

Creating Your Career Portfolio

CURRICULUM GUIDE

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Creating Your Career Portfolio Curriculum Overview

Purpose

Innovative in career planning, career portfolios are designed to assist in demonstrating skills and competencies. Participants will identify personal strengths and weaknesses in key skill areas and develop a plan for obtaining the skills they need. Work samples will be collected, categorized and evaluated. Participants will analyze how the career portfolio can be used as a tool for the job search as well as career advancement. A hard copy and/or electronic career portfolio will be completed by the end of this course.

Objectives

By the end of this course the participant should be able to:

- Assemble a career portfolio using the essential components
- Identify personal key skill areas—soft, hard and transferable
- Collect and choose appropriate work samples for a career portfolio
- Identify the key skills a potential employer needs on the job
- Use a career portfolio in an interview setting
- Analyze how to use a personal career portfolio in career advancement
- Develop a professional résumé
- Create an ePortfolio
- Document work experience, education, group involvement and activities electronically using the Career Express Suite

About Career Portfolios

The Career Portfolio is a process. The career portfolio is a structured document with specific parts, each which serves a purpose in career self-management. The career portfolio is designed to give a future or current employer proof of skills and abilities. A complete portfolio should include:

- **A Work Philosophy***
- **Career Goals***
- **A Résumé***
- **At Least Three Key Skill Areas of Work Samples***
- **Community Service**
- **Degrees/Diplomas/Awards**
- **Professional Memberships**
- **References***

(The basic career portfolio must include all sections with an *)

The practice of collecting work samples and identifying the skills employers want will help individuals to identify their transferable skills. It also helps the participant to see how each skill could be helpful in a new setting.

Work samples are the core part of a career portfolio. These samples are documents that prove a person has the skills and abilities they claim. But before participants can identify appropriate work samples they must explore and audit

their skills. The *Career Transitions: Transferable Skills and Career Portfolio Workbook* will help your participants identify and plan work samples for potential use in their career portfolio.

Work samples can come from a variety of sources including a job, training and education, activities, and community service work. Common types of work samples include:

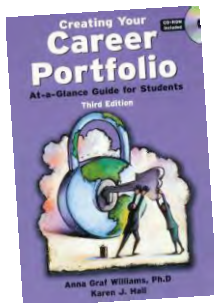
<ul style="list-style-type: none">▪ Documents created on the job▪ Certificates, awards, certifications▪ Pictures of events or projects▪ Reports, handouts, presentations created▪ Work or class projects▪ Writing samples	<ul style="list-style-type: none">▪ Performance appraisals▪ Team projects▪ Letters listing what you have accomplished▪ Thank you letters▪ Letters of recommendation▪ Skill sets – a list of specific skills that you have.
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Overall, the career portfolio process reinforces skill identification, career planning, and goal setting—all of which are key traits in successful individuals.

Note to teachers: It is easier to teach career portfolio concepts when you have good examples. See if your participants will let you make copies of their career portfolios so you can use them as examples in future classes. Be sure to check with your organization on the policies and procedure to follow to get participant releases on their materials. *Hint: It is better to have participants sign a general release to use their materials at the beginning of the course.*

Materials Used in the Course

Creating Your Career Portfolio At-a-Glance Guide for Students 3rd Edition—ISBN: 978-0-0706434-0-8



Designed to assist participants in pulling together their many skills and competencies, this innovative, easy-to-read guidebook provides detailed instructions for planning, assembling, and using a personal career portfolio for college entrance, a job search or promotion. It shows them how to tie together and "package" their work experiences, projects, professional development, and personal experiences to help them "sell themselves" in the job or educational market.

The *At a Glance Guide* will help participants organize and create their individual career portfolios.

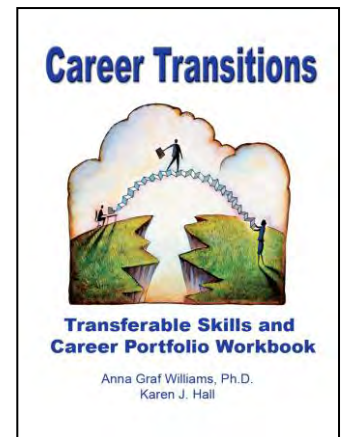
Career Transitions: Transferable Skills and Career Portfolio Workbook

Geared to workforce development, reentry, and at-risk youth populations, this workbook focuses on identifying current skills and the skills needed to succeed on the job. It also contains guidelines for developing and using a career portfolio to showcase those skills and talents to potential employers. Step-by-step instructions are presented in a user-friendly format.

Included in the Professional Career Portfolio Kit

Table of Contents:

- Career Transitions – Overview
- Getting it Done Checklist
- #1 – What Kind of Job Do I Want to Be Doing?
- # 2 – Taking a Look at the Job Market
- # 3 – Reality Check: The Job Application
- # 4 – Taking Inventory – Dialing Down on My Skills
 - 4A – Skills from Jobs
 - 4B – Skills from Education/Training
 - 4C – Skills from Other Sources
- # 5 – Looking At the Big Picture – A SWOT Analysis
- # 6 – Job Matching and My Career Path
- # 7 – Planning for the Skills I Need
- # 8 – Gathering and Sorting Work Samples
 - 8A – Setting up Your Tabs and Organizing Samples
 - 8B – Creating Overview Cards for Work Samples
- # 9 – Creating My Résumé
 - 9A – Résumé Planner
 - 9B – Using Keywords in My Résumé
- # 10 – Assembling My Career Portfolio
- # 11 – Check Your Attitude
 - 11A – What’s Your Attitude?
 - 11B – Shifting Your Attitude
- Appendix



The Portfolio Kit — The portfolio kit is a place to collect and display work samples, letters of thanks or recommendation, certificates, awards, skill sets, pictures, a résumé, references, goals and work statements. All these items can be used in a job review or interview to prove a person’s skills to an employer.



The *Professional Portfolio Kit* includes:

- **3-ring presentation binder (simulated leather)**—used to present the individual’s career portfolio to employers.
- **Plastic sheet protectors**—used to display and protect documents and work samples in the portfolio.
- **10 extra-wide tabs**—used to organize your portfolio for easy access.
- **2 photo pages**—to display pictures of you work and activity.
- **Blank business cards**—used to create an overview card for each work sample in the portfolio. The card is slipped into the sheet protector along with the work sample.
- ***Career Transitions: Transferable Skills and Career Portfolio Workbook***— Skill awareness workbook

Career Express SuiteSM (CES)

The Career Express SuiteSM lets students track their job history, education, and interests online. Based on target occupations, students can run gap analysis showing the skills and education still needed to reach their goals. Using the guided e-résumé tool, students can create online résumés and attach their own unique work samples to prove their skills.



Supplemental Materials available from Learnovation®, LLC

Videos:

Creating Your Career Portfolio – Assembling Your Portfolio

This video overviews the career portfolio process and focuses on gathering supplies, work samples and materials to include in a career portfolio. This video features interviews with professionals and students who have used the portfolio, expert interviews and detailed guidelines for putting together your own portfolio. 25 min.

Creating Your Career Portfolio – Using your Portfolio in Your Job Search

Once you have created your personalized career portfolio, how do you actually use it in an interview? This video features sample interviews and expert commentary to show the do’s and don’ts of portfolio use in an interview setting. Learn tips on using the portfolio to your best advantage. 25 min.

Transferable Skills: Using Everything You’ve Got to Advance

Transferable Skills – Using Everything You’ve Got to Advance

Identifying and promoting your skills is one of the focuses of the career portfolio. This video helps you to identify and use your transferable skills to advance your career. 20 min.

Audio Tape:

Career Smarts—Career Portfolios with a Can Do Attitude

This audio tape features an interview with Anna Graf Williams, Ph.D., overviews the contents of a Career Portfolio and the process of creating and assembling a portfolio. Anna focuses on how to select the best work samples and use transferable skills to the best advantage to get that job, raise, or promotion. 45 min.

Program Outcomes

Program outcomes need to be planned for before starting any curriculum program. While each individual component of this program has grading rubrics, it is still essential to do pre- and post- outcomes measurement. It is important to look at your student population and the amount of time available for teaching the actual curriculum. Measures need to be reality-based for students and institutions to recognize them. Feel free to contact Dr. Williams and her team for further advise on how to do this successfully.

