



Work-Based Learning Rubric

The rubric can be used by teachers, administrators, and other individuals to design and deliver quality and equitable work-based learning experiences for students within a CTE Program of Study that will meet the secondary Perkins V program quality indicator. It can also be used as a resource to reflect on areas of strength and improvements and to adopt continuous improvement processes. Equity considerations are included in the rubric to support the elimination of barriers to access and participation in work-based learning. The rubric is focused primarily on quality work-based learning experiences, not programs, and performance levels are aligned with the High Quality Program of Study Rubric for an approved CTE Program of Study.

Perkins V WBL Criteria or Other Quality Experience Criteria	<u>Level 1</u> <i>Does Not Meet Requirements</i>	<u>Level 2</u> <i>Minimally Meets</i>	<u>Level 3</u> <i>Meets Requirements</i> <i>*represents the target for an approved CTE POS (strongly/clearly meets)</i>	<u>Level 4</u> <i>Exceeds Requirements</i>
Equity Considerations Students at the center of the experience	<i>WBL experience is not guided by equity considerations such as transportation, alternative and flexible scheduling, review of application and selection processes, opportunities for student voice and feedback, and regular analysis of who is and isn't participating in WBL disaggregated by special populations.</i>	<i>WBL experience is guided by some, but not all equity considerations such as transportation, alternative and flexible scheduling, review of application and selection processes, opportunities for student voice and feedback, and regular analysis of who is and isn't participating in WBL disaggregated by special populations.</i>	<i>WBL experience is guided by all of these equity considerations- transportation, alternative and flexible scheduling, review of application and selection processes, opportunities for student voice and feedback, and regular analysis of who is and isn't participating in WBL disaggregated by special populations.</i>	<i>WBL experience is guided by all of these equity considerations - transportation, alternative and flexible scheduling, review of application and selection processes, opportunities for student voice and feedback, and regular analysis of who is and isn't participating in WBL disaggregated by special populations. WBL experiences are guided by additional equity considerations developed through this analysis. Equity drives regular and systematic process improvements for WBL experiences.</i>

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Aligned with Curriculum and Instruction Student learning outcomes	<i>The WBL experience does not have measurable student learning outcomes aligned with the student's program of study that are academic, technical, and/or professional.</i>	<i>The WBL experience has measurable student learning outcomes aligned with the student's program of study that are academic, technical, and/or professional but outcomes may lack clarity or rigor.</i>	<i>The WBL experience has clear and rigorous measurable student learning outcomes aligned with the student's program of study that are academic, technical, and/or professional and students are assessed on achievement of learning outcomes.</i>	<i>The WBL experience has clear and rigorous measurable student learning outcomes aligned with the student's program of study that are academic, technical, and/or professional, and provides students with regular opportunities for feedback from site supervisor and educator on progress towards meeting learning outcomes.</i>
Sustained Interaction with Industry, Business, or Community Professionals <i>*"...a prolonged or extended period—not a stand-alone or one-day. Happen during a school term, summer term, or short term-intensive."</i>	<i>WBL experience is a one-day, stand-alone experience that provides minimal student and industry interaction, does not provide first-hand engagement with tasks in a given career field, and students gain little knowledge from the industry partner's involvement. Industry engagement is limited to communication between the teacher and partner only.</i>	<i>WBL experience provides some feedback from industry partner to students as they progress through the experience, and offers limited opportunities for first-hand engagement with tasks in a given career field. The conversation between industry and students are often prompted by the teacher.</i>	<i>WBL experience provides continuous feedback from industry partner to students as they progress through the experience, offers regular first-hand engagement with tasks in a given career field, and involves some ongoing independent communication between students and industry partners.</i>	<i>WBL experience involves students independently communicating directly with industry partner each week, and offers regular, ongoing, and sustained first-hand engagement with tasks in a given career field. Students partake in individualized dialogue that leads to career growth. The communication creates strong relationships between the student and industry partner that will link the student to their next career step.</i>

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Earning of Credit or Outcome Verification Outcome/evidence of work-based learning experience (tangible and intangible)	<p><i>There is no evidence that work-based learning occurred.</i></p> <p><i>Students are unable to provide tangible or intangible evidence supporting the completion of a WBL experience.</i></p>	<p><i>Students produce limited evidence for teacher evaluation that work-based learning occurred, including but not limited to work portfolios highlighting completed work, academic, technical and/or professional skills assessment, completed projects and assignments, attendance records, or any other specific type of evidence that documents achievement of measurable student learning outcomes.</i></p> <p><i>Students can provide minimal tangible or intangible evidence supporting the completion of a WBL experience.</i></p>	<p><i>Students produce evidence for teacher evaluation that work-based learning occurred, including but not limited to work portfolios highlighting completed work, academic, technical and/or professional skills assessment, completed projects and assignments, attendance records, or any other specific type of evidence that documents achievement of measurable student learning outcomes.</i></p> <p><i>Students are able to document and record specific skills from the WBL experience on their resume.</i></p>	<p><i>Students produce robust evidence for teacher evaluation that work-based learning occurred, including but not limited to work portfolios highlighting completed work, academic, technical and/or professional skills assessment, completed projects and assignments, attendance records, or any other specific type of evidence that documents achievement of measurable student learning outcomes.</i></p> <p><i>Students are able to document and record specific skills from the WBL experience on their resume.</i></p>
A variety of experiences take place whether in a real, virtual, OR simulated workplace setting. Students able to access variety of WBL settings; there is NO requirement	<i>Students do not have access to WBL experiences offered in multiple settings.</i>	<i>Students have access to WBL experiences that take place in simulated, virtual, OR in-person settings and have limited choices between these options.</i>	<i>Students have access to, and participate in WBL experiences that take place in simulated, virtual, OR in-person settings and have choices between these options.</i>	<i>Students have access to, and participate in a variety of WBL experiences that take place in simulated, virtual, OR in-person settings and have many choices between these options. Program employs evaluation and continuous improvement</i>

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for students to access all three settings.				<i>methods to ensure that students benefit equally from simulated, virtual, and in-person workplace experiences.</i>
Continuous Improvement of Work-Based Learning Experience	<i>WBL experience does not have a process in place to gather feedback from students and industry partners that informs planning, evaluation, and decision-making.</i>	<i>WBL experience has a process in place that gathers limited student, industry, and community partner feedback and program makes decisions to improve WBL experiences based on this information.</i>	<i>WBL experience has a process in place that gathers regular feedback from students, industry, and community partners throughout the experience and program makes decisions to improve WBL experiences based on this information.</i>	<i>WBL experience has a process in place that gathers feedback continuously and systematically from all partners and in a variety of methods, is reviewed regularly by the program, is shared with partners, and is a driver for improving WBL experiences.</i>

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