



INDIVIDUAL CAREER ACADEMIC PLAN COMPONENTS: SELF-ASSESSMENT RUBRIC

Districts and schools will need to have a thoughtful and integrated ICAP component service delivery structure in place to support effective implementation. The following components should be assessed to help districts gauge their current level of preparation. This rubric describes the implementation process as:

- **Initiating:** Components are in the beginning stages.
- **Implementing:** Components are fully implemented.
- **Institutionalized:** Components are an essential part of the school structure and culture.

Please note that this rubric is structured with the expectation that skills in the previous column are met before skills in the next column can be addressed, and middle school skills provide a foundation for the high school skills.

	INITIATING	IMPLEMENTING	INSTITUTIONALIZED
MIDDLE SCHOOL	<ul style="list-style-type: none"> ▪ Take age-appropriate inventories and assessments to learn about personal strengths, work values, learning styles, beliefs and interests. ▪ Identify the importance of goals for achievement and planning. ▪ Participate in extra- and co-curricular activities that provide experiences from which to learn about skills, abilities and interests. ▪ Set goals based on developing self-awareness. 	<ul style="list-style-type: none"> ▪ Take and interpret inventory results and articulate personal strengths, work values, learning styles, beliefs and interests. ▪ Understand and create SMART (specific, measurable, achievable, results-focused, timebound) goals related to academic and career planning, define the purpose of goal setting and access goal information at least annually to revisit and revise goals. 	<ul style="list-style-type: none"> ▪ Take and interpret inventory results and articulate personal strengths, work values, learning styles, beliefs and interests, then link them to activities and experiences that explore or enhance them. ▪ Set short- and long-term SMART goals and articulate them as they relate to strengths, challenges, beliefs, etc. ▪ Revisit and revise personal, academic and career planning SMART goals information at least annually to facilitate the transition to high school.
HIGH SCHOOL	<ul style="list-style-type: none"> ▪ Take age-appropriate inventories and assessments to learn about personal strengths, work values, learning styles, beliefs and interests. ▪ Participate in co- and extra-curricular activities that provide experiences from which to learn about skills, abilities and interests. ▪ Set academic and career goals. ▪ Define the difference between different types of goals. 	<ul style="list-style-type: none"> ▪ Take and interpret inventory results and articulate personal strengths, work values, learning styles, beliefs and interests identified in age-appropriate inventories. ▪ Possess an understanding of who they are, including skills, interests, etc., and be able to reflect on this self-awareness and apply it to vision development, goal setting and creation of an ICAP. ▪ Set short- and long-term SMART goals based on an understanding of individual strengths and weaknesses and comprehend the purpose of goal-setting. ▪ Revisit SMART personal, academic and career planning goal information regularly. 	<ul style="list-style-type: none"> ▪ Interpret and articulate personal strengths, work values, learning styles, beliefs and interests identified in age-appropriate inventories, then link them to selection of careers. ▪ Identify evidence as expressed in activities, experiences and success that related to the information identified in the age-appropriate inventories. ▪ Apply skills, interests, work values, extracurricular activities and life experiences to vision development, goal setting and creation of an ICAP. ▪ Discuss personal, academic and career goals, progress toward goals, and refer to goals during transition to new schools and/or programs. ▪ Explain how goals fit with personal skills and attributes, current activities, and postsecondary plan.

	INITIATING	IMPLEMENTING	INSTITUTIONALIZED
MIDDLE SCHOOL	<ul style="list-style-type: none"> Provide instruction, experiences and guidance for developing an understanding of relevant financial concepts. 	<ul style="list-style-type: none"> Provide instruction, experiences and guidance for developing an understanding of relevant financial concepts with application to daily activities. 	<ul style="list-style-type: none"> Create a mock budget for using income from a career of interest that addresses cost of living.
HIGH SCHOOL	<ul style="list-style-type: none"> Provide instruction, experiences and guidance for developing an understanding of relevant financial concepts, including components of Personal Financial Literacy such as: <ul style="list-style-type: none"> Relating income to education Money management Understanding interest, credit card debt and online commerce Planning, saving and investing Understanding loans and borrowing money Commercial and financial responsibility Risk management and return on investment (ROI) 	<ul style="list-style-type: none"> Interpret knowledge of financial topics as it relates to the creation of a plan for personal finances and costs of postsecondary education and training options. 	<ul style="list-style-type: none"> Interpret knowledge of financial topics to compare personal finances, costs of postsecondary options, financial trends and outlooks of different careers, i.e., ROI of financial choices. Summarize how financial concepts relate to personal goals and vision for the future.

