

The *Work-Based Learning Measures Series* was developed by the College and Career Readiness and Success Center. The series is divided into five modules which highlights the key decision points to select a work-based learning measure in Module 1 and the necessary decision points to create each type of measures: portfolios, rubrics, employer feedback and evaluation, and student self-assessments.

SLIDE 1: Thank you for visiting the College and Career Readiness and Success Center’s (CCRS Center’s) series Work-Based Learning Measures. You are in Module 3: Designing Rubrics. This module will introduce the various types of measures to assess student learning from work-based learning experiences and outline the key decisions points state and district teams need to consider to select an appropriate measure.

SLIDE 2: This module is part of a five-part series. We recommend that you first review Module 1: Selecting Appropriate Measures before continuing in this module. The first module provides an overview of the various types of measures and outlines decisions points needed to select which type of measure will best fit your local context and needs. Module 2 focuses on the decision points to create a work-based learning portfolio. If you are developing a rubric to assess a work-based learning portfolio, we recommend that you complete Module 2. Module 4 is focused on developing measures to collect employer feedback, and Module 5 highlights the decision points to create a student self-assessment. For this module, we’ll be taking a deep dive on rubrics.

SLIDE 3: Our objectives for this module are to explore rubrics as a measure of work-based learning and discuss the key decisions in creating a rubric to assess work-based learning.

SLIDE 4: First, we’ll provide a brief overview of rubrics and their benefits to assessing work-based learning.

SLIDE 5: To learn how states and districts measure work-based learning, the College and Career Readiness and Success Center (CCRS Center) conducted a document scan, collecting and analyzing work-based learning measures. States selected included leaders in work-based learning and states who specified in their state Every Student Succeeds Act (ESSA) plans that they plan to use work-based learning as an indicator of career readiness in their state accountability. We also collected documents from the largest two to four districts in each state. In addition to these measures, we collected related work-based learning resources, such as guidebooks and presentations that often include the context on how to implement the measure. We searched for resources publicly available on state or district websites and found a total of 109 work-based learning measures and resources. This included 30 employer evaluations, 23 rubrics, 19 self-assessments or self-reflections, seven worklogs, and five portfolios. The information and decision points were developed based on an analysis of the document scan and a literature scan on each type of measure.

SLIDE 6: A rubric is a set of guidelines for evaluating student work. What can rubrics do for measuring student learning from work-based learning? Rubrics increase consistency of judgment when assessing performance tasks such as work-based learning experiences. This can help increase reliability when assessing student learning. Rubrics provide the details or information for feedback and self-assessment. For example, the rubric describes the skills and knowledge students are expected to develop across performance levels. This description can be used to provide students with feedback on how to improve to the next performance level.

Rubrics can promote student learning by providing students with quality feedback and clarifying expectation. Rubrics can provide data that can be aggregated across students to identify areas for improvement.

SLIDE 7: To help you develop a rubric, this module outlines five key decisions point you'll need to consider to develop a work-based learning rubric. The first decision point is to determine the purpose of the rubric. The second decision point is to select the type of rubric. The next decision point is to define the skills for the rubric, and the next decision point is to define the performance levels of the rubric. The final decision point is to define the descriptors for the rubric.

SLIDE 8: The first decision point is to determine the purpose of using a rubric.

SLIDE 9: There are two common rubric purposes: student progress and learning and instruction. Educators typical use rubrics to assess student performance tasks. Rubrics can provide a clear understanding and description of what the student is expected to do and learn and the level of quality. Your purpose for using a rubric may be to evaluate student progress on specific skills from their work-based learning experience. A second purpose for using a rubric is to support learning and instruction. By making the expectations and criteria clear, rubrics can help teachers facilitate high-quality feedback to students, which promotes their learning. In addition, rubrics can encourage student self-assessment. It is likely that most states, districts, and schools will use rubrics to support both of these purposes. However, determining which purpose to prioritize can help you focus on how to develop the rubric.