The Learnovation Development Team

Learnovation®, LLC was founded in 1998 to develop products and deliver services which educate and empower people to enhance their lives. Through career advancement, quality instructional design, publishing and motivational instruction, Learnovation®, LLC has influenced education, industry and government practices.

Senior partners Anna Graf Williams, Ph.D., and Karen J. Hall standardized the career portfolio process in *Creating Your Career Portfolio—At A Glance Guide*. Career portfolios are now in place throughout the world in high school programs, college curriculums, and industry as an assessment and placement tool. The career portfolio is a process, not just a product created by an individual. Thousands of hours of research have been conducted by Learnovation®, LLC in the area of career portfolio use and development. Life skills and career advancement have been long standing areas of expertise for Learnovation®, LLC. They have developed *The Immigrant's Guide to the American Workplace* (published by Prentice Hall in English and Spanish).

Anna Graf Williams, Ph.D., has a doctoral degree in education and curriculum development from Purdue University with an undergraduate degree in Consumer and Family Studies. Anna is formerly one of the youngest full professors in the country with her career emphasis on the standardization of skill outcome assessments. Measurement and instructional design have been the cornerstone of her career where she has published hundreds of articles and given hundreds of national and international presentations.

Anna has been coaching and teaching individuals how to use their transferable and soft skills to target career goals. She has co-authored such books as *Creating Your Career Portfolio At- a- Glance Guide for Students* and *Creating Your Career Portfolio At-A-Glance Guide for Dietitians*. Throughout her teaching she worked on the industry, student, and school partnerships that make up strong placement. Anna served for five years as the editor in chief of the *Hospitality Career Magazine* for students, Hosteur. She continues to write and design on the topic of Careers and Career Portfolios. Career Portfolios are created with the hope and confidence of a better career. The self-reflective process and the collection of work samples allow individuals to create their own path. Anna is a popular guest on the nationally syndicated *The Career Clinic®* radio show, having been interviewed over 24 times on career portfolio related topics. She continues to do radio newspaper interviews on the topics of career advancement.

Anna has a keen ability to draw out hidden talents and identify transferable skills in the quest and reshaping of the career. Strategic planning and analysis of the local job market and the global economy help the Learnovation® LLC team teach the how-to's of developing career portfolios and job placement assessments.

Among her co-authored titles are:

- *Creating Your Career Portfolio—At A Glance Guide*
- *Creating Your Career Portfolio—At A Glance Guide for Students*
- *The Immigrant's Guide to the American Workplace*
- *The Family Guide to the American Workplace*
- *Creating Your Career Portfolio Practical Exercises*

- *Career Transitions—Transferable Skills and Career Portfolio Workbook*
- *Training the Trainer—Performance Based Training for Today’s Workplace*
- *Career Smarts—Career Portfolios with a Can Do Attitude (audio)*
- *Creating Your Career Portfolio—Using Your Portfolio in Your Job Search (Video)*
- *Creating Your Career Portfolio –Assembling your Portfolio (Video)*
- *Transferable Skills: Using Everything You’ve Got to Advance (Video)*

Karen J. Hall has a master’s degree from Purdue University in Instructional Design and Educational Computing. Karen was formerly a corporate trainer and instructional designer. Karen is an outstanding graphic artist and web designer leading Learnovation®, LLC in new and innovative methods of instruction for both print and e-training platforms.

Among her co-authored titles of books are:

- *Creating Your Career Portfolio—At A Glance Guide*
- *Creating Your Career Portfolio—At A Glance Guide for Students*
- *The Immigrant’s Guide to the American Workplace*
- *The Family Guide to the American Workplace*
- *Creating Your Career Portfolio Practical Exercises*
- *Career Transitions—Transferable Skills and Career Portfolio Workbook*
- *Training the Trainer—Performance Based Training for Today’s Workplace*
- *Creating Your Career Portfolio—Using Your Portfolio in Your Job Search (Video)*
- *Creating Your Career Portfolio –Assembling your Portfolio (Video)*
- *Transferable Skills: Using Everything You’ve Got to Advance (Video).*

Curriculum Plan

Based on *Creating Your Career Portfolio At-A-Glance Guide for Students 3rd Edition*

Full Course Curriculum – designed for 2 ½ - 3 credit hour courses/ 1 semester course

Jump-Start Seminar – designed for a 1 credit hour course; easily integrated into existing career development courses; or can be taught in a seminar/workshop format

Self-Study – designed for use in career development center settings, placement offices, and online courses – limited contact time

Instructional time – contact time with participants, instruction in new topics*

Assignment time – time for participants to complete assignments and activities in or out of class

Group Activity time – time for structured interaction in or out of class

*Time has not been allocated for quizzes and tests. All feedback/grading is based upon performance on assignments/activities.



A component of the portfolio



Template available online at <http://learnovation.com/careerportfolios/CD-contents-student.htm>



Suggested group activity



Assignment or activity may take extra time



Assignment or activity may be skipped if time is short

Text – *Creating Your Career Portfolio At-A-Glance Guide for Students – 3rd Edition*

Workbook – *Career Transitions: Transferable Skills and Career Portfolio Workbook*

CES – *Career Express Suite*

Session #1 - What is a Career Portfolio/ Introduction

	Full Course Curriculum (40-45 contact hours)	Jump-Start Seminar (15-18 contact hours)	Self-Study (8-10 contact hours)	Notes
Instructional Time	3 hours	1 hour	1 hour	The audio tape can be used by participants to overview the components of a Career portfolio and serve as a reference during additional sessions. (Especially helpful to individuals in a self-study program)
Assignment Time	2 ½ hours	2 ½ hours	2 ½ hours	
Group Activity Time	Ø hours	Ø hours	N/A	

Topic	Materials	Assignment/Activities
<ul style="list-style-type: none"> ▪ Introduce the topic and the materials ▪ Why would you use a portfolio? ▪ What is a career portfolio? ▪ What materials do you need to assemble a portfolio? ▪ How you can use the career portfolio in different situations <ul style="list-style-type: none"> • During an interview to get a job • In a job to track your performance • During school to track work samples • During a college interview • To compete for an internship or admittance ▪ An overview of the content of a portfolio <ul style="list-style-type: none"> • Sections of a portfolio • Collecting and creating work samples ▪ Attitude surveys (workbook) ▪ Overview the OAT form 	<ul style="list-style-type: none"> ▪ Text – Chapter 1 ▪ Workbook – Exercise 1 Workbook – Exercise 13A & 13B ▪ Sample portfolios (instructor's, several participants') ▪ Sample electronic portfolios ▪ Empty portfolio kits with supplies ▪ Audio Tape – <i>Career Smarts: Career Portfolios with a Can-Do Attitude!</i> ▪ CES – <i>Occupational Assessment Tool (OAT)</i> 	<ul style="list-style-type: none"> ▪ Text – Read Chapters 1 and 2 ▪ Workbook – Exercise #1 What are Your Interests? ▪ Workbook – Exercise #2 – Class Skills Inventory 🙏🙏🙏 ▪ Workbook – Exercise #13A – What's Your Attitude? ▪ Workbook – Exercise #13B – Shifting Your Attitude ▪ Familiarize themselves with their career portfolio kit ▪ Participants will begin to collect work samples ▪ CES - Complete the OAT form online ▪ Listen to the audio tape







Session #2 – Where Do I Want to Be?

	Full Course Curriculum (40-45 contact hours)	Jump-Start Seminar (15-18 contact hours)	Self-Study (8-10 contact hours)
Instructional Time	4 hours	2 ½ hours	1 ½ hours
Assignment Time	3 hours	4 hours	4 hours
Group Activity Time	2 ½ hours	2 ½ hours	N/A

Topic	Materials	Assignment/Activities
<ul style="list-style-type: none"> ▪ Identifying your interests ▪ Discussion on the O-Net interest survey, results ▪ Taking a look at the current job market ▪ Researching careers ▪ Introduction to CES – overview the software, demonstrate how to add information 	<ul style="list-style-type: none"> ▪ Text – Chapter 2 ▪ Workbook – Exercises #1 and 2 ▪ CES 	<ul style="list-style-type: none"> ▪ Text – Read Chapter 2 ▪ Participants will collect work samples ▪ Workbook – Exercise #3 – The Job Application ▪ Workbook – Exercise #4A-C – Dialing Down on My Skills ▪ CES – Enter contact, occupation and education information in the program.

