

# Module 3: Designing Rubrics

## Work-Based Learning Measures Series

[Insert Name]

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# Work-Based Learning Measures Module Series

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- 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

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- Explore rubrics as a possible measure of work-based learning.
- Discuss the key decisions in creating a rubric to assess work-based learning experiences.

# Overview of Rubrics

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# 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

# What Can Rubrics Do?

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- **Increase consistency of judgment when assessing performance tasks** (Morrison & Ross, 1998; Wiggins, 1998).
- **Provide information for feedback and self-assessment** (Schamber & Mahoney, 2006; Smith & Hanna, 1998).
- **Promote student learning by providing students with quality feedback** (Jonsson & Svingby, 2007; Wiggins, 1998).
- **Clarify expectations and what is important** (Bissell & Lemons, 2006; Schamber & Mahoney, 2006; Shaw, 2004).
- **Aggregate data across students to identify areas or trends of need to strengthen the overall system.**

# Decision Points

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1. Determine the purpose of the rubric.
2. Select the rubric type.
3. Define the rubric skills.
4. Determine rubric performance levels.
5. Define rubric descriptors.

# Decision Point 1: Determine the Purpose of the Rubric

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# Purposes for Rubrics

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**Student Progress:**  
Evaluating individual student progress, grading, or certifying an accomplishment



**Learning and Instruction:**  
Facilitates feedback and student self-assessment

Source: Jonsson & Svingby, 2007; Moskal, 2003

# Discussion: Rubric Purpose

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- Refer to Handout 3, Decision Point 1.
- In your teams, discuss and complete the checklist for portfolio purposes that best fits your state, district, or school.
- Capture your final decision on the handout.

# Decision Point 2: Select the Rubric Type

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# Artifact Scoring Rubric Types

## Holistic Scale

Common descriptors for all

## Analytic Scale

Customized descriptors for each skill

Source: Mertler, 2001; Moskal, 2003; Perlman, 2002; Wiggins & McTighe, 2004

# Components of an Analytic Rubric

## Performance Levels

Skill Components

Skill

Measurement Criteria and Core Actions		Level One Novice	Level Two Approaching Proficiency	Level Three Proficiency	Level Four Expert/Leader
II.A. COMMITS TO ACHIEVING COLLECTIVE GOALS.	II.A.-a. Contributes personal strengths	II.A.1.a. Articulates personal skills, strengths, and limitations in the workplace to team members.	II.A.2.a. Assumes a role that exercises personal skills and strengths, e.g., manages project timeline instead of handling cold calls.	II.A.3.a. Adjusts contributions to strengthen the capacity of the team, i.e., recognizes better positioning of personal skills to meet team goals, works ahead instead of working to deadline; voices opinions in meetings rather than by email.	II.A.4.a. Designs team to take advantage of each members' skills and strengths, i.e., capitalizes on strengths of team.
	II.A.-b. Respects contributions of others	II.A.1.b. Acts with receptivity to ideas and perspectives of others.	II.A.2.b. Explores ideas of others to understand more fully how they contribute to the team's goal, e.g., asks specific questions, tests an application.	II.A.3.b. Validates the ideas of others to advance the team's goal, e.g., alters a floor plan to incorporate someone else's suggestions, uses a variation on a team member's marketing strategy to reach a new audience.	II.A.4.b. Assumes shared ownership and responsibility for the success of the ideas of others.
	II.A.-c. Contributes to an environment for collaboration	II.A.1.c. Adheres to agreed upon team norms and protocols, e.g., honors communication structure, observes limits of role on team, meets deadlines, follows decision-making guidelines.	II.A.2.c. Holds self and others accountable for progress toward goals, e.g., identifies need for improvement, acknowledges failure, recognizes when it is time to move on to the next task.	II.A.3.c. Works toward consensus to achieve team goals, e.g., welcomes an open exchange of ideas, does not judge or censor, relies on strengths of team members, communicates information in a way that's compatible with different decision-making styles.	II.A.4.c. Proposes processes to advance collective work, e.g., drafts guidelines for collaborative work, recommends exercises to enhance innovative thinking as a team.
	II.A.-d. Ensures diversity in collaboration	II.A.1.d. Accepts cultural and generational differences on the team.	II.A.2.d. Seeks to understand diverse perspectives of others on the team, e.g., asks clarifying questions, recognizes when different interpretations are creating conflict.	II.A.3.d. Adapts work behaviors to be inclusive of diverse team members, e.g., selects meeting place to accommodate a wheel chair; postpones a critical meeting due to a team member's religious holiday; schedules team tasks to respect all scheduling needs; includes texting as a communication protocol for the team, uses influence to benefit the team rather than compete with the team.	II.A.4.d. Assembles teams that represent the diversity in the workplace, e.g., accesses differences in skills and knowledge, leverages varying perspectives due to factors such as disability, ethnicity, generation.

