

**COLLEGE & CAREER
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at American Institutes for Research ■



Work-Based Learning Measures Series

Module 1: Selecting Appropriate Measures



HANDOUTS | By Jessica Giffin

MAY 2019

Handouts: Module 1: Selecting Appropriate Measures

Directions: Use this set of handouts to complete the discussion and activities outlined in Work-Based Learning Measures Module 1: Selecting Appropriate Measures. Use the handouts to recap the decisions points; to capture notes from the slides, including key decisions that resonate with you; and to note the final decisions determined by the team.

Samples of Work-Based Learning Measures

Review the sample of each type of work-based learning measure, and discuss and respond to the guiding questions on Slide 16.

Suggested Components of a Work-Based Learning Portfolio

A suggested portfolio that provides evidence of standards attainment would include the following artifacts:

1. **Introductory Letter** written by the student describing the work to be presented and how the samples were selected.
2. **Table of Contents** of student's work items contained within the portfolio.
3. **Career Development Materials, including:**
 - Career and educational development plan;
 - Resume;
 - Application for college;
 - Application for employment;
 - Letters of recommendation.
4. **Documentation of Progress**
 - List of responsibilities throughout the experience;
 - Journal entries reflecting on tasks and activities.
5. **Work Samples (3-4)**
 - Examples of materials developed throughout the experience linked to standards and learning plan.
6. **Writing/Research Sample** to demonstrate in-depth knowledge about a career area describing skill needs and future trends in the industry; use of multiple sources (interviews, literature review and internet search) with proper citations to demonstrate research/learning, information literacy and written communication skills.
7. **Project** encompassing both work samples and writing samples, culminated in a presentation. (Note: could substitute for writing/research sample and other work samples, if the project will already include these.)
8. **Assessments**
 - Student self-assessment;
 - Supervisor evaluation and observations;
 - Work-based learning coordinator evaluations and observations.

Rubric: Tennessee

Student Skills Assessment Rubric

Student Name: _____

Employer Name: _____

Employability Skills	Level 1 Novice	Level 2 Approaching Proficiency	Level 3 Demonstrates Proficiency	Level 4 Approaching Expertise/Leadership	Student Skill Level (1-4)
Workplace & Career Navigation	Responds to familiar people and situations, and seldom asks questions about workplace practices or career pathways.	Follows safety procedures and occasionally asks questions about other workplace practices, and education and career pathways.	Routinely asks about workplace practices and safety issues in addition to following safety procedures, and seeks information about education and career requirements and opportunities.	Goes beyond following and seeking information about workplace practices and career pathways for self, and seeks to clarify and share information with peers.	
Creativity & Innovation	Approaches tasks in familiar or ways, tends to get stuck repeating familiar ways even when they are not productive.	Occasionally will offer an idea about different way to do something, and will try a different approach when things do not turn out as expected.	Regularly looks for ways to be more efficient or productive in assigned tasks, and ways to improve products or services.	Inspires and encourages others to look for ways to be more efficient or productive in assigned tasks and ways to improve products and services.	
Critical Thinking	Accepts information given without questioning sources, relies on past experience in problem-solving situations.	Sometimes questions sources or reasoning behind a claim when encouraged and shown how, and uses reasoning and evidence in problem-solving situations.	Consistently seeks to evaluate the quality of sources and review reasoning behind claims, and uses evidence and reason in both familiar and novel problem-solving situations.	Able to explain, and demonstrate to others how to evaluate the quality of sources and reason from evidence in both familiar and novel problem-solving situations.	
Speaking & Listening	Speaks in familiar vernacular irrespective of audience or purpose, assumes understanding when listening.	Learning to adjust speech based on audience, setting, and the purpose of communication. Sometimes checks understanding by asking questions when listening.	Routinely adjusts speech based on both audience and purpose in both personal interactions and formal presentations, and checks understanding by asking questions and paraphrasing.	Helps others attend to differences in audience, purpose, and setting, including cultural differences, to create opportunities to improve effectiveness of communication.	
Collaboration	Comfortable working with friends or like-minded individuals from similar backgrounds. Has difficult time negotiating conflicts.	Works well as a team member when roles and goals are clearly defined. Sometimes able to negotiate conflict to achieve an intended result.	Works well with others and recognizes and builds on different strengths of team members. Can usually manage conflict to achieve an intended result.	Models behaviors, including sensitivity to cultural, generational, and personality differences, that promote collaboration and working productively as a team.	

