



construction  
**READY**

## Teachers Toolkit

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ASSESSMENT RUBRIC FOR ATTITUDE,  
SKILL AND KNOWLEDGE



The **Industry A.S.K. Rubric** is a tool used to identify employer expectations of young workers starting out in construction employment. It is developed with industry direction and can be used as a way to understand, and prepare for, the experience of starting most entry level construction jobs. It is designed to be integrated with the new Applied Design, Skills and Technologies and can be used as a classroom tool.

The Rubric can be used as a student self-assessment or as a tool for employers or teachers to provide assessment. It may be appropriate to use the Rubric at the beginning and end of a course or work experience in order to highlight where a student has demonstrated growth or requires additional focus.

*The Industry A.S.K. Rubric is intended to complement the classroom experience. It is not a comprehensive list for all jobs, sites or employers. As such, it is to be used as a suggestion and to increase awareness – at all times young workers should ask about employer's expectations and procedures before starting employment.*

Find out more and become a FutureBuilder  
[ConstructionReadyBC.ca](http://ConstructionReadyBC.ca)

ATTRIBUTE	CRITERION	1 NOT YET MEETING EXPECTATIONS	2 APPROACHING MEETING EXPECTATIONS	3 MEETING EXPECTATIONS	4 EXCEEDING EXPECTATIONS
HARD WORKING	Punctual & Dependable	I am frequently late or absent.  I am still getting ready when work starts, finishes early.  I am never available for overtime.  I frequently ask for release time.	I am seldom late or absent.  I am not prepared to start at the beginning of the day.  I am seldom available for overtime.  I seldom ask for release time.	I am never late and rarely absent.  I am prepared to start with boots and gear on at the beginning of the day.  I am often available for overtime.  I rarely ask for release time.	I arrive early and don't leave until things are closed up for the day.  I volunteer to take on overtime, including weekends.  I offer to make up for any release time.
	Work Ethic	I am a sloppy worker and inattentive to quality.  I often skip or ignore procedures to avoid work.	I show concern for quality.  I usually follow directions but may be slow or forget procedures.	I take pride in my work and I am careful to produce good quality work.  I am careful to follow direction and work quickly and safely.	I take pride in my work and I have a high attention to detail.  I follow direction, use time carefully, and find efficiencies as appropriate and safe.
	Optimistic Mindset	I complain about almost everything.	I am hesitant to take on new, difficult, or undesirable tasks.	I want to participate and do not complain about assigned tasks.	I enjoy my work and I am willing to take on undesirable tasks.
INITIATIVE	Self-Starter	I need to be told to start a job and directed through each step.	I can do the job, but wait to be told what to do.	I can be left to finish a job and will assist others without being asked.	I see something that needs to be done and do it myself.
	Demonstrates Flexibility	I find it difficult to adapt to new situations.	I like routine and resist change.	I am open to taking on new roles or challenging jobs, but require time to adapt.	I adapt quickly to new circumstances or roles.