Session #3 – Where Am I Now?

	Full Course Curriculum (40-45 contact hours)	Jump-Start Seminar (15-18 contact hours)	Self-Study (8-10 contact hours)
Instructional Time	9 hours	3 ½ hours	2 hours
Assignment Time	6 hours	7 hours	8 hours
Group Activity Time	2 ½ hours	2 ½ hours	N/A

Topic	Materials	Assignment/Activities
<ul style="list-style-type: none"> ▪ The job application as a starting point for evaluating current skills ▪ Designing your career plan <ul style="list-style-type: none"> • Identifying your skills – <ul style="list-style-type: none"> ♦ from jobs ♦ from education/training ♦ other sources • Discuss hard skills, soft skills, and transferable skills ▪ Work philosophy  ▪ Goals  ▪ CES – Skills Analysis – discuss how the knowledge, skills, abilities, and work activities shown come from the occupations entered. Overview how to add to the Tools and Technologies list ▪ CES - Review GAP in CES ▪ CES - Review group and training information 	<ul style="list-style-type: none"> ▪ Text – Chapter 2 ▪ Text – Chapter 9, Resource Guide- #5- Transferable Skills List, #6- List of templates on the disk ▪ Video – <i>Transferable Skills: Using Everything You've Got To Advance</i> ▪ Workbook – Exercises #3 and #4A, 4B, 4C ▪ CES – Sample GAP reports 	<ul style="list-style-type: none"> ▪ Text – Read Chapter 4 ▪ Have the participant write their work philosophy.  . ▪ Have the participant write their work career goals.  . ▪ Participants will collect work samples ▪ Workbook – Exercise #5 – SWOT Analysis ▪ Workbook – Exercise #6 – Job Matching and My Career Path ▪ CES – Create a GAP report ▪ CES – add Tools and Technologies to the Skills Analysis list ▪ CES – Enter information in training, groups, and military (if applicable).








Session #4 – What’s My Plan? – Planning for the Skills You Need / The Résumé: An Overview of Your Portfolio

	Full Course Curriculum (40-45 contact hours)	Jump-Start Seminar (15-18 contact hours)	Self-Study (8-10 contact hours)
Instructional Time	4 hours	2 hours	2 hours
Assignment Time	8 hours	9 hours	10 ½ hours
Group Activity Time	2 ½ hours	2 ½ hours	N/A

Topic	Materials	Assignment/Activities
<ul style="list-style-type: none"> ▪ Review the GAP report ▪ Planning for the skills you need <ul style="list-style-type: none"> • SWOT analysis 🚶🚶🚶 ▪ Job matching ▪ Career ladders ▪ Using transferable skills to advance your career ▪ Identifying the skills you need in your career <ul style="list-style-type: none"> • Based on your major and your job interests, identify the skills you need to succeed ▪ Creating a résumé <ul style="list-style-type: none"> • Basics of a résumé 📖 • Organizing your résumé • Choosing the right words 🚶🚶🚶 • Formatting your résumé • Getting it out there <ul style="list-style-type: none"> ♦ Cover letters ♦ E-mail and fax ♦ Online services and websites ▪ Overview creating a résumé in CES 	<ul style="list-style-type: none"> ▪ Text – Chapter 3 and 4 ▪ Text – Chapter 9 – Resource Guide, #3 - Action Verb List ▪ Workbook – Exercises #7, #9A ▪ Sample résumés ▪ Workbook – Exercises #5 and 6 ▪ CES 	<ul style="list-style-type: none"> ▪ Text – Read Chapter 3 ▪ Participants will collect work samples ▪ Workbook – Exercise #7 – Planning for the Skills I Need ▪ Workbook – Exercise # 9 – Creating Your Résumé ▪ CES – Create a basic résumé (no work samples) 🕒 ▪ Write a cover letter

Session #5 – Creating the Tools I Need – Focus on Work Samples

	Full Course Curriculum (40-45 contact hours)	Jump-Start Seminar (15-18 contact hours)	Self-Study (8-10 contact hours)	Notes
Instructional Time Assignment Time Group Activity Time	10 hours 13 hours 1 ½ hours	4 hours 17 hours 1 ½ hours	2 hours 20 hours N/A	<ul style="list-style-type: none"> ▪ Letters of request for recommendation can serve in place of the actual letter of recommendation when grading the portfolio. Work samples are best presented and graded together with overview cards. ▪ This session can be used as a workshop time, with students bringing their work samples and getting informal feedback from peers and instructor on the appropriateness of samples. If possible, have computers and scanners available for students to scan their samples so they can upload to CES.

Topic	Materials	Assignment/Activities
<ul style="list-style-type: none"> ▪ Review Résumés ▪ Review the contents of a career portfolio ▪ Sources of work samples <ul style="list-style-type: none"> • Class assignments • On the job – employment • Community service ▪ Types of work samples  <ul style="list-style-type: none"> • Materials used or produced on the job • Assignments • Letters of recommendation • Skill sets • Certifications, diplomas, degrees or awards • Community service • Extracurricular activities • Academic plan of study  • Faculty and employer bios  • References  ▪ CES – Overview how to attach work samples in CES ▪ CES – Overview how to create a customized eRésumé that includes work samples, responsibilities and achievements. 	<ul style="list-style-type: none"> ▪ Text – Chapter 4 ▪ Text – Chapter 9 – Resource Guide, #4 Department of Labor SCANS, #5- Transferable Skills List, #6- List of templates on the disk ▪ Video – <i>Creating Your Career Portfolio – Assembling Your Portfolio</i> ▪ Workbook – Exercises #8, 10 ▪ Portfolio kit ▪ CES 	<ul style="list-style-type: none"> ▪ Text – Read Chapters 5 and 8 ▪ Workbook – Exercise # 9B – Using Keywords in Your Résumé ▪ Workbook – Exercise #8A and 8B. ▪ Participants will collect work samples. ▪ The participant will use the template forms on the CD to create the following documents:  <ul style="list-style-type: none"> • membership list / extracurricular activities involvement • academic plan of study • faculty and employer bio • reference list ▪ CES – upload work samples and attach to different jobs, education, etc. ▪ CES – Create a new résumé that includes work sample links and detailed job responsibilities or achievements <p>Optional Activities:</p> <ul style="list-style-type: none"> ▪ Have participants post their résumé on a website (45 minutes) ▪ Have participants create customized skill sets using the template found on the CD   (45 minutes)

Session #6 – Creating the Tools I Need – Assembling Your Career Portfolio

	Full Course Curriculum (40-45 contact hours)	Jump-Start Seminar (15-18 contact hours)	Self-Study (8-10 contact hours)	Notes
Instructional Time Assignment Time Group Activity Time	6 hours 7 ½ hours 2 hours	2 hours 8 ½ hours 2 hours	1 hour 9 ½ hours N/A	This is a good session to have a group workshop. Each student brings their work samples and materials and work on assembling their portfolios. Provide computers, scanners, and color printers so participants can make copies of their materials. Individuals can also get informal feedback from peers and instructor.