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This document is part of the Work-Based Learning Implementation Guide.
For more resources, see the WBL Toolbox: <https://tn.gov/education/article/wbl-toolbox>

Student Skills Assessment Rubric

Employability Skills	Level 1 Novice	Level 2 Approaching Proficiency	Level 3 Demonstrates Proficiency	Level 4 Approaching Expertise/Leadership	Student Skill Level (1-4)
Information Literacy	Able to access information from familiar sources. Has difficulty organizing or evaluating information accessed.	Shows interest in learning how to access information from unfamiliar sources, and sometimes uses provided criteria to evaluate and organize information.	Usually able to locate, understand, organize, and evaluate information from familiar and unfamiliar sources using criteria most relevant to the task and setting.	Is frequently called on to explain to, or assist others in locating, understanding, organizing, or evaluating the quality and relevance of information from multiple sources.	
Technology Literacy	Uses familiar technologies in familiar ways. Little interest in learning new uses of familiar or new technologies.	Sometimes willing and able to learn new uses of familiar and new technologies, and shows interest in learning how to determine what is most appropriate.	Routinely uses, and learns new uses of, familiar and new technologies. Usually able to determine the most appropriate technology for a particular use without being told.	Teaches others how to use technologies and explains to others the criteria for judging the appropriateness of particular technologies for particular purposes.	
Initiative & Self-Direction	Completes assigned tasks with normal supervision if familiar, but requires constant supervision to complete unfamiliar tasks.	Will sometimes ask questions as needed to complete assigned tasks, and begins to self-monitor progress without constant supervision.	Routinely exhibits initiative and self-direction in completing assigned tasks, asking questions as needed, and keeps supervisor informed of progress.	Uses knowledge of self-motivation and self-regulation skills to motivate others and lead by example in completing assigned tasks.	
Professionalism & Ethics	Dresses and acts "professional" based on experience. May not take responsibility for mistakes or misconduct.	Makes visible efforts to imitate professional etiquette, standards, and ethics from professionals in the workplace. Takes responsibility for mistakes or misconduct.	Demonstrates professionalism in dress and behavior consistent with standards and workplace norms. Shows concern for professional ethics in addition to taking personal responsibility for mistakes and misconduct.	Is able to articulate and model the situational nature of some aspects of professionalism such as dress and etiquette, and the fundamental importance of standards and ethics.	
Adaptability & Flexibility	Comfortable switching among familiar behaviors or roles but uncomfortable with unfamiliar change in the environment.	Makes an effort to adapt to unfamiliar change in the environment and/or tries to be more flexible with encouragement and when the need is pointed out.	Usually adapts to changes in the environment without needing to be told, and is flexible in taking on different roles and responsibilities as required.	Notifies changes in the environment that require adaptation or flexibility and helps others explore ways to adapt or be flexible to better achieve an intended outcome.	
Productivity & Accountability	Completes assigned tasks when the task is familiar and there are no unexpected obstacles. Has difficulty accepting constructive criticism.	Shows a beginning awareness of the importance of managing time, and persisting in the face of obstacles, to complete tasks. Accepts constructive criticism.	Routinely uses time-management skills to overcome obstacles and complete assigned tasks on time and to agreed-upon standards, requesting feedback on performance.	Helps co-workers manage time and overcome obstacles, and helps create shared sense of accountability among coworkers to supervisors and customers for delivering work on time and to agreed-upon standards.	