Descriptors

# Components of a Holistic Rubric

Skill Components

Skills

Respect of Others				
• Attentive to guests' needs	3	2	1	3
• Uses appropriate language and mannerisms	3	2	1	3
• Meets deadlines/communicates if unable to meet deadlines	3	2	1	3
• Proactive in anticipating needs of others	3	2	1	3
• Respects diversity	3	2	1	3
• Sensitive to others' timeframes/deadlines	3	2	1	3
• Supportive of others	3	2	1	3
• Willing to listen to others' viewpoints (even if disagreeing)	3	2	1	3
Workplace Skills				
• Demonstrates proper telephone etiquette	3	2	1	3
• Appropriate use of office equipment (computer, copier, etc.)	3	2	1	3
• Demonstrates good math, reading and writing skills	3	2	1	3
• Works well in team situations	3	2	1	3

Performance Levels

- M** – Mastered – Indicates that the student exhibits this behavior without supervision 75-100% of the time.
- I** – Improvement/Supervision – Indicates that the student exhibits this behavior without supervision 50-75% of the time.
- A** – Attempted – Indicates that the student exhibits this behavior without supervision less than 50% of the time.
- N/A** – Indicates that the opportunities for the student to exhibit this trait was non-existent (student not penalized)

Descriptors

# Holistic Example: Massachusetts

**EMPLOYABILITY SKILLS**

The employability skills below are essential in every work environment throughout one's career. Please discuss and review these skills at least twice during this work-based learning experience, in a first, baseline review and in a second review near the end of the work-based learning experience. (Two reviews to capture growth -- Be objective!)

**KEY**

- 1 = Performance Improvement Needed: Needs to have a strategy to improve this skill
- 2 = Developing: Developing this skill; learning to address challenges related to this skill; aware of next steps needed to develop this skill
- 3 = Competent: Demonstrates this skill; aware of the importance of this skill
- 4 = Proficient: Consistently demonstrates this skill; shows initiative to learn about, enhance or apply this skill
- 5 = Advanced: Exceeds expectations; works with high level of independence, acts as a role model, or shows initiative to apply and extend this skill

SKILL	PERFORMANCE EXPECTATIONS	REVIEWS Use 1-5 Scale (See Key Above)		COMMENTS Notes, goals, and reflections for Review #1 and Review #2
<b>Attendance and Punctuality</b>	<ul style="list-style-type: none"> <li>• Arrives on time and prepared for work</li> <li>• Provides sufficient notice if unable to report for work</li> </ul>	Review 1	█	█
		Review 2	█	█
<b>Motivation and Initiative</b>	<ul style="list-style-type: none"> <li>• Participates fully in tasks or projects from start to finish</li> <li>• Initiates interaction with supervisor for next task or project upon successful completion of previous one</li> </ul>	Review 1	█	█
		Review 2	█	█
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Communicates effectively, orally and in writing, using the language and vocabulary appropriate to a variety of audiences within the workplace including coworkers, supervisors and customers</li> <li>• Demonstrates active listening skills; focuses attentively, makes eye contact or other affirming gestures, confirms understanding and follows directions</li> </ul>	Review 1	█	█
		Review 2	█	█

