Module 1: Selecting Appropriate Measures

Work-Based Learning Measures Series

[Insert Name]

[Insert Position]

[Insert Date Month 20XX]

COLLEGE & CAREER READINESS & SUCCESS Center
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Work-Based Learning Measures Module Series

- **Module 1: Selecting Appropriate Measures**
- Module 2: Developing Portfolios
- Module 3: Designing Rubrics
- Module 4: Constructing Employer Feedback and Evaluation
- Module 5: Creating Student Self-Assessments

Objectives

- Understand the importance of measuring student learning from work-based learning and the types of measures.

- Determine your goal(s) for measuring work-based learning.

- Define the knowledge and skills to assess from work-based learning experiences.

- Select a work-based learning measure appropriate for your local context.

How to Use the Modules

- Designed for a team of committed partners—from secondary and postsecondary education, labor, policymakers, and business and industry.

- Work through each decision point to select how to measure student learning from work-based learning and develop that measure.

- May need to engage additional stakeholders for feedback to inform some decisions.

# Key Decisions for Work-Based Learning Measures

1. Determine goals for measuring work-based learning.
2. Determine who selects the work-based learning measure.
3. Define work-based learning knowledge and skills.
4. Plan for supporting work-based learning measure implementation.
5. Select work-based learning measure(s).

Importance of Measuring Work-Based Learning

What Is Work-Based Learning?
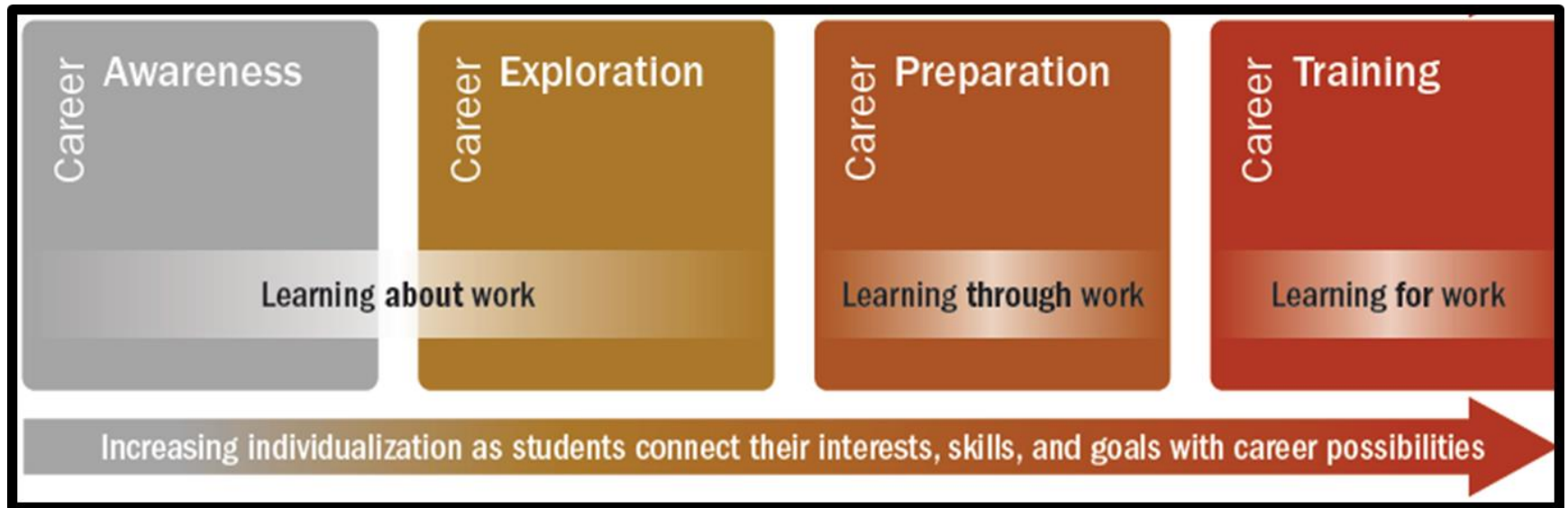
Why Work-Based Learning Measures Matter

Students

- Reflect on learning from work-based learning experiences.

- Identify knowledge and skills gained.

- Connect application to future career goals.

Schools/Districts/States

- Use data to improve the quality of work-based learning experiences for all students.