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Employer Feedback: California

Employer Work Experience Evaluation Form
Please return this directly to student or WEE Coordinator

Student's Name: _____ Employer: _____
 Supervisor's Name: _____ Supervisor's Title: _____

Please check the box that best describes your assessment of the student's performance in the various aspects of Work Experience.

Courtesy	<input type="checkbox"/>	Very Polite & Well Mannered	<input type="checkbox"/>	Reasonably Polite	<input type="checkbox"/>	Impolite
Punctuality	<input type="checkbox"/>	Arrives ontime	<input type="checkbox"/>	Acceptable	<input type="checkbox"/>	Always Late
Cooperation	<input type="checkbox"/>	Creates a pleasing impression	<input type="checkbox"/>	Acceptable	<input type="checkbox"/>	Difficult to work with
Reaction to Criticism	<input type="checkbox"/>	Reacts positively	<input type="checkbox"/>	Doesn't seem to care	<input type="checkbox"/>	Dislikes criticism
Neatness in work and appearance	<input type="checkbox"/>	Careful with work and appearance	<input type="checkbox"/>	Usually Neat & Clean	<input type="checkbox"/>	Careless at work & untidy
Perseverance	<input type="checkbox"/>	Persistent	<input type="checkbox"/>	Acceptable	<input type="checkbox"/>	Give up easily
Work Attitude	<input type="checkbox"/>	Eager interest	<input type="checkbox"/>	Normal interest	<input type="checkbox"/>	Appears indifferent
Initiative	<input type="checkbox"/>	Seeks Additional work	<input type="checkbox"/>	Waits to be told what to do	<input type="checkbox"/>	Lacking
Ability to Communicate	<input type="checkbox"/>	Easily able to use language skills	<input type="checkbox"/>	Has some trouble articulating their thoughts	<input type="checkbox"/>	Lacking in their thoughts into words
Ability to Comprehend Instructions	<input type="checkbox"/>	Quick to understand	<input type="checkbox"/>	Reasonably good	<input type="checkbox"/>	Slow to comprehend
Capacity to develop	<input type="checkbox"/>	Promising	<input type="checkbox"/>	Average	<input type="checkbox"/>	Not very promising

Additional Comments if Applicable:

Supervisor's Name: _____

Supervisor's Signature: _____

Date: _____

Thank you for taking the time to complete this Evaluation Form.

Self-Assessment: South Dakota

YOUTH INTERNSHIP REFLECTION – SAMPLE

Directions: Using the format below, type the corresponding topic and answer by writing complete sentences. This must be word processed for your portfolio.

Your Name

Instructor's Name

Worksite Mentor's Name

Date (Month Day, Year)

Reflection

What were the total hours spent on the Youth Internship experience? (This calculation does not include class time.)

What were at least two of the biggest problems you encountered during the Internship experience?

What did you learn from the experience of working with other people?

What personal satisfaction was gained from the Internship experience?

Briefly describe the "risk" you took in completing this Internship. Include what you consider to be the "stretch" in this internship for you.

How were your original plans for the Internship the same or different from the final outcome of your project?

Assess the success of your Internship experience.

What did the program teach you about yourself?

What would you do differently now that you have finished?

What grade would you give yourself for the program? Give your justification.

Decision Point 1: Determine Goals for Measuring Work-Based Learning

Capture key information for your state’s work-based learning activities. This information will inform your state’s broader goals for work-based learning measurement.

