

Module 4: Constructing Employer Feedback and Evaluation

Work-Based Learning Measures Series

[Insert Name]

[Insert Position]

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**COLLEGE & CAREER
READINESS & SUCCESS** Center

at American Institutes for Research ■



Work-Based Learning 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

- Explore employer feedback as a possible measure of work-based learning.
- Discuss the key decisions in constructing employer feedback to assess work-based learning experiences.

Overview of Employer Feedback

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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 Employer Feedback Do?

- Collect employer's perspective on the knowledge and skills students gain.
- Encourage employers to provide students with feedback on their performance.
- Model the employer evaluation and feedback process within the real world.
- Evaluate work-based learning program quality.



Example: California

Courtesy	<input type="checkbox"/>	Very Polite & Well Mannered	<input type="checkbox"/>	Reasonably Polite	<input type="checkbox"/>	Impolite
Punctuality	<input type="checkbox"/>	Arrives on time	<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

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

Example: West Virginia

Please check the rating most Applicable by the following scale:	Excellent	Above Average	Average	Below Average	Poor	Comments
1. Appropriate Appearance						
2. Mental Maturity						
3. Personality						
4. Punctuality						
5. Dependability						
6. Industriousness						
7. Enthusiasm						
8. Initiative						
9. Tact						
10. Desire to Learn						
11. Self Confidence						
12. Cooperation						
13. Loyalty						
14. Teamwork Ability						
15. Follows Company Policy						
General Comments:						

Source: [West Virginia Department of Education, 2012, p. 62](#)

Decision Points

1. Determine the purpose for employer feedback.
2. Define the knowledge and skills.
3. Select the type of employer feedback.
4. Define the scales, goals, or reflection questions.
5. Determine how to score employer feedback.

Decision Point 1: Determine the Purpose for Employer Feedback

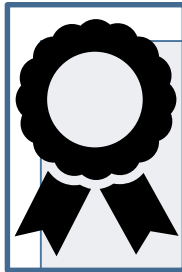
Purposes for Employer Feedback



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



Instructional: Diagnosing students' needs, informing instructional planning, or improving instructional effectiveness



Program Quality: Collecting feedback on school coordination and support to employers

Discussion: Purpose of Employer Feedback

- Refer to Handout 4, Decision Point 1.
- In your teams, discuss and complete the checklist for employer feedback purpose(s) that best fits your state, district, or school.
- Capture your final decision on the handout.

Decision Point 2: Define the Knowledge and Skills

Types of Knowledge and Skills

Academic Knowledge

Foundational subject matter knowledge

Technical Knowledge and Skills

Skills needed for specific occupations, industries, or careers

Employability Skills

General skills and knowledge necessary for all employment levels and in all sectors

Approaches to Defining Knowledge and Skills



In-Person Meeting



Survey or Focus Groups



Review and Comment



Adopt National or Existing Framework

Considerations for Defining Skills

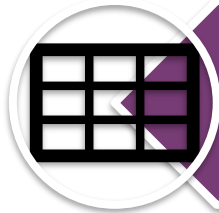
- Describes development of knowledge and skills at the student level.
- Description of skills is written concisely for employers and students to understand.

Discussion: Defining Knowledge and Skills

- Refer to Handout 4, Decision Point 2.
- In your teams, discuss the guiding questions to define your knowledge and skills for the employer feedback.
- Capture your final decision on the handout.

Decision Point 3: Select the Type of Employer Feedback

Types of Employer Feedback



Rubric: Describes skills across performance levels



Likert Scale: Rates quality of performance



Reflection: Responds to open-ended reflection questions



Results: Based on completion of goal or task

Rubric Example: California

Courtesy	<input type="checkbox"/>	Very Polite & Well Mannered	<input type="checkbox"/>	Reasonably Polite	<input type="checkbox"/>	Impolite
Punctuality	<input type="checkbox"/>	Arrives on time	<input type="checkbox"/>	Acceptable	<input type="checkbox"/>	Always Late
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Source: [California Department of Education, n.d.](#)

Likert Scale Example: West Virginia

Please check the rating most Applicable by the following scale:	Excellent	Above Average	Average	Below Average	Poor	Comments
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2. Mental Maturity						
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4. Punctuality						
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8. Initiative						
9. Tact						
10. Desire to Learn						
11. Self Confidence						
12. Cooperation						
13. Loyalty						
14. Teamwork Ability						
15. Follows Company Policy						
General Comments:						

Source: [West Virginia Department of Education, 2012, p. 62](#)

Reflection Example: Nebraska

SAMPLE MANAGER/MENTOR EVALUATION QUESTIONS

Intern _____

Department _____

Manager _____

Mentor _____

Please answer and provide an explanation for the following:

Was the intern a self-starter, and did he/she take initiative?

