

## INDIVIDUAL CAREER AND ACADEMIC PLAN RUBRIC (ICAP)

Each level builds upon the previous level. It is assumed all services in the previous level are continued as the rubric works upward. This rubric provides basic guidelines to assist in rating the current status of your school's implementation of students' Individual Career and Academic Plan (ICAP). This self-rating tool can assist school personnel in setting systemic goals. It can highlight what level is being implemented and it can be used as a benchmarking tool for improvement.

Performance Element	1 Novice	2 Emerging	3 Developing	4 Meets Standard	5 Well- Developed/Advanced
<b>Career/Interests Assessments</b>	An assessment is taken by the student starting in 9th grade	An assessment is taken by the student starting in 8th grade	TAA instructs the student on the type of assessment being taken and how it will be used to create career goals.	TAA instructs the student on the type of assessment being taken and then explains how to interpret the results. Then explains how information will be use to set career goals.	TAA instructs, parents and students on the type of assessment being taken and then explains how to interpret the results. Then explains how information will be used to set career goals.
<b>Career and Postsecondary Goals</b>	A post-secondary and workforce goal is set by the student	A post-secondary and workforce goal is set by the student and the counselor.	TAA and students work with students to annually to complete, adjust and monitor progress of career goals.	TAA and counselors working with students annually to complete, adjust and monitor progress of career goals.	TAA, counselors, and parents working with students annually to complete, adjust and monitor progress of career goals.
<b>Academic Progress</b>	Counselors are responsible for academic progress	Counselors and students are responsible for academic progress.	TAA and students are responsible for academic progress.	TAA and counselors work with students annually to monitor academic progress toward their career goals.	TAA, counselors, and parents work with students annually to monitor academic progress toward their career goal.

<b>Intentional Sequence of courses for ICAP</b>	Counselors are responsible for courses.	Counselors and students are responsible for courses.	TAA and students are responsible for courses.	TAA and counselors work with students annually to assure the students courses match their career goals.	TAA, counselors, and parents working with students annually to assure the students courses match their career goals.
<b>in-service learning or work-based learning activity</b>	12th grade only	11th and 12th grade only	Activities are tracked through out high school.	Explorative WBL activities are introduced in 8th and 9th grade to encourage students to engage in WBL activities before graduation.	WBL activities begin with awareness activities in elementary, progress to exploration activities in middle school, and culminate in relevant WBL experiences in high school.
<b>Staff Involvement</b>	counselors only	TAA using a checklist with an identified ICAP components to complete.	Counselors, other student services staff and TAA independently provide career awareness to students	Counselors, other student services staff, TAA, school advisers/mentors and parents work with students on schoolwide ICAP system.	Counselors, other student services staff, TAA, school advisers/mentors, parents, technology center and postsecondary (tech center, university/college, military) student services jointly plan and work with students on school wide ICAP system.
<b>Staff Development</b>	No staff development	Inservice activity at the beginning of the year.	Inservice activity at the beginning and middle of the year.	Inservice activity before every major TAA event.	Training and planning for each TAA meeting is available in person or recorded. Resource people are identified to field questions.

<b>Grade Level Group or Individual Participation</b>	9th -12th grades random career activities	9th-12th grade meet 2-3 times a year to meet ICAP requirements	9th-11th grade meet 2-3 times a year and 12th grade has a career class that is required	9th - 12th grade meet with a regular time assigned to accomplish ICAP activities.	Elementary, middle and high school meet with a regular time assigned for sequenced career activities.
<b>Parental Involvement</b>	No parent involvement	Parents are only informed if ICAP activities take them off campus	Parents are make aware that ICAP activities are happening.	Parents are required to signoff on students ICAP planning and evaluate the process	Parents are required to be a part of the ICAP process, evaluation and given chance to be involved in making action plans for following year
<b>Evaluation</b>	Counselor do an informal evaluation	Administration and counselors do an evaluation	Counselors, TAA and administration do an evaluation	Counselors, TAA, administration, parents do an evaluation	Counselors, TAA, admin, parents and students do evaluations of all aspects of ICAP and make action plans for following year
<b>Totals</b>					
<b>Special populations will need to be evaluated similarity. Those many include but are not limited to those students served virtually for entire day or those who participate in alternative ed programs on campus.</b>					

If you need assistance with strategies for program improvements, please contact the Counseling and Career Development office for more information at 405.743.5102



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