	INITIATING	IMPLEMENTING	INSTITUTIONALIZED
MIDDLE SCHOOL	<ul style="list-style-type: none"> ▪ Provide opportunities to learn study skills such as outlining, note-taking, using academic planners, and memorization and test-taking skills. ▪ Provide opportunities to engage in group work that requires collaboration and communication skills. ▪ Provide opportunities to engage in self-directed and group inquiry-based and problem-solving activities. ▪ Provide opportunities to practice appropriate communication with different purposes/audiences. 	<ul style="list-style-type: none"> ▪ Provide instruction in study skills such as outlining, note-taking, using academic planners and memorization and test-taking skills. ▪ Provide instruction in effective collaboration and communication skills, including compromise and de-escalation. ▪ Provide opportunities to engage in self-directed and group inquiry-based and problem-solving activities. ▪ Receive instruction in creating appropriate communications with different purposes/audiences. 	<ul style="list-style-type: none"> ▪ Provide explicit instruction in study skills as integrated throughout the curriculum. ▪ Integrate group work and instruction in effective collaboration and leadership skills throughout the curriculum ▪ Integrate self-directed and group inquiry-based and problem-solving activities throughout the curriculum. ▪ Integrate instruction in creating appropriate communications with different purposes/audiences throughout the curriculum.
HIGH SCHOOL	<ul style="list-style-type: none"> ▪ Provide opportunities to learn study skills such as research processes, time management, reflection on performance and targeted skill building. ▪ Provide opportunities to engage in group work that requires collaboration and leadership skills. ▪ Provide opportunities to engage in self-directed, group inquiry-based and problem-solving activities. ▪ Provide opportunities to practice appropriate communication with different purposes/audiences. 	<ul style="list-style-type: none"> ▪ Receive instruction in study skills such as research processes, advanced time management, reflection on performance and targeted skill building. ▪ Receive instruction in effective collaboration, communication and leadership skills, including giving and receiving constructive feedback, inclusion and conflict resolution. ▪ Provide opportunities to engage in student-determined, self-directed and group inquiry-based and problem-solving activities. ▪ Receive instruction in creating appropriate communication for different purposes/audiences. 	<ul style="list-style-type: none"> ▪ Provide explicit instruction in study skills as integrated throughout the curriculum. ▪ Integrate group work and instruction in effective collaboration, communication, and leadership skills throughout the curriculum ▪ Integrate student-determined, self-directed and group inquiry-based and problem-solving activities throughout the curriculum. ▪ Integrate instruction in creating appropriate communications throughout the curriculum.

	INITIATING	IMPLEMENTING	INSTITUTIONALIZED
MIDDLE SCHOOL	<ul style="list-style-type: none"> Identify career clusters and pathways. Provide access to career information for career exploration. Take age-appropriate inventories and assessments for career exploration at least once. <ul style="list-style-type: none"> OKCollege Start OK Career Guide 	<ul style="list-style-type: none"> Describe how careers are categorized by career clusters and pathways. Take age-appropriate inventories and assessments for career exploration to identify related career clusters and pathways. Locate information on clusters based on their interests and self-awareness. Examine career information for career exploration. Expose to activities based on a wide variety of career clusters and pathways. Research two or more pathways of interest in depth. 	<ul style="list-style-type: none"> Identify 2-3 career clusters that are compatible with interests, strengths and values as identified in assessments. Use general career pathway information that correlates to strengths, values and interests to identify careers of interest. Describe how careers of interest relate to assessment information and interests. Make connections between skills acquired in and out of school and how they apply to careers of interest. Engage in a variety of extracurricular activities.
HIGH SCHOOL	<ul style="list-style-type: none"> Take age-appropriate inventories and assessments for career exploration at least once. Identify one or more pathways of interest. Research a career. 	<ul style="list-style-type: none"> Take age-appropriate inventories and assessments for career exploration and reflect on the results. Identify one or more careers of interest within a pathway. Research careers of interest. Engage in career fairs, field trips, job shadowing opportunities and other school-provided career exploration opportunities. 	<ul style="list-style-type: none"> Take age-appropriate inventories and assessments for career exploration and reflect on the results. Use general career pathway information that correlates to strengths, values and interests to identify careers of interest. Describe how careers of interest relate to their assessment information and interests and reflect on areas for growth. Understand the relevance of current studies and activities to developing technical, interpersonal, academic and other key skills and understanding related to careers of interest. Engage in job shadowing, informational interviewing, part-time work and other career exploration.

