## Career Investigation Rubric

**Task Description:** You will investigate a career within the Education and Training career cluster. Create a creative, engaging Prezi™ with the following information:

- Name of career
- Description of career
- Education preparation (high school and post-secondary)
- Salary of career
- Career advancement opportunities
- Personal characteristics, qualities and aptitudes needed for this career
- Are you suited for this career? Why or why not?

<table>
<thead>
<tr>
<th>Criteria</th>
<th>weight</th>
<th>Exemplary</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>Yes, but</td>
<td>No, but</td>
<td>No</td>
</tr>
<tr>
<td><strong>Time Management</strong></td>
<td>10%</td>
<td>□ Some assignments are completed ahead of time</td>
<td>□ All assignments are turned in by due dates</td>
<td>□ Some assignments are turned in by due dates</td>
<td>□ Assignments are not turned in by due date, or some assignments are not turned in at all</td>
</tr>
<tr>
<td><strong>Sources</strong></td>
<td>10%</td>
<td>□ Exceeds number of sources assigned</td>
<td>□ Includes the number of assigned sources</td>
<td>□ Fewer sources used than required</td>
<td>□ No documented sources used</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Variety of sources (electronic, book, magazine or journal)</td>
<td>□ Some variety of sources</td>
<td>□ Little variety of sources</td>
<td>□ All sources are of the same type</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Sources are factual</td>
<td>□ Sources are mostly factual</td>
<td>□ Sources have facts and opinions; some opinions are presented as facts</td>
<td>□ Sources blur the distinction between fact and opinion</td>
</tr>
<tr>
<td><strong>Documentation of Sources</strong></td>
<td>10%</td>
<td>□ Complete and in correct form</td>
<td>□ Mostly complete and in correct form</td>
<td>□ Not complete and some are incorrect</td>
<td>□ Sources are not included</td>
</tr>
<tr>
<td><strong>Relevance of Sources</strong></td>
<td>10%</td>
<td>□ Sources elaborate and/or extend</td>
<td>□ Information meets requirements of assignment</td>
<td>□ Information does not meet the requirements of the assignment</td>
<td>□ Information adds nothing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Sources are appropriate for topic</td>
<td>□ Most sources are appropriate for topic</td>
<td>□ Some sources are inappropriate for topic</td>
<td>□ Sources are inappropriate for topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Current information is used</td>
<td>□ Mostly current information is used</td>
<td>□ Current and outdated material is used</td>
<td>□ Outdated material is used</td>
</tr>
</tbody>
</table>
### Content of Finished Product

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| In-depth coverage of topic | 20% | □ Displays an understanding of topic  
□ Basic analysis of topic  
□ Content is comprehensive and accurate  
□ Reader gains some insights |
| Thoughtful analysis of topic | 20% | □ Displays an understanding of topic  
□ Basic analysis of topic  
□ Content is comprehensive and accurate  
□ Reader gains some insights |
| Expands research by examining related topics | 20% | □ Little understanding of topic  
□ Minimal or general analysis of topic  
□ Does not cover entire topic; some inaccuracies  
□ Reader gains few insights |
| Reader gains important insights | 20% | □ No understanding of topic  
□ Analysis vague or not evident  
□ Little support of topic  
□ Reader is confused or misinformed |

### Organization

<table>
<thead>
<tr>
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<th>Percentage</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| Creative and thoughtful arrangement of ideas | 10% | □ Logical arrangement of ideas  
□ Makes connections among ideas  
□ May need teacher’s suggestions |
| Makes clear connections among ideas | 10% | □ Organization required little creative thought  
□ Connections may be awkward  
□ Some progress is teacher directed |
| Arranges without teacher’s help | 10% | □ Organization lacking or confusing  
□ Poor connections  
□ All progress is teacher directed |

### Mechanics/Format

<table>
<thead>
<tr>
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<th>Percentage</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| Correct format | 10% | □ Mostly correct format  
□ Good sentence structure and vocabulary  
□ Mostly correct grammar, usage, mechanics and spelling  
□ Appropriate length |
| Superior sentence structure and vocabulary | 10% | □ Format less than correct  
□ Little variety in sentence type and word choices  
□ Some errors in grammar, usage, mechanics and spelling  
□ Too long or too short |
| Correct grammar, usage, mechanics and spelling | 10% | □ Incorrect format  
□ No variety in sentence type; simple word choices  
□ Errors in grammar, usage, mechanics and spelling distract from readability  
□ Much too long or too short |
| Desirable length | 10% | □ Appropriate length |

Assignment Score  +  Beyonder/Bonus  =  Final Score