MEASURING AND REFLECTING STUDENT LEARNING

Work-based Experience Portfolio and Employability Skills Rubric

Preface

This collaborative project included Kansas State Department of Education (KSDE), Central Comprehensive Center (C3) and the College and Career Readiness and Success Center.

The Kansans Can Competency Framework and the U.S. Department of Education Employability Skills Framework were cross-walked to facilitate the creation of the Employability Skills Rubric.

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IMPORTANCE OF ASSESSING AND REFLECTION

It is important that schools and districts measure the essential employability skills and knowledge that students gain from Work-Based Learning (WBL) experiences and give students an opportunity to document and reflect on their learning. The assessment and reflection process helps students in the following essential ways:

- Helps students make personal connections to their experiences.
- Guides the learning process and deepens/extends the learning from the WBL experience.
- Allows students to see how academic and technical skills are applied in authentic settings.
- Provides a tool for students to self-assess their employability skills and areas of improvement.
- Promotes the need for and completion of postsecondary training.

Additionally, measurement of student learning from WBL experiences provides schools and districts with data that inform continuous improvement of the quality of WBL experiences for all students. Schools and districts can use this data for multiple purposes aimed at improving the system at all levels. This includes measuring graduating students' career readiness; systematically determining gaps in employability skills acquisition to improve WBL experiences and academics at the student level and/or schoolwide; and reviewing the quality of WBL experiences across individual business and industry partners.

Use of Portfolios

The use of a portfolio is one approach to assessing and documenting student experiences and employability skills development from a WBL experience. A portfolio is a purposeful collection of student work that demonstrates student learning across time. Portfolios promote self-reflection, give students greater ownership in assessing and articulating their learning and provide a resource that students can use for future employment. Schools and districts can embed a portfolio to assess WBL experiences as part of a student's Individual Plan of Study (IPS).

An IPS involves development of a flexible career focus and an education plan that is clearly defined to ensure a successful, efficient transition to postsecondary education and/or the workforce. At minimum, an IPS requires the following components:

- A series of strength finders and career-interest inventories to help students identify career cluster preferences.

- An eighth- through 12th-grade course-builder function with course selections based on career interests.

- A postsecondary plan (workforce, military, certification, two-year college, four-year college).

- A portable electronic portfolio.

Instead of requiring a student to create a second portfolio solely to document WBL experiences, schools and districts can embed the WBL portfolio within the IPS. The result is a single, encompassing portfolio that documents the student learner's goals, career interests, postsecondary plan and experiences (such as a WBL experience) that help the student achieve those goals. Embedding how students assess and document their learning from WBL experiences within the IPS can help streamline the process and ensure students are career ready. Schools and districts can regard the WBL portfolio as a subsection of the IPS.

Creating a Portfolio

Schools should consider the following steps for helping students develop and maintain a WBL portfolio:

ACTIVITY/PORTFOLIO COMPONENT	DESCRIPTION	LEAD(S)
Identify career goals, interests, strengths and weaknesses.	Complete a strengths finder, a career-interest inventory and an employability skills self-assessment. Review and update the plan and interests every year.	Student and school coordinator, IPS coordinator or counselor
Develop a WBL plan.	Develop a WBL plan using the information from the strengths finder, career-interest inventory and employability skills self-assessment to develop learning goals for the WBL experience.	Student and school coordinator, IPS coordinator or counselor
Identify WBL portfolio artifacts.	Develop and add artifacts that demonstrate career readiness into the IPS and WBL portfolio beginning in eighth grade. Students update the portfolio each year. Refer to Suggested Portfolio Components (see appendix) for additional guidance on suggested components and possible artifacts for the portfolio.	Student
Receive feedback.	Meet with the student twice a year to review the WBL portfolio and provide feedback on how to improve specific career knowledge and skills. Discuss next steps and strategies to help the student achieve his or her career goals.	School coordinator, IPS coordinator or counselor
Refine goals/interests.	During at least one of the WBL portfolio meetings, review the student's career goals and interests and determine whether these need to be updated or revised.	Student and school coordinator, IPS coordinator or counselor
Create graduation portfolio.	During a student's senior year of high school, the student reviews all artifacts in the WBL portfolio, updates items as necessary and selects the final artifacts to include in a graduation portfolio. The final graduation portfolio is reviewed by the school coordinator, IPS coordinator or counselor and then scored. As a reminder, the WBL/ graduation portfolio is regarded as a subsection of a student's IPS.	Student and school coordinator, IPS coordinator or counselor