# ATTITUDES



ATTRIBUTE	CRITERION	1 NOT YET MEETING EXPECTATIONS	2 APPROACHING MEETING EXPECTATIONS	3 MEETING EXPECTATIONS	4 EXCEEDING EXPECTATIONS
RESPONSIBLE	Identify, Own & Correct Problems	I do not take responsibility for problems I contribute to and do not act to correct them.	I avoid responsibility if problems arise and will correct errors only under direction.	I identify, own and correct problems with minimal direction.	I identify, own, and corrects problems and seek help to improve performance.
	Demonstrates Follow Through	I give up on tasks I see as difficult and I do not clean up.	I most often complete tasks but I won't clean up unless directed.	I complete what I start and ensures all areas are tidy with minimal direction.	I complete what I start and ensures all areas are tidy without direction.
	Organized	I am disorganized.	My workspace, tools and materials are somewhat disorganized.	My workspace is organized and all tools required are at hand.	I keep an organized workspace and end the day by planning what will be required for the next day.
	Safety First	I take risks that expose myself and others to harm.	I am concerned for others and follow safe work practices most of the time.	I ask before I expose myself or others to risks. I follow safe work practices at all times.	I pursue safety training and certifications independently.
TEAM PLAYER	Contributes	I offer opinions out of turn and do not listen.	I have limited input into meetings or planning.	I am able to offer constructive input.	I listen attentively and contribute by identifying where I can add value.
	Engaged	I blame others and see others as responsible for helping me.	I am often disengaged or off track.	I am engaged in the task at hand.	I show leadership while completing the task at hand.
	Understands Role	I am unwilling to do what is asked.	I am hesitant to get involved, but will support others when I am asked.	I see myself as part of a team and actively support others.	I follow and learn from every task and take a leadership role when appropriate.
WILLING & READY TO LEARN	Asks Questions	I do not ask questions.	I ask questions only after problems arise.	I ask questions as problems arise.	I anticipate challenges and ask questions before starting tasks.
	Problem Solving	I only see problems.	I can identify problems, but struggle to find solutions.	I offer solutions and ideas to problems I identify.	I apply what I have learned to anticipate problems and find solutions.
	Growth Mindset	I do not acknowledge gaps and I am uninterested in improving my work.  I do not set goals.	I am reluctant to learn and have trouble to identify my knowledge and skill gaps.  I sometimes show interest in setting short or long term goals.	I can demonstrate a realistic understanding of my skills and knowledge. I am open to input for growth.  I set and share short term goals. I have a long term career goal in mind.	I can identify gaps in my knowledge and skills and seek advice on how I can improve.  I set personal goals to improve at work. I can express a long term career and life goal.



ATTRIBUTE	CRITERION	1 NOT YET MEETING EXPECTATIONS	2 APPROACHING MEETING EXPECTATIONS	3 MEETING EXPECTATIONS	4 EXCEEDING EXPECTATIONS
POWER & HAND TOOLS	Identify and use hand and power tools required for the job	<p>I require supervision when using hand and power tools.</p> <p>I do not take care of tools.</p> <p>I waste materials.</p>	<p>I can identify and use most hand tools independently, but require monitoring when using power tools.</p> <p>I am hard on tools and do not maintain them.</p> <p>I am careful to not waste materials.</p>	<p>I can identify and use many hand and power tools without supervision.</p> <p>I may require direction on maintenance of equipment.</p> <p>I am attentive to waste and plan out material use</p>	<p>In addition to most hand and power tools, I can identify, use and maintain some gas powered equipment and/or powder-actuated tools.</p> <p>I use tools efficiently and keep them in working order.</p> <p>I identify ways to reuse materials and reduce waste.</p>
COMMUNICATION	Listening (understanding instructions)	I have difficulty with authority and following instructions.	I can follow short spoken instructions.	I can follow moderately complex instructions with multiple steps, but may require coaching.	I can follow moderately complex instructions with multiple steps.
	Speaking (explaining & clarifications)	<p>I have difficulty explaining thoughts and opinions.</p> <p>I struggle to ask or answer questions.</p> <p>I do not seek clarification.</p>	<p>I can sometimes clearly explain thoughts and opinions.</p> <p>I can sometimes ask and answer clear questions.</p> <p>I seldom seek clarification.</p>	<p>I can often explain moderately complex thoughts, instructions and opinions.</p> <p>I can often ask and answer moderately complex questions.</p> <p>I often seek clarification.</p>	<p>I can consistently explain moderately complex thoughts, instructions, and opinions.</p> <p>I can consistently ask and answer moderately complex questions.</p> <p>I consistently seek clarification.</p>
MATH SKILLS	Numeracy & Calculation	<p>I understand and can add, subtract, multiply, divide, and round the following:</p> <ul style="list-style-type: none"> <li>• Whole numbers</li> </ul> <p>I cannot do calculations without a calculator.</p>	<p>I understand and can add, subtract, multiply, divide, and round the following:</p> <ul style="list-style-type: none"> <li>• Whole numbers</li> <li>• Decimals and percentages</li> <li>• Basic fractions</li> </ul> <p>I require a calculator for most calculations.</p>	<p>I understand and can add, subtract, multiply, divide, and round the following:</p> <ul style="list-style-type: none"> <li>• Whole numbers</li> <li>• Decimals and percentages</li> <li>• Fractions</li> </ul> <p>I can do basic calculations without a calculator.</p>	<p>I understand and can add, subtract, multiply, divide, and round the following:</p> <ul style="list-style-type: none"> <li>• Whole numbers</li> <li>• Decimals and percentages</li> <li>• Complex fractions</li> </ul> <p>I can do complex calculations without a calculator.</p>
	Geometry	<p>I am unable to perform geometrical tasks.</p> <p>I cannot calculate angles.</p>	<p>I can draw basic lines and shapes.</p> <p>I can calculate angles on basic shapes.</p>	<p>I can draw descriptive lines and shapes to represent design or plan elements.</p> <p>I can calculate slope and angles on basic shapes.</p>	<p>I can analyze and draw descriptive lines and shapes representing design or plan elements.</p> <p>I can calculate slope and angles on complex shapes.</p>