Topic	Materials	Assignment/Activities
<ul style="list-style-type: none"> ▪ Introduce formatting and creating your Career portfolio with style <ul style="list-style-type: none"> • Review chapter 8 – Style Guide and use it as a reference during assembly ▪ Step 1: Gathering your supplies ▪ Step 2: Sorting and organizing work samples 🧑🧑🧑 <ul style="list-style-type: none"> • Selecting tabbed areas • Selecting appropriate work samples ▪ Step 3: Putting your Career portfolio together ▪ Step 4: Developing support materials <ul style="list-style-type: none"> • Statement of originality and confidentiality 📄 • Work sample overview cards 📄 ▪ Step 5: Proofing your Career portfolio 	<ul style="list-style-type: none"> ▪ Text – Chapter 5 ▪ Text – Chapter 8 ▪ Text – Chapter 9 – Resource Guide, #1 Supply List, #2- Emergency Instructions for Portfolio Assembly, #6- List of templates on the disk ▪ Workbook – Exercises #8A and 8B, Exercise 10 ▪ Portfolio kit 	<ul style="list-style-type: none"> ▪ Text – Read Chapter 7 ▪ Exercise #8A - Select and create the tabs for the portfolio 🧑🧑🧑 ▪ Exercise #8B – Creating Overview Cards ▪ Exercise #10 – Assembling Your Career Portfolio 🕒 ▪ Sort and select work samples to include in the presentation portfolio 🧑🧑🧑 ▪ Physically assemble the portfolio 🕒 ▪ The participant will use the template forms on the CD to create the following documents: 🖨️ <ul style="list-style-type: none"> • Statement of originality and confidentiality • Work sample overview cards ▪ Update CES and the eRésumé as needed to include new samples

Session # 7– Using the Portfolio

	Full Course Curriculum (40-45 contact hours)	Jump-Start Seminar (15-18 contact hours)	Self-Study (8-10 contact hours)
Instructional Time	7 hours	2 hours	1 hour
Assignment Time	3 hours	3 hours	3 hours
Group Activity Time	3 hours	3 hours	N/A

Topic	Materials	Assignment/Activities
<ul style="list-style-type: none"> ▪ Customizing your portfolio for the needs of the interview ▪ Using the Career portfolio in an interview <ul style="list-style-type: none"> • Using the Career portfolio to: <ul style="list-style-type: none"> ♦ Introduce yourself ♦ Answer a question ♦ Summarize skills • Dealing with reactions ▪ Following up after the interview ▪ Using the Career portfolio to get an internship or co-op ▪ Using the Career portfolio to get a job 	<ul style="list-style-type: none"> ▪ Text – Chapter 7 ▪ Completed portfolio kit ▪ Video – <i>Creating Your Career Portfolio Using Your Portfolio in Your Job Search</i> ▪ <i>CES</i> 	<ul style="list-style-type: none"> ▪ Text – Read Chapter 7 ▪ Preparation for mock interviews

Session # 8– The Portfolio in Practice – Mock Interviews

	Full Course Curriculum (40-45 contact hours)	Jump-Start Seminar (15-18 contact hours)	Self-Study (8-10 contact hours)
Instructional Time	7 hours	2 hours	1 hour
Assignment Time	3 hours	3 hours	3 hours
Group Activity Time	3 hours	3 hours	N/A

Topic	Materials	Assignment/Activities
<ul style="list-style-type: none"> ▪ Role play mock interviews using the completed portfolio ††† ▪ Role play a phone interview where the interviewer has access to the student's eRésumé. Students should be able to describe and discuss linked work samples ▪ Conduct mock interviews using the completed portfolios 	<ul style="list-style-type: none"> ▪ Text – Chapter 7 ▪ Completed portfolio kit ▪ Video – <i>Creating Your Career Portfolio Using Your Portfolio in Your Job Search</i> 	<ul style="list-style-type: none"> ▪ Conduct mock interviews using the completed portfolios ††† ▪ Conduct mock phone interviews using the completed eRésumé

(Optional) Session #9 – The ePortfolio

	Full Course Curriculum (40-45 contact hours)	Jump-Start Seminar (15-18 contact hours)	Self-Study (8-10 contact hours)	Notes
Instructional Time	4 hours	2 hours	1 hour	This session can be moved towards the beginning of the program if the class will be integrating ePortfolios into the program.
Assignment Time	20 hours	25 hours	30 hours	
Group Activity Time	∅ hours	∅ hours	N/A	

Topic	Materials	Assignment/Activities
<ul style="list-style-type: none"> ▪ Review CES and compare this to an electronic portfolio ▪ Benefits of using an ePortfolio ▪ Using an ePortfolio ▪ Technical requirements for launching an ePortfolio ▪ Designing the ePortfolio ▪ Elements of an ePortfolio 	<ul style="list-style-type: none"> ▪ Text – Chapter 6 ▪ Text – Chapter 9 – Resource Guide, #1 Supply List, #6- List of templates on the disk ▪ Completed career portfolio kit ▪ CES 	<ul style="list-style-type: none"> ▪ Text – Read Chapter 6 <ul style="list-style-type: none"> • Complete an ePortfolio • Sort and organize work samples • Scan work samples • Use the template to create the ePortfolio

Suggested Grading Rubrics for Exercises in the *Career Transitions: Transferable Skills and Career Portfolio Workbook*

Grading Legend

++ Exceeds the standard
+ Meets the standard

- Partially meets the standard
- - Does not meet the standard

++	+	-	- -
#1 – What Kind of Job Do I Want to Be Doing?			
<ul style="list-style-type: none"> ▪ List 5 jobs of interest ▪ List 5 favorite and least favorite classes in school ▪ Priorities are ranked ▪ Interest inventory was taken online – a copy was printed ▪ 4 careers are researched and a form completed for each job. ▪ Favorite Job form is completed ▪ 3 top career picks filled out 	<ul style="list-style-type: none"> ▪ List 4 jobs of interest ▪ List 4 favorite and least favorite classes in school ▪ Priorities are ranked ▪ Interest inventory was taken online – a copy was printed ▪ 3 careers are researched and a form completed for each job. ▪ Favorite Job form is completed ▪ 2 top career picks filled out 	<ul style="list-style-type: none"> ▪ List 3 jobs of interest ▪ List 3 favorite and least favorite classes in school ▪ Priorities are partially ranked ▪ Interest inventory was started but not completed ▪ 1 career is researched and a form completed for the job. ▪ Favorite Job form is partially completed ▪ 1 top career pick is filled out 	<ul style="list-style-type: none"> ▪ List two or less jobs of interest ▪ List two or less favorite and least favorite classes in school ▪ Priorities are not ranked ▪ Interest inventory was not taken online ▪ no careers are researched and no form is completed for each job. ▪ Favorite Job form is not completed ▪ Top career picks not completed
#2 – Taking a Look at the Job Market			
<ul style="list-style-type: none"> ▪ Identify and complete a form for 3 job ads ▪ 100% of each form has been completed 	<ul style="list-style-type: none"> ▪ Identify and complete a form for 2 job ads ▪ 80% of each form has been completed 	<ul style="list-style-type: none"> ▪ Identify and complete a form for 1 job ad ▪ 60% of each form has been completed 	<ul style="list-style-type: none"> ▪ Presents no form for any job ad ▪ Less than 50% of each form has been completed
#3 – Reality Check: The Job Application			
<ul style="list-style-type: none"> ▪ Completely fill out personal Information, Position Desired, Education, and References ▪ Work experience – Complete work experience section for a minimum of four jobs 	<ul style="list-style-type: none"> ▪ Completely fill out personal Information, Position Desired, Education, and References ▪ Work experience – Complete work experience section for a minimum of three jobs 	<ul style="list-style-type: none"> ▪ Completely fill out personal Information, Position Desired, Education, and References ▪ Work experience – Complete work experience section for a minimum of three jobs 	<ul style="list-style-type: none"> ▪ Personal Information, Position Desired, Education, and References are incomplete
<i>(Continued)</i>			

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#3 – Reality Check: The Job Application (Continued)			
<ul style="list-style-type: none"> ▪ Complete Special Job-Related Skills, Training Licenses identifying a minimum of 5 skills or licenses ▪ Include at least 3 references 	<ul style="list-style-type: none"> ▪ Complete Special Job-Related Skills, Training Licenses identifying a minimum of 4 skills or licenses ▪ Include at least 3 references 	<ul style="list-style-type: none"> ▪ Complete Special Job-Related Skills, Training Licenses identifying a minimum of 3 skills or licenses ▪ Include at least 1 reference 	
#4A – Taking Inventory- Skills from Jobs			
<ul style="list-style-type: none"> ▪ Identify 8 technical and 8 soft skills used on each job listed on the job application form ▪ Identify a minimum of 3 additional skills as determined by O-Net ▪ Evidence/Proof or plan to obtain the skill is identified for each skill and can realistically be accomplished by the student 	<ul style="list-style-type: none"> ▪ Identify 7 technical and 7 soft skills used on each job listed on the job application form ▪ Identify a minimum of 2 additional skills as determined by O-Net ▪ Evidence/Proof or plan to obtain the skill is identified for each skill 	<ul style="list-style-type: none"> ▪ Identify 5 technical and 5 soft skills used on each job listed on the job application form ▪ Identify a minimum of 1 additional skills as determined by O-Net ▪ Evidence/Proof or plan to obtain the skill is identified for each skill 	<ul style="list-style-type: none"> ▪ Identify less than 4 activities
#4B – Taking Inventory- Skills from Education/Training			
<ul style="list-style-type: none"> ▪ Complete the form for at least 5 different education or training experiences. If the individual does not enough different educational experiences, complete the form for individual courses. ▪ Identify 5 technical and 5 soft skills from each education/ training experience listed on the job application form 	<ul style="list-style-type: none"> ▪ Complete the form for at least 4 different education or training experiences. If the individual does not enough different educational experiences, complete the form for individual courses. ▪ Identify 4 technical and 4 soft skills from each education/ training experience listed on the job application form 	<ul style="list-style-type: none"> ▪ Complete the form for at least 2 different education or training experiences. If the individual does not enough different educational experiences, complete the form for individual courses. ▪ Identify 3 technical and 3 soft skills from each education/ training experience listed on the job application form 	<ul style="list-style-type: none"> ▪ Identify no course ▪ Completed no forms
			<i>(Continued)</i>