SLIDE 10: In your team, discuss and decide which purpose for using a rubric would best fit your state, district, or school. Use the Module 3 handouts to capture any notes from your discussion and your final decision for each decision point. There is a Decision Point 1 handout to capture your notes for the rubric purpose.

SLIDE 11: The next decision point is to select the type of rubric.

SLIDE 12: There are two types of rubrics: holistic scale and analytic scale. A holistic scale uses a common set of descriptors to assess each skill or knowledge within the rubric. For example, let's say your rubric assesses communication skills and technology use. With a **holistic scale**, the rubric will describe the level of performance the same for both skills. It is typically easier to create one summative score with this type of rubric and requires less time and labor to implement. An **analytic scale** uses customized descriptors for each skill or knowledge within the rubric. With an analytic scale, the description for communication and technology use will be different across the performance levels. Because each skill is described, this type of rubric can provide greater feedback to students and produces more valid results.

SLIDE 13: Before we can define the elements within a rubric, let's review the various components of each type of rubric. In an analytic rubric, the skills are typically listed on the far-left column. Some skills may need to be broken down further into skill components. If the skill is

too broad or requires too much description to capture all the essential elements, it may be helpful to break into multiple skill components. For example, communication skills require multiple elements. Good communicators need to listen, speak clearly, and use and understand nonverbal cues. You may add additional skill components to help students, employers, and teachers understand all the elements involved with communication skills.

The performance levels are across the top of the rubric and describe the quality of performance for each skill. The descriptor provides the description of what each skill looks like across each level of performance.

SLIDE 14: The components of a holistic rubric are similar but located in different places. In this rubric, the skills are “respect of others” and “workplace skills,” which are then further broken down into skill components. The performance levels here are the rating scale, and the descriptors describe the quality of performance. However, in the holistic rubric the descriptors are the same for each skill.

SLIDE 15: Here is an example of a holistic scale rubric from Massachusetts. This rubric measures skills such as attendance and punctuality, motivation and initiative, and communication. The descriptors are highlighted in the red box. Each skill is rated using this 1 to 5 scale, ranging from “Performance Improvement Needed” to “Advanced.” The description of performance is the same for all the skills.

SLIDE 16: Here is a holistic example from South Dakota. Students are rated on skills and behaviors such as attentive to guests’ needs and demonstrates proper telephone etiquette. The descriptors are highlighted in the red box. In this example, the descriptors focus on the frequency with which students exhibit the behavior without supervision. Students can be rated as “mastered,” “improvement,” “attempted,” or “not applicable.”

SLIDE 17: Here is an example of an analytic rubric from Arizona. This rubric is focused on communication and breaks it down to two criteria. How the performance is described across the performance levels is different for “delivers content accurately” and “persuades others.” This is the customized descriptor for each skill. An analytic rubric provides additional detail on what each skill looks like across multiple levels of performance.

SLIDE 18: Here is an analytic rubric example from Ohio. The scale provides a unique description of performance for all the skills, such as workplace and career navigation as well as creativity and innovation.

SLIDE 19: In your team, use the Decision Point 2 section of the handout 3 to discuss and capture notes for the rubric type that best fits your local context.

SLIDE 20: Once you’ve determined which type of rubric, the next decision point is to define the skills for the artifact scoring rubric.

SLIDE 21: The skills within the rubric should focus on what the student develops or learns during the course of the work-based learning experience. The rubric should emphasize what is measured. Some examples could include employability skills or career readiness competencies. As you develop your rubric, it is important that the skills are distinct and focused so that they are clearly differentiated. Your rubric will be easier to follow if the skills are sequenced and build upon one another.

SLIDE 22: The content of the rubric should be based on the types of knowledge and skills you defined in Module 1. The knowledge and skills are what is measured from the work-based learning experience, and the rubric should go into greater detail describing what each knowledge and skill looks like across the various performance levels.

SLIDE 23: Here is a rubric example from Tennessee. This rubric defines employability skills but doesn't break down to the skill component.

SLIDE 24: Here is an example of technical skills from Massachusetts. It includes technical skills such as graphic design, photo editing, child development, and cooking.