Source: [Massachusetts Department of Elementary and Secondary Education, n.d.](#)

# Holistic Example: South Dakota

Respect of Others				
• Attentive to guests' needs	3	2	1	3
• Uses appropriate language and mannerisms	3	2	1	3
• Meets deadlines/communicates if unable to meet deadlines	3	2	1	3
• Proactive in anticipating needs of others	3	2	1	3
• Respects diversity	3	2	1	3
• Sensitive to others' timeframes/deadlines	3	2	1	3
• Supportive of others	3	2	1	3
• Willing to listen to others' viewpoints (even if disagreeing)	3	2	1	3
Workplace Skills				
• Demonstrates proper telephone etiquette	3	2	1	3
• Appropriate use of office equipment (computer, copier, etc.)	3	2	1	3
• Demonstrates good math, reading and writing skills	3	2	1	3
• Works well in team situations	3	2	1	3

- M** – Mastered – Indicates that the student exhibits this behavior without supervision 75-100% of the time.
- I** – Improvement/Supervision – Indicates that the student exhibits this behavior without supervision 50-75% of the time.
- A** – Attempted – Indicates that the student exhibits this behavior without supervision less than 50% of the time.
- N/A** – Indicates that the opportunities for the student to exhibit this trait was non-existent (student not penalized)

Source: [South Dakota Department of Education, n.d., p. 78](#)



# Analytic Example: Arizona

**I. Complex Communication: *Employs complex communication\* skills in a manner that adds to organizational productivity.* [\*Complex Communication refers to the need to combine traditional communication skills with technical workplace content transmitted via rapidly evolving technologies to increasingly diverse audiences.]**

Measurement Criteria and Core Actions		Level One Novice	Level Two Approaching Proficiency	Level Three Proficiency	Level Four Expert/Leader
I.A. MASTERS CORE COMMUNICATION SKILLS FOR THE WORKPLACE.	I.A.-a. Delivers content accurately	Conveys understanding of instructions in work to be performed, verbally and in writing.	Provides a message that is clear and concise, verbally and in writing.	Meets industry/organizational standards for technical communication, verbally and in writing, e.g., aligns communication to reflect organizational goals, describes technical content with precision, selects document and style as appropriate to situation, provides reports that are accurate in content and format.	Articulates concepts that are not easily understood, e.g., writes an article about advanced technical concepts, explains technical information to nontechnical staff.
	I.A.-b. Persuades others	Tests ideas with others, e.g., suggests a change in work plan, offers possible solution to a problem.	Presents ideas with confidence through voice inflection, pace, body language, gestures and tone.	Influences others to adopt point of view, change direction, and/or take action to achieve workplace goals, e.g., makes a sale, persuades supervisor to consider alternative action.	Adapts communication to integrate multiple viewpoints, styles, and approaches to content.

Source: [Arizona Department of Education, 2012](#)

# Analytic Example: Ohio

Employability Skills	Level 1 Novice	Level 2 Approaching Proficiency	Level 3 Demonstrates Proficiency	Level 4 Approaching Expertise/Leadership
<b>Workplace and career navigation</b>	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.
<b>Creativity and innovation</b>	Approaches tasks in familiar ways, tends to be stuck repeating familiar ways even when they are not productive.	Occasionally will offer an idea about different ways 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.
<b>Critical thinking</b>	Accepts information given without questioning sources and 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.
<b>Speaking and listening</b>	Speaks in familiar vernacular regardless 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 summarizing.	Helps others attend to differences in audience, purpose and setting, including cultural differences, to create opportunities to improve communication.
<b>Collaboration</b>	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, 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.