	INITIATING	IMPLEMENTING	INSTITUTIONALIZED
MIDDLE SCHOOL	<ul style="list-style-type: none"> Understand the relationship between salary and standards of living. Understand the social skills needed for employability. 	<ul style="list-style-type: none"> Understand salary, standards of living and connections to different careers' earning potential. Demonstrate social skills needed for employability. 	<ul style="list-style-type: none"> Understand salary, standards of living, connections to different careers and education and training for multiple levels of jobs within the same career pathway. Identify and exhibit positive social skills consistent with employability. Participate in a service learning or volunteer activity.
HIGH SCHOOL	<ul style="list-style-type: none"> Learn about the importance of key habits, such as punctuality, in getting and maintaining employment. Know the average income and educational requirements for several specific occupations in a pathway of interest. Understand some of the factors that drive demand for particular occupations. Learn what employers look for in a resume, job application and interview. Know the career pathway courses and exploration opportunities available at the school. 	<ul style="list-style-type: none"> Learn about the Employability Skills ("soft skills") employers most prize in prospective employees. Identify the different types of career information to consider when making decisions about career, education and training options. Access labor market information (LMI) to inform the selection of careers of interest. Understand the implications of debt, such as student loan repayment, on standard of living. Identify the qualities of effective job-seeking skills and tools such as resumes, cover letters, job applications and interviews. Compose a resume and complete a job application for an actual job or as a simulation. Compare opportunities available for high school work-based learning and/or dual enrollment in a pathway of interest. 	<ul style="list-style-type: none"> Learn the different "soft skills" needed for different pathways and determine which are most crucial. Use labor market and other information to understand how salary levels differ by level of education, job responsibilities and skills required. Identify the financial impact of fringe benefits, work schedules and other information related to the personal and financial value of specific careers. Compare postsecondary options based on an analysis of up-front training costs and salary expected in desired career to personal long term financial goals. Develop effective tools for job seeking including resumes, job applications, cover letters and interview skills.. Explore postsecondary opportunities for gaining technical skills, such as apprenticeships and certifications. Participate in extracurricular or work-based learning opportunities that connect to the desired career cluster.

	INITIATING	IMPLEMENTING	INSTITUTIONALIZED
MIDDLE SCHOOL	<ul style="list-style-type: none"> Understand how middle school course-taking can affect high school options. Identify multiple postsecondary education and training options. 	<ul style="list-style-type: none"> Understand how middle school course-taking can affect high school options. Provide access to information about programs of study and courses available at the local high school. Identify multiple postsecondary education and training options. 	<ul style="list-style-type: none"> Understand how middle school course-taking can affect high school options. Provide a sample plan for freshman year of high school. Know general prerequisites for multiple postsecondary education and training options.
HIGH SCHOOL	<ul style="list-style-type: none"> Know multiple sources for information on postsecondary programs and institutions. Identify postsecondary education and training options, including two- and four-year colleges, technical certificate programs, registered apprenticeships and careers. Understand how current academic performance and high school graduation requirements are related to availability of postsecondary education options. Identify key criteria for selection of postsecondary educational institutions. Share postsecondary interests with families. Create a course selection plan with a family member or mentor. 	<ul style="list-style-type: none"> Know multiple sources for information on postsecondary programs, institutions and scholarships/financial aid. Identify the education and training requirements to pursue careers in the career cluster and pathway of interest. Identify the variety of educational opportunities and transferability of postsecondary education options within the cluster and pathway of interest. Compare postsecondary options with families. Develop and use personal criteria for selecting a postsecondary institution when visiting two- and four-year colleges, training programs or other educational institutions. 	<ul style="list-style-type: none"> Access multiple sources for information on postsecondary programs, institutions and scholarships/financial aid. Identify and compare multiple and different types of postsecondary options related to career clusters, pathways and careers of interest. Document at least two career pathway routes to achieve the same personal ICAP goals. Research multiple different postsecondary options against personal criteria for selection by attending postsecondary visit days, speaking with admissions officers, interviewing students or other staff/faculty, utilizing online career and postsecondary sites and comparison search engines. Evaluate postsecondary options with parents and supportive adults.