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#4B – Taking Inventory- Skills from Education/Training (Continued)			
<ul style="list-style-type: none"> ▪ Evidence/Proof or plan to obtain the skill is identified for each skill and can realistically be accomplished by the student ▪ Identify 4 job-related skills 	<ul style="list-style-type: none"> ▪ Evidence/Proof or plan to obtain the skill is identified for each skill ▪ Identify 3 job-related skills 	<ul style="list-style-type: none"> ▪ Evidence/Proof or plan to obtain the skill is identified for each skill 	
#4C – Taking Inventory- Your Transferable Skills			
<ul style="list-style-type: none"> ▪ Identify 12 activities ▪ Identify 2 or more activities for all transferable skill areas ▪ Identify 6 skills for each activity ▪ Evidence/Proof or plan to obtain the skill is identified for each skill and can realistically be accomplished by the student 	<ul style="list-style-type: none"> ▪ Identify 8 activities ▪ Identify 1 activity for at least 3 transferable skill areas ▪ Identify 5 skills for each activity ▪ Evidence/Proof or plan to obtain the skill is identified for each skill 	<ul style="list-style-type: none"> ▪ Identify 6 activities (3 hobbies, 3 jobs at a minimum if they do not have memberships or community service. ▪ Identify 3 skills for each activity 	<ul style="list-style-type: none"> ▪ Identify less than 6 activities ▪ Identify less than 3 skills for each activity
#5 – a SWOT Analysis			
<ul style="list-style-type: none"> ▪ Completely distinguish things they control (strengths and weaknesses) vs. things they do not control (opportunities and threats) ▪ Identify 7-10 of each: <ul style="list-style-type: none"> • Strengths • Weaknesses • Opportunities • Threats ▪ Top three items indicated for each section 	<ul style="list-style-type: none"> ▪ Adequately distinguish things they control (strengths and weaknesses) vs. things they do not control (opportunities and threats) ▪ Identify 3-5 of each: <ul style="list-style-type: none"> • Strengths • Weaknesses • Opportunities • Threats 	<ul style="list-style-type: none"> ▪ Partially distinguish things they control (strengths and weaknesses) vs. things they do not control (opportunities and threats) ▪ Identify 1-2 of each: <ul style="list-style-type: none"> • Strengths • Weaknesses • Opportunities • Threats 	<ul style="list-style-type: none"> ▪ SWOT analysis is incomplete

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#6 – Job Matching and My Career Path			
<ul style="list-style-type: none"> ▪ Identify and complete a form for 3 job ads ▪ 100% of each form has been completed ▪ Each job relates to the desired job 	<ul style="list-style-type: none"> ▪ Identify and complete a form for 2 job ads ▪ 80% of each form has been completed ▪ Each job relates to the desired job 	<ul style="list-style-type: none"> ▪ Identify and complete a form for 1 job ad ▪ 60% of each form has been completed ▪ Jobs are not related 	<ul style="list-style-type: none"> ▪ Presents no form for any job ad ▪ Less than 50% of each form has been completed
#7 – Planning For The Skills You Need			
<ul style="list-style-type: none"> ▪ Identify a minimum of 9 technical skills and 8 soft skills. ▪ Describe skill development for each skill ▪ Identify a timeline for developing skill ▪ Timeline for skill development is realistic ▪ Skills chosen match participant's career plan 	<ul style="list-style-type: none"> ▪ Identify a minimum of 8 technical skills and 7 soft skills. ▪ Describe skill development for each skill ▪ Identify work sample for each skill ▪ Identify a timeline for developing skill ▪ Timeline for skill development is realistic 	<ul style="list-style-type: none"> ▪ Identify a minimum of 5 technical skills and 5 soft skills. ▪ Describe skill development for each skill ▪ Identify work sample for each skill ▪ Identify a timeline for developing skill 	<ul style="list-style-type: none"> ▪ Identify less than 4 technical and 4 soft skills
#8A – Setting up Your Tabs and Organizing Samples			
<ul style="list-style-type: none"> ▪ Three main skill areas are listed with 5 samples listed for each area ▪ List of all tabs in portfolio is created ▪ Work samples correctly sorted into a minimum of 3 tabbed areas 	<ul style="list-style-type: none"> ▪ Three main skill areas are listed with 4 samples listed for each area ▪ List of all tabs in portfolio is created ▪ Work samples correctly sorted into a minimum of 3 tabbed areas 	<ul style="list-style-type: none"> ▪ Two main skill areas are listed with 3 samples listed for each area 	<ul style="list-style-type: none"> ▪ Two main skill areas are listed with only 1-2 samples.
#8B – Creating Overview Cards			
<ul style="list-style-type: none"> ▪ Overview cards created for each work sample ▪ Overview cards are labeled appropriately with title, purpose, date and skills ▪ Cross reference to index of section 	<ul style="list-style-type: none"> ▪ Overview cards created for each work sample ▪ Overview cards are labeled appropriately with title, purpose, date and skills 	<ul style="list-style-type: none"> ▪ Overview cards created for most work samples ▪ Overview cards are labeled 	<ul style="list-style-type: none"> ▪ No overview cards completed

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#9A – Creating My Résumé			
<ul style="list-style-type: none"> ▪ Completely fill out sections 1, 2, and 6 ▪ Work experience – Complete work experience section for a minimum of three jobs ▪ Complete section 3 identifying a minimum of 1 professional membership held or research and identify a minimum of 2 professional memberships for section 3 ▪ Complete section 4, identifying a minimum of 1 award earned or research and identify a minimum of 2 awards to achieve ▪ Complete section 5, identifying participation in a minimum of 1 volunteer activity or research and identify a minimum of 2 volunteer activities to achieve for section 5 ▪ Include at least 3 references ▪ Create a functional résumé without spelling or grammatical errors ▪ Résumé contains a highly-detailed level of skills 	<ul style="list-style-type: none"> ▪ Completely fill out sections 1, 2, and 6 ▪ Work experience – Complete work experience section for a minimum of three jobs ▪ Complete section 5, identifying participation in a minimum of 1 volunteer activity or research and identify a minimum of 2 volunteer activities to achieve for section 5 ▪ Include at least 3 references ▪ Create a functional résumé without spelling or grammatical errors 	<ul style="list-style-type: none"> ▪ Completely fill out sections 1, 2, and 6 ▪ Work experience – Complete work experience section for a minimum of three jobs ▪ Include at least 1 reference 	<ul style="list-style-type: none"> ▪ Sections 1, 2, or 6 are incomplete

