

# GOAL SETTING

## DETAILED SCORING RUBRIC

| Instructions Followed                    |         |                 |
|--|---------|-----------------|
|  | Adheres | Does Not Adhere |
| Board does not exceed 36"X 48"           | 4       | 0               |
| Name of Contestant displayed             | 2       | 0               |
| Name of school, district, city displayed | 2       | 0               |
| Title of Display                         | 2       | 0               |

| Artifacts                                    |   |  |   |
|--|---|--|---|
|  | Accomplished<br>5 - 4   | Proficient<br>3  | Developing<br>2 - 1   |
| <b>Description of career</b>                 | Tasks are clearly, completely explained   | Tasks descriptions are either not clear or are incomplete  | Tasks descriptions are both not clear and are incomplete  |
| <b>Job outlook</b>                           | Cites credible sources to make realistic forecasts for various geographic areas and an extended time  | Either cites questionable sources or fails to cite sources or makes unrealistic forecasts or forecasts for limited geographic areas or for a limited time  | Either cites questionable sources or fails to cite sources and makes unrealistic forecasts and for limited geographic areas and for a limited time  |
| <b>Education/ training required</b>          | Includes educational ranges (such as undergraduate and graduate degrees) and options of types of institutions (such as traditional campus and distant/online opportunity) includes tuition ranges | Omits one of the following:<br>• Educational options (such as undergraduate and graduate degrees)<br>• Types of institutions (such as traditional campus and distant/online opportunity)<br>• Tuition ranges | Omits two or all of the following:<br>• Educational options (such as undergraduate and graduate degrees)<br>• Types of institutions (such as traditional campus and distant/online opportunity)<br>• Tuition ranges |
| <b>Licensures or certifications required</b> | Identifies process for obtaining license/certificates as differentiated by three or more states/ territories/ District of Columbia  | Identifies process for obtaining license/certificates as differentiated by two states/ territories / District of Columbia  | Identifies process for obtaining a Texas Teaching Certificate only  |
| <b>Pay range</b>                             | Salaries given for 2 to 3 geographic areas and for entry level and advanced experience and degrees  | Salaries given for 1 or 2 geographic areas and for only entry level or advanced experience or degrees  | Salaries given for only 1 geographic area and for either entry level or advanced experience or degrees  |
| <b>Opportunities for advancement</b>         | Includes conventional and unconventional promotion possibilities and identifies necessary actions for fruition  | Includes only conventional promotion possibilities and identifies necessary actions for fruition   | Includes only conventional promotion possibilities but does not identifies necessary actions for fruition   |

## Career Plan

|                         | <b>Accomplished<br/>5 - 4</b>   | <b>Proficient<br/>3</b>   | <b>Developing<br/>2 - 1</b>  |
|-------------------------|---|---|--|
| <b>Short Term Goals</b> | Clearly identifies immediate concrete actions that can be taken to achieve goal | Vaguely identifies immediate concrete actions that can be taken to achieve goal | Only hints at immediate concrete actions that can be taken to achieve goal |

## Design of Project

|  | <b>Accomplished<br/>5 - 4</b>                                | <b>Proficient<br/>3</b>   | <b>Developing<br/>2 - 1</b>  |
|--|--|---|--|
| <b>Good use of color, texture, lettering</b> | Skillfully incorporates color, texture and lettering choices | Unskilled incorporation of color, texture and lettering choices | Little to no consideration of color, texture and lettering choices |
| <b>Professional quality</b>                  | Worthy of consideration for publication                      | Some modification needed before publication                     | Considerable modification needed before publication                |

## Student Presentation

|  | <b>Accomplished<br/>5 - 4</b>  | <b>Proficient<br/>3</b>  | <b>Developing<br/>2 - 1</b>   |
|--|--|--|---|
| <b>Introduced presenter's name, name of, school, school district, and city</b> | Presenter's name; name of presenter's; school; district and city are clearly articulated without prompting | One of the the following are omitted: presenter's name; school; district and city, or are given only after judge's prompting | Two of the following are omitted: presenter's name; names of presenters; school; district and city, or are given only after judge's prompting |

|  | <b>Accomplished<br/>10 - 8</b>   | <b>Proficient<br/>7 - 4</b>   | <b>Developing<br/>3 - 1</b>  |
|--|--|---|--|
| <b>State title of display</b>  | Title of display clearly articulated without prompting   | Title of display articulated only after judge's prompting   | Title of display not clearly articulated even after judge's prompting  |
| <b>Presented results for interest tests, surveys and/or questionnaires</b> | Presented results for 3 of more of interest tests, surveys and/or questionnaires   | Presented results for only 2 of interest tests, surveys and/or questionnaires   | Presented results for only 1 of interest test, survey and/or questionnaire   |
| <b>Presented research on career</b>  | Concisely and logically articulates project process, results and conclusion  | Articulates project process, results and conclusion but may not be concise or presentation does not flow logically  | Either does not articulate project process, results or conclusion or flow not concise or presentation does not proceed logically                     |
| <b>Presented career plan</b>   | Clearly specifies career objective(s) based on research and personal assessments with feasible, sequential short and long term goals | Career objective(s) not completely clear or not based on research and/or personal assessments or short and long term goals either not feasible, or sequential | Career objective(s) not clear and not based on research and/or personal assessments and short and long term goals either not feasible, or sequential |