



**North Carolina CTE Presidential Scholars Criteria  
and Performance Level Standards Rubric**

**Student Candidate Number:**

<b>Academic Rigor</b>	<b>25 points</b>	<b>15 points</b>	<b>10 points</b>	<b>0 points</b>	
Cumulative Unweighted GPA	3.81-4.00	3.60-3.80	3.00-3.59	<3.00	
CTE Cluster/Pathway GPA	3.81-4.00	3.60-3.80	3.25-3.59	<3.25	
Class Rank	= Top 5%	= 5.1% - 10%	= 10.1% - 15%	< 15.1%	
<b>Academic Rigor</b>	<b>25 points</b> The student is clear in how they meet or exceed the criteria and provide detailed evidence.	<b>15 points</b> The student identified how they meet or exceed criteria with some evidence.	<b>10 points</b> The student identified how they meet or exceed criteria with little to no evidence.	<b>0 points</b> The student did not identify how they meet or exceed criteria.	
<b>Academic Rigor Essay</b> Student must explain in great detail how they meet or exceed the CTE Presidential Scholars criteria. Writing mechanics, quality, and coverage will be evaluated.  1. Overall grade point average of 3.0 or higher on a 4.0 scale (unweighted) 2. A grade point average in selected career pathway of 3.25 with no grade below B-.					0
<b>Work-based Learning Experiences</b> Student must identify work-based learning experience(s) and/or course(s). *To obtain points, courses must be listed on the application in Part II, CTE Course List.	<b>10 Points - Courses</b> Advanced Studies Pre-apprenticeship Apprenticeship Internship Entrepreneurial Experience	<b>5 points</b> Job Shadow (Experience) School-based Enterprise (Course)	N/A	N/A	
Work-based Learning Experience 1					0
Work-based Learning Experience 2					0
Work-based Learning Experience 3					0
<b>Work-based Learning Essays</b>	<b>10 points</b> The student is clear in how their WBL experience has impacted them and their future plans.	<b>7 points</b> The student identified how their WBL experience has impacted them and their future plans.	<b>4 points</b> The student somewhat identified how their WBL experience has impacted them and their future plans.	<b>0 points</b> The student did not identify how their WBL experience has impacted them and their future plans.	
	<b>10 points</b> The student identified and explained the connection of 6-7 Durable Employability Skills skills.	<b>7 points</b> The student identified and explained the connection of 4-5 Durable Employability Skills skills.	<b>4 points</b> The student identified and explained the connection of 1-3 Durable Employability Skills skills.	<b>0 points</b> The student did not identify and explain the connection of any Durable Employability Skills skills.	
<b>Work-based Learning Essay 1</b> Student must explain in great detail how the WBL experience coordinated with classroom-based learning and how it enables students to learn and apply career and technical education skills and knowledge in a work context. Writing mechanics, quality, and coverage will be evaluated.					0

<b>Work-based Learning Durable Employability Skills 1</b> Student must explain in great detail how the WBL experience connected to <b>Durable Employability Skills</b> as found in the <b>NC Portrait of a Graduate</b> . Writing mechanics, quality, and coverage will be evaluated.					0
<b>Work-based Learning Essay 2</b> Student must explain in great detail how the WBL experience coordinated with classroom-based learning and how it enables students to learn and apply career and technical education skills and knowledge in a work context. Writing mechanics, quality, and coverage will be evaluated.					0
<b>Work-based Learning Durable Employability Skills 2</b> Student must explain in great detail how the WBL experience connected to <b>Durable Employability Skills</b> as found in the <b>NC Portrait of a Graduate</b> . Writing mechanics, quality, and coverage will be evaluated.					0
<b>Work-based Learning Essay 3</b> Student must explain in great detail how the WBL experience coordinated with classroom-based learning and how it enables students to learn and apply career and technical education skills and knowledge in a work context. Writing mechanics, quality, and coverage will be evaluated.					0
<b>Work-based Learning Durable Employability Skills 3</b> Student must explain in great detail how the WBL experience connected to <b>Durable Employability Skills</b> as found in the <b>NC Portrait of a Graduate</b> . Writing mechanics, quality, and coverage will be evaluated.					0
<b>Industry Recognized Credentials</b> <u>Student must identify Industry Recognized Credential(s) Earned.</u>	<b>10 points</b> Tier 3	<b>7 points</b> Tier 2	<b>4 points</b> Tier 1	<b>0 points</b>	
Industry Recognized Credential 1					0
Industry Recognized Credential 2					0
Industry Recognized Credential 3					0
<b>IRC/C Essays</b> Student must describe the impact their credential or certification earned had on them and their future plans.  Evaluate essay based on detail provided and writing mechanics.	<b>10 points</b> The student is clear in how their credentials or certifications earned has impacted them and their future plans.	<b>7 points</b> The student identified how their credentials or certifications earned has impacted them and their future plans.	<b>4 points</b> The student somewhat identified how their credentials or certifications earned has impacted them and their future plans.	<b>0 points</b> The student did not identify how their credentials or certifications earned has impacted them and their future plans.	
Industry Recognized Credential Essay 1					0
Industry Recognized Credential Essay 2					0
Industry Recognized Credential Essay 3					0
<b>Community Service Projects</b> Student has completed one or more community service projects or other student leadership activities in student's career area of interest.	<b>10 points</b>				
Community Service Project 1					0
Community Service Project 2					0
Community Service Project 3					0