State work-based learning definition		
Consider the key goal(s) of definition	Circle the goal(s) that apply to your definition. In the empty column, capture relevant notes and considerations for which measures align with each purpose.	
Workplace readiness		<input type="checkbox"/> Portfolio <input type="checkbox"/> Rubric <input type="checkbox"/> Employer Feedback <input type="checkbox"/> Self-Assessment
Knowledge or technical skill development		<input type="checkbox"/> Portfolio <input type="checkbox"/> Rubric <input type="checkbox"/> Employer Feedback <input type="checkbox"/> Self-Assessment
Experience in real workplace settings		<input type="checkbox"/> Portfolio <input type="checkbox"/> Rubric <input type="checkbox"/> Employer Feedback <input type="checkbox"/> Self-Assessment
Connect to a career pathway		<input type="checkbox"/> Portfolio <input type="checkbox"/> Rubric <input type="checkbox"/> Employer Feedback <input type="checkbox"/> Self-Assessment
Compensate students for work experience		<input type="checkbox"/> Portfolio <input type="checkbox"/> Rubric <input type="checkbox"/> Employer Feedback <input type="checkbox"/> Self-Assessment
Other		<input type="checkbox"/> Portfolio <input type="checkbox"/> Rubric <input type="checkbox"/> Employer Feedback <input type="checkbox"/> Self-Assessment

Group consensus: What are the goals of work-based learning?

1. _____
2. _____
3. _____
4. _____

Decision Point 2: Determine Who Selects the Work-Based Learning Measure

Put a checkmark in the option that best resonates with you. Capture any notes, including why an option resonates or does not resonate; questions for team members; and ideas or options to consider.

<input type="checkbox"/> State	<input type="checkbox"/> District	<input type="checkbox"/> Student/School
Notes	Notes	Notes

Group consensus: Who selects measures? _____

Decision Point 3: Define Work-Based Learning Knowledge and Skills

Part A: Review the types of knowledge and skills that could be assessed in a work-based learning experience, and identify which type(s) you want to assess.

Type	Description	Notes	Aligned Measures
Academic Knowledge	Knowledge and skills associated with subject-matter areas such as English, mathematics, and science		<input type="checkbox"/> Portfolio <input type="checkbox"/> Rubric <input type="checkbox"/> Employer Feedback <input type="checkbox"/> Self-Assessment
Technical Skills	Skills needed for specific occupations or careers		<input type="checkbox"/> Portfolio <input type="checkbox"/> Rubric <input type="checkbox"/> Employer Feedback <input type="checkbox"/> Self-Assessment
Employability Skills	General knowledge and skills that are necessary for success in the labor market at all employment levels in all sectors		<input type="checkbox"/> Portfolio <input type="checkbox"/> Rubric <input type="checkbox"/> Employer Feedback <input type="checkbox"/> Self-Assessment

Group consensus: What knowledge and skills will you assess?

Part B: Discuss and answer the following guiding questions to help determine which stakeholders will define the knowledge and skills.

Guiding Question	Notes	Stakeholders
What are the leading or growing industries in your region?		
Who are the leading employers in your region?		
What employers are currently providing work-based learning opportunities to your students?		
Who are the business and workforce development groups in your area?		

Part C: Review the list of knowledge and skills items on the Skills Bank on pages 12–18. Consider the type of knowledge and skills you selected for Decision Point 3. Solicit feedback on your selected knowledge and skills with your stakeholders. Capture your final list of defined knowledge and skills to measure from work-based learning below.

Knowledge and Skills
1.
2.
3.
4.
5.
6.
7.

Skills Bank

The following table provides sample knowledge and skills from national organizations and state education agencies. The table includes who created the resource, a link to the resource, the types of knowledge and skills, and a summary describing the knowledge and skills. Use the samples from this table to help define your knowledge and skills with stakeholders.