Selecting Work-Based Learning Experience Work Samples

One key artifact that students should include in their portfolio is WBL experience work samples. A WBL work sample is a product that a student develops and compiles during the course of his or her WBL experience that demonstrates the development of key employability skills. Students and school coordinators, IPS coordinators or counselors should observe the following steps for developing, reviewing and providing feedback on WBL experience work samples:

- **Select employability skills:**

  Student learners, with guidance from their school coordinator, IPS coordinator or counselor, should identify the employability skills that they will focus on developing during their WBL experience. To help determine which skills they will focus on, students should do the following:

  - Review the Employability Skills Rubric (see appendix).

  - Take the employability skills self-assessment.

  - Consider the goals outlined in their Professional Learning Experience (PLE) Plan (see PLE Toolkit appendix for sample form).

  - Consider which skills are most relevant to their career goals or desired career field.

  - Identify skills aligned to the tasks and responsibilities associated with their WBL experience.

  By their senior year, students must demonstrate at least one employability skill within each of the three domains in the Employability Skills Rubric - Effective Relationships, Workplace Skills and Applied Knowledge.

- **Create and/or identify a WBL experience work sample:**

  The student produces a work sample as part of his or her WBL experience. The WBL experience work sample may be a research paper, a video presentation, a project or a website. The student learner should choose WBL experience work samples that demonstrate development of the selected employability skills. The student and school coordinator, IPS

coordinator or counselor should refer to the Employability Skills Rubric (see appendix tools, page 13) for a description of each employability skill. There is no required number of WBL experience work samples to include within a portfolio. The student should include as many WBL experience work samples as necessary to demonstrate the development of at least one employability skill in each of the three domains - Effective Relationships, Workplace Skills and Applied Knowledge. The student may need to include multiple WBL experience work samples to demonstrate the development of a single employability skill. Conversely, only one WBL experience work sample, such as a research paper or presentation, may be sufficient to demonstrate a student learner's development of multiple employability skills.

- **Complete the work sample reflection:**

  The student completes the Work Sample Reflection Sheet (see appendix tool, page 11) after finishing the WBL experience work sample product. The reflection sheet asks students to describe their WBL experience; how the experience helped them develop knowledge and employability skills; and how the WBL experience will help them achieve their career goals. Both the WBL experience work sample and the reflection sheet should be included in the portfolio.

- **Score WBL experience work samples and provide feedback:**

  The school coordinator, IPS coordinator or counselor reviews the student's WBL experience work sample and reflection sheet and then scores the WBL experience work samples using the Employability Skills Rubric (see appendix tools, page 13). The school coordinator, IPS coordinator or counselor meets with the student to review the score and provide feedback on how to improve or continue developing the specified employability skills. The scores for the WBL experience work samples using the rubric also may be used to help score the entire portfolio. For more information, review the handout How to Score Work Samples in the Portfolio (see appendix tools, page 10).

Scoring the Portfolio

During their senior year in high school, students review all the artifacts in their portfolio, update items as necessary and select the final artifacts for their graduation portfolio. The completed portfolio, as part of an IPS, is scored by the school coordinator, IPS coordinator or counselor, who awards points for each portfolio component that demonstrates career readiness. Review the Recommended Components of a WBL Experience Portfolio (see appendix tools, page 9) for a breakdown of components, suggested artifacts and total number of points possible. The school coordinator, IPS coordinator or counselor meets with the student learner to review the completed portfolio and gives the student feedback, including guidance on how to leverage the graduation portfolio to help the student learner achieve his or her postsecondary goals.

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APPENDIX: TOOLS

Recommended Components of a Work-Based Learning Experience Portfolio

A portfolio that demonstrates a student's career readiness includes artifacts in each of the seven components outlined below:

1. **Table of Contents** of student's work items contained in the portfolio.

2. **Career Development Materials** (*10 points*)**:**
   A. Resume.
   B. Cover letter.
   C. Letter(*s*) of recommendation.
   D. Other artifacts demonstrating career development (*i.e., job application, LinkedIn profile, demonstration of interviewing skills, etc.*)

3. **IPS Required Components** (*Included in Kansas Education Systems Accreditation - KESA*) (*15 points*)**:**
   A. Strengths finder.
   B. Career-interest inventory.
   C. Courses aligned to interest inventory.
   D. Postsecondary plan.