Source: [Ohio Department of Education, n.d.](#)

# Discussion: Select the Type of Rubric

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- Refer to Handout 3, Decision Point 2.
- In your teams, discuss and capture notes for the rubric type that best fits your state, district, or school.
- Capture your final decision on the handout.

# Decision Point 3: Define the Rubric Skills

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# Guidance for Developing Skills

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- Skills emphasize what the student develops and learns during the course of the work-based learning experience.
- In developing a rubric, skills should be:
  - Distinct and focused
  - Sequenced

# 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

# Skill Example: 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.	

Source: [Tennessee Department of Education, n.d.](#)

# Skill Example: Massachusetts

<b>WORKPLACE &amp; CAREER SPECIFIC SKILLS</b>			
<p>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 <a href="http://massconnecting.org/wblp">http://massconnecting.org/wblp</a></p>			
<u>Career / Engagement Skills</u>	<u>Digital Literacy Skills</u>	<u>Applied Academic Skills</u>	<u>Technical / Career-Specific Skills</u>
<ul style="list-style-type: none"> <li>Active Learning</li> <li>Collecting and Organizing Information</li> <li>Creativity</li> <li>Customer Service</li> <li>Leadership</li> <li>Project Management</li> <li>Public Speaking / Presentations</li> <li>Teaching/Instructing</li> <li>Time Management</li> <li>Understanding All Aspects of the Industry</li> </ul>	<ul style="list-style-type: none"> <li>Computer Technology</li> <li>Database Use</li> <li>Graphic Design</li> <li>Media Literacy</li> <li>Office Suite Software</li> <li>Photo Editing</li> <li>Software Development</li> <li>Spreadsheet Use</li> <li>Web Development</li> <li>[Or industry specific technology]</li> </ul>	<ul style="list-style-type: none"> <li>Applied Mathematics</li> <li>Reading</li> <li>Research and Analysis</li> <li>Writing</li> </ul>	<ul style="list-style-type: none"> <li>Applied Arts and Design</li> <li>Blueprint Reading</li> <li>Child Development</li> <li>Cooking / Culinary Arts</li> <li>Early Childhood Math/Reading Literacy</li> <li>Equipment Operation</li> <li>Landscaping</li> <li>Maintenance / Repair / Painting</li> <li>Medical Office Skills</li> <li>[Or other skills applicable to the work experience]</li> </ul>
		<u>STEM-Related Skills</u>	
		<ul style="list-style-type: none"> <li>Engineering Concepts</li> <li>Environmental Literacy</li> <li>Health Literacy</li> <li>Research and Analysis</li> <li>Science Lab Concepts</li> </ul>	

Source: [Massachusetts Office of Elementary and Secondary Education, n.d.](#)



# Key Considerations for Defining Skills

Describe what each knowledge and skill looks like for students during a work-based learning experience.

Describe the skills in a concise and structured method so all stakeholders will comprehend.

Determine how will you see evidence of these skills.

# Approaches to Define Skills in Rubric



In-Person Meeting



Survey or Focus Groups



Review and Comment



Adopt National or Existing Framework

# Discussion: Define Rubric Skills

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- Refer to Handout 3, Decision Point 3.
- In your teams, discuss the guiding questions to help define the rubric skills.
- For samples of skills, review Handout 1, Skills Bank.
- Next, develop your stakeholder outreach plan to further determine rubric skills.

# Decision Point 4: Determine Rubric Performance Levels

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# What Are Performance Levels?

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- Differentiates the quality of the development of knowledge and skills.
- Allows students, educators, and employers to determine progress or growth of skills.

# Steps to Determine Performance Levels

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- Determine the number of performance levels.
- Determine how the performance levels will be represented (qualitative or quantitative).
- Define the performance level labels.