Work-Based Learning Measures Options

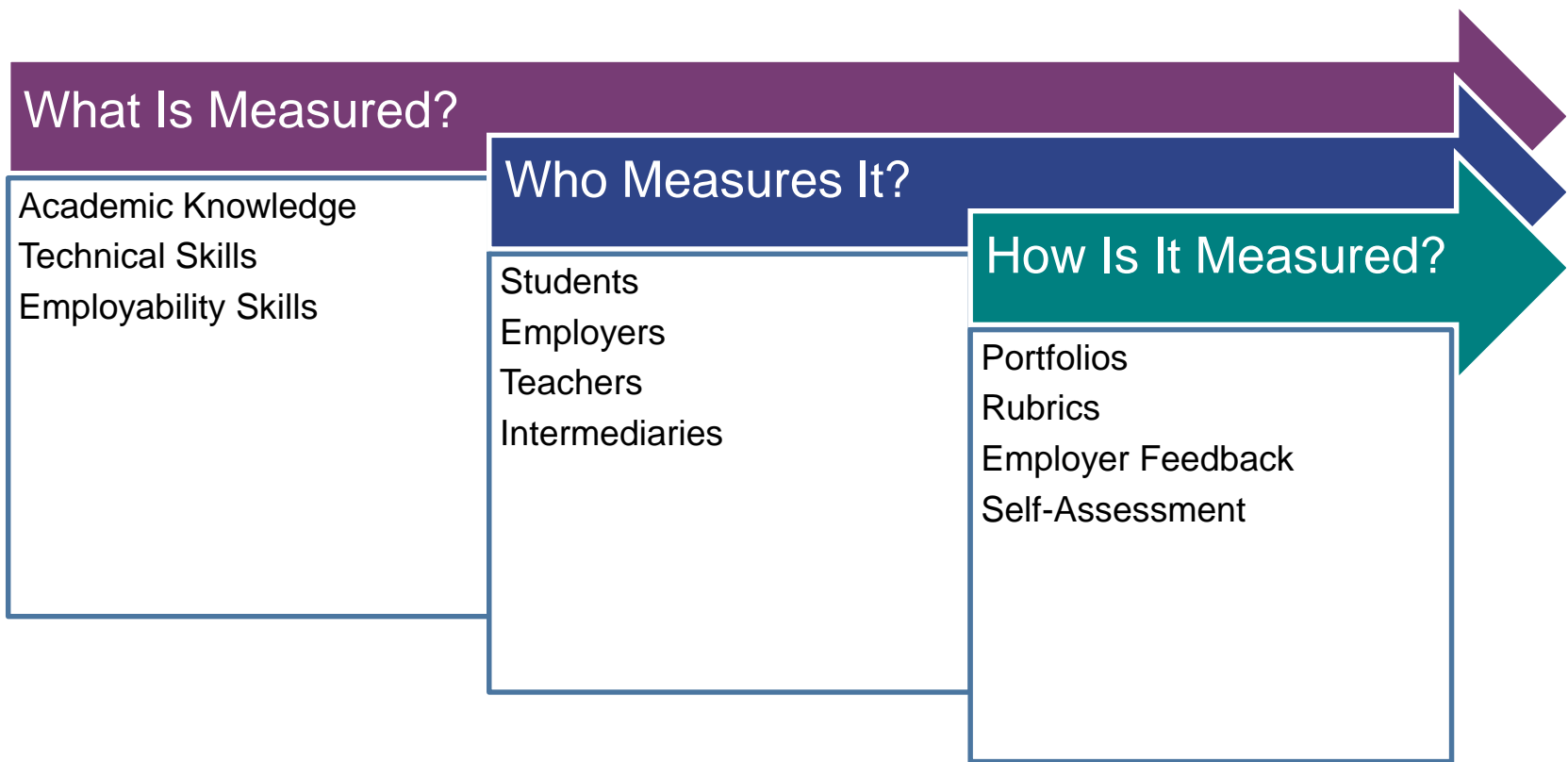# Measures of Work-Based Learning

- States reviewed: 17
- Districts reviewed: 59
- Total resources reviewed: 109

- Employer evaluations: 30
- Rubrics: 23
- Self-assessments/reflections: 19
- Worklogs: 7
- Portfolios: 5

Themes From Work-Based Learning Measures

What Is Measured?

Academic Knowledge
Technical Skills
Employability Skills

Who Measures It?