	INITIATING	IMPLEMENTING	INSTITUTIONALIZED
MIDDLE SCHOOL	<ul style="list-style-type: none"> Identify the connection between current academic performance and educational options in high school. 	<ul style="list-style-type: none"> Identify requirements for high school graduation and the progression necessary for each grade level. Understand the role of personal choices in creating opportunities and barriers. 	<ul style="list-style-type: none"> Connect self-exploration and career exploration to the creation of a personal plan for transition to high school courses, extracurricular experiences and other activities. Understand the role of personal choices in creating opportunities and barriers.
HIGH SCHOOL	<ul style="list-style-type: none"> Identify the connection between current academic performance and educational options in high school. Identify the elements needed for the development of a plan that will lead to postsecondary goals. 	<ul style="list-style-type: none"> Be aware of opportunities to support ICAP goals. Understand the role of community and relationships in creating opportunities. Have a plan for how to attain needed education and training. Understand and be able to explain how current course taking and other activities are relevant to personal goals. Have a financial plan for reaching personal goals. 	<ul style="list-style-type: none"> Identify and seek out ongoing learning experiences both in and out of school to support ICAP goals. Understand how and why to maintain personal networks. Identify existing personal and financial resources needed to succeed in their plan. Identify strategies for improving educational achievement and performance as needed for postsecondary and career goals. Adjust plans based upon knowledge gained about resources necessary to achieve academic and career-planning goals.

	INITIATING	IMPLEMENTING	INSTITUTIONALIZED
MIDDLE SCHOOL	<ul style="list-style-type: none"> ▪ Include documentation of interest assessments and career searches. ▪ Ensure that plans are flexible enough to be expanded and edited throughout the ICAP process. 	<ul style="list-style-type: none"> ▪ Include documentation of career searches and interest assessments such as work values, personality type, learning styles and career cluster inventory. ▪ Identifies personal strengths and description of past and present interests as they relate to the selection of careers. ▪ Include information about experiences, skills, areas of strength and 2-3 career clusters of interest. ▪ Ensure that students, teachers, counselors and families have access to ICAP information. 	<ul style="list-style-type: none"> ▪ Include updated and current information including assessments and career connections based on work values, personality type, learning styles, career cluster inventory and description of past and present interests as they relate to the selection of careers, personal strengths, career interests, 2-3 career clusters of interest and respective pathways. ▪ Ensure that students, teachers, counselors and families have access to ICAP information. ▪ Use plan as tool to consider choices, plan high school course selection and transition to high school.
HIGH SCHOOL	<ul style="list-style-type: none"> ▪ Include documentation of interest assessments and career searches. ▪ Include academic, personal and career goals. ▪ Provide students the opportunity to expand and edit plan throughout the ICAP process. 	<ul style="list-style-type: none"> ▪ Include information about experiences, skills and areas of strength. ▪ Include academic, personal and career goals. ▪ Include information on course taking and assessment results to date. ▪ Include information on relevant extracurricular, volunteer and leadership activities and awards. ▪ Ensure that students, teachers, counselors and families have access to ICAP information. ▪ Include a financial and educational plan to prepare for potential postsecondary options with a family member or mentor. 	<ul style="list-style-type: none"> ▪ Include updated and current information including course taking, updated assessments, career and postsecondary research, personality type, learning styles, work values and description of past and present interests as they relate to the selection of career and other postsecondary plans. ▪ Include current short- and long-term academic, personal and career goals. ▪ Include information for each high school year and experience that can be accessed for postsecondary applications and resumes. ▪ Include information on relevant extracurricular, volunteer and leadership activities and awards. ▪ Include letters of recommendation from teachers and community members. ▪ Ensure that students, teachers, counselors and families have access to ICAP information. ▪ Develop a financial and educational plan to align with postsecondary education or training costs that connect to personal career and postsecondary ICAP goals. ▪ Use plan for transition to postsecondary education correlated to academic goals, including planning sequence of courses required during high school, tracking postsecondary application requirements, timelines for applications and financial aid submission and requirements for entrance into careers of interest.

	INITIATING	IMPLEMENTING	INSTITUTIONALIZED
MIDDLE SCHOOL	<ul style="list-style-type: none"> ▪ Attend at least one ICAP, career-related activity. 	<ul style="list-style-type: none"> ▪ Participate in at least one hands-on ICAP, career-related activity. 	<ul style="list-style-type: none"> ▪ Participate in two or more ICAP, career-related activities. ▪ Lead a student-parent-teacher conference.
HIGH SCHOOL	<ul style="list-style-type: none"> ▪ Attend at least one ICAP, career-related activity. 	<ul style="list-style-type: none"> ▪ Participate in some ICAP, career-related activities. 	<ul style="list-style-type: none"> ▪ Participate in multiple ICAP, career-related activities. ▪ Access ICAP services regularly to learn more about career interests. ▪ Lead a student-parent-teacher conference ▪ Seek out new opportunities to better define career or postsecondary options.

