

## Individual Plans of Study Rubric

**School:** \_\_\_\_\_

Performance Criteria	No Evidence	Implementing	Transitioning	Modeling
Post-Secondary and Career Readiness Curriculum-District Plan	District does not have a Career Development Curriculum mapped. Very limited career guidance activities are delivered.	District delivers some career development activities at the secondary level. District does not have Career Development Curriculum mapped.	District has a Career Development Curriculum for the secondary level that reflects career development activities at each grade level including when to implement interest inventories, etc.	District has a career development curriculum K-12 that is well developed and reflects career development activities/units at each grade level.
Post-Secondary and Career Readiness-Teacher Resources	Teachers/counselors do not have career guidance resources available for career guidance activities.	District has a career guidance curriculum for grades 9-12 with resources available to all staff	District has a well-developed 7-12 career guidance curriculum with career guidance resources available to all staff.	District has a well-developed K-12 career guidance curriculum with career guidance resources available to all staff.
Post-Secondary and Career Readiness is communicated with family and students.	Parent engagement activities are not scheduled. Enrollment and assessment information is sent home to family	Enrollment and assessment information is sent home or students take information to family and family's signature is required for enrollment purposes. Regularly scheduled Parent/Teacher Conference days.	Student assessments/interest inventories/academic results are interpreted with parent/child to discuss life-career goals, course options, and hobby preferences. Assessment results are used in development of an IPS. Students have identified a career path/cluster as part of the IPS.	Student assessments/interest inventories and academic results are interpreted with parent & student to discuss life-career goals, course options and hobby preferences as they relate to a career path/cluster and to review/revise the IPS.

Adapted in part from OK Department of Career and Technical Education, Missouri Department of Elementary and Secondary Education, and Kansas State Department of Education, School Counseling

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Programs of Study that Reflect all clusters and pathways	Programs of Study have not been developed for pathways offered by the district.	Limited number of Programs of Study have been developed for pathways offered in a district.	Programs of Study have been developed but are limited in their scope.	Programs of Study have been developed for all clusters/ pathways offered. Programs of Study are aligned with industry and labor market needs. Programs of Study reflect a seamless transition from Middle School to High School and High School to Post-Secondary.
Programs of Study and Labor Market data.	Labor market information and industry needs are not reflected in Programs of Study. The district has not evaluated any Programs of Study through a justification process using current labor market data.	Limited labor market information is available to students and may or may not be reflected in Programs of Study. The district hasn't evaluated Programs of Study using current labor market data.	The district has started evaluating Programs of Study using a justification process using current labor market data.	District Programs of Study reflect current industry and labor market needs. State, regional, and local level data is used to justify the need for pathways.
Programs of Study-reflect credentials, certifications.	Programs of Study have not been developed and/or do not reflect any credentials or certifications attached to a pathway.	A limited number of Programs of Study reflect credentials or certifications.	Certifications and credentials related to pathways are identified in the Program of Study.	All Programs of Study identify credentials and/or certifications related to the pathway. Credentials and certifications available to high school students are identified and are part of the program sequence.

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Programs of Study reflect business and community connections.	Programs of Study do not reflect any business and community connections	A limited number of Programs of Study show linkage to internships, job shadows, community service opportunities within student's area of interest.	Most Programs of Study reflect business and community connections.	All Programs of Study reflect business and community connections. Business and community members are actively involved in the development of these community connections.
Individual Plan of Study (IPS)	Students do not have an IPS.	Fewer than all students in grades 9 – 12 have an IPS	All Students in grades 9-12 have an IPS. IPS is reviewed and updated at once a year.	Every student beginning in the middle grades through 12 <sup>th</sup> grade has an IPS on file. IPS is reviewed and updated at least twice a year.
Recommended Requirements	High School graduation checklist.	Students have identified career interest areas from career interest inventories and related high school courses have been mapped	Students have identified career interest areas from career interest inventories and related high school courses have been mapped. Students have developed a generalized postsecondary plan.	Students have identified career interest areas from career interest inventories and related high school courses have been mapped. Students have developed a more specific postsecondary plan and an electronic portfolio.
Staff Involvement	Warm body or equivalent	Counselor and some staff are trained on career coaching.	Counselor and some staff are trained and work in a coordinated effort on career planning with all students.	Counselor and all staff are trained in career coaching and work in a coordinated effort on career planning with all students.