Students
Employers
Teachers
Intermediaries

How Is It Measured?

Portfolios
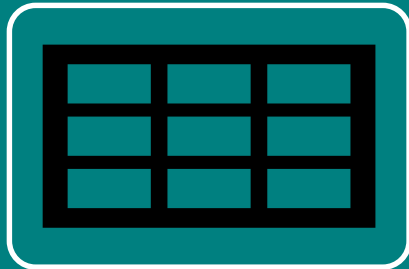Rubrics
Employer Feedback
Self-Assessment

Types of Measures: Portfolios

A portfolio is a purposeful collection of student work over time (Herman, Gearheart, & Aschbacher, 1996).

Types of Measures: Rubrics

A rubric is a set of scoring guidelines for evaluating student work (Classroom Assessment Scoring System, 1997).

Types of Measures: Employer Feedback

- Documentation and assessment of a student's performance of his or her duties or development of skills and knowledge
- Evaluation of work-based learning program quality

Types of Measures: Self-Assessment

- Students evaluate or rate their own abilities, skills, and/or performance.
- Students write reflections or thoughts on their own abilities, skills, performance, and experiences during the work-based learning experience.

Activity: Review Sample Measures

- In Handout 1, review the examples of work-based learning measures.

- In groups, discuss the following guiding questions on the examples:
  - What struck you or what questions emerged from reviewing the examples?
  - What are some potential strengths and weaknesses for each type of measure based on the examples?
  - What skills or knowledge are measured from the examples?

Key Decision Points

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

Review Work-Based Learning Definition

28 Formal Definitions

22 workplace experience

9 professional skill development

16 knowledge or technical skill development

4 connected to a career pathway

4 include payment requirement

Giffin, Neloms, Mitchell, & Blumenthal, 2018

Activity: Dissecting Definition to Determine Goals

[Insert Your Work-Based Learning Definition on this slide]

Sample State Work-Based Learning Goals

- **Accountability**
  - ESSA
  - Perkins
  - High school graduation requirements

- **Career Readiness**
  - Employer skills development
  - Application of academic and technical content in real-world setting

- **Program Quality**
  - Quality of work-based learning experience
  - Employer engagement in program design

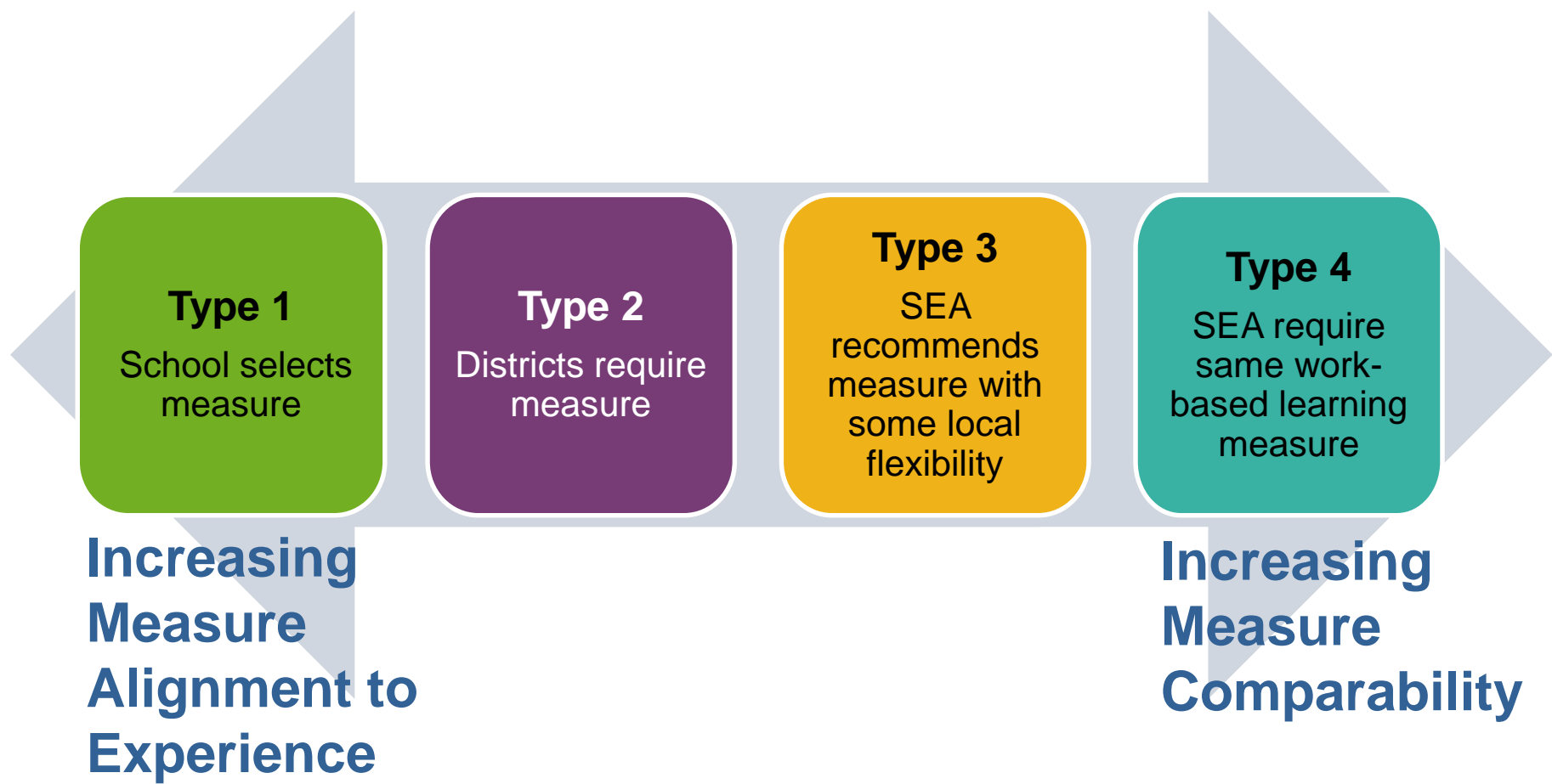# Discussion: Determine Goals for Measuring Work-Based Learning

