

## 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 (WBL) experiences for learners. It also serves as a resource for reflecting on strengths, identifying areas for improvement, and adopting continuous improvement processes. Equity considerations are embedded in the rubric to help eliminate barriers to access and participation. While the rubric focuses primarily on individual WBL experiences rather than programs, CTE WBL experiences must be at Level 3 or higher to meet the secondary Perkins V Program Quality Indicator for WBL, as outlined in the High Quality Program of Study Rubric for approved CTE Programs of Study.

<b>WBL Criteria</b>	<b><u>Level 1</u> <i>Does Not Meet</i></b>	<b><u>Level 2</u> <i>Minimally Meets</i></b>	<b><u>Level 3</u> <i>Meets Requirements</i></b>	<b><u>Level 4</u> <i>Exceeds Requirements</i></b>
<b>Guided by Equity Considerations</b>  Learners at the center of the experience	<i>Work-Based Learning experience is not guided by equity considerations* for learners.</i>	<i>Work-Based Learning experience is guided by some, but not all equity considerations* for learners.</i>	<i>Work-Based Learning experience is guided by all of these equity considerations* for learners.</i>	<i>Work-Based Learning experience is guided by all of these equity considerations* for learners. WBL experiences are guided by additional locally identified equity considerations developed through analysis. Equity drives regular and systematic process improvements for WBL experiences.</i>

\* Equity considerations include, but are not limited to, transportation, alternative and flexible scheduling, review of application and selection processes, opportunities for learner voice and feedback, and through regular analysis of who is and isn't participating in WBL disaggregated by special populations.

<b>WBL Criteria</b>	<b><u>Level 1</u> <i>Does Not Meet</i></b>	<b><u>Level 2</u> <i>Minimally Meets</i></b>	<b><u>Level 3</u> <i>Meets Requirements</i></b>	<b><u>Level 4</u> <i>Exceeds Requirements</i></b>
<b>Aligned with Curriculum and Instruction</b>  Student learning outcomes	<i>Work-Based Learning experience does not have measurable student learning outcomes* aligned with academic, technical, and/or employability learning standards.</i>	<i>Work-Based Learning experience has measurable student learning outcomes* aligned with academic, technical, and/or employability learning standards. Outcomes may lack clarity or relevance to the learner's goals.</i>	<i>Work-Based Learning experience has clear and rigorous measurable student learning outcomes* aligned with academic, technical, and/or employability learning standards relevant to the learner's goals. Learners are assessed on achievement of learning outcomes.</i>	<i>Work-Based Learning experience has clear and rigorous measurable student learning outcomes* aligned with academic, technical, and/or employability learning standards relevant to the learner's goals. Learners are provided with regular opportunities for feedback from professionals and educators on progress toward meeting learning outcomes.</i>

\* For CTE WBL, the learning outcomes must be aligned with the learner's Program of Study.

<b>WBL Criteria</b>	<b><u>Level 1</u> <i>Does Not Meet</i></b>	<b><u>Level 2</u> <i>Minimally Meets</i></b>	<b><u>Level 3</u> <i>Meets Requirements</i></b>	<b><u>Level 4</u> <i>Exceeds Requirements</i></b>
<b>Leads to Earning of Credit or Outcome Verification</b>  Outcome/evidence of WBL experience (tangible and intangible)	<i>There is no evidence* that Work-Based Learning occurred. Learners are unable to provide tangible or intangible evidence supporting the completion of a WBL experience.</i>	<i>Learners produce limited evidence* for teacher evaluation that Work-Based Learning occurred. Learners can provide minimal tangible or intangible evidence supporting the completion of a WBL experience.</i>	<i>Learners produce evidence* for teacher evaluation that Work-Based Learning occurred. Learners document evidence of their skill development and progress toward achieving their goals in their Education Plan and Profile, based on their WBL experience.</i>	<i>Learners produce robust evidence* for teacher evaluation that Work-Based Learning occurred. Learners are able to document and record specific skills from the WBL experience on their resume.</i>

\* Evidence might include, but is not limited to, work portfolios highlighting completed work, academic, technical and/or employability skills assessments, completed projects and assignments, or any other specific type of evidence that documents achievement of measurable student learning outcomes.

