

Part 2: Work-Based Learning Program Rubric

Dimension	Key Aspects of Indicator	Exemplary Program	Effective Program	Developing Program
Dimension 1: WBL program prepare students for high-wage and high-demand industries.	Support for employability skills development for students	Provides ongoing opportunities to students to identify and develop employability skills.	Works with students to identify the employability skills to develop.	Does not support students in identifying the employability skills to develop.
		Provides multiple opportunities for students to develop their skills in resume building, job searching, interviewing, email etiquette, financial literacy, and health, safety, and rights on the job.	Supports students in developing their skills in resume building, job searching, interviewing, email etiquette, financial literacy, ad health, safety, and rights on the job.	Does not support students in building foundational skills including resume building, job searching, interviewing, email etiquette, financial literacy, ad health, safety, and rights on the job.
	Expose students to career pathways to identify professional goals	Exposes students to multiple career exploration activities throughout their education that align to their career interests.	Exposes students to different career pathways.	Does not expose students to career exploration activities that align to their interests.
		Develops a professional and educational plan that connects their WBL experience to their future goals.	Helps students identify their future professional and educational goals.	Does not make connections between students WBL experience and their future professional and educational goals
	Communicate employability skills in key industries / jobs	Regularly reviews, collects and updates information on the required employability skills for key industries.	Communicates the required employability skills in key industries or has a process to collect that information from industry leaders.	No communication regarding the required employability skills in key industries is done and no process to collect information from industry leaders exists.
	Supports teachers in integrating employability skills	Supports teachers in incorporating employability skills for different industries and careers into curricula.	Supports educators in teaching and integrating employability skills into instruction.	There is no support for educators to integrate employability skills into instruction.
Dimension 2: WBL experience develops employability skills critical for future workforce readiness.	WBL experience combines application of educational content and development of workplace knowledge.	The WBL experience provides multiple and varied opportunities to connect academic content in a real-world setting.	WBL experience provides opportunities to apply educational content in real-world setting.	WBL experiences does not provide an opportunity to apply academic content in a real-world setting.
		The WBL experience helps students to develop and maintain a professional network in their industry of interest.	WBL experience offers networking opportunities to support students in building their knowledge in their industry of interest.	The WBL experience does not provide opportunities to develop a professional network in their industry of interest.
		The WBL experience prepares students to identify workplace norms and culture independent of supervision or guidance.	WBL experience develops students' workplace norms and cultures.	The WBL experience does not expose students to different workplace norms and culture.
	Students reflect on WBL experience and the development of skills aligned with their professional interests.	The WBL experience embeds ongoing opportunities for students to reflect on their WBL experience and the development of employability skills.	WBL experience requires students to reflect on their WBL experience and the development of employability skills.	The WBL experience does not provides students opportunities for reflection on the development of their employability skills.
		The WBL experience exposes students to multiple career exploration activities that align to their career interests throughout their education.	WBL experience aligns with the student's interests, including their future professional and educational goals.	The WBL experience does not align with the student's interests or future professional and educational goals.
	Industry partners inform WBL experience	The WBL experience is a joint collaboration between the school/ district/ career coordinator and industry stakeholders.	WBL experience is designed with industry representation and voice.	The WBL experience is designed and implemented without representation from industry stakeholders.

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Dimension 3: WBL program employs reporting protocols.	ILPs are regularly updated to report on student learning and professional goals	Student ILPs are regularly updated to report their development of employability skills.	Student ILPs are used to report the development of their employability skills.	Student ILPs are not used to report the development of their employability skills
		The career coordinators, or other appropriate designee, regularly update student ILPs to report their future professional and educational goals.	The career coordinators, or other appropriate designee, uses the student ILPs to report their future professional and educational goals.	The career coordinators, or other appropriate designee, do not use the student ILPs to report their future professional and educational goals.
	Employability skills development is assessed	Multiple assessments are used to assess student's employability skills development.	Student's employability skills development is assessed.	Student's employability skills development is not assessed.
	Policies for quality WBL are established	The program regularly reviews, assesses and revises policies and guidance outlining key components, requirements and processes for WBL experiences.	The program has an established set of policies and guidance outlining key components, requirements and processes for WBL experiences.	The program has no established policies or guidance outlining key components, requirements and processes for WBL experiences.
Sources of Evidence:				
<ul style="list-style-type: none"> Student career interest survey Student resume Student list of careers or industries of interest Student self-reflection essays Completed student ILP Student test scores and survey results Student employability skills assessment scores and survey results Student portfolios of work List of employability skills desired specific industries Networking events schedule Employer WBL survey results LEA/Employer meeting materials and notes WBL implementation guidance and policies 				