4. **WBL Experience Work Samples** (*30 points*)**:**
   WBL Experience work samples are products or materials developed throughout the WBL experience that demonstrate at least one employability skill in each of the domains - Effective Relationships, Workplace Skills and Applied Knowledge.

5. **Writing/Research Samples** (*15 points*)**:**
   These samples demonstrate in-depth knowledge about a career area and include descriptions of required skills and forecasted industry trends. Students must draw on multiple sources (interviews, literature review and internet search) and use proper citations.

6. **Project** (*15 points*)**:**
   The project involves creating work samples and preparing writing samples, and it culminates in a presentation. (Note: The student may substitute for writing/research sample and other work samples, if the project already will include these.)

7. **Assessments and Certifications** (*15 points*)**:**
   A. Business/Mentor evaluation.
   B. WorkKeys assessment.
   C. Industry certification.
   D. Coordinator evaluation.

How to Score Work Samples in the Portfolio

Work samples are scored by the school coordinator, IPS coordinator or counselor using the Employability Skills Rubric. The rubric includes a qualitative description of progress for each of the employability skills. The following provides recommended guidance on how to convert the rubric rating into point scores for the final WBL experience portfolio scoring:

1. Work samples developed throughout the WBL experience must demonstrate at least one employability skill in each of the three domains: Effective Relationships, Workplace Skills and Applied Knowledge.

2. Students may need to include multiple work samples to demonstrate the development of a single employability skill. However, one work sample, such as a research paper or presentation, may be sufficient to demonstrate a student learner's development of multiple employability skills.

3. Each skill is scored using the Employability Skills Rubric. Table 1 outlines the number of points that may be awarded for each skill rating.

Table 1. Number of Points for Each Rubric Rating

LEVEL	EFFECTIVE RELATIONSHIPS	WORKPLACE SKILLS	APPLIED KNOWLEDGE
1	2 points	2 points	2 points
2	5 points	5 points	5 points
3	8 points	8 points	8 points
4	10 points	10 points	10 points

4. If a student demonstrates progress on multiple skills within a single domain, such as Workplace Skills, then the school coordinator, IPS coordinator or counselor may calculate an average of the points awarded for each skill. Table 2 shows an example of how to average multiple skill ratings.

Table 2. How to Calculate the Average of Multiple Skill Ratings — Example

WORKPLACE SKILLS	RATING AND POINTS	FINAL POINTS
Technology Use	**Level 2:** 5 points	**5 + 5 + 8 = 18 ÷ 3 = 6 Total Points**
Resource Management	**Level 2:** 5 points	
Verbal Communication	**Level 3:** 8 points	

5. To determine the final number of points for the WBL work samples, the school coordinator, IPS coordinator or counselor adds the total number of points for each domain (*Effective Relationships, Workplace Skills, and Applied Knowledge*). Table 3 shows an example of how to calculate the final score.

Table 3. How to Determine Final Score for WBL Experience Work Samples — Example

EFFECTIVE RELATIONSHIPS	WORKPLACE SKILLS	APPLIED KNOWLEDGE	FINAL POINTS
Teamwork: Level 3 **8 points**	Technology Use: Level 2 Resource Management: Level 3 Verbal Communication: Level 3 **Averages to 6 points**	Problem Solving: Level 3 **8 points**	 **22 Points**

Work Sample Reflection Sheet: Template

Student Name _____   School_____

Career Pathway or Cluster *(if applicable)* _____   Grade Level_____

Description of Work-Based Learning (WBL) Experience

- Location of the experience.
- Type of experience (e.g., job shadow or internship).
- Description of the tasks or responsibilities associated with the WBL experience.

Description of Work Samples

- Describe the type of product(s) (e.g., photo, website, report, etc.).

Select Employability Skills

☐ Interpersonal Skills	☐ Information Use	☐ Technology Use
☐ Personal Qualities	☐ Communication Skills	☐ Applied Academic Skills
☐ Resource Management	☐ Systems Thinking	☐ Critical Thinking Skills

How does your work sample(s) demonstrate development of the selected employability skill(s)?