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#9B –Using Keywords In Your Résumé			
<ul style="list-style-type: none"> ▪ Complete work experience for one job ▪ Identify 3 skills and 9 keywords ▪ Complete professional memberships by identifying a minimum of 1 professional membership held or list a desired professional membership and list 3 keywords ▪ Complete awards section by identifying a minimum of 1 award received with 3 keywords or list a desired award with 3 keywords ▪ Complete volunteerism section by identifying a minimum of 1 volunteer activity and list 3 keywords or list a potential volunteer activity and list 3 keywords 	<ul style="list-style-type: none"> ▪ Complete work experience for one job ▪ Identify 3 skills and 3 keywords ▪ Complete volunteerism section by identifying a minimum of 1 volunteer activity or list a potential volunteer activity and list 3 keywords 	<ul style="list-style-type: none"> ▪ Complete work experience for one job ▪ Identify 1 skill and 1 keyword 	<ul style="list-style-type: none"> ▪ Did not complete work experience section for one job
#10 – Assembling Your Career Portfolio			
<ul style="list-style-type: none"> ▪ Checklist is fully completed including: <ul style="list-style-type: none"> • Work philosophy • Minimum of 5 goals • Minimum of 4 tabbed areas 	<ul style="list-style-type: none"> ▪ Checklist is fully completed including: <ul style="list-style-type: none"> • Work philosophy • Minimum of 4 goals • Minimum of 3 tabbed areas 	<ul style="list-style-type: none"> ▪ Checklist is fully completed including: <ul style="list-style-type: none"> • Work philosophy • Minimum of 3 goals • Minimum of 2 tabbed areas 	<ul style="list-style-type: none"> ▪ Checklist is incomplete
#11A – What’s Your Attitude?			
<ul style="list-style-type: none"> ▪ Attitude survey is completed ▪ 10 quotable quotes completed ▪ 3 attitudes completed 	<ul style="list-style-type: none"> ▪ Attitude survey is completed ▪ 7 quotable quotes completed ▪ 3 attitudes completed 	<ul style="list-style-type: none"> ▪ Attitude survey is completed ▪ 7 quotable quotes completed ▪ 2 attitudes completed 	<ul style="list-style-type: none"> ▪ Attitude survey is incomplete ▪ less than 7 quotable quotes completed ▪ 3 attitudes completed

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▪ #11B – Shifting Your Attitude			
<ul style="list-style-type: none"> ▪ 3 attitudes and affirmations completed ▪ 6 attitudes to be changed completed ▪ 3 attitudes completed 	<ul style="list-style-type: none"> ▪ 3 attitudes and affirmations completed ▪ 4 attitudes to be changed completed ▪ 2 attitudes completed 	<ul style="list-style-type: none"> ▪ 2 attitudes and affirmations completed ▪ 3 attitudes to be changed completed ▪ 1 attitudes completed 	<ul style="list-style-type: none"> ▪ Less than 2 attitudes and affirmations completed ▪ Less than 3 attitudes to be changed completed ▪ Less than 1 attitudes completed

Notes:

Suggested Grading Rubrics for Assignments in *Creating Your Career Portfolio: At-A-Glance Guide for Students*

Grading Legend

++ Exceeds the standard
+ Meets the standard

- Partially meets the standard
-- Does not meet the standard

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Career SWOT Analysis			
<ul style="list-style-type: none"> ▪ Completely distinguish things they control (strengths and weaknesses) vs. things they do not control (opportunities and threats) ▪ Identify 7-10 of each: <ul style="list-style-type: none"> • Strengths • Weaknesses • Opportunities • Threats 	<ul style="list-style-type: none"> ▪ Adequately distinguish things they control (strengths and weaknesses) vs. things they do not control (opportunities and threats) ▪ Identify 3-5 of each: <ul style="list-style-type: none"> • Strengths • Weaknesses • Opportunities • Threats 	<ul style="list-style-type: none"> ▪ Partially distinguish things they control (strengths and weaknesses) vs. things they do not control (opportunities and threats) ▪ Identify 1-2 of each: <ul style="list-style-type: none"> • Strengths • Weaknesses • Opportunities • Threats 	<ul style="list-style-type: none"> ▪ SWOT analysis is incomplete
Work Philosophy			
<ul style="list-style-type: none"> ▪ Include 4-5 statements describing personal beliefs about work and the industry ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Include 2-3 statements describing personal beliefs about work and the industry ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Include fewer than 2 statements describing personal beliefs about work and the industry 	<ul style="list-style-type: none"> ▪ Includes statements unrelated to work and the industry
Career Goals			
<ul style="list-style-type: none"> ▪ Includes 4-5 goals ▪ Goals are measurable and include timelines for completion ▪ Goals are achievable ▪ Goals are career oriented ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Includes 3 goals ▪ Goals are measurable and include timelines for completion ▪ Goals are achievable ▪ Goals are career oriented ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Includes less than 3 goals ▪ Goals do not meet all of the following components: <ul style="list-style-type: none"> • are measurable • include timelines for completion • are achievable • career oriented 	<ul style="list-style-type: none"> ▪ Goals are incomplete

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Résumé			
<ul style="list-style-type: none"> ▪ Résumé is complete, neat, and printed on professional paper ▪ Résumé completely describes education and work experiences in professional language ▪ Résumé formatting is consistent ▪ Availability of career portfolio is noted ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Résumé is complete, neat, and printed on professional paper ▪ Résumé adequately describes education and work experiences ▪ Résumé formatting is consistent ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Résumé is neat and printed ▪ Résumé is incomplete ▪ Résumé partially describes education and work experiences ▪ Résumé formatting is inconsistent 	<ul style="list-style-type: none"> ▪ Résumé is incomplete
Cover Letter			
<ul style="list-style-type: none"> ▪ Completed letter, in business format, includes: <ul style="list-style-type: none"> • Specific address • Key summary of the résumé • Explanation of desired job opportunities • Availability of career portfolio is noted ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Completed letter, in business format, includes: <ul style="list-style-type: none"> • Specific address • Key summary of the résumé • Explanation of desired job opportunities ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Completed letter missing any of the following components: <ul style="list-style-type: none"> • Specific address • Key summary of the résumé • Explanation of desired job opportunities • Business format 	<ul style="list-style-type: none"> ▪ Letter is incomplete
Letter of Request			
<ul style="list-style-type: none"> ▪ Completed letter in business letter format which includes: <ul style="list-style-type: none"> • A list of specific skills to be addressed • A requested return date • Time period to be addressed • Relationship of reference ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Completed letter which includes: <ul style="list-style-type: none"> • A list of skills to be addressed • Time period to be addressed ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Completed letter does not include: <ul style="list-style-type: none"> • A clear list of skills to be addressed • Time period to be addressed 	<ul style="list-style-type: none"> ▪ Letter is incomplete

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Memberships/Extracurricular Activity List			
<ul style="list-style-type: none"> ▪ Each list contains the following information: <ul style="list-style-type: none"> • Organization name • Dates of membership • Offices, boards or committees held ▪ If participant holds memberships include: <ul style="list-style-type: none"> • Letters of accomplishment noted • Photos of event participation • Copies of programs attended ▪ If participant does not hold any memberships, include: <ul style="list-style-type: none"> • Date of a future event to attend • Information on joining the organization ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Each list contains the following information: <ul style="list-style-type: none"> • Organization name • Dates of membership • Offices, boards or committees held (or sought if no membership is held) ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Each list contains the following information: <ul style="list-style-type: none"> • Organization name 	<ul style="list-style-type: none"> ▪ List is incomplete
Academic Plan Of Study			
<p>Courses taken are copied from course catalog and formatted into a typed list organized by area</p>	<ul style="list-style-type: none"> ▪ Courses taken highlighted in the course catalog 	<ul style="list-style-type: none"> ▪ Include a copy of course catalog ▪ 	<ul style="list-style-type: none"> ▪ No course catalog supplied
Faculty And Employer Bio			
<ul style="list-style-type: none"> ▪ Include 5 or more faculty/employer biographies ▪ Each faculty/employer bio lists the following information: <ul style="list-style-type: none"> • Name and job title • Organization name • Contact information • Area of specialty • Date ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Include at least 3-5 faculty/employer biographies ▪ Each faculty/employer bio lists the following information: <ul style="list-style-type: none"> • Name and job title • Organization name • Contact information • Area of specialty • Date ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Include 2 or fewer faculty/employer biographies ▪ Each faculty/employer bio lists the following information: <ul style="list-style-type: none"> • Name and job title • Organization name • Contact information • Area of specialty • Date 	<ul style="list-style-type: none"> ▪ Incomplete information included for 2 or fewer faculty/employer biographies