ATTRIBUTE	CRITERION	1 NOT YET MEETING EXPECTATIONS	2 APPROACHING MEETING EXPECTATIONS	3 MEETING EXPECTATIONS	4 EXCEEDING EXPECTATIONS
READING & WRITING SKILLS	Writing	I lack basic writing skills.	I am able to fill in forms.	I am able to fill in and add comments to forms or schedules.	I am able to write complex entries and describe events in forms or reports.
	Reading	I am unable to understand warnings written on signs, labels, and packaging.	I understand warnings written on signs, labels, and packaging.	I understand warnings written on signs, labels, and packages.  I understand product use instructions.	I understand warnings written on signs, labels, and packages.  I understand product use instructions.  I understand a variety of operating manuals.
TECHNICAL SKILLS	Measure	I am unable to perform measurement tasks.	I can measure most distances, weights, volumes, temperatures and/or angles.  I understand and can use either Metric or Imperial measurements.	I can measure distances, weights, volumes, temperatures and angles.  I understand and can use both Metric and Imperial measurements.	I can accurately estimate and measure distances, weights, volumes, temperatures and angles.  I understand, can use and can convert between Metric and Imperial measurement units.
	Cut	I am unaware of proper methods or tools.	I am familiar with some methods and tools but I can only operate these with supervision.	I am familiar with some methods and tools and I can operate these without supervision.	I am familiar with many methods and tools and I can operate these without supervision.
	Join	I cannot identify and use appropriate techniques or materials.	I can identify and use some techniques and materials.	I can identify and use basic techniques and materials.	I have the ability to identify and apply the appropriate techniques and materials in most applications.
	Class or Trade Specific (As defined by Teacher or Employer)				