<b>WBL Criteria</b>	<b><u>Level 1</u> <i>Does Not Meet</i></b>	<b><u>Level 2</u> <i>Minimally Meets</i></b>	<b><u>Level 3</u> <i>Meets Requirements</i></b>	<b><u>Level 4</u> <i>Exceeds Requirements</i></b>
<b>Includes Sustained* Interaction with Industry, Business, or Community Professionals</b>	<i>Work-Based Learning experience is a one-day, stand-alone experience that provides minimal learner and professional interaction, does not provide first-hand engagement with tasks in a given career field, and learners gain little knowledge from the professional's involvement. Professional engagement is limited to communication between the teacher and professional only.</i>	<i>Work-Based Learning experience provides some feedback from professionals to learners as they progress through the experience and offers limited opportunities for first-hand engagement with tasks in a given career field. The conversations between professionals and learners are often prompted by the teacher.</i>	<i>Work-Based Learning experience provides continuous feedback from professionals to learners 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 learners and professionals.</i>	<i>Work-Based Learning experience involves learners independently and regularly communicating directly with professionals and offers regular, ongoing, and sustained first-hand engagement with tasks in a given career field. Learners partake in individualized dialogue that leads to career growth. The communication creates strong relationships between the learner and professional that will link the learner to their next career step.</i>

\* Sustained means a prolonged or extended period; can happen during a school term, summer term, or short term-intensive opportunity.

<b>WBL Criteria</b>	<b><u>Level 1</u> <i>Does Not Meet</i></b>	<b><u>Level 2</u> <i>Minimally Meets</i></b>	<b><u>Level 3</u> <i>Meets Requirements</i></b>	<b><u>Level 4</u> <i>Exceeds Requirements</i></b>
<b>Offered In-Person, Virtually, or in a Simulated Workplace Setting</b>  Learners are able to access a variety of WBL settings; there is NO requirement for students to access all three settings	<i>Learners do not have access to Work-Based Learning experiences offered in multiple settings.</i>	<i>Learners have access to Work-Based Learning experiences that take place in simulated, virtual, or in-person settings and have limited choices between these options.</i>	<i>Learners have access to and participate in Work-Based Learning experiences that take place in simulated, virtual, or in-person settings and have choices between these options.</i>	<i>Learners have access to and participate in a variety of Work-Based Learning experiences that take place in simulated, virtual, or in-person settings and have many choices between these options. Schools employ continuous improvement methods to ensure equitable learner benefits from simulated, virtual, or in-person workplace experiences.</i>

<b>WBL Criteria</b>	<b><u>Level 1</u> <i>Does Not Meet</i></b>	<b><u>Level 2</u> <i>Minimally Meets</i></b>	<b><u>Level 3</u> <i>Meets Requirements</i></b>	<b><u>Level 4</u> <i>Exceeds Requirements</i></b>
<b>Ensure Continuous Improvement of Work-Based Learning Experiences</b>	<i>Schools do not have a continuous improvement process in place to gather feedback that informs Work-Based Learning planning, improvement, and decision-making.</i>	<i>Schools have a continuous improvement process in place that gathers limited learner and partner* feedback to inform Work-Based Learning planning, improvement, and decision-making.</i>	<i>Schools have a continuous improvement process in place that gathers and analyzes regular feedback from WBL learners and partners* as part of each experience to impact current Work-Based Learning experiences and inform equity, planning, improvement, and decision-making for future experiences.</i>	<i>Schools have a system-wide continuous improvement process in place that gathers feedback continuously from all learners and partners* using a variety of methods. The feedback is shared with partners, reviewed regularly, and a driver for improving equitable Work-Based Learning experiences.</i>

\* Partners include business, industry, and community professionals, educators, other school staff, and families and caregivers.