Did the intern demonstrate adequate knowledge and skill levels when completing tasks?

Did the intern complete tasks of high quality?

Was the intern able to prioritize and organize tasks?

Did the intern demonstrate teamwork and adequate interaction among others?

How would you rate the intern's overall performance?

Would you recommend this intern for another internship, or a position after graduation (within the business)?

Source: [Nebraska Department of Education, n.d., p. 22](#)

Results-Based Example: Kansas City

Evaluation Instructions: Indicate level of student performance by checking the appropriate box. Refer to legend on page three for definitions of each level. Turn in or fax to teacher at each evaluation date.

These objectives are task and skill oriented. Worksite supervisor and student determine appropriate objectives based on tasks that will support student learning.						COMMENTS
Skill Development Learning Objectives	Not Exposed	Training Level	Improving Toward Entry Level	Entry Level	Exceeds Entry Level	
Instructions: Indicate date each objective is established and met in the appropriate box.						
These enrichment objectives are related to workplace opportunities to enhance academic learning as well as student interest. Student and worksite supervisor determine what learning opportunities are available and appropriate and set objectives.						COMMENTS
Academic Enrichment, Career Exploration, and Personal Improvement Learning Objectives			Date Established	Date Received		

Source: [Kansas City Schools, 2002, p. 190](#)

Factors of Implementation Success

	Rubric	Likert Scale	Reflection	Results
Training and Resources	High	Medium	Low	High
Calibration	High	Low	Low	High
Communication	High	Medium	Medium	High

Activity: Selecting the Type of Employer Feedback

- Refer to Handout 4, Decision Point 3.
- In your teams, discuss and rank the level of importance for each statement to help select the type of employer feedback.
- Capture your final decision on the handout.

Decision Point 4: Define the Scales, Goals, or Reflection Questions

Next Steps Based on Type of Rubric

Type of Employer Feedback	Next Steps
Rubric	Refer to Module 3: Designing Rubrics
Likert Scale	Define the employer feedback scales (<i>Slides 28–29</i>)
Results	Define the goals on slides (<i>Slides 30–34</i>)
Reflections	Define the reflection questions (<i>Slides 35–36</i>)

Defining a Likert Scale


Likert Scale

- Short word, number, or label to rate the level of performance
- Number of scales to differentiate performance
- Simple and easy for employers to use
- May not provide enough description to differentiate levels of performance

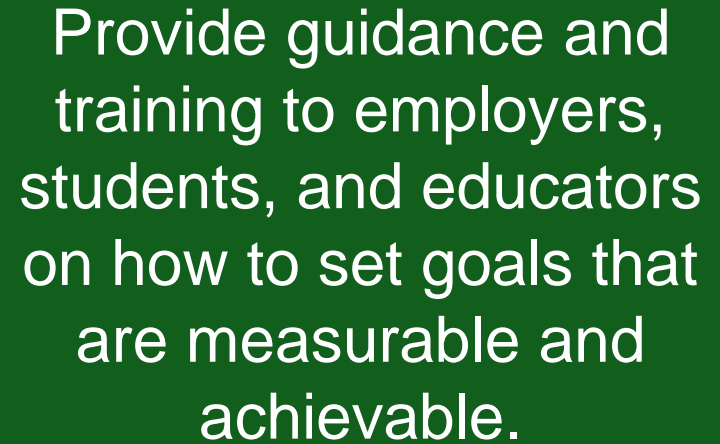
Examples of State and District Likert Scales

State(s) or District	Number	Likert Scale Labels
Charleston County School District	3	Skilled, Moderately Skilled, and Limited Skilled
Chicago Public Schools	3 and 4	Exceeds Expectation, Meets Expectation, Below Expectation, and Strongly Agree, Agree, Neither Agree Nor Disagree, Disagree, and Strongly Disagree
Georgia	5	Excellent, Above Average, Average, Below Average, Unsatisfactory
Kansas City Schools	5	Exceeds Entry Level, Entry Level, Improving Toward Entry Level, Training Level, Not Exposed
Kentucky	5	Excellent, Good, Average, Needs Improvement, and Poor
North Carolina	5	Superior, Above Standard, At Standard, Below Standard, Unsatisfactory
South Carolina	5	Excellent, Good, Fair, Poor, and Unacceptable
West Virginia	5	Excellent, Above Average, Average, Below Average, and Poor

