

Professional Skills Evaluation Rubric

Purpose of the Tool

Many short-term training programs seek to prepare students with the professional skills required for employment (e.g., dependability, accountability). The following rubric organizes these skills into a concrete format that all stakeholders can comprehend. Not only does a standardized rubric help students understand class expectations, but it also helps instructors evaluate students' skills according to pre-established criteria.

Some short-term training programs invite employers to extend interviews to students based on their performance in class. In this case, a standardized rubric also allows instructors to communicate a student's professional skills to employers according to consistent principles.

Professional Skills Evaluation Rubric			
Criteria	Exceeds Baseline	Baseline	Below Baseline
Points	3	2	1
Attendance	Attends 100% of classes	Misses one class and explains any absence to instructor or classmates	Misses more than one class and never explains absences to instructor or classmates
Time Management	Always turns assignments in on time	Turns in assignments late two or fewer times	Turns in assignments late three or more times
Integrity	Exhibits positive attitude and honesty; always takes responsibility for mistakes	Demonstrates reasonable work ethic; usually takes responsibility for mistakes	Easily discouraged and does not take responsibility for mistakes
Communication	Speaks confidently, clearly, and intelligently; freely exchanges ideas	Uses organized and appropriate language; responds to peers as necessary	Unprofessional communication and lack of listening; does not speak well with classmates
Quality of Work	Demonstrates exemplary effort and dedication to tasks and assignments	Exhibits adequate effort and meets all required assignment criteria	Shows lack of effort and frequently fails to meet all assignment criteria
Interpersonal Skills and Teamwork	Excels in group settings either as a leader or teammate	Works well in a team setting, but needs occasional prompting to fully participate	Makes poor choices in a group setting; rarely participates or contributes to group activities
Initiative	Always attends class well prepared; finds creative solutions to assignments	Frequently prepared for class; shows occasional leadership to complete assignments	Typically unprepared for class; lets others complete assignments
Problem Solving	Thinks through problems with strategy, organization, and precision	Finds solutions in ad-hoc manner; occasionally seeks help with problems	Avoids challenging tasks and assignments; rarely asks for help with problems