NORTHERN ARIZONA UNIVERSITY — Career Development

Rubric: Career Path Research

	DOES NOT MEET	MEETS	EXCEEDS
COMPLETION	• Student has not answered or has partially answered the questions. • Answers do not include sufficient details and/or examples.	• Student has answered half of the questions. • All answers include some details and/or examples.	• Student has answered all of the questions. • Answers include critically thought out and relevant details and/or examples.
WRITING	• Writing contains many mechanical errors. • Writing is extremely difficult to comprehend.	• Writing contains some minor mechanical errors. • Writing is easy to comprehend.	• Writing contains few or no mechanical errors. • Writing is easy to comprehend.
CAREER FOCUS	• Student identifies 0-1 individuals to research and little to no attempt to summarize their career paths. • Student makes little or no attempt to summarize experiences important in shaping the individual's career interests. • Student makes little or no attempt to summarize the individual's career goals over time. • Student makes little or no attempt to list an example of being open to a new opportunity. • Student makes little or attempt to consider how their research was connected to their career interests, common themes, and lessons they learned.	• Student identifies 1-2 individuals to research and makes an insubstantial attempt to summarize their career paths. • Student lists experiences most important in shaping the individual's career interests. • Student lists the individual's career goals over time. • Student lists an example of being open to a new opportunity. • Student considers how their research was connected to their career interests, common themes, and lessons they learned.	• Student identifies 3 individuals to research and creates a critically thought out summary of the individual's career path. • Students creates a critically thought out answer to what experiences were most important in shaping the individual's career interests. • Student critically reflects on the individual's career goals or career path changes over time. • Student describes one example of being open to a new opportunity. • Student critically considers how their research was connected to their career interests, common themes, and lessons they learned.