SLIDE 25: As you consider further defining the skills and knowledge within your rubric, there are a few key considerations. First, what does each knowledge and skill look like for students during a work-based learning experience? Your rubric will provide the details describing what each skill will look like in a work-based learning context that is developmentally appropriate at the student level. For example, what does customer service look like? The rubric may describe indicators such as responds to customers needs, seeks out resources for the customer, interacts politely, and provides alternative solutions.

As you develop the descriptors, it is important that you consider the source of evidence. Will you see evidence of this skill or knowledge in a student artifact or only by observing the student in the workplace? If you plan on the rubric being used in a portfolio assessing artifacts, then it is important that the skills and descriptors are evident in artifacts.

Each skill must be concise and structured so that students, educators, and employers can easily understand the rubric. For example, you may have one skill such as communication that includes many elements to describe what high-quality communication would look like in a workplace setting. Combining the text to describe speaking, listening, writing, and all the elements of communication may become too cumbersome. One strategy to address this issue is to break up the skills into skill components. This keeps the main component of communication while highlighting the various components in a concise, easy-to-understand method.

SLIDE 26: As was described in Module 1, collecting stakeholder feedback is an excellent approach to help define the skills and skill components within your rubric. As you work with stakeholders to determine which types of knowledge and skills should be measured, you can work with this group further to get feedback on describing the skills within a rubric. You can

collect stakeholder feedback from educators such as CTE teachers, counselors, work-based learning coordinators, administrators, and representatives from business and industry. To collect their feedback, you could convene in-person meetings to work together to define the knowledge and skills for the rubric, conduct a survey or focus group to gather their insights on the most critical skills, or have stakeholders review and comment on drafts of the rubric skills.

Another approach to help define the knowledge and skills is to adopt or modify a national or existing framework. This approach is particularly helpful for employability skills. In addition, industries or local employers may have existing lists that outline the types of skills and knowledge that they require from their employees that schools could adopt. These lists, particularly for any technical skills, may need to be modified so that they are attainable for students.

SLIDE 27: To help you define the skills within your rubric, use the guiding questions on Handout 3, Decision Point 3.

SLIDE 28: Decision Point 4 is to define the performance levels for the rubric.

SLIDE 29: Performance levels describe students' skill performance or development of specific skills across the multiple levels. They differentiate the quality of the development of knowledge and skills. By being able to see the difference in the quality of the skill development, students, educators, and employers can determine progress or growth of skills.

SLIDE 30: The first step to developing performance levels is to determine the number to include in the rubric. It is important that the rubric has sufficient number to capture student progress and growth but not so many performance levels that it becomes difficult to differentiate performance, particularly in the middle levels. To avoid an over scoring of average ratings, consider an even number of performance levels.

Next, determine how the performance levels will be represented either using qualitative or quantitative descriptions, or both. Quantitative labels may more easily translate to a weighted score or grade. However, relying on solely quantitative labels may encourage students to focus on the rating and not the description of the performance.

Finally, define the performance level labels. States and districts may want to use the same performance level labels as other existing rubrics particularly any focused on college and career readiness initiatives. It is important that any qualitative levels describe the quality of the performance at a student level.

SLIDE 31: This table highlights the various performance level details from the rubrics we collected in our document scan. The majority of rubrics had four performance levels, and all the rubrics had three to six performance levels. The labels for the performance levels also varied with the majority using qualitative descriptors or both.

SLIDE 32: Use Handout 3, Decision Point 4 to discuss and capture your notes for determining your rubric’s performance levels.

SLIDE 33: Once you’ve determined the skills and number of performance levels of your rubric, you will need to define the descriptors for the artifact scoring rubric.

SLIDE 34: In rubrics, descriptors are a description of the quality or its absence for each knowledge and skill. The purpose of descriptors is to illustrate the quality of skill development, which can help further guide students to improve on those skills.

SLIDE 35: As a reminder, the descriptor provides the description of what each skill looks like across each level of performance in an analytic rubric. In a rubric with a holistic scale, the descriptors describe the level of performance.

