



El Dorado County Career Technical Partnership

In Partnership: Folsom Lake College • El Dorado Union High School District • El Dorado County Office of Education

El Dorado County Career Technical Education Partnership

Assessment Rubric Template

(Describe Here the task or performance that this rubric is designed to evaluate)

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Define the terms fixed costs and variable costs	Students can write the definitions of fixed costs and variable costs	Given a list of costs for a business, students can label the costs either fixed or variable	Students are able to research a business and identify fixed costs and variable costs associated with that business	Students demonstrate their comprehension of fixed costs and various costs by identifying long term effects of both fixed and variable costs	3
Identify how costs impact profits	Students will be able to identify that profits are a result of income minus costs	Given a list of income and costs for a business, students will be able to calculate profits.	Given a list of income and costs, along with some cost cutting proposals, students will be able to assess the impact on profit of the proposals.	Students generate cost cutting proposals of their own and then assess the impact on profit their proposal will have.	6
Evaluate and choose the best alternatives	Given a list of proposals, students are able to explain the 'outcome' of each proposal	Given a list of proposals, students will be able to identify the benefits and risks of at least two proposals and describe why one proposal is better than the other.	Given the opportunity to choose from a variety of cost cutting proposals, students will be able to assess the risks and benefits, both short term and long term, of each proposal	Students generate their own proposal and then are able to evaluate the impact of their proposal's risks and benefits, both short term and long term, and describe why it is a good alternative	7
Contributes to group effort	Listens to other members of the group, appears to be on task	Shares opinions and ideas when prompted by other group members.	Volunteers ideas and opinion, and supports their response using examples and	Encourages all group members to participate by supporting their responses. Re-	4



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		Contributes to the goals of the group	prior learning. Contributes to completion of group task	focuses group as needed.	
Identify necessary steps to reduce the impact of wildfires on forests, the timber industry and forest communities	Able to list the 3 necessary steps to manage a forest in relation to wildfires	Able to state how unmanaged forests increase the risk for wildfire crisis	Can identify at least 3 ways to reduce the impact of wildfires on Timber Industry	Connects the managing of forests with the safety and prosperity of forest communities	
Understand how social, political, and economic factors can affect the use of forests.	List 3 groups who have an interest in managing the forest	Identify a local group, business or agency and list their goals in relation to managing a forest.	Compare and contrast the goals of at least 2 'stakeholders' in forest management	Use a local forest as an example and develop a plan that would meet the needs of the forest and of the 'stakeholders'	

Beginning: Provide a description of identifiable performance characteristics reflecting a beginning level of performance.

Developing: Provide a description of identifiable performance characteristics reflecting development and movement toward mastery of performance.

Accomplished: Provide a description of identifiable performance characteristics reflecting mastery of performance.

Exemplary: Provide a description of identifiable performance characteristics reflecting the highest level of performance.