- Addresses how CTE will impact their future</li> <li>- Is not in appropriate business letter format or contains several spelling and grammar errors.</li> </ul>	
3	Resume	12	<ul style="list-style-type: none"> <li>- Student completes a resume' to include:                             <ul style="list-style-type: none"> <li>• objective or summary</li> <li>• personal information</li> <li>• work experience</li> <li>• education</li> <li>• interests</li> <li>• references</li> <li>• chronological order</li> </ul> </li> <li>- No spelling, capitalization, punctuation, and grammar.</li> <li>- Document style displays current resume' trends.</li> </ul>	<p>Student completes a partial resume' to include some of:</p> <ul style="list-style-type: none"> <li>• objective or summary</li> <li>• personal information</li> <li>• work experience</li> <li>• education</li> <li>• interests</li> <li>• references</li> <li>• chronological order</li> <li>- Few spelling, capitalization, punctuation, and grammar.</li> <li>- Document style displays current resume' trends.</li> </ul>	<p>Student presents an incomplete typewritten resume' using an inconsistent format.</p> <p>Student is able to partially describe education and experience.</p>	
4	Letters of Reference	12	<p>Student includes 3 or more letters of recommendation:</p> <ul style="list-style-type: none"> <li>• one from a peer</li> <li>• two from adults (<i>non-family members</i>)</li> </ul>	<p>Student provides 2 letters of recommendation.</p>	<p>Student provides 1 letter of recommendation.</p>	
5	Other Content: Awards, Projects, Exemplars, etc. (Instructor Approved)	6	<p>Student includes evidence of 2 or more additional awards, projects or exemplars they feel best illustrates their career readiness.</p>	<p>Student includes evidence of at least 1 additional award, project or exemplar they feel best illustrates their career readiness.</p>	<p>Student includes evidence of at least 1 additional award, project or exemplar they feel best illustrates their career readiness.</p>	
6	Writing Sample(s) (technical writing focus)	20	<p>Student provides 2 or more writing samples that are:</p> <ul style="list-style-type: none"> <li>• clear</li> <li>• detailed</li> <li>• incorporate technical language</li> <li>• career specific</li> </ul>	<p>Student provides 1 writing samples that is:</p> <ul style="list-style-type: none"> <li>• clear</li> <li>• detailed</li> <li>• incorporate technical language</li> <li>• career specific</li> </ul>	<p>Student provides 0 writing samples that are:</p> <ul style="list-style-type: none"> <li>• clear</li> <li>• detailed</li> <li>• incorporate technical language</li> <li>• career specific</li> </ul>	

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7	<b>Highlighted Project(s)</b> <i>(Individual or Group)</i>	20	<p>Student selects 2 or more projects based on CTE skill sets.</p> <ul style="list-style-type: none"> <li>- Projects are documented in a written summary including:                             <ul style="list-style-type: none"> <li>• visual representations</li> <li>• material supply list</li> <li>• detailed procedure of project</li> <li>• time schedule including days and hours, completion time</li> <li>• project synopsis</li> </ul> </li> <li>- The written summary of all above information limited to 3-4 pages not including pictures.</li> <li>- Develops a clear and focused main idea, with descriptive details to enrich the idea development.</li> <li>- Writes an effective beginning, middle, and end with sequencing ideas.</li> <li>- Consistently uses appropriate spelling, grammar, and punctuation.</li> </ul>	<p>Student selects 1 projects based on CTE skill sets.</p> <ul style="list-style-type: none"> <li>- Projects are documented in a written summary including:                             <ul style="list-style-type: none"> <li>• visual representations</li> <li>• material supply list</li> <li>• detailed procedure of project</li> <li>• time schedule including days and hours, completion time</li> <li>• project synopsis</li> </ul> </li> <li>- The written summary of all above information limited to 3-4 pages not including pictures.</li> <li>- Develops a clear and focused main idea, with descriptive details to enrich the idea development.</li> <li>- Writes an effective beginning, middle, and end with sequencing ideas.</li> <li>- Consistently uses appropriate spelling, grammar, and punctuation.</li> </ul>	<p>Student selects 0 projects based on CTE skill sets or:</p> <ul style="list-style-type: none"> <li>- Projects are not documented in a written summary including:                             <ul style="list-style-type: none"> <li>• visual representations</li> <li>• material supply list</li> <li>• detailed procedure of project</li> <li>• time schedule including days and hours, completion time</li> <li>• project synopsis</li> </ul> </li> </ul>	
8	<b>Credentials &amp; Tools/Technology Proficiency</b>	20	<p>2 or more completed training areas verified via:</p> <ul style="list-style-type: none"> <li>• certification(s)</li> <li>• credential(s)</li> <li>• technical skills proficiency such as:                             <ul style="list-style-type: none"> <li>○ web site designed</li> <li>○ electronic newsletter</li> <li>○ student created presentation</li> <li>○ advanced technical skill certificate</li> </ul> </li> <li>• evidence of tool proficiency</li> </ul>	<p>1 completed training area verified via:</p> <ul style="list-style-type: none"> <li>• certification(s)</li> <li>• credential(s)</li> <li>• technical skills proficiency such as:                             <ul style="list-style-type: none"> <li>○ web site designed</li> <li>○ electronic newsletter</li> <li>○ student created presentation</li> <li>○ advanced technical skill certificate</li> </ul> </li> <li>• evidence of tool proficiency</li> </ul>	<p>0 completed training areas verified via:</p> <ul style="list-style-type: none"> <li>• certification(s)</li> <li>• credential(s)</li> <li>• technical skills proficiency such as:                             <ul style="list-style-type: none"> <li>○ web site designed</li> <li>○ electronic newsletter</li> <li>○ student created presentation</li> <li>○ advanced technical skill certificate</li> </ul> </li> <li>• evidence of tool proficiency</li> </ul>	
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