**iLEAD Academy College and Workplace Transition Readiness Seal**

**Gold**

**Silver**

**Bronze**

**Presentation with the following components:**

1. Linking educational experiences to college and career
2. Planning for college
3. Planning for career
4. Developing a professional identity

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| **Competency** | **Not at all ready for transition – No seal**  **0 points** | **Moderately ready for transition – Bronze Seal**  **1 point** | **Ready for transition – Silver Seal**  **2 points** | **Extraordinarily ready for transition – Gold Seal**  **3 points** | **Score** |
| ***Link educational experiences to college and career***   1. Career pathway(s) 2. High school courses Work-based learning experiences 3. College visits Certifications Other | Demonstrates no connection among career pathway, high school courses, college courses, work-based learning experiences, college visits, certifications, etc. with college and career choices. | Demonstrates some connection among career pathway, high school courses, college courses, work-based learning experiences, college visits, certifications, etc. with college and career choices. | Demonstrates connection among career pathway, high school courses, college courses, work-based learning, college visits, certifications, etc. with college and career choices. | Demonstrates multifaceted connections among career pathway, high school courses, college courses, work-based learning experiences, college visits, certifications, etc. with college and career choices. |  |
| ***Plan for college degree completion***   1. FASFA 2. College applications 3. Scholarship applications 4. College selection 5. Transfer plan 6. Personal budget | Demonstrates no effort at the six components of planning for college degree completion. | Demonstrates vague, uncertain efforts in some or all of the six components of planning for college degree completion. | Demonstrates completion of each of the six components of planning for college degree completion. | Thoroughly prepared in each of the six components of planning for college degree completion. |  |
| ***Plan for career***  Research Living Wage data  Research Labor Market data  Research job postings in chosen career  Link college degree completion to chosen career | Demonstrates no research into career requirements, occupational demand/future growth projections, wages, and Living Wage information and no link between college degree completion and chosen career. | Demonstrates minimal research into career requirements, occupational demand/future growth projections, wages, and Living Wage information and no link between college degree completion and chosen career. | Demonstrates research into career requirements, occupational demand/future growth projections, wages, and Living Wage information and link between college degree completion and chosen career. | Exceptional research into career requirements, occupational demand/future growth projections, wages, and Living Wage information and no link between college degree completion and chosen career. |  |
| ***Assess personal strengths and weaknesses, set goals, develop personal plan***   1. Personal SWOT Analysis 2. Personal Workplace Readiness Assessment 3. Discuss Workplace Readiness Assessment with at least one teacher or mentor | Demonstrates no effort to identify personal strengths and weaknesses.  Did not submit personal Workplace Readiness Assessment or discuss Workplace Readiness Assessment with teacher or mentor. | Demonstrates marginal personal assessment of strengths and weakness.  Minimal effort on Workplace Readiness Assessment and limited or no discussion with teacher or mentor. | Evident self-reflection and analysis on personal strengths and weaknesses.  Completed and discussed Workplace Readiness Assessment with teacher or mentor. | Outstanding self-reflection and analysis on personal strengths and weaknesses.  Completed and discussed Workplace Readiness Assessment with teacher or mentor. |  |
| ***Develop a professional identity***   1. Resume 2. Digital Portfolio 3. Cover Letter 4. Mock Job Interview | Assignments not submitted.  Assignments don’t meet minimum requirements. | Assignments only meet minimum requirements. | Assignments meet requirements and present a developed, professional developed identity. | All assignments meet requirements and comprehensively present a developed, professional identity. |  |
| ***Presentation Points*** | 0 points | 1 point | 2 points | 3 points |  |
| ***Communicate professionally*** | Multiple spelling and grammatical errors in written assignments and presentation. | Several spelling and grammatical errors in written assignments and presentation. | Assignments and presentation completed with 2 or fewer grammatical or spelling errors. | Assignments have no grammatical or spelling errors. |  |
| ***Communicate effectively*** | Structure, delivery (eye contact, voice inflection, gestures, movement), and format of presentation severely limit the presentation’s effectiveness. | Structure, delivery (eye contact, voice inflection, gestures, movement), and format of presentation don’t distract from the presentation’s effectiveness. | Structure, delivery (eye contact, voice inflection, gestures, movement), and format of presentation are sufficient to convey information. | Structure, delivery (eye contact, voice inflection, gestures, movement), and format of presentation enhance the presentation’s impact. |  |
| ***Communicate creatively*** | Digital portfolio is not used to support presentation. | Digital portfolio is not edited to meet requirements. | Digital portfolio meets basic requirements. | Digital portfolio meets basic requirements, is creatively formatted, and could be used for a job search. |  |
| ***TOTAL SCORE:*** |  |  |  |  |  |