# Examples of State and District Performance Level Labels

State(s) or District	Type of Rubric	Number of Levels	Performance Labels
Arizona, Ohio, and Tennessee	Analytic	4	Level 1: Novice, Level 2: Approaching Proficiency, Level 3: Proficiency, and Level 4: Expert/Leader
Chicago	Analytic	3	Does Not Meet Standards, Meets Standards, and Exceeds Standards
Kansas City	Analytic	6	No labels
Los Angeles	Analytic	4	Emerging, Developing, Proficient, and Advanced
Massachusetts	Holistic	5	Performance Improvement Needed, Developing, Competent, Proficient, and Advanced
South Dakota	Analytic	4	Attempted, Improvement/Supervision, and Mastered
	Holistic	3	Developing, Basic, Proficient, and Exemplary

# Discussion: Performance Levels

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- Refer to Handout 3, Decision Point 4.
- In your teams, discuss and capture notes for the performance levels of your rubric that best fits your state, district, or school.
- Capture your final decision on the handout.



# Decision Point 5: Define Rubric Descriptors

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# What Are Descriptors?

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- A description of the quality or its absence for each knowledge and skill in the rubric.
- The purpose of descriptors are to illustrate the quality of skill development to guide student improvement of those skills.

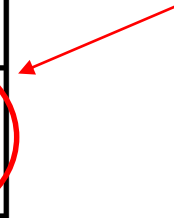
# Descriptors in Analytic Rubric

## Performance Levels

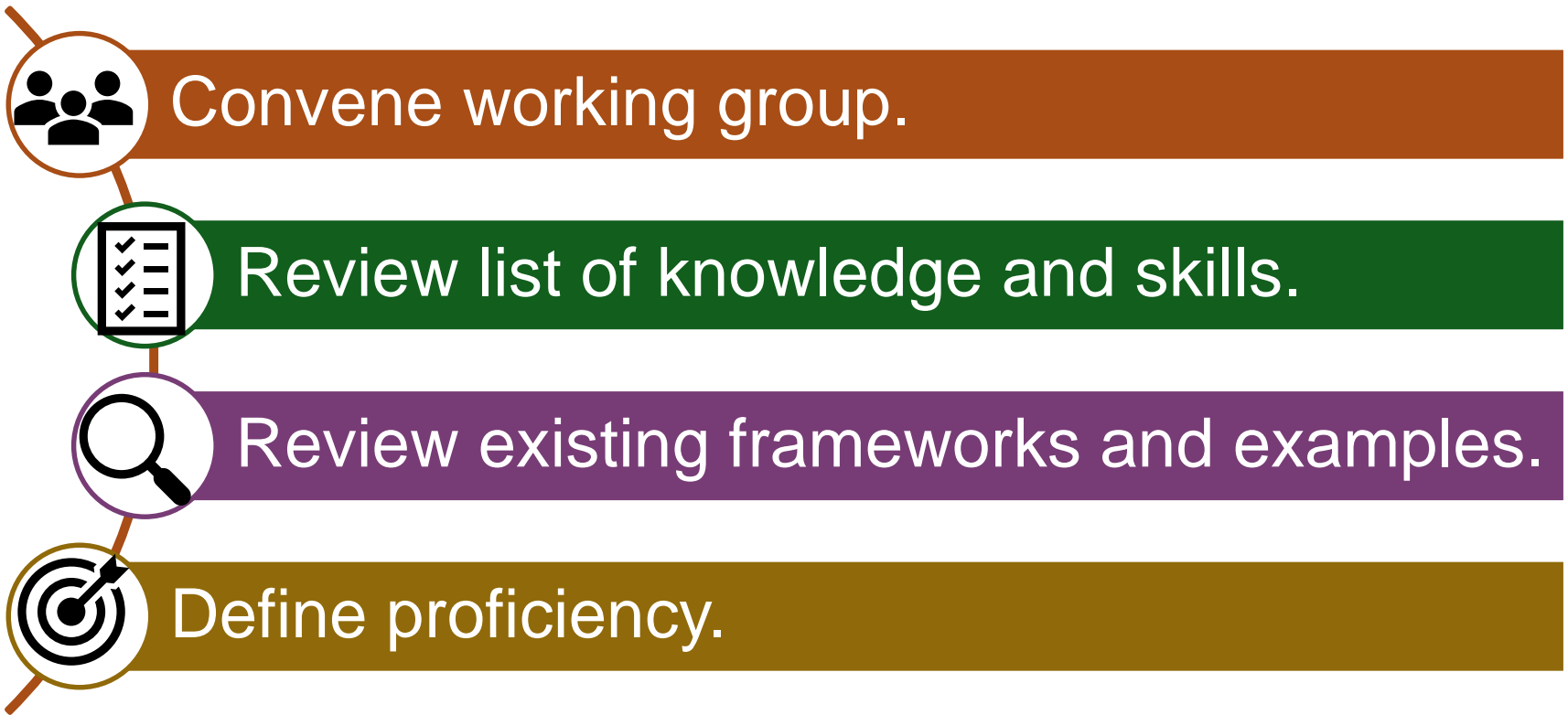
Measurement Criteria and Core Actions	Level One Novice	Level Two Approaching Proficiency	Level Three Proficiency	Level Four Expert/Leader	
<b>II.A. COMMITS TO ACHIEVING COLLECTIVE GOALS.</b>	II.A.-a. Contributes personal strengths	II.A.1.a. Articulates personal skills, strengths, and limitations in the workplace to team members.	II.A.2.a. Assumes a role that exercises personal skills and strengths, e.g., manages project timeline instead of handling cold calls.	II.A.3.a. Adjusts contributions to strengthen the capacity of the team, i.e., recognizes better positioning of personal skills to meet team goals, works ahead instead of working to deadline; voices opinions in meetings rather than by email.	II.A.4.a. Designs team to take advantage of each members' skills and strengths, i.e., capitalizes on strengths of team.