<b>Community Service Project Essays</b> Student must describe the impact their Community Service Project or other student leadership activity had on them, their community, and their future plans.  Evaluate essay based on detail provided and writing mechanics.	<b>10 points</b> The student is clear in how their Community Service Project or other student leadership activity had an impact on them, their community, and their future plans.	<b>7 points</b> The student identified how their Community Service Project or other student leadership activity had an impact on them and their community.	<b>4 points</b> The student somewhat identified how their Community Service Project or other student leadership activity had an impact on them.	<b>0 points</b> The student did not identify how their Community Service Project or other student leadership activity had an impact on them, their community, or their future plans.	
Community Service Project 1 Essay					0
Community Service Project 2 Essay					0
Community Service Project 3 Essay					0
<b>Career Technical Student Organization (CTSO) Involvement</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	<b>0 points</b> Did not have CTSO Involvement	
CTSO Participation Level (Officer or Member)					0
CTSO Competitive Event Participation (National, State, Regional)					0
CTSO Competitive Event Placement (1st, 2nd, 3rd)					0
<b>CTSO Essay 1</b>	<b>3 points</b> The student is clear in how their involvement in this CTSO affected their future plans and which Durable Employability Skills were enhanced during the experience.	<b>2 points</b> The student identified how their involvement in this CTSO affected their future plans and which Durable Employability Skills were enhanced during the experience.	<b>1 point</b> The student somewhat identified how their involvement in this CTSO affected their future plans and which Durable Employability Skills were enhanced during the experience.	<b>0 points</b> The student did not identify how their involvement in this CTSO affected their future plans and which Durable Employability Skills were enhanced during the experience.	
<b>CTSO Essay 1</b> Student should describe the impact their involvement in this CTSO had on them and their future plans.  Evaluate essay based on detail provided and writing mechanics.					0
<b>CTSO Durable Employability Skills 1</b> Student should explain in detail how the CTSO experience connected to Durable Employability Skills as found in the NC Portrait of a Graduate. Writing mechanics, quality, and coverage will be evaluated.					0
CTSO Participation Level (Officer or Member)					0
CTSO Competitive Event Participation (National, State, Regional)					0
CTSO Competitive Event Placement (1st, 2nd, 3rd)					0
<b>CTSO Essay 2</b>	<b>3 points</b> The student is clear in how their involvement in this CTSO affected their future plans and which Durable Employability Skills were enhanced during the experience.	<b>2 points</b> The student identified how their involvement in this CTSO affected their future plans and which Durable Employability Skills were enhanced during the experience.	<b>1 point</b> The student somewhat identified how their involvement in this CTSO affected their future plans and which Durable Employability Skills were enhanced during the experience.	<b>0 points</b> The student did not identify how their involvement in this CTSO affected their future plans and which Durable Employability Skills were enhanced during the experience.	

<b>CTSO Essay 2</b> Student should describe the impact their involvement in this CTSO had on them and their future plans.  Evaluate essay based on detail provided and writing mechanics.					0
<b>CTSO Durable Employability Skills 2</b> Student should explain in detail how the CTSO experience connected to Durable Employability Skills as found in the NC Portrait of a Graduate. Writing mechanics, quality, and coverage will be evaluated.					0
CTSO Participation Level (Officer or Member)					0
CTSO Competitive Event Participation (National, State, Regional)					0
CTSO Competitive Event Placement (1st, 2nd, 3rd)					0
<b>CTSO Essay 3</b>	<b>3 points</b> The student is clear in how their involvement in this CTSO affected their future plans and which Durable Employability Skills were enhanced during the experience.	<b>2 points</b> The student identified how their involvement in this CTSO affected their future plans and which Durable Employability Skills were enhanced during the experience.	<b>1 point</b> The student somewhat identified how their involvement in this CTSO affected their future plans and which Durable Employability Skills were enhanced during the experience.	<b>0 points</b> The student did not identify how their involvement in this CTSO affected their future plans and which Durable Employability Skills were enhanced during the experience.	
<b>CTSO Essay 3</b> Student should describe the impact their involvement in this CTSO had on them and their future plans.  Evaluate essay based on detail provided and writing mechanics.					0
<b>CTSO Durable Employability Skills 3</b> Student should explain in detail how the CTSO experience connected to Durable Employability Skills as found in the NC Portrait of a Graduate. Writing mechanics, quality, and coverage will be evaluated.					0
CTSO Participation Level (Officer or Member)					0
CTSO Competitive Event Participation (National, State, Regional)					0
CTSO Competitive Event Placement (1st, 2nd, 3rd)					0
<b>CTSO Essay 4</b>	<b>3 points</b> The student is clear in how their involvement in this CTSO affected their future plans and which Durable Employability Skills were enhanced during the experience.	<b>2 points</b> The student identified how their involvement in this CTSO affected their future plans and which Durable Employability Skills were enhanced during the experience.	<b>1 point</b> The student somewhat identified how their involvement in this CTSO affected their future plans and which Durable Employability Skills were enhanced during the experience.	<b>0 points</b> The student did not identify how their involvement in this CTSO affected their future plans and which Durable Employability Skills were enhanced during the experience.	
<b>CTSO Essay 4</b> Student should describe the impact their involvement in this CTSO had on them and their future plans.  Evaluate essay based on detail provided and writing mechanics.					0