# KNOWLEDGE



ATTRIBUTE	CRITERION	1 NOT YET MEETING EXPECTATIONS	2 APPROACHING MEETING EXPECTATIONS	3 MEETING EXPECTATIONS	4 EXCEEDING EXPECTATIONS
KNOW ABOUT THE CONSTRUCTION INDUSTRY	Identify Construction Careers and My Transition Plan	I know some trade programs or career pathways in construction industry.	I know many courses or program outcomes, and can identify both trades and non-trades career pathways.	I understand multiple career pathways and I am developing a post-school career plan.	I understand multiple career pathways, I have a Transition Plan and a post-school career goal.
	Explain the BC Apprenticeship System	I know what an apprentice is.	I know I need a sponsor to be an apprentice and that training is required, but am unable to explain the process.	I know I need a sponsor to be an apprentice, I understand my role as an apprentice and I know the requirements for technical and work based training.	I understand the apprenticeship training system and have a career goal.
	Use Construction Industry Terminology	I do not know industry terms including those related to sectors (ICI or Residential), procedures, building components, techniques, materials or tools.	I know some industry terms including those related to sectors (ICI or Residential), procedures, building components, techniques, materials or tools.	I know and can accurately use terms related to the sector and job I'm most interested in.	I know and can accurately use terms related to the construction industry including multiple sectors (ICI and Residential).
KNOWS HOW TO WORK SAFELY	Knowledge of Safety Regulations and Procedures	I don't know what Personal Protective Equipment is or where it will be needed and can not identify hazards.  I do not know or follow safety procedures.	I recognize the need for Personal Protective Equipment and identify some work site hazards.  I can follow safety procedures when directed.	I can describe the safety procedures on site and in the shop.	I am independently pursuing training to increase my ability to lead safety procedures (for example, First Aid Training).
	Knowledge of Safe Work Practices	I do not know the risks in shop or on site including working with power or hand tools, at heights, in confined space, and around others.	I have to be reminded of the risks and safe work practices when working on my own or with others.	I demonstrate that I know can describe risks and I apply safe work practices when working on my own or with others.	I demonstrate safe work practices at all times and I can interpret and write inspection or maintenance reports.

# INDUSTRY A.S.K. ASSESSMENT CHECKLIST



Individual Name: \_\_\_\_\_ Date: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

Self Assessment  Teacher Assessment

ATTITUDE 	ATTRIBUTE AND CRITERIA		INDUSTRY A.S.K. SCORE
	Hard Working	Punctual & Dependable	
		Work Ethic	
		Optimistic Mindset	
	Initiative	Self-Starter	
		Demonstrates Flexibility	
	Responsible	Identify, Own & Correct Problems	
		Demonstrates Follow Through	
		Organized	
		Safety First	
Team Player	Contributes		
	Engaged		
	Understands Role		
Willing & Ready to Learn	Asks Questions		
	Problem Solving		
	Growth Mindset		
Average of Attitude (Out of 4)			

SKILLS 	ATTRIBUTE AND CRITERIA		INDUSTRY A.S.K. SCORE
	Power & Hand Tools	Identify and use hand and power tools required for the job	
	Communication	Listening (understanding instructions)	
		Speaking (explaining & clarifications)	
	Math Skills	Numeracy & Calculation	
		Geometry	
	Reading & Writing Skills	Writing	
		Reading	
	Technical Skills	Measure	
Cut			
Join			
Class or Trade Specific			
Average of Skills (Out of 4)			

KNOWLEDGE 	ATTRIBUTE AND CRITERIA		INDUSTRY A.S.K. SCORE	
	Know about the Construction Industry	Identify Construction Careers and My Transition Plan		
		Explain the BC Apprenticeship System		
		Use Construction Industry Terminology		
	Knows how to Work Safely	Knowledge of Safety Regulations and Procedures		
		Knowledge of Safe Work Practices		
	Average of Knowledge (Out of 4)			

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# CONSTRUCTION READY TOOLS FOR EDUCATORS

## SUPPORT IN SCHOOL LEARNING:

Construction Ready provides a complement to the opportunities created by educators in today's high schools. Construction Career Catalysts are a conduit to industry who can facilitate opportunities to gain experiences and learn about the sector firsthand.

Resources for educators are available online and can be used to support students as they explore and identify the industry expected Attitudes, Skills and Knowledge.

## SUPPORT STUDENT'S SUCCESS:

FutureBuilder is a web based tool that Educators can use to support students' preparation for construction careers. Students use the app to document their achievements and projects as they discover the sector, ultimately connecting with construction employers. Educators can create a profile and track the progression of students who share their profile.

Discover #FutureBuilder tools and create an Educator profile at:

[ConstructionReadyBC.ca](https://ConstructionReadyBC.ca)

Canada



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