Source	Resource	Types of Knowledge and Skills	Knowledge and Skills Summary
The National Association of State Directors of Career Technical Education Consortium	The Career Ready Practices	Academic Knowledge and Employability Skills	<p>There are 12 career ready practices that define the skills educators should seek to develop among all students:</p> <ol style="list-style-type: none"> 1. Act as a responsible and contributing citizen and employee. 2. Apply appropriate academic and technical skills. 3. Attend to personal health and financial well-being. 4. Communicate clearly and effectively and with reason. 5. Consider the environmental, social, and economic impacts of decisions. 6. Demonstrate creativity and innovation. 7. Employ valid and reliable research strategies. 8. Utilize critical thinking to make sense of problems and persevere in solving them. 9. Model integrity, ethical leadership, and effective management. 10. Plan education and career paths aligned to personal goals. 11. Use technology to enhance productivity. 12. Work productively in teams while using cultural global competence.
The National Association of Colleges and Employers	Career Readiness for the New College Graduate: A Definition and Competencies	Employability Skills	<ol style="list-style-type: none"> 1. Critical thinking/problem solving 2. Oral/written communications 3. Teamwork/collaboration 4. Digital technology 5. Leadership 6. Professionalism/work ethic 7. Career management 8. Global/intercultural fluency

Source	Resource	Types of Knowledge and Skills	Knowledge and Skills Summary
U.S. Department of Education and supporting business organizations and federal agencies	The Employability Skills Framework	Academic Knowledge and Employability Skills	<p>The framework divides employability into three categories, each with its own subcategories:</p> <ol style="list-style-type: none"> 1. Workplace Skills <ol style="list-style-type: none"> a. Resource Management b. Information Use c. Communication Skills d. Systems Thinking e. Technology Use 2. Applied Knowledge <ol style="list-style-type: none"> a. Applied Academic Skills b. Critical Thinking Skills 3. Effective Relationships <ol style="list-style-type: none"> a. Interpersonal Skills b. Personal Qualities
Arizona Skills Standards Commission and Arizona Department of Education	Arizona Professional Skills: Standards, Measurement Criteria, and Core Actions	Employability Skills	<ol style="list-style-type: none"> 1. Complex Communication: Employs complex communication skills in a manner that adds to organizational productivity. 2. Collaboration: Collaborates, in person and virtually, to complete tasks aimed at organizational goals. 3. Thinking and Innovation: Integrates expertise in technical knowledge and skills with thinking and reasoning strategies to create, innovate, and devise solutions. 4. Professionalism: Conducts oneself in a professional manner appropriate to organizational expectations. 5. Initiative and Self-Direction: Exercises initiative and self-direction in the workplace. 6. Integrational and Cross-Cultural Competence: Interacts effectively with different cultures and generations to achieve organizational mission, goals, and objectives. 7. Organizational Culture: Functions effectively within an organizational culture.

Source	Resource	Types of Knowledge and Skills	Knowledge and Skills Summary
			<p>8. Legal and Ethical Practices: Observes laws, rules, and ethical practices in the workplace.</p> <p>9. Financial Practices: Applies knowledge of finances for the profitability and viability of the organization.</p>
Colorado Department of Education	Career Readiness: Essential Skills Needed for the Workforce of Educational Opportunities Beyond High School	Employability Skills	<p>The Colorado Department of Education’s website depicts four areas of core skills needed for the workforce and continued education. Each of these four areas has its own set of core skills:</p> <ol style="list-style-type: none"> 1. Entrepreneurial: <ol style="list-style-type: none"> a. Critical thinking and problem solving b. Creativity and innovation c. Inquiry and analysis d. Risk taking 2. Personal: <ol style="list-style-type: none"> a. Initiative and self-direction b. Personal responsibility and self-management c. Adaptability and flexibility d. Personal awareness e. Learn independently f. Perseverance 3. Civic/Interpersonal: <ol style="list-style-type: none"> a. Core academic foundation b. Collaboration and teamwork c. Communication d. Global and cultural awareness e. Ethics and integrity 4. Professional: <ol style="list-style-type: none"> a. Time management b. Career literacy c. Grit and resilience