	II.A.-b. Respects contributions of others	II.A.1.b. Acts with receptivity to ideas and perspectives of others.	II.A.2.b. Explores ideas of others to understand more fully how they contribute to the team's goal, e.g., asks specific questions, tests an application.	II.A.3.b. Validates the ideas of others to advance the team's goal, e.g., alters a floor plan to incorporate someone else's suggestions, uses a variation on a team member's marketing strategy to reach a new audience.	II.A.4.b. Assumes shared ownership and responsibility for the success of the ideas of others.
	II.A.-c. Contributes to an environment for collaboration	II.A.1.c. Adheres to agreed upon team norms and protocols, e.g., honors communication structure, observes limits of role on team, meets deadlines, follows decision-making guidelines.	II.A.2.c. Holds self and others accountable for progress toward goals, e.g., identifies need for improvement, acknowledges failure, recognizes when it is time to move on to the next task.	II.A.3.c. Works toward consensus to achieve team goals, e.g., welcomes an open exchange of ideas, does not judge or censor, relies on strengths of team members, communicates information in a way that's compatible with different decision-making styles.	II.A.4.c. Proposes processes to advance collective work, e.g., drafts guidelines for collaborative work, recommends exercises to enhance innovative thinking as a team.
	II.A.-d. Ensures diversity in collaboration	II.A.1.d. Accepts cultural and generational differences on the team.	II.A.2.d. Seeks to understand diverse perspectives of others on the team, e.g., asks clarifying questions, recognizes when different interpretations are creating conflict.	II.A.3.d. Adapts work behaviors to be inclusive of diverse team members, e.g., selects meeting place to accommodate a wheel chair; postpones a critical meeting due to a team member's religious holiday; schedules team tasks to respect all scheduling needs; includes texting as a communication protocol for the team, uses influence to benefit the team rather than compete with the team.	II.A.4.d. Assembles teams that represent the diversity in the workplace, e.g., accesses differences in skills and knowledge, leverages varying perspectives due to factors such as disability, ethnicity, generation.