- In your teams, determine your goals for measuring work-based learning.

- Reflect back on the possible goals identified from your definition of work-based learning.

- Capture your notes from the discussion and your final decision on the handout for Decision Point 1.

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

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Who Selects Measure

State

District

School

Flexibility Options

Type 1
School selects measure

Type 2
Districts require measure

Type 3
SEA recommends measure with some local flexibility

Type 4
SEA require same work-based learning measure

Increasing Measure Alignment to Experience

Increasing Measure Comparability

Alignment to Goals

Goals	State	District	School
Accountability	X		
Workplace readiness	X	X	X
Knowledge or technical skill development		X	X
Experience in real workplace settings	X	X	X
Connect to career pathway		X	X

Discussion: Who Selects the Work-Based Learning Measures

- In your teams, discuss who should select the work-based learning measures.

- Capture your discussion notes and final decision on the handout for Decision Point 2.

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

Types of Knowledge and Skills

Academic Knowledge
Knowledge and skills associated with subject-matter areas such as English, mathematics, and science

Technical Skills
Skills needed for specific occupations or careers

Employability Skills
General knowledge and skills that are necessary for success in the labor market at all employment levels in all sectors

Source: Staz, 2001

Academic Knowledge Example: Tennessee

Application of Academic and Technical Knowledge and Skills

☐ LITERACY: Read and comprehend relevant academic and technical texts

☐ MATH: Select and apply relevant mathematical concepts to solve problems and perform expected tasks

☐ INDUSTRY-SPECIFIC TECHNICAL SKILLS: Demonstrate industry-specific technical skills

☐ INDUSTRY-SPECIFIC SAFETY SKILLS: Demonstrate adherence to industry-specific safety regulations

Source: Tennessee Department of Education, n.d.

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Technical Skills Example: Massachusetts

WORKPLACE & CAREER SPECIFIC SKILLS

Select three to five skills that will be a focus for this work-based learning experience. Choose from the following lists or identify other skills relevant to the specific workplace or career goals. Skill definitions are available in the resource guide and the online screens. See http://massconnecting.org/wblp

Career / Engagement Skills
Active Learning
Collecting and Organizing Information
Creativity
Customer Service
Leadership
Project Management
Public Speaking / Presentations
Teaching/Instructing
Time Management
Understanding All Aspects of the Industry

Digital Literacy Skills
Computer Technology
Database Use
Graphic Design
Media Literacy
Office Suite Software
Photo Editing
Software Development
Spreadsheet Use
Web Development
[Or industry specific technology]

Applied Academic Skills
Applied Mathematics
Reading
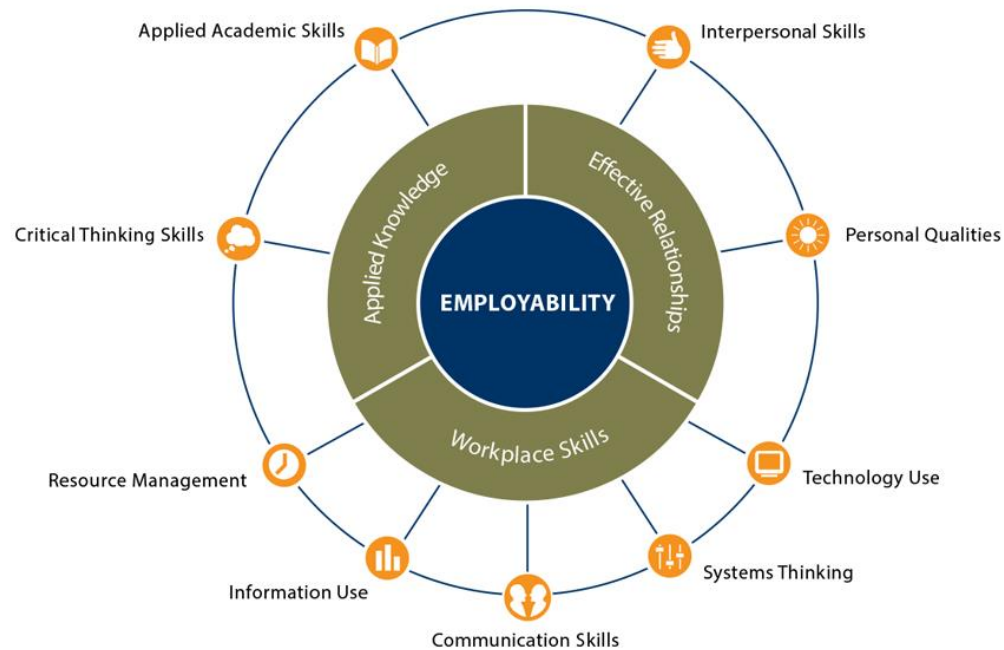Research and Analysis
Writing

STEM-Related Skills
Engineering Concepts
Environmental Literacy
Health Literacy
Research and Analysis
Science Lab Concepts

Technical / Career-Specific Skills
Applied Arts and Design
Blueprint Reading
Child Development
Cooking / Culinary Arts
Early Childhood Math/Reading Literacy
Equipment Operation
Landscaping
Maintenance / Repair / Painting
Medical Office Skills
[Or other skills applicable to the work experience]

Employability Skills Framework

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

Applied Knowledge · Effective Relationships · Workplace Skills · EMPLOYABILITY

What Can Each Measurement Tool Assess?

	Portfolio	Rubric	Employer Feedback	Self-Assessment
Academic Knowledge	X	X		
Technical Skills	X	X	X	
Employability Skills	X	X	X	X

Discussion: Knowledge and Skills

▪ In teams, discuss which types of knowledge and skills you will assess.

▪ Capture your notes and final decision on Part A of the Decision Point 3 handout on page 10.

Types of Stakeholders

- SEA or LEA Leaders
- School Staff
- Business and Industry
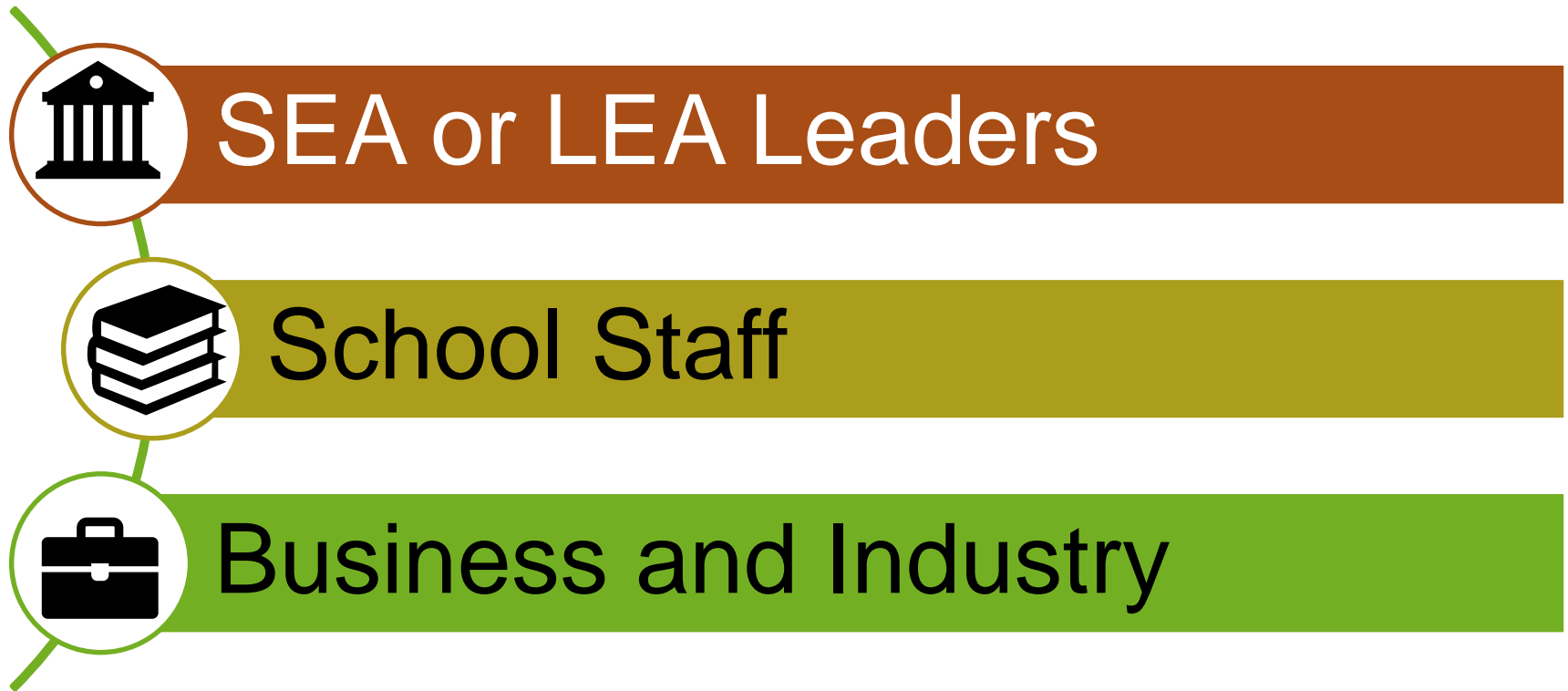
Discussion: Finding the Right Business and Industry Stakeholders

- Using Part B of the Decision Point 3 handout, respond to the guiding questions to identify key business and industry stakeholders.

- Capture your notes from the discussion and a list of your stakeholders on the handout.

Approaches to Collect Feedback

In-Person Meeting

Survey or Focus Groups

Review and Comment
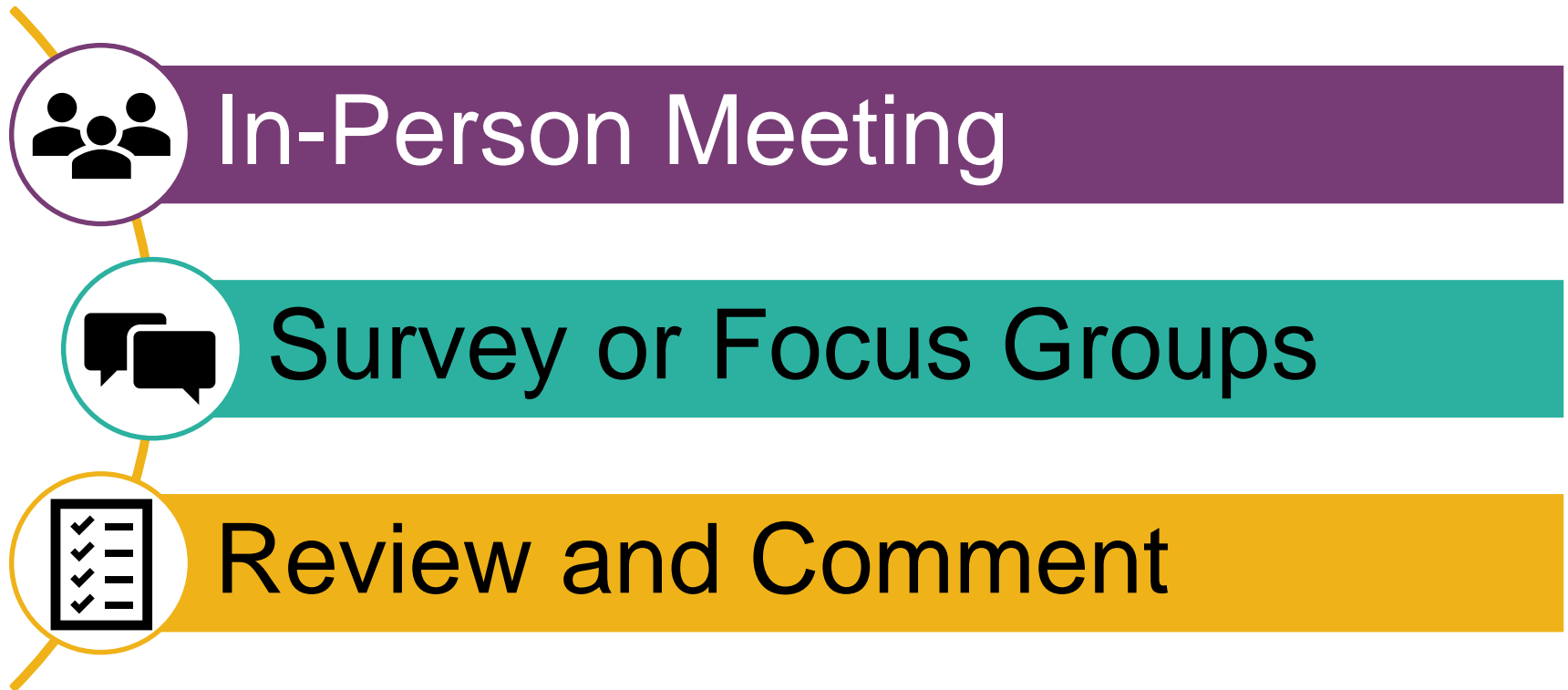
Activity: Defining Knowledge and Skills

- Review the possible knowledge and skills from the Skills Bank table on pages 12–18 in the handout.
- Solicit feedback from your stakeholders on your final list of knowledge and skills to assess and capture your final list on Part C of the Decision Point 3 handout.

Additional Resources on Stakeholder Engagement

- [Identifying and Engaging Key Stakeholders and Defining Goals of the Career Pathways System](), the CCRS Center

- [Moving Toward Equity Stakeholder Engagement Guide](), the Center on Great Teachers and Leaders

- [Communications and Engagement Assessment Rubric and Facilitator's Guide](), Reform Support Network

- [Meaningful Local Engagement Under ESSA](), CCSSO

- [Career Readiness Stakeholder Engagement Tool](), New Skills for Youth

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

Factors of Implementation Success

Training and Resources

Calibration

Communication

Stakeholder Engagement

Level of Intensity for Each Factor

	Portfolios	Rubric	Employer Feedback	Self-Assessment
Training and Resources	High	High	Medium	Low
Calibration Needs	High	High	Medium	Low
Communication	High	High	High	Medium
Stakeholder Engagement	Medium	Medium	High	Low

Discussion: Plan for Supporting Work-Based Learning Measure Implementation

- Using the Decision Point 4 handout on page 19, consider the different factors that support quality implementation. Capture your notes on anything important to consider.

- As a group, identify which stakeholders will take responsibility for leading the specific implementation factors and the timeline for addressing it.

Decision Point 5: Select Work-Based Learning Measure(s)

Activity: Selecting Work-Based Learning Measure

- Refer to Handout 1, Decision Point 5.
- In groups, discuss the guiding questions, and review your discussion from the earlier decisions point to select your work-based learning measure and develop next steps.

Wrap-Up

Key Decision Points

1. Determine goals for measuring work-based learning.
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Additional Modules

Additional modules that outline the decision points needed to develop each measure.

- Module 2: Developing Portfolios
- Module 3: Designing Rubrics
- Module 4: Constructing Employer Feedback and Evaluation
- Module 5: Creating Student Self-Assessments

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Tennessee Department of Education. (n.d.). *Student skills assessment rubric. Nashville*, TN: Author. Retrieved from https://www.tn.gov/content/dam/tn/education/ccte/wbl/wbl_student_skills_assessment_rubric.pdf

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