Source	Resource	Types of Knowledge and Skills	Knowledge and Skills Summary
			<ul style="list-style-type: none"> d. Work ethic; dependable and reliable e. Self-advocacy
Hawaii Department of Education	Hawaii Pathway CORE Standards	Technical Skills	<p>The Hawaii Department of Education developed standards for each career pathway that includes the knowledge and skills required for occupations within specific career pathways. The pathway standards are business and industry validated, and the performance standards are common to the occupations in the clusters within the career pathways. There are six career pathways:</p> <ol style="list-style-type: none"> 1. Arts and Communication 2. Business 3. Health Services 4. Industrial and Engineering Technology 5. Natural Resources 6. Public and Human Services <p>Note: Standards for each of these career pathways are contained within the links labeled “CORE Standards.”</p>
Idaho Career and Technical Education	Workplace Skills for Career Readiness Standards	Academic Knowledge and Employability Skills	<p>Idaho Career and Technical Education defines workplace skills for career readiness within three main standards, each with its own performance indicators, and definitions and instructional strategies:</p> <ol style="list-style-type: none"> 1. Demonstrate personal qualities and people skills 2. Demonstrate professional knowledge and skills 3. Demonstrate technology knowledge and skills
Maine Department of Education	Career and Education Development	Academic Knowledge and Employability Skills	<p>The Maine Department of Education divides its career exploration and development standards into three stages:</p> <ol style="list-style-type: none"> 1. Learning about self-knowledge and interpersonal relationships 2. Learning about and exploring education, career, and life goals 3. Learning to make decisions, plan and create opportunities, and make meaningful contributions

Source	Resource	Types of Knowledge and Skills	Knowledge and Skills Summary
			Each of these stages has a set of performance indicator labels and descriptors separated into grade-level clusters.
Massachusetts Office of Elementary and Secondary Education	Work-Based Learning Plan	Academic Knowledge, Technical Skills, and Employability Skills	Massachusetts assesses students on a list of employability skills and then selects from a variety of other types of skills based on the student’s work-based learning experience. The categories of knowledge and skills include: <ol style="list-style-type: none"> 1. Employability Skills 2. Career/Engagement Skills 3. Digital Literacy Skills 4. Applied Academic Skills 5. STEM-Related Skills 6. Technical/Career-Specific Skills
Minnesota Department of Education	Minnesota State-Approved Technical Skill Assessments	Academic Knowledge and Employability Skills	The Minnesota Department of Education divides its technical skill assessments into 10 topics. Each topic has its own performance indicators, and there are performance measures for each performance indicator. The 10 topics are: <ol style="list-style-type: none"> 1. Academic Foundations 2. Communications 3. Problem-Solving and Critical Thinking 4. Information Technology Applications 5. Systems 6. Safety, Health, and Environmental 7. Leadership and Teamwork 8. Ethics and Legal Responsibilities 9. Career Development, Employability, and Citizenship 10. Technical Literacy (indicators and performance measures divided among individualized career pathways)
Montana Office of Public Instruction	Montana Standards for Workplace Competencies	Employability Skills	These six content standards for workplace competencies are:

Source	Resource	Types of Knowledge and Skills	Knowledge and Skills Summary
			<ol style="list-style-type: none"> 1. Workplace Resources: Students identify, organize, plan, and allocate workplace resources of time, money, materials, facilities, and human resources. 2. Interpersonal Workplace Skills: Students acquire and demonstrate interpersonal workplace skills. 3. Workplace Information: Students acquire and use workplace information. 4. Workplace Systems: Students demonstrate an understanding of how social, organizational, and technological systems work. 5. Workplace Technology: Students work safely with a variety of workplace technologies. 6. Workplace Readiness/Life & Career Planning: Students acquire and demonstrate skills in life and career planning and workplace readiness.
Nebraska Department of Education	Nebraska Standards for Career Readiness	Academic Knowledge and Employability Skills	<p>In Nebraska, a career-ready individual:</p> <ol style="list-style-type: none"> 1. Applies appropriate academic and technical skills (academic attainment, technical skill attainment, strategic thinking) 2. Communicates effectively and appropriately (speaking, writing, presentations, professional etiquette, customer service) 3. Contributes to employer and community success (personal responsibility, meets workplace expectations, civic responsibility and service) 4. Makes sense of problems and perseveres in solving them (perceptiveness, problem solving, perseverance/work ethic) 5. Uses critical thinking (critical thinking, decision making, adaptability) 6. Demonstrates innovation and creativity (creativity, innovation) 7. Models ethical leadership and effective management (leadership, ethics, management) 8. Works productively in teams and demonstrates cultural competency (teamwork, conflict resolution, social and cultural competence)