Skill

Descriptors



# Steps to Define Descriptors



# Considerations for Defining Descriptors

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- Parallel in sequence and build on one another
- Consistent in grammatical style across skills and performance levels
- Unique across performance levels (holistic) or skills (analytic)

# Approaches for Defining Holistic Rubric Descriptors

## Quality Descriptors

Describes the quality of student performance or skill development.

## Frequency Descriptors

Provides a numerical account of how often a student demonstrates or performs a skill.

# Example of Quality Descriptor

**EMPLOYABILITY SKILLS**

The employability skills below are essential in every work environment throughout one's career. Please discuss and review these skills at least twice during this work-based learning experience, in a first, baseline review and in a second review near the end of the work-based learning experience. (Two reviews to capture growth -- Be objective!)

**KEY**  
 1 = Performance Improvement Needed: Needs to have a strategy to improve this skill  
 2 = Developing: Developing this skill; learning to address challenges related to this skill; aware of next steps needed to develop this skill  
 3 = Competent: Demonstrates this skill; aware of the importance of this skill  
 4 = Proficient: Consistently demonstrates this skill; shows initiative to learn about, enhance or apply this skill  
 5 = Advanced: Exceeds expectations; works with high level of independence, acts as a role model, or shows initiative to apply and extend this skill

SKILL	PERFORMANCE EXPECTATIONS	REVIEWS Use 1-5 Scale (See Key Above)		COMMENTS Notes, goals, and reflections for Review #1 and Review #2
Attendance and Punctuality	<ul style="list-style-type: none"> <li>Arrives on time and prepared for work</li> <li>Provides sufficient notice if unable to report for work</li> </ul>	Rev #1	■	■
		Rev #2	■	■
Motivation and Initiative	<ul style="list-style-type: none"> <li>Participates fully in tasks or projects from start to finish</li> <li>Initiates interaction with supervisor for next task or project upon successful completion of previous one</li> </ul>	Rev #1	■	■
		Rev #2	■	■
Communication	<ul style="list-style-type: none"> <li>Communicates effectively, orally and in writing, using the language and vocabulary appropriate to a variety of audiences within the workplace including coworkers, supervisors and customers</li> <li>Demonstrates active listening skills; focuses attentively, makes eye contact or other affirming gestures, confirms understanding and follows directions</li> </ul>	Rev #1	■	■
		Rev #2	■	■

Source: [Massachusetts Department of Elementary and Secondary Education, n.d.](#)

# Example of Frequency Descriptor

Respect of Others				
• Attentive to guests' needs	3	2	1	3
• Uses appropriate language and mannerisms	3	2	1	3
• Meets deadlines/communicates if unable to meet deadlines	3	2	1	3
• Proactive in anticipating needs of others	3	2	1	3
• Respects diversity	3	2	1	3
• Sensitive to others' timeframes/deadlines	3	2	1	3
• Supportive of others	3	2	1	3
• Willing to listen to others' viewpoints (even if disagreeing)	3	2	1	3
Workplace Skills				
• Demonstrates proper telephone etiquette	3	2	1	3
• Appropriate use of office equipment (computer, copier, etc.)	3	2	1	3
• Demonstrates good math, reading and writing skills	3	2	1	3
• Works well in team situations	3	2	1	3

- M** – Mastered – Indicates that the student exhibits this behavior without supervision 75-100% of the time.
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- A** – Attempted – Indicates that the student exhibits this behavior without supervision less than 50% of the time.
- N/A** – Indicates that the opportunities for the student to exhibit this trait was non-existent (student not penalized)

Source: [South Dakota Department of Education, n.d., p. 78](#)



# Activity: Define Descriptors

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- Refer to Handout 3, Decision Point 5.
- With your working group, follow the instructions in the handout to define your rubric descriptors.
- Note your draft descriptors in the handout.

# Wrap-Up

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# Key Decisions

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1. Determine the purpose of the rubric.
2. Select the rubric type.
3. Define the rubric skills.
4. Define rubric performance levels.
5. Define rubric descriptors.

# Additional Modules

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- 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

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