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Grade level/Group or Individual Participation	All 8 <sup>th</sup> graders are provided career coaching individually or in groups.	8 <sup>th</sup> grade orientation and 9 <sup>th</sup> grade follow-up conference.	Individual and/or group advisement sessions for students beginning in the middle grades through high school (at least one per year). Individual advisement sessions are carried out through one or more of the delivery models (counselor, advisor, advocate, hybrid).	A system is in place for individual student advisement (at least two per year) for students beginning in the middle grades that allows for meaningful individual advisement to take place with regular review of the IPS.
Individual Plan of Study Review	N/A	One individual review/update per year involving student, family, and school.	At a minimum, two individual review/update per year involving student, family, and school. Some components of IPS are discussed/reviewed.	At a minimum, two individual review/update per year involving student, family, and school. All components of IPS are discussed/reviewed. Additional meetings are scheduled as needed.

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Family Engagement	Enrollment, grade, and assessment information is sent home to family. Regularly scheduled Parent-Teacher Conference days.	Family meets with student and school staff (Counselor, Advisor, Advocate) to develop IPS. School staff provide the majority of guidance for IPS development. Family member's signature is required for enrollment purposes. Family member's access to student's IPS is established.	Family meets with student and school staff (Counselor, Advisor, Advocate) to develop IPS. Student and family begin to take ownership of IPS as evidenced by an increased number of interactions relative to the student's IPS. Family member's signature is required for enrollment purposes.	Family meets with student and school staff (Counselor, Advisor, Advocate) to develop IPS. Student and family are fully invested in IPS development and decision-making as evidenced by increased independent use by family and student. Family member's signature is required for enrollment purposes.
Academic and Interests Assessments	Academic and/or Interest assessments are administered/used.	Academic and Interest assessments are used to begin career exploration process. Students are aware of careers related to their interests. Student results are provided to and interpreted for the student/family	Student assessment/interest/academic results are interpreted with family/student to discuss life-career goals, course options, and hobby preferences. Assessment results are used in the development of IPS and the establishment of career goals and objectives. Students have identified a career path/cluster as part of their IPS.	Evidence exists that student assessments/interest inventories and academic results <i>inform</i> decisions made regarding life-career goals, course options, and hobby preferences as they relate to a career path/cluster and to review/revise the IPS.

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Student involvement in School/Community	None	Activities are written into the plan-no relation to career/cluster	Activities/involvement are planned, executed, and clearly relate to identified interests/career plans	Evidence suggests that the student has a history of quality (depth over breadth) involvement in school and/or community organizations and IPS continues to build on those activities.
Individual Plan of Study—Post-secondary Linkage	None	A post-secondary experience is listed on the IPS and secondary course-work is appropriate to that experience.	A post-secondary experience is listed on the IPS and secondary course-work is appropriate to that experience. Dual, concurrent, AP, IB, and articulated credit classes are options and part of the IPS.	Multiple postsecondary experiences are listed and are based on the results of a well-planned exploration and knowledge of all postsecondary opportunities that include on-site or virtual visits. Internships, exploration and planning for financial aid, dual and articulated credit, AP coursework and other relevant experiences as appropriate are utilized in the transition.

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Portable Electronic Portfolio	None	Developing—Students have an electronic or hard copy of a portfolio that allows for additional items to be added and/or updated	Portable portfolio with room for career and postsecondary goals, resume, recommendation letters, essays, community service record, artifacts (certificates, projects), attendance record, interest inventory and assessment results, and professional learning experience (job shadows, internships) reflections.	A well-developed portable, electronic portfolio that includes all pertinent information, reflects the IPS journey and the student accomplishments. Students can articulate an understanding of the requirements and benefits of their portfolio and the expectations of a rigorous IPS designed to prepare them for their postsecondary experiences.
Postsecondary Plan	Postsecondary major and course sequence are not listed on IPS.	The IPS reflects a student’s major interest area but does not include course sequences or entry-level qualifications for job or military.	According to career interests, some postsecondary courses are identified for first two years after graduation or entry-level qualifications for jobs in identified career interest area or military clearly defined.	According to career interests, all postsecondary courses are identified for first two years after graduation or entry-level qualifications for a specific job in identified career interest area or military clearly defined.

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Interest Inventories, Ability Profilers, Learning Style assessments	Does not include a series of interest and learning style inventories with results aligned to related careers.	Career development activities reflect a series of graduated, age-appropriate career interest inventories administered multiple times from middle grades through high school.	Career development activities reflect a series of graduated, age-appropriate career interest inventories administered multiple times from middle grades through high school. The results are aligned to related careers.	Career development activities reflect a series of graduated, age-appropriate career interest inventories, ability profilers, learning style and personality assessments administered multiple times from middle grades through high school. Students can articulate a clear connection between results of assessments and related careers.
Secondary Coursework related to Identified Area of Interest	All Secondary courses are listed but no linkage to career interests.	The IPS identifies graduation requirements, maps some secondary courses to student's identified area of interest.	The IPS identifies graduation requirements, maps all secondary courses to student's identified area of interest.	The IPS identifies graduation requirements, maps student course sequencing and notes credit earned. A comprehensive course guide is available. Students complete a graduation credit review.

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