Source	Resource	Types of Knowledge and Skills	Knowledge and Skills Summary
			<p>9. Utilizes technology (data gathering access and management, tools and applications, technology ethics)</p> <p>10. Manages personal career development (planning, job seeking, resumes/portfolios/interviews, professional development, entrepreneurship)</p> <p>Attends to personal and financial well-being (personal well-being, financial well-being)</p>
Oregon Department of Education	Oregon Skill Sets	Technical Skills	<p>The Oregon Department of Education lists six career learning areas on its website:</p> <ol style="list-style-type: none"> 1. Agriculture, Food, and Natural Resource Systems 2. Arts, Information, and Communications 3. Business and Management 4. Health Sciences 5. Human Resources 6. Industrial and Engineering Systems <p>Each of the above career learning areas contains multiple clusters. These clusters contain focus area knowledge and skill statements.</p>
Utah State Board of Education	Skill Grids	Technical Skills	<p>The Utah State Board of Education created “skill grids” outlining the specific skills need by occupation or industry, including accounting, child care, dental assistant, fire fighter, office clerk, politician etc.</p>

Decision Point 4: Plan for Supporting Work-Based Learning Measure Implementation

As an individual, consider the different factors that support quality implementation, and take notes on important things to consider or include.

Group consensus: Identify which stakeholder(s) will take responsibility for leading the specific implementation factors and the general timeline for addressing the factor.

Implementation Factor	Notes/Considerations	Stakeholder Responsible	Timeline for Addressing Factor
Training and Resources		<input type="checkbox"/> State <input type="checkbox"/> District <input type="checkbox"/> School <input type="checkbox"/> Teacher <input type="checkbox"/> Employer <input type="checkbox"/> Other	
Calibration		<input type="checkbox"/> State <input type="checkbox"/> District <input type="checkbox"/> School <input type="checkbox"/> Teacher <input type="checkbox"/> Employer <input type="checkbox"/> Other	
Communication		<input type="checkbox"/> State <input type="checkbox"/> District <input type="checkbox"/> School <input type="checkbox"/> Teacher <input type="checkbox"/> Employer <input type="checkbox"/> Other	
Stakeholder Engagement		<input type="checkbox"/> State <input type="checkbox"/> District <input type="checkbox"/> School <input type="checkbox"/> Teacher <input type="checkbox"/> Employer <input type="checkbox"/> Other	

Knowledge and Skills

Review your list of knowledge and skills selected from Decision Point 3. Based on your list, which measure do you recommend for assessing these knowledge and skills?

What resources and supports will teachers, students, and employers need to understand these knowledge and skills?

Brainstorm the next five steps to develop the needed resources and supports identified above.

Supporting Implementation

Based on the level of intensity for each implementation success factor, which work-based learning measure do you recommend? Does it still fit with your goal for measuring work-based learning and the knowledge and skills to assess?

Review your implementation planning from Decision Point 4. Brainstorm your next five steps to prepare for implementing measuring work-based learning.

What additional resources and supports do you need to support training, calibration, communication, and stakeholder engagement?

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This work was originally produced in whole or in part by the College and Career Readiness and Success Center with funds from the U.S. Department of Education under cooperative agreement number S283B120034. The content does not necessarily reflect the position or policy of the Department of Education, nor does mention or visual representation of trade names, commercial products, or organizations imply endorsement by the federal government.

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