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Reference List			
<ul style="list-style-type: none"> ▪ Include 3 references with full contact information – 1 of each reference type (character, academic, employment) ▪ Reference includes the skills that can be addressed ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Include 3 references with full contact information ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Include 2 references with full contact information 	<ul style="list-style-type: none"> ▪ Less than 2 references ▪ Incomplete information on references
Skill Sets			
<ul style="list-style-type: none"> ▪ Include 3 separate skill sets with 5 skills each ▪ Skills are measurable ▪ Skills listed relate to the skill set ▪ Indicate the current skill level for each skill ▪ Skill levels are signed off by a qualified person ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Include 3 separate skill sets with 3-4 skills each ▪ Skills are measurable ▪ Skills listed relate to the skill set ▪ Indicate the current skill level for each skill ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Include less than 3 separate skill sets with less than 3 skills each ▪ Skills are measurable ▪ Skills listed relate to the skill set ▪ Did not indicate the current skill level for each skill 	<ul style="list-style-type: none"> ▪ Skill sets are incomplete
Work Samples			
<ul style="list-style-type: none"> ▪ Copies of 15 work samples labeled with the related skill ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Copies of 10 work samples labeled with the related skill ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Copies of 5 work samples labeled with the related skill ▪ 	<ul style="list-style-type: none"> ▪ Fewer than 5 work samples
Statement of Originality And Confidentiality			
<ul style="list-style-type: none"> ▪ Includes complete statement printed on professional paper ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Includes complete printed statement ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Statement does not include participant's name 	<ul style="list-style-type: none"> ▪ Statement is incomplete

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Work Sample Overview Cards			
<ul style="list-style-type: none"> ▪ Each overview card includes following information: <ul style="list-style-type: none"> • Title of sample • Purpose of sample • Date of work • Keywords indicating skills used ▪ Overview cards are attached to each work sample ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Each overview card includes following information: <ul style="list-style-type: none"> • Title of sample • Purpose of sample • Date of work • Keywords indicating skills used ▪ No grammar or spelling errors 	<ul style="list-style-type: none"> ▪ Each overview card includes following information: <ul style="list-style-type: none"> • Title of sample • Purpose of sample • Date of work 	<ul style="list-style-type: none"> ▪ Overview cards are incomplete
Mock Interviews			
<ul style="list-style-type: none"> ▪ Participant completely uses the portfolio to: <ul style="list-style-type: none"> • Introduce themselves • Answer a question • Summarize their skills ▪ Appropriately dressed ▪ Prepared for the interview ▪ Asks appropriate questions 	<ul style="list-style-type: none"> ▪ Participant adequately uses the portfolio to do one of the following: <ul style="list-style-type: none"> • Introduce themselves • Answer a question • Summarize their skills ▪ Appropriately dressed ▪ Prepared for the interview ▪ Asks appropriate questions 	<ul style="list-style-type: none"> ▪ Participant does not use the portfolio to do one of the following: <ul style="list-style-type: none"> • Introduce themselves • Answer a question • Summarize their skills ▪ Inappropriately dressed ▪ Unprepared for the interview ▪ Unable to ask appropriate questions 	<ul style="list-style-type: none"> ▪ Participant does not have a completed portfolio

Notes:

Suggested Grading Rubrics for the Presentation Career Portfolio

Grading Legend

++ Exceeds the standard
+ Meets the standard

– Partially meets the standard
– – Does not meet the standard

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Appearance			
<ul style="list-style-type: none"> ▪ 3-ring notebook ▪ materials are in sheet protectors ▪ tabbed ▪ materials are in order ▪ neat, clean and orderly ▪ appearance of sections are consistent ▪ materials are printed on professional paper 	<ul style="list-style-type: none"> ▪ 3-ring notebook ▪ materials are in sheet protectors ▪ tabbed ▪ materials are in order ▪ neat, clean and orderly ▪ all required components are included 	<ul style="list-style-type: none"> ▪ Missing 1 of the following components: <ul style="list-style-type: none"> • 3-ring notebook • materials are in sheet protectors • tabbed • materials are in order ▪ materials are not neat and well ordered 	<ul style="list-style-type: none"> ▪ Career portfolio is incomplete
Tabs			
<ul style="list-style-type: none"> ▪ Includes a minimum of 5 tabbed areas ▪ Tabs are printed ▪ Tabs are easy to read 	<ul style="list-style-type: none"> ▪ Includes a minimum of 4 tabbed areas ▪ Tabs are printed ▪ Tabs are easy to read 	<ul style="list-style-type: none"> ▪ Includes a minimum of 3 tabbed areas ▪ Tabs are printed ▪ Tabs are easy to read 	<ul style="list-style-type: none"> ▪ Fewer than 3 tabbed areas ▪ Tabs are not printed ▪ Tabs are difficult to read
Completeness			
<ul style="list-style-type: none"> ▪ Portfolio includes: <ul style="list-style-type: none"> • Statement of originality • Work philosophy • Career goals • Résumé • Tabs • 15-20 work samples with overview cards • References ▪ Includes instructions for using the electronic portfolio 	<ul style="list-style-type: none"> ▪ Portfolio includes: <ul style="list-style-type: none"> • Statement of originality • Work philosophy • Career goals • Résumé • Tabs • 10 work samples with overview cards • References ▪ Includes instructions for using the electronic portfolio 	<ul style="list-style-type: none"> ▪ Portfolio includes: <ul style="list-style-type: none"> • Statement of originality • Work philosophy • Career goals • Résumé • Tabs • 5 work samples with overview cards • References 	<ul style="list-style-type: none"> ▪ Items are incomplete or missing

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Work Samples			
<ul style="list-style-type: none"> ▪ Includes 15-20 work samples ▪ Incorporates a minimum of 2 hard skills and 2 soft skills ▪ Overview card is present for each sample ▪ Work samples are in the appropriate tabbed area ▪ Minimum of 4 of the following types of work samples are included: <ul style="list-style-type: none"> • Letters of recommendation • Skill sets • Job sample • Class assignment or project • Certificates and degrees • Awards • Community Service • Memberships/ Extracurricular Activities • Plan of study • Faculty/Employee Bios 	<ul style="list-style-type: none"> ▪ Includes 10 work samples ▪ Incorporates a minimum of 2 hard skills and 2 soft skills ▪ Overview card is present for each sample ▪ Work samples are in the appropriate tabbed area ▪ Minimum of 3 of the following types of work samples are included: <ul style="list-style-type: none"> • Letters of recommendation • Skill sets • Job sample • Class assignment or project • Certificates and degrees • Awards • Community Service • Memberships/ Extracurricular Activities • Plan of study • Faculty/Employee Bios 	<ul style="list-style-type: none"> ▪ Includes 5 work samples ▪ Incorporates a minimum of 2 hard skills and 2 soft skills ▪ Missing some of the following components: <ul style="list-style-type: none"> • Overview card is present for each sample • Work samples may not fit in the appropriate tabbed area • Less than 2 of the following types of work samples are included: <ul style="list-style-type: none"> ♦ Letters of recommendation ♦ Skill sets ♦ Job sample ♦ Class assignment or project ♦ Certificates and degrees ♦ Awards ♦ Community Service ♦ Memberships/ Extracurricular Activities ♦ Plan of study ♦ Faculty/Employee Bios 	<ul style="list-style-type: none"> ▪ Fewer than 5 work samples ▪ Items are incomplete or missing

Suggested Grading Rubrics for the Electronic Career Portfolio

Grading Legend

++ Exceeds the standard
+ Meets the standard

- Partially meets the standard
- - Does not meet the standard

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Appearance			
<ul style="list-style-type: none"> ▪ All pages have a professional and consistent look and style ▪ Easy to navigate ▪ Materials are logically organized ▪ All required components are included ▪ Graphically appealing 	<ul style="list-style-type: none"> ▪ All pages have a consistent look and style ▪ Easy to navigate ▪ Materials are logically organized ▪ All required components are included ▪ Graphically appealing 	<ul style="list-style-type: none"> ▪ Missing 1 of the following components: <ul style="list-style-type: none"> • materials are in order • materials are not neat and well ordered 	<ul style="list-style-type: none"> ▪ Career portfolio is missing components ▪ Site is difficult to navigate or navigation is missing
Navigation			
<ul style="list-style-type: none"> ▪ Navigation is complete and clear ▪ All navigation buttons and links work correctly ▪ Pages are logically grouped by skill area ▪ Navigation is consistent on each page ▪ Navigation toolbars parallel the tabs in the hard copy portfolio 	<ul style="list-style-type: none"> ▪ Navigation is adequate and clear ▪ All navigation buttons and links work correctly ▪ Pages are logically grouped by skill area ▪ Navigation is consistent on each page 	<ul style="list-style-type: none"> ▪ Navigation is adequate ▪ Most navigation buttons and links work correctly ▪ Pages are logically grouped by skill area 	<ul style="list-style-type: none"> ▪ Navigation does not work ▪ Difficult to find sub pages ▪ Pages are not organized
Completeness			
<ul style="list-style-type: none"> ▪ Includes all required components: <ul style="list-style-type: none"> • Stmt. of originality • Work philosophy • Career goals • Résumé • Navigation buttons/text • Includes 15-20 work samples with captions • References • Contact information <p>(Continued)</p>	<ul style="list-style-type: none"> ▪ Includes all required components: <ul style="list-style-type: none"> • Stmt. of originality • Work philosophy • Career goals • Résumé • Navigation buttons/text • Includes 10 work samples with captions • References • Contact information <p>(Continued)</p>	<ul style="list-style-type: none"> ▪ Statement of originality ▪ Work philosophy ▪ Career goals ▪ Résumé ▪ Navigation buttons or text ▪ Includes 5 work samples with captions ▪ References ▪ Contact information 	<ul style="list-style-type: none"> ▪ Items are incomplete or missing