Describe how this experience will help you achieve your career goals or prepare you for your future career.

Employability Skills Assessment

Fill in the circle that best describes your employability skills.

EMPLOYABILITY SKILLS		NOT VERY LIKE ME ➜ LIKE ME				
Effective Relationships	**INTERPERSONAL SKILLS**					
	● Teamwork	①	②	③	④	⑤
	● Customer service	①	②	③	④	⑤
	PERSONAL QUALITIES					
	● Initiative	①	②	③	④	⑤
	● Adaptability	①	②	③	④	⑤
	● Professionalism	①	②	③	④	⑤
Workplace Skills	**RESOURCE MANAGEMENT**					
	● Manages time, money, resources and personnel.	①	②	③	④	⑤
	INFORMATION USE					
	● Locates, organizes, analyzes, uses and communicates information.	①	②	③	④	⑤
	COMMUNICATION					
	● Verbal communication	①	②	③	④	⑤
	● Listening	①	②	③	④	⑤
	● Comprehends written material.	①	②	③	④	⑤
	● Conveys information in writing.	①	②	③	④	⑤
	SYSTEMS THINKING					
	● Understands, uses, monitors and improves systems.	①	②	③	④	⑤
	TECHNOLOGY USE					
	● Understands and uses technology.	①	②	③	④	⑤
Applied Knowledge	**APPLIED ACADEMIC SKILLS**					
	● Academic application	①	②	③	④	⑤
	CRITICAL THINKING					
	● Problem solving	①	②	③	④	⑤
	● Creative thinking	①	②	③	④	⑤
	● Goal setting	①	②	③	④	⑤

Student Name: _____

Date: _____

Assessment Completed by: _____

Place this employability skills assessment in the electronic portfolio for your Individual Plan of Study.

Employability Skills Rubric

SKILL	CRITERIA	LEVEL 0: NO EXPOSURE	LEVEL 1: EMERGING	LEVEL 2: DEVELOPING	LEVEL 3: PROFICIENT	LEVEL 4: EXEMPLARY
Effective Relationships						
INTERPERSONAL SKILLS	*Teamwork*	No exposure	• Works as part of team. • Follows team norms. • Gives feedback to teammates.	… and • Respects individual differences. • Responds well to feedback.	… and • Solicits ideas and feedback from teammates.	… and • Exercises leadership within a team. • Resolves conflicts.
	Customer service	No exposure	• Interacts politely with customers.	… and • Responds to the needs of customers.	… and • Seeks out resources to resolve customer issues.	… and • Provides alternative solutions or options to customers. • Is receptive to customer feedback.
PERSONAL QUALITIES	*Initiative*	No exposure	• Completes assigned tasks on time or communicates any potential delays to supervisor.	… and • Asks questions to complete tasks.	… and • Plans out tasks.	… and • Moves onto the next task without being told. • Seeks leadership opportunities.
	Adaptability	No exposure	• Demonstrates a willingness to learn and listen to directions.	... and • Asks for help.	… and • Accepts constructive criticism. • Compromises	… and • Seeks out guidance, feedback and information. • Adapts to new methods.
	Professionalism	No exposure	• Follows rules and safety procedures. • Dresses appropriately. • Is respectful to others.	… and • Properly credits others. • Maintains a positive attitude.	… and • Understands own strengths and weaknesses. • Advocates for oneself.	… and • Admits mistakes. • Takes ownership for professional growth. • Takes actions to build skills.

SKILL	CRITERIA	LEVEL 0: NO EXPOSURE	LEVEL 1: EMERGING	LEVEL 2: DEVELOPING	LEVEL 3: PROFICIENT	LEVEL 4: EXEMPLARY
Workplace Skills						
RESOURCE MANAGEMENT	*Manages time, money, resources and personnel*	No exposure	• Is on time. • Identifies resources needed to complete projects or tasks.	… and • Understands staff roles and value of their time.	… and • Manages own time appropriately. • Assigns staff roles or tasks based on strengths.	… and • Understands project timelines. • Demonstrates financial literacy. • Procures additional resources as needed within budget.
INFORMATION USE	*Locates, organizes, analyzes, uses and communicates information*	No exposure	• Uses reliable sources to identify information. • Identifies which information is relevant and important to tasks.	… and • Organizes information based on clear patterns. • Applies information to complete tasks.	… and • Prioritizes information. • Communicates information to colleagues or clients.	… and • Transfers and applies information. • Understands the connection of information to other tasks or parts of the project.
COMMUNICATION	*Verbal communication*	No exposure	• Speaks clearly and audibly.	… and • Uses appropriate and professional workplace language.	… and • Uses technical terminology accurately.	… and • Asks clarifying questions. • Checks for understanding and rephrases.
	Listening	No exposure	• Maintains appropriate eye contact and appropriate body language when speaking with others. • Applies what was heard to work.	… and • Responds to verbal and nonverbal cues from others.	… and • Responds and asks clarifying questions.	… and • Summarizes key points discussed.
	Comprehends written material	No exposure	• Understands and follows written directions. • Reads materials specific to work or tasks.	… and • Asks clarifying questions regarding technical or work-specific written materials.	… and • Summarizes key points from technical or work-specific written materials.	… and • Offers feedback and critiques to technical or work-specific written materials.
	Conveys information in writing	No exposure	• Writes work-specific materials using correct grammar, syntax, and spelling.	… and • Writes using technical or work-specific vocabulary accurately.	… and • Conveys written information in multiple industry or career-specific mediums and formats.	… and • Writes using the industry or career-specific style or standard.

SKILL	CRITERIA	LEVEL 0: NO EXPOSURE	LEVEL 1: EMERGING	LEVEL 2: DEVELOPING	LEVEL 3: PROFICIENT	LEVEL 4: EXEMPLARY
SYSTEMS THINKING	*Understands, uses, monitors, and improves systems.*	No exposure	• Understands job description and duties.	… and • Understands how personal job duties contribute to the organization.	… and • Understands organizational makeup and structure. • Understands how components fit within and support a system.	… and • Evaluates inefficiencies within a system. • Recommends improvements to address inefficiencies.
TECHNOLOGY USE	*Understands and uses technology.*	No exposure	• Understands which technologies are necessary for the job or career.	… and • Understands which technologies are needed to complete specific workplace tasks.	… and • Uses industry-specific technology to complete tasks.	… and • Examines industry-specific technology trends.

Applied Knowledge

SKILL	CRITERIA	LEVEL 0: NO EXPOSURE	LEVEL 1: EMERGING	LEVEL 2: DEVELOPING	LEVEL 3: PROFICIENT	LEVEL 4: EXEMPLARY
APPLIED ACADEMIC SKILLS	*Academic application*	No exposure	• Understands which academic knowledge and skills are most relevant to achieving career goals.	… and • Understands which academic knowledge and skills are most relevant to work tasks.	… and • Applies relevant academic knowledge and skills to complete workplace tasks.	… and • Applies relevant academic knowledge and skills to solve work-specific problems.
CRITICAL THINKING	*Problem-solving*	No exposure	• Identifies a set of actions to arrive at a solution.	… and • Identifies pros and cons of ideas, approaches, and solutions.	… and • Debates an issue and converges to an understanding by questioning and assessing problems.	… and • Displays analytical and strategic thinking. • Analyzes options using "if-then" rationale.
	Creative Thinking	No exposure	• Proposes familiar approaches to address workplace challenges or complete tasks.	… and • Identifies alternative solutions and ideas to address workplace challenges and complete tasks.	… and • Creates and shares innovative solutions to address workplace challenges and ideas to complete tasks.	… and • Contributes to a culture of innovation. • Is willing to take risks.
	Goal Setting	No exposure	• Sets specific task, project, and/or career goal(s).	… and • Specifies timeline to achieve goal(s).	… and • Outlines steps or approaches to achieve goal(s).	… and • Identifies measures to determine success in achieving goal(s).

Comments:

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Mission
To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

Vision
Kansas leads the world in the success of each student.

Motto
Kansans CAN.

Successful Kansas High School Graduate
A successful Kansas high school graduate has the

- **Academic preparation,**
- **Cognitive preparation,**
- **Technical skills,**
- **Employability skills and**
- **Civic engagement**

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

Outcomes for Measuring Progress
- **Social-Emotional growth measured locally**
- **Kindergarten readiness**
- **Individual Plan of Study focused on career interest**
- **High school graduation**
- **Postsecondary success**

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*Kansas leads the world in
the success of each student.*