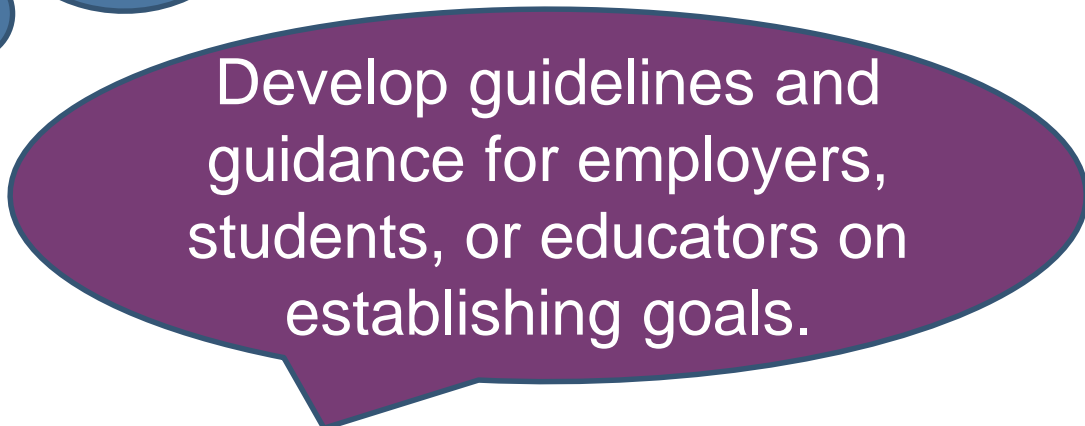
Considerations for Developing Goals



Determine who will lead the development of the goal.



Provide guidance and training to employers, students, and educators on how to set goals that are measurable and achievable.



Develop guidelines and guidance for employers, students, or educators on establishing goals.

Approaches to Defining Goals

Task Based

Determined by employer and student based on tasks, responsibilities, or other career development objectives.

Skill Based

Establish a goal focused on practicing or developing a particular skill.

Example: Kansas City

Skill-Based Goal

Evaluation Instructions: Indicate level of student performance by checking the appropriate box. Refer to legend on page three for definitions of each level. Turn in or fax to teacher at each evaluation date.

These objectives are task and skill oriented. Worksite supervisor and student determine appropriate objectives based on tasks that will support student learning.						COMMENTS
Skill Development Learning Objectives	Not Exposed	Training Level	Improving Toward Entry Level	Entry Level	Exceeds Entry Level	

Instructions: Indicate date each objective is established and met in the appropriate box.

These enrichment objectives are related to workplace opportunities to enhance academic learning as well as student interest. Student and worksite supervisor determine what learning opportunities are available and appropriate and set objectives.			COMMENTS
Academic Enrichment, Career Exploration, and Personal Improvement Learning Objectives	Date Established	Date Received	

Source: [Kansas City Schools, 2002, p. 190](#)

Considerations for Task-Based Goals

Task Based

- Goals may be job or career specific
- May be easier for employers to assess because focus is on the completion of tasks
- Does not explicitly assess the development of career-readiness skills and knowledge

Approaches to Defining Goals

Skill Based

- Explicitly measures the development of career-readiness skills
- May be more difficult for employers to determine specific skill growth or development
- May require additional training and support to employers on developing, monitoring, and scoring this type of goal

Considerations for Defining Reflection Questions

- Write questions that can provide context on student performance beyond skills, behaviors, traits, or results.
- Give employers opportunities to describe students' overall performance.
- Include questions for employers to provide students feedback on how to improve their performance or skills.
- Ask employers for feedback or suggestions on how to improve programs, particularly coordination with schools.

Example: Career Academies

Supervisor's comments about intern performance
Please complete a short narrative report on each aspect of the intern's performance. All comments will be shared with the intern and may be used as part of their ongoing record of achievement. Feedback also helps us improve our preparation for future internships.
Completion of work
Work quality
Time management
Drive
Capacity to learn
Attendance & punctuality
Working with others
Work etiquette
Adapting to work life
Meeting expectations

Source: [Career Academies, 2011, p. 34](#)

Activity: Defining Scales, Goals, or Reflection Questions

- Refer to Handout 4, Decision Point 4.
- In your teams, discuss and capture notes for defining scales, goals, or reflections depending on the type of employer feedback you selected.
- Capture your final decision on the handout.