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Completeness (Continued)			
<ul style="list-style-type: none"> ▪ Includes instructions for using the electronic portfolio 	<ul style="list-style-type: none"> ▪ Includes instructions for using the electronic portfolio 		
Work Samples			
<ul style="list-style-type: none"> ▪ Include 15-20 work samples ▪ Incorporates a minimum of 2 hard skills and 2 soft skills ▪ Captions on each sample ▪ Work samples are in the appropriate skill area ▪ At least 4 of the following types of work samples are included: <ul style="list-style-type: none"> • Letters of recommendation • Skill sets • Job sample • Class assignment or project • Certificates and degrees • Awards • Community Service • Memberships/ Extracurricular Activities • Plan of study • Faculty/Employee Bios 	<ul style="list-style-type: none"> ▪ Include a minimum of 10 work samples ▪ Incorporates a minimum of 2 hard skills and 2 soft skills ▪ Captions on each sample ▪ Work samples are organized into the appropriate skill area ▪ At least 3 of the following types of work samples are included: <ul style="list-style-type: none"> • Letters of recommendation • Skill sets • Job sample • Class assignment or project • Certificates and degrees • Awards • Community Service • Memberships/ Extracurricular Activities • Plan of study • Faculty/Employee Bios 	<ul style="list-style-type: none"> ▪ Include a minimum of 5 work samples ▪ Incorporates a minimum of 2 hard skills and 2 soft skills ▪ Missing some of the following components: <ul style="list-style-type: none"> • Captions on each sample • Work samples do not fit in the appropriate skill area • Less than 2 of the following types of work samples are included: <ul style="list-style-type: none"> ♦ Letters of recommendation ♦ Skill sets ♦ Job sample ♦ Class assignment or project ♦ Certificates and degrees ♦ Awards ♦ Community Service ♦ Memberships/ Extracurricular Activities ♦ Plan of study ♦ Faculty/Employee Bios 	<ul style="list-style-type: none"> ▪ Fewer than 5 work samples ▪ Items are incomplete or missing

Suggested Grading Rubrics for the Career Express Suite

Grading Legend

- ++ Exceeds the standard
- + Meets the standard

- Partially meets the standard
- Does not meet the standard

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Occupational Assessment Form (OAT form)			
<ul style="list-style-type: none"> ▪ Form submitted ▪ Contact information complete ▪ Demographic questions answered completely ▪ All education entered completely ▪ Occupation entered completely 	<ul style="list-style-type: none"> ▪ Form submitted ▪ Contact information complete ▪ Demographic questions answered completely ▪ All education entered completely ▪ Occupation entered completely 	<ul style="list-style-type: none"> ▪ Form submitted ▪ Contact information missing information ▪ Demographic questions not answered completely ▪ Education or Occupation not completed 	<ul style="list-style-type: none"> ▪ Form not submitted, or incomplete
Gap Analysis			
<ul style="list-style-type: none"> ▪ Has the correct target occupation ▪ Jobs and education appear on GAP ▪ Years of education/experience are reflected correctly on the GAP (Students would have filled out the dates of the position as well as # of hours worked per pay period to have this reflect correctly) 	<ul style="list-style-type: none"> ▪ Has the correct target occupation ▪ Jobs and education appear on GAP 	<ul style="list-style-type: none"> ▪ Correct target occupation ▪ Jobs or education not entered 	<ul style="list-style-type: none"> ▪ GAP not submitted, or incomplete

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eRésumé			
<ul style="list-style-type: none"> ▪ Contact information complete ▪ Career objective is customized to target job ▪ PDF of target position is attached to e-resume ▪ Work experience includes dates, organization, and location ▪ Education includes dates, organization, and location ▪ Includes a minimum of 2 professional memberships or activities or groups ▪ Includes a minimum of 1 award earned or participation in a minimum of 1 volunteer activity ▪ Education and work experience contain a breakdown of achievements or responsibilities ▪ Résumé contains a minimum of 5 linked work samples ▪ Résumé contains a highly-detailed level of skills ▪ No spelling or grammatical errors 	<ul style="list-style-type: none"> ▪ Contact information complete ▪ Career objective is customized to target job ▪ PDF of target position is attached to e-resume ▪ Work experience includes dates, organization, and location ▪ Education includes dates, organization, and location ▪ Includes a minimum of 1 professional memberships or activities or groups ▪ Includes a minimum of 1 award earned or participation in a minimum of 1 volunteer activity ▪ Education and work experience contain a breakdown of achievements or responsibilities ▪ Résumé contains a minimum of 5 linked work samples ▪ Résumé contains a highly- detailed level of skills ▪ No spelling or grammatical errors 	<ul style="list-style-type: none"> ▪ Contact information complete ▪ Career objective is customized to target job ▪ Work experience includes dates, organization, and location ▪ Education includes dates, organization, and location ▪ Includes a minimum of 1 professional memberships, activities, groups, award, or volunteer ▪ Résumé contains a minimum of 2 linked work samples ▪ No spelling or grammatical errors 	<ul style="list-style-type: none"> ▪ Contact information is incomplete ▪ Career objective is not customized to target job ▪ Work and education missing information ▪ No group or volunteer information ▪ Résumé contains no linked samples ▪ Includes spelling or grammatical errors

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<p>Work Samples (Samples can be entered in Occupations, Education, Training, Military, or Groups) If you want to give a grade based on the number and quality of work samples entered in CES, have students create a résumé and ask them to include links to all their work samples.</p>			
<ul style="list-style-type: none"> ▪ Includes 10-12 work samples ▪ Incorporates a minimum of 2 hard skills and 2 soft skills ▪ Work samples are linked to the appropriate experience or activity on the résumé . ▪ Minimum of 4 of the following types of work samples are included: <ul style="list-style-type: none"> • Letters of recommendation • Skill sets • Job sample • Class assignment or project • Certificates and degrees • Awards • Community Service • Memberships/ Extracurricular Activities 	<ul style="list-style-type: none"> ▪ Includes 9 work samples ▪ Incorporates a minimum of 2 hard skills and 2 soft skills ▪ Work samples are linked to the appropriate experience or activity on the résumé . ▪ Minimum of 3 of the following types of work samples are included: <ul style="list-style-type: none"> • Letters of recommendation • Skill sets • Job sample • Class assignment or project • Certificates and degrees • Awards • Community Service • Memberships/ Extracurricular Activities 	<ul style="list-style-type: none"> ▪ Includes 6 work samples ▪ Incorporates a minimum of 2 hard skills and 2 soft skills ▪ Missing some of the following components: <ul style="list-style-type: none"> • Work samples may not be linked to the appropriate experience or activity • Less than 2 of the following types of work samples are included: <ul style="list-style-type: none"> ♦ Letters of recommendation ♦ Skill sets ♦ Job sample ♦ Class assignment or project ♦ Certificates and degrees ♦ Awards ♦ Community Service ♦ Memberships/ Extracurricular Activities ♦ Plan of study ♦ Faculty/Employee Bios 	<ul style="list-style-type: none"> ▪ Fewer than 3 work samples ▪ Items are incomplete or missing

Notes: