

U.S. Presidential Scholars in Career and Technical Education

Criteria for Candidate Identification and Nomination

The designated organization(s) will use the following *general principles* and *specific standards* to develop a pool of U.S. Presidential Scholars in Career and Technical Education (CTE) nominees.

General Guiding Principles:

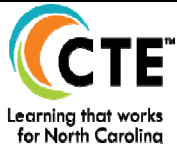
- **Academic Rigor** – students will demonstrate high proficiency on their State’s academic standards, based in part on their high achievement reflected on their State’s academic assessments in the core academic subjects.
- **Technical Competence** – students will demonstrate mastery of technical skills demanded by industry.
- **Employability Skills** – students will demonstrate such professional skills as teamwork, decision-making, and problem-solving.
- **Ingenuity and creativity** – students will have solved a real-world problem through the application of technical skills they developed in their career area.
- **Application pool** – students will represent the multiple sectors that are viewed as the pillars of our nation’s economic growth Healthcare, IT, Advanced Manufacturing, STEM, and Transportation, as well as the socioeconomic characteristics of our nation’s high school graduates.

Specific Standards:

- **Academic rigor** as calibrated to standard set by the National Technical Honor Society (NTHS) and based in part on their high achievement reflected on their State’s academic assessments in the core academic subjects:
 - An overall grade point average of 3.0 or higher on a 4.0 scale (unweighted).
 - Grade point average in their selected career pathway of 3.25 with no grade below B-.
- **Technical competence** as demonstrated by *one or more of* the following:
 - Completion of a work-based or community-based learning experience (Note: The term ‘work-based learning’ means a program of structured work experiences (such as internships, on-the-job training, apprenticeships, school-based enterprises, and Supervised Entrepreneurial Experiences) that is coordinated with classroom-based

- learning and that is designed to enable students to learn and apply career and technical education skills and knowledge in a work context).
- Placing a medal in State and/or national Career and Technical Student Organization (CTSO) skills competition in student's career area.
 - Earning an industry-recognized certification/credential.¹
- **Employability skills** as demonstrated by *one or more* of the following:
 - Completion of a work-based learning experience that is an integral part of the curriculum of the program of study.
 - Leadership role in a Career and Technical Student Organization (CTSO) at local, state, or national level.
 - Completion of a community service project or other student leadership activity in student's career area of interest.
 - Scores 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), which means that the student has the foundations skills for approximately 90% of jobs of jobs examined.
 - **Ingenuity/Creativity/Problem Solving** as demonstrated by *one or more* of the following:
 - Solution to a real-world problem (e.g., developed electric car that goes faster than any before).
 - Development of a new product/good or service (e.g., development of an app).

¹ The term 'certification' means a certificate from industry and awarded by a certification body based on an individual's demonstration, through an examination process, that he or she has acquired the designated knowledge, skills, and abilities to perform a specific job.



**North Carolina CTE Presidential Scholars
Criteria and Performance Level Standards
Rubric 2023-2024**

Student Candidate Number:

Academic Rigor	25 points	15 points	10 points	0 points	
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%	
Academic Rigor	25 points The student is clear in how they meet or exceed the criteria and provide detailed evidence.	15 points The student identified how they meet or exceed criteria with some evidence.	10 points The student identified how they meet or exceed criteria with little to no evidence.	0 points The student did not identify how they meet or exceed criteria.	
Academic Rigor Essay 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 of 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
Work-based Learning Experiences Student must identify work based learning experience(s).	10 Points Advanced Studies Pre-apprenticeship Apprenticeship Internship Entrepreneurial Experience	5 points Job Shadow School-based Enterprise	N/A	N/A	
Work-based Learning Experience 1					0
Work-based Learning Experience 2					0
Work-based Learning Experience 3					0
Work-based Learning Essays	10 points The student is clear in how their WBL experience has impacted them and their future plans.	7 points The student identified how their WBL experience has impacted them and their future plans.	4 points The student somewhat identified how their WBL experience has impacted them and their future plans.	0 points The student did not identify how their WBL experience has impacted them and their future plans.	
	10 points The student identified and explained the connection of 6-7 Durable Employability Skills skills.	7 points The student identified and explained the connection of 4-5 Durable Employability Skills skills.	4 points The student identified and explained the connection of 1-3 Durable Employability Skills skills.	0 points The student did not identify and explain the connection of any Durable Employability Skills skills.	
Work-based Learning Essay 1 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

Work-based Learning Durable Employability Skills 1 Student must explain in great detail how the WBL experience connected to Durable Employability Skills as found in the NC Portrait of a Graduate . Writing mechanics, quality, and coverage will be evaluated.					0
Work-based Learning Essay 2 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
Work-based Learning Durable Employability Skills 2 Student must explain in great detail how the WBL experience connected to Durable Employability Skills as found in the NC Portrait of a Graduate . Writing mechanics, quality, and coverage will be evaluated.					0
Work-based Learning Essay 3 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
Work-based Learning Durable Employability Skills 3 Student must explain in great detail how the WBL experience connected to Durable Employability Skills as found in the NC Portrait of a Graduate . Writing mechanics, quality, and coverage will be evaluated.					0
Industry Recognized Credentials <u>Student must identify industry Recognized Credential(s) Earned.</u>	10 points Tier 3	7 points Tier 2	4 points Tier 1	0 points	
Industry Recognized Credential 1					0
Industry Recognized Credential 2					0
Industry Recognized Credential 3					0
IRC/C Essays 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.	10 points The student is clear in how their credentials or certifications earned has impacted them and their future plans.	7 points The student identified how their credentials or certifications earned has impacted them and their future plans.	4 points The student somewhat identified how their credentials or certifications earned has impacted them and their future plans.	0 points 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
Community Service Projects Student has completed one or more community service projects or other student leadership activities in student's career area of interest.	10 points				
Community Service Project 1					0
Community Service Project 2					0
Community Service Project 3					0

Community Service Project Essays 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.	10 points 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.	7 points The student identified how their Community Service Project or other student leadership activity had an impact on them and their community.	4 points The student somewhat identified how their Community Service Project or other student leadership activity had an impact on them.	0 points 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
Career Technical Student Organization (CTSO) Involvement	3 points	2 points	1 point	0 points 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
CTSO Essay 1	3 points 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.	2 points The student identified how their involvement in this CTSO affected their future plans and which Durable Employability Skills were enhanced during the experience.	1 point The student somewhat identified how their involvement in this CTSO affected their future plans and which Durable Employability Skills were enhanced during the experience.	0 points 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.	
CTSO Essay 1 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
CTSO Durable Employability Skills 1 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
CTSO Essay 2	3 points 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.	2 points The student identified how their involvement in this CTSO affected their future plans and which Durable Employability Skills were enhanced during the experience.	1 point The student somewhat identified how their involvement in this CTSO affected their future plans and which Durable Employability Skills were enhanced during the experience.	0 points 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.	

CTSO Essay 2 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
CTSO Durable Employability Skills 2 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
CTSO Essay 3	3 points 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.	2 points The student identified how their involvement in this CTSO affected their future plans and which Durable Employability Skills were enhanced during the experience.	1 point The student somewhat identified how their involvement in this CTSO affected their future plans and which Durable Employability Skills were enhanced during the experience.	0 points 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.	
CTSO Essay 3 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
CTSO Durable Employability Skills 3 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
CTSO Essay 4	3 points 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.	2 points The student identified how their involvement in this CTSO affected their future plans and which Durable Employability Skills were enhanced during the experience.	1 point The student somewhat identified how their involvement in this CTSO affected their future plans and which Durable Employability Skills were enhanced during the experience.	0 points 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.	
CTSO Essay 4 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

CTSO Durable Employability Skills 4 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
CTSO Essay 5	3 points 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.	2 points The student identified how their involvement in this CTSO affected their future plans and which Durable Employability Skills were enhanced during the experience.	1 point The student somewhat identified how their involvement in this CTSO affected their future plans and which Durable Employability Skills were enhanced during the experience.	0 points 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.	
CTSO Essay 5 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
CTSO Durable Employability Skills 5 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
CTSO Essay 6	3 points 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.	2 points The student identified how their involvement in this CTSO affected their future plans and which Durable Employability Skills were enhanced during the experience.	1 point The student somewhat identified how their involvement in this CTSO affected their future plans and which Durable Employability Skills were enhanced during the experience.	0 points 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.	
CTSO Essay 6 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
CTSO Durable Employability Skills 6 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

Real-world problem Essay	25 points The student was clear in how they identified and solved a real-world problem, providing ample detail.	15 points The student was clear in how they identified and solved a real-world problem but did not provide details.	10 points The student somewhat explained how they identified and solved a real-world problem.	0 points 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
New product/good/service Essay	25 points The student was clear in explaining why and how they developed a new product/good/service, providing ample detail.	15 points The student was clear in explaining why and how they developed a new product/good/service, but did not provide details.	10 points The student somewhat explained why and how they developed a new product/good/service,	0 points 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
Total Possible Points 450				Total Points Earned	0
Tie-breaker Points:	10 points 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
Other awards essay	10 points The student was clear in explaining additional awards and participation not otherwise recognized, providing ample detail.	6 points The student was clear in explaining additional awards and participation not otherwise recognized, but did not provide details.	4 points The student somewhat explained additional awards and participation not otherwise recognized.	0 points The student did not explain additional awards and participation not otherwise recognized.	
Other awards essay					0
Total Possible Points 20				Total Points Earned	0