	INITIATING	IMPLEMENTING	INSTITUTIONALIZED
MIDDLE SCHOOL	<ul style="list-style-type: none"> ▪ Focus on self-exploration activities. ▪ Update plan regularly with academic and career-related activities. ▪ Review plan. 	<ul style="list-style-type: none"> ▪ Focus on self- exploration and career cluster exploration activities. ▪ Update plan regularly with academic and career-related activities. ▪ Review plan as needed. 	<ul style="list-style-type: none"> ▪ Explore different career options within career clusters of interest and areas of strengths and interest. ▪ Update plan regularly with academic and career-related activities. ▪ Add information to plan as researched.
HIGH SCHOOL	<ul style="list-style-type: none"> ▪ Update plan regularly with academic and career-related activities. ▪ Review and revise academic and career goals yearly to incorporate new insights from the academic and career planning process. 	<ul style="list-style-type: none"> ▪ Review and revise academic, career and personal goals each semester to incorporate new insights from the academic and career planning process. ▪ Update plan regularly with academic and career-related activities. ▪ Identify and list activities completed in plan. 	<ul style="list-style-type: none"> ▪ Review and revise academic, career and personal goals at least monthly to incorporate new insights from the academic and career planning process. ▪ Update plan regularly with academic and career-related activities. ▪ Seek out and document activities completed in pursuit of goals.

	INITIATING	IMPLEMENTING	INSTITUTIONALIZED
MIDDLE SCHOOL	<ul style="list-style-type: none"> ▪ Discuss interests with supportive adults/mentors. 	<ul style="list-style-type: none"> ▪ Discuss strengths, interests and assessment results to determine next steps with supportive adults/mentors. ▪ Participate or meet periodically as scheduled. 	<ul style="list-style-type: none"> ▪ Meet at least yearly with supportive adults/mentors to explore options and plan for opportunities to meet goals. ▪ Seek out and lead conversations periodically throughout the year to discuss evolving exploration information.
HIGH SCHOOL	<ul style="list-style-type: none"> ▪ Discuss progress, revisions and reflections on academic and career plans with supportive adults/mentors regularly. 	<ul style="list-style-type: none"> ▪ Lead discussions on progress, revisions and reflections on academic and career plans with supportive adults/mentors during yearly student-driven conferences and through periodic informal conversations throughout the year. ▪ Participate in other district opportunities available to continuously review and revise academic and career plans based on new and evolving insights. 	<ul style="list-style-type: none"> ▪ Update, revise and refine goals, plans and options at least monthly individually and/or with supportive adults/mentors. ▪ Present progress against previous goals and plans for next steps in an annual review. ▪ Increase progress reviews as graduation nears. ▪ Evaluate opportunities on a continuous basis as they pertain to current goals for knowing, exploring and planning for post high school plans. ▪ Identify, document and seek out activities as desired to complete plan.

	INITIATING	IMPLEMENTING	INSTITUTIONALIZED
MIDDLE SCHOOL	<ul style="list-style-type: none"> ▪ Provide access to high school information events. 	<ul style="list-style-type: none"> ▪ Attend high school and/or postsecondary information events. 	<ul style="list-style-type: none"> ▪ Attend high school and/or postsecondary information events.
HIGH SCHOOL	<ul style="list-style-type: none"> ▪ Apply to jobs and/or postsecondary programs and institutions of interest. 	<ul style="list-style-type: none"> ▪ Leverage experience, knowledge and skills to apply to a range of jobs and/or postsecondary programs and institutions of interest. ▪ Complete the FAFSA. ▪ Understand the value of persistence, practicality and patience in gaining admission/employment. 	<ul style="list-style-type: none"> ▪ Leverage experience, knowledge and skills to apply to a range of jobs and/or postsecondary programs and institutions of interest. ▪ Complete the FAFSA and know where to access other financial aid and scholarship information. ▪ Understand the value of persistence, practicality and patience in gaining admission/employment. ▪ Use personal or school networks to gather leads, connections and letters of recommendation.