SLIDE 36: The first step to define the rubric descriptors is to convene a working group of interested stakeholders. The group can include state or district policymakers, CTE teachers, counselors, work-based learning coordinators, and representatives from business and industry. The group will be actively involved in developing the rubric, so you may want to consider a manageable size of partners who will be invested in developing the rubric. This group could be a small sample of the stakeholders engaged in Module 1 to provide feedback on the knowledge and skills.

Next, have the working group members review the existing list of knowledge and skills identified in Module 1. This working group may review the feedback collected on the knowledge and skills and determine the final list of knowledge and skills to serve as the basis for the rubric. For a sample of existing knowledge and skills from other states and districts, review Handout 1, the Skills Bank, on page 12.

In addition to reviewing the list of knowledge and skills to serve as the basis of the rubric descriptors, the working group should review existing frameworks, career readiness standards, and other state or local examples to identify possible descriptor language and map to the skills of the rubric. These standards and examples will also serve as reference for the final step of defining proficiency.

The working group can define proficiency by first determining which performance level is proficient. In a rubric with four performance levels, the second to highest performance level is typically proficient. Then, as a group, they should develop a description of the quality of performance for each skill at the proficient level. One way to do this is to refer to the existing standards, frameworks, or examples for a definition of proficiency. Another approach is to analyze student work samples from work-based learning experiences with the working group. The analysis can help you identify the types of skills and knowledge students demonstrate from their work-based learning experience and develop a description. The group can analyze the work samples and sort the quality into the levels of performance. This sorting can help define what proficiency looks like for the rubric skills as well as the other performance levels. After

the working group has defined the proficient level, complete the description for the remaining performance levels.

SLIDE 37: When developing the descriptors, it is important that they are parallel in sequence and build upon one another. The descriptors need to have consistent grammatical style across skills and performance level. In addition, they should be unique across skills and performance levels to ensure that students, employers, school staff, and others reviewing student performance can differentiate between the skills and performance levels. If you've described two descriptors too similarly, it will become difficult to interpret student development of those skills and to provide valid and reliable results.

SLIDE 38: In a holistic rubric, there are common descriptors that are used across all the skills to describe the quality of student performance. There are two common approaches to defining descriptors for a holistic rubric: quality and frequency. The quality approach focuses on describing the quality of the student performance or skill development. These descriptors often start with a Likert-scale statement and then further describe what the scale means in quality of performance. The second approach focuses on the frequency with which a student demonstrates or performs a skill or behavior. For example, a student is "advanced" if he or she demonstrates the skill or behavior 70% or more of the time.

SLIDE 39: Here is an example of the quality approach from Massachusetts. The descriptors focus on describing the quality of performance for skill from "performance improvement needed" to "advanced."

SLIDE 40: Here is an example of the frequency approach from South Dakota. You can see the descriptors describe the frequency of the student behavior from "mastered" to "attempted."

SLIDE 41: Once you've convened your working group, use the guidance on Handout 3, Decision Point 5 to define your rubric descriptors. Use the handout and guidance to create draft rubric descriptors.

SLIDE 42: [No Audio]

SLIDE 43: This third module in our work-based learning measures series focused on the five key decisions to develop a rubric to measure work-based learning. We discussed the various purposes of using a rubric and the importance of selecting the type of rubric, either holistic or analytic. The third decision point addressed was defining the skills for the rubric and then the performance levels. Finally, we highlighted how to define the descriptors for the rubric.

SLIDE 44: As a reminder, this module is part of a series on measuring work-based learning. Please feel free to return to Module 1, which introduces the modules and provide more details on defining skills and knowledge. If you are considering using a rubric with a portfolio, we recommend that you also complete Module 2 focused on portfolios. We have additional modules that outline the decision points to create employer feedback measures and student

self-assessments. You may want to review these modules as additional items to include in your portfolios.

SLIDE 45: [No Audio]

SLIDE 46: [No Audio]

SLIDE 47: [No Audio]

SLIDE 48: [No Audio]