Decision Point 5: Determine How to Score Employer Feedback

Scoring Approaches

Weighted

Assign points or values to each rating

Qualitative

Describe the level of performance or growth

Portfolio

Serves as an artifact within a larger portfolio

Considerations for Weighted Scoring

Weighted

- Produces quantitative data that the school, district, or state can track for continuous improvement efforts
- Scores can easily translate into a grade

Weighted Example: Charlotte-Mecklenburg Schools

EVALUATION SCALE		
<i>Well Above Standard (93 – 100)</i>	<i>At Standard (77 – 84)</i>	<i>Unsatisfactory (Below 70)</i>
<i>Above Standard (85 – 92)</i>	<i>Below Standard (70 – 76)</i>	

Designate the apprentice’s grade for each item by indicating a number score based on the scale above.

Please complete this evaluation based on how well the apprentice meets company expectations concerning:	SCORE
<i>EXAMPLE: Attendance (Where student is in the "A" range, but has room for improvement)</i>	94
1. Attendance	
2. Punctuality	
3. Initiative	
4. Producing quality work	
5. Learning job skills as listed in the NC Department of Labor work process	
6. Good housekeeping / Safety	
7. Attitude	
8. Dependability	
9. Adaptability/flexibility	
10. Using good judgment	
11. Effective communication skills	
12. Cooperation	
13. Honesty/Integrity	
14. Getting along with others	
15. Personal Appearance	

Overall rating of apprentice (Circle one) **A B C D F**

Source: [Charlotte-Mecklenburg Schools, n.d.](#)

Considerations for Qualitative Scoring

Qualitative

- Does not provide quantifiable data
- Focuses on the description of performance and growth
- May encourage employers and students to focus on how students can develop and grow skills
- Data can be difficult to track or monitor

Qualitative Example: Los Angeles Unified

Rating Scores
 1 – Needs Intensive Support
 2 – Needs Improvement
 3 - Satisfactory
 4 - Excellent

Evaluation Period
 1st Evaluation
 2nd Evaluation
 3rd Evaluation
 Final Evaluation

Directions

1. *During initial meeting with employer collaboratively develop appropriate goals.*
2. Circle the appropriate rating for each competency.
3. Add additional comment as necessary.

Workplace Competencies					
General Evaluative Competencies					
Competencies	Rating				Comments
1. Maintains dependable attendance	1	2	3	4	
2. Reports to class on time	1	2	3	4	
3. Grooming/clothing is appropriate	1	2	3	4	
4. Shows desire to complete assignments	1	2	3	4	
5. Carries out tasks without prompting	1	2	3	4	
6. Works with minimal supervision	1	2	3	4	
7. Uses time effectively	1	2	3	4	
8. Work is thorough and complete	1	2	3	4	
9. Responds positively to assignments	1	2	3	4	
10. Conforms to rules and regulations	1	2	3	4	
11. Listens attentively to instructions & follows directions	1	2	3	4	
12. Accepts work assignments without arguing	1	2	3	4	
13. Accepts constructive criticism without becoming upset	1	2	3	4	
14. Requests help in an appropriate manner	1	2	3	4	
15. Gets along well with peers & supervisor	1	2	3	4	
16. Accepts responsibility for own actions	1	2	3	4	

Source: [Los Angeles Unified School District, n.d.](#)

Considerations for Portfolio Scoring

Portfolio

- Serves as one artifact within a portfolio
- Provides a more comprehensive understanding of student skills from multiple perspectives
- Provides a balance on focusing on student development while giving data for graduation or accountability purposes

Portfolio Requirements: Ohio

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 how to learn, 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.

Source: [Ohio Department of Education, 2016](#)

Discussion: Scoring Employer Feedback

- Refer to Handout 4, Decision Point 5.
- In your teams, discuss and capture notes for the scoring approach that best fits your state, district, or school.
- Capture your final decision on the handout.

Wrap-Up

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Decision Points

1. Determine the purpose for employer feedback.
2. Define the knowledge and skills.
3. Select the type of employer feedback.
4. Define the scales, goals, or reflection questions.
5. Determine how to score employer feedback.

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

References

- California Department of Education. (n.d.). *Work experience education guide*. Sacramento, CA: Author. Retrieved from <https://www.google.com/url?q=https://www.cde.ca.gov/ci/ct/we/documents/weeguide.doc&sa=U&ved=0ahUKEwiYlcOhhJLaAhWyV98KHUFMA8QFggEMAA&client=internal-uds-cse&cx=007899273231353282595:rooj8qfkg0k&usg=AOvVaw3KMFGR16rXTIjCm9nn0WLB>
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- West Virginia Department of Education. (2012). *Experiential learning guide*. Charleston, WV: Author. Retrieved from https://wvde.state.wv.us/hstw/documents/ExperientialLearningGuide_2013.pdf

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