<b>CTSO Durable Employability Skills 4</b> Student should explain in detail how the CTSO experience connected to Durable Employability Skills as found in the NC Portrait of a Graduate. Writing mechanics, quality, and coverage will be evaluated.					0
CTSO Participation Level (Officer or Member)					0
CTSO Competitive Event Participation (National, State, Regional)					0
CTSO Competitive Event Placement (1st, 2nd, 3rd)					0
<b>CTSO Essay 5</b>	<b>3 points</b> The student is clear in how their involvement in this CTSO affected their future plans and which Durable Employability Skills were enhanced during the experience.	<b>2 points</b> The student identified how their involvement in this CTSO affected their future plans and which Durable Employability Skills were enhanced during the experience.	<b>1 point</b> The student somewhat identified how their involvement in this CTSO affected their future plans and which Durable Employability Skills were enhanced during the experience.	<b>0 points</b> The student did not identify how their involvement in this CTSO affected their future plans and which Durable Employability Skills were enhanced during the experience.	
<b>CTSO Essay 5</b> Student should describe the impact their involvement in this CTSO had on them and their future plans.  Evaluate essay based on detail provided and writing mechanics.					0
<b>CTSO Durable Employability Skills 5</b> Student should explain in detail how the CTSO experience connected to Durable Employability Skills as found in the NC Portrait of a Graduate. Writing mechanics, quality, and coverage will be evaluated.					0
CTSO Participation Level (Officer or Member)					0
CTSO Competitive Event Participation (National, State, Regional)					0
CTSO Competitive Event Placement (1st, 2nd, 3rd)					0
<b>CTSO Essay 6</b>	<b>3 points</b> The student is clear in how their involvement in this CTSO affected their future plans and which Durable Employability Skills were enhanced during the experience.	<b>2 points</b> The student identified how their involvement in this CTSO affected their future plans and which Durable Employability Skills were enhanced during the experience.	<b>1 point</b> The student somewhat identified how their involvement in this CTSO affected their future plans and which Durable Employability Skills were enhanced during the experience.	<b>0 points</b> The student did not identify how their involvement in this CTSO affected their future plans and which Durable Employability Skills were enhanced during the experience.	
<b>CTSO Essay 6</b> Student should describe the impact their involvement in this CTSO had on them and their future plans.  Evaluate essay based on detail provided and writing mechanics.					0
<b>CTSO Durable Employability Skills 6</b> Student should explain in detail how the CTSO experience connected to Durable Employability Skills as found in the NC Portrait of a Graduate. Writing mechanics, quality, and coverage will be evaluated.					0

<b>Real-world problem Essay</b>	<b>25 points</b> The student was clear in how they identified and solved a real-world problem, providing ample detail.	<b>15 points</b> The student was clear in how they identified and solved a real-world problem but did not provide details.	<b>10 points</b> The student somewhat explained how they identified and solved a real-world problem.	<b>0 points</b> The student did not explain how they identified and solved a real-world problem.	
Real-world Problem Essay Student should describe in detail the identification and resolution of a real-world problem. Evaluate essay based on detail provided and writing mechanics.					0
<b>New product/good/service Essay</b>	<b>25 points</b> The student was clear in explaining why and how they developed a new product/good/service, providing ample detail.	<b>15 points</b> The student was clear in explaining why and how they developed a new product/good/service, but did not provide details.	<b>10 points</b> The student somewhat explained why and how they developed a new product/good/service,	<b>0 points</b> The student did not explain how why and how they developed a new product/good/service,.	
New product/good/service essay Student should describe in detail the identification and development of a new product/good/service. Evaluate essay based on detail provided and writing mechanics.					0
<b>Total Possible Points 450</b>				<b>Total Points Earned</b>	<b>0</b>
<b>Tie-breaker Points:</b>	<b>10 points</b> Scored at the Gold Level in each of the three core areas of the National Career Readiness Certificate (i.e., Applied Mathematics, Locating Information, and Reading for Information).				
WorkKeys Gold					0
<b>Other awards essay</b>	<b>10 points</b> The student was clear in explaining additional awards and participation not otherwise recognized, providing ample detail.	<b>6 points</b> The student was clear in explaining additional awards and participation not otherwise recognized, but did not provide details.	<b>4 points</b> The student somewhat explained additional awards and participation not otherwise recognized.	<b>0 points</b> The student did not explain additional awards and participation not otherwise recognized.	
Other awards essay					0
<b>Total Possible Points 20</b>				<b>Total Points Earned</b>	<b>0</b>