

ASSESSMENT RUBRIC

Score Each Statement

- 3: We are already doing this.
- 2: We could do this easily or with a little effort.
- 1: This would require a major change or a lot of time.

Score	Visual Cues: What You See
	College pennants, banners, and posters are visible in most classrooms, halls, and common areas.
	Information about career pathways is visible and part of everyday discussions.
	Messaging that relays the importance of pursuing postsecondary education is visible throughout the school or through communications channels (school announcements, websites, etc.).
	Teachers include visual cues to encourage discussions about their college experience with their students. (Examples include posting information about their alma mater or hanging copies of their college degree.)
	College and career messaging is integrated into events, including sports events and/or arts performances.
	College and career success stories are prevalent throughout the school.
	Student work is highly visible in the school, and there are opportunities to showcase a wide variety of learning experiences.
	TOTAL

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Score	Making Connections: What You Say and Do
	Family college planning events occur at least twice per year, outside of regular school hours.
	Your school is a welcoming environment where family members are encouraged to visit and discuss their children’s education.
	Community leaders are invited to share their college and career experiences with students or to mentor students.
	Recent alumni return to your school to share their college or career experiences and advice.
	Community organizations and businesses post information about college or encourage students to pursue postsecondary opportunities.
	Students visit career technical centers, community colleges, and/or universities for educational field trips. <i>Use a score of 3 to indicate that your students visit more than one type of PSI, a 2 to indicate that your students visit 1 type of PSI, and a 1 to indicate that your school does not offer educational field trips to PSI during a school year.</i>
	Lessons include real-life connections to career pathways and postsecondary options.
	College and career readiness activities are integrated into regular coursework. (For example, students take career interest surveys, learn to write scholarship application essays during English class, or compute the cost of postsecondary options in math class.)
	TOTAL

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Score	High Expectations: What You Believe
	To your educators, administrators, and staff members , “career-focused” and “college-going” describe any education and training after high school, including certificate programs, two-year degree programs, four-year degree programs, or military training.
	To your students and parents , “career-focused” and “college-going” describe any education and training after high school, including certificate programs, two-year degree programs, four-year degree programs, or military training.
	Your school engages all stakeholders in fostering a college-going, career-focused culture or improving college and career readiness.
	Your school sponsors or provides professional development on the topics of college and career readiness and success.
	Educators, administrators, and staff members extend information about postsecondary opportunities to all students.
	Educators, administrators, and staff members encourage, counsel, and emphasize the importance of pursuing education and training beyond high school to all students.
	All students are encouraged to challenge themselves academically and take rigorous coursework.
	Teachers believe that all students can succeed in higher-level academic classes when the appropriate strategies and support structures are put in place.
	TOTAL

Tally Your Scores

Total	Section
	Visual Cues: What You See
	Making Connections: What You Say and Do
	High Expectations: What You Believe
	OVERALL TOTAL

Visual Cues:

7–11 = Beginner

12–16 = Intermediate

17–21 = Advanced

Making Connections:

8–12 = Beginner

13–19 = Intermediate

20–24 = Advanced

High Expectations:

8–12 = Beginner

13–19 = Intermediate

20–24 = Advanced

Overall Total

23–38 = Beginner

39–53 = Intermediate

54–69 = Advanced

Questions to Consider

In what areas are you doing well?

Which areas need the most improvement?

What can you as an individual do to make improvements in your school?

Who else can you recruit to help make improvements?

Developed and adapted from resources provided by the Washington State University Tri-Cities GEAR UP program, the Prichard Committee Center for Parent Leadership, and The College Board.