COLLEGE & CAREER
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Work-Based Learning Measures Series
Module 4: Constructing Employer Feedback and Evaluation

HANDOUTS | By Jessica Giffin

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Handouts: Module 4: Constructing Employer Feedback and Evaluation

Directions: This handout summarizes the decision points in Module 4. Use this handout to capture your notes and any ideas that resonate with you. In addition, this handout includes space to capture the final decisions determined by the team.

Decision Point 1: Determine the Purpose for Employer Feedback

Discuss and complete the checklist below to help determine the purposes of using employer feedback that will fit your local context. If you selected "yes" for most of the guiding questions, then consider this to be one of the purposes for the employer feedback. It is possible to have multiple purposes. Note the group's final decision for the purpose(s) of the employer feedback.

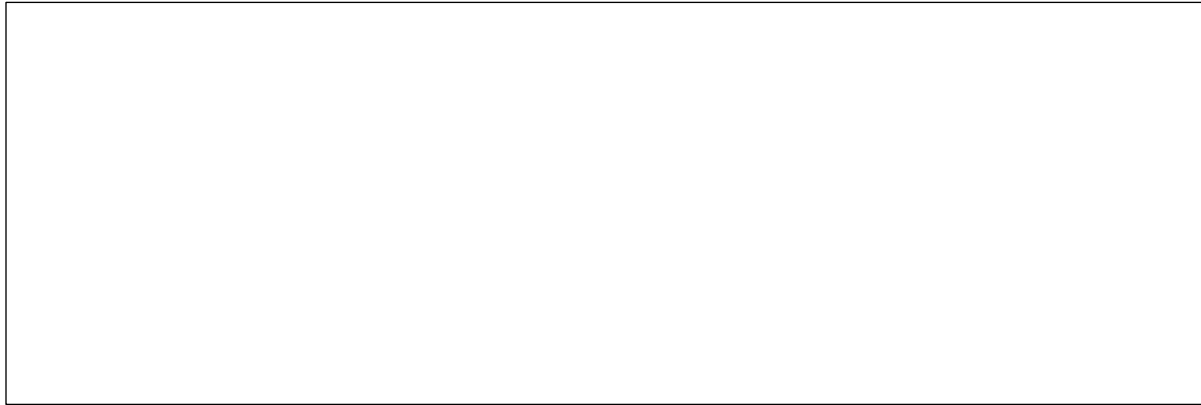| Student Progress	Yes	No
Do you want to use the employer feedback to help determine students' grades?	❑	❑
Will the employer feedback be used to earn a student credit or as part of his or her grade for a career and technical education (CTE) course?	❑	❑
Will the employer feedback be used to monitor students' development of knowledge and skills?	❑	❑
Instructional	**Yes**	**No**
Will teachers use the employer feedback to inform their instructional planning (i.e., for a CTE course or career pathway)?	❑	❑
Will a student receive counseling or additional supports based on information provided in the employer feedback?	❑	❑
Program Quality	**Yes**	**No**
Will the employer feedback be used to improve coordination and support with employers?	❑	❑
Will the data from the employer feedback be used to improve the quality of work-based learning experiences?	❑	❑
Do you want to collect information on how to improve support to employers of work-based learning experiences?	❑	❑

Group consensus: Determine employer feedback purpose. _____

Decision Point 2: Define the Knowledge and Skills

Brainstorm responses to the following guiding questions. Review the list of knowledge and skills you selected in the Module 1, Decision Point 3, section of the handouts. Refer to the Skills Bank for examples of the knowledge and skills other states and districts assess in student work-based learning experiences.

	Academic Knowledge	Technical Knowledge and Skills	Employability Skills
	Foundational subject-matter knowledge	Technical knowledge and skills needed for specific occupations, industries, or careers	The general skills and knowledge that are necessary for success in the labor market at all employment levels and in all sectors
What knowledge and skills would a student develop through a quality work-based learning experience?			
What are the critical knowledge and skills employers are looking for? Do they vary by industry, or are they similar?			
How will employers see evidence of these skills?			

Group consensus: Are there any updates based on this discussion that you would want to make to your list of knowledge and skills? Do you recommend any revisions to your stakeholder engagement plan from the Module 1, Decision Point 3, Part B, section of the handouts?

Decision Point 3: Select the Type of Employer Feedback

Discuss and rank the level of importance for each statement to help select the type of employer feedback that will best fit your local needs.

How important is it that the employer feedback…				
Rubric	**Not at All Important**	**Somewhat Important**	**Important**	**Very Important**
Has a detailed description of each knowledge and skill?	❑	❑	❑	❑
Has a description of the quality of knowledge and skill development?	❑	❑	❑	❑
Requires significant training and guidance for employers and students?	❑	❑	❑	❑
Likert Scale				
Is simple and easy for employers to understand?	❑	❑	❑	❑
Requires moderate guidance and some training for employers?	❑	❑	❑	❑
Reflection				
Provides context from employers on student performance?	❑	❑	❑	❑
Gives schools feedback on how to improve the supports to employers?	❑	❑	❑	❑
Results				
Models the performance evaluation process in the real world?	❑	❑	❑	❑
Focuses on assessing the completion of goals or tasks rather than skills?	❑	❑	❑	❑

Group consensus: Select type of employer feedback. _____

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

Defining Likert Scales

If you have selected a Likert-type scale of employer feedback, use the following to capture your notes and decisions to define the scales.

Do you have other feedback forms with Likert scales from other work or initiatives (career and technical education, college and career readiness, etc.)? If so, what are the labels for the scale? How many rating scales?

Name of Likert Scale Form	
Likert Scale Labels	
Number of Likert Scales	

Considering the other Likert scale forms you use, discuss and select the number of scales (or performance levels) and the labels. Consider the following questions as you define your scales.

Number of Scales	Notes
Are there enough scales to differentiate student performance and to demonstrate growth?	
Is the number of scales too burdensome for employers, or does it make it difficult to select a scale?	
Likert Scale Labels	**Notes**
Do the labels accurately describe the different levels of performance for each knowledge and skill you want to assess?	
Is the scale label easy for employers and students to understand?	

Group consensus: How many scales and what labels?

Define Goals

Use the following to capture which approach to defining goals will work best for your state, district, or school. Capture any notes, including why an approach resonates or does not resonate; questions for team members; and any ideas to consider.

☐ **Task Based**	☐ **Skill Based**
Determined by employer and based on student tasks, responsibilities, or other career development objectives	Establish a goal focused on practicing or developing a particular skill
Notes:	Notes:

Group consensus: Which approach to define goals?

Once you have you selected which approach to define goals, brainstorm and discuss the following guiding questions to help construct goal-based employer feedback.

	Guiding Questions	Notes
Task Based	What types of tasks could students complete during a work-based learning experience that would make a reasonable goal?	
	What type of evidence would students and employers need to demonstrate evidence of completing the goal?	
	How will students and employers ensure that the goal is measurable and attainable?	
Skill Based	How will students demonstrate that they have met the skill goal? What evidence will they need to provide to employers?	
	How will employers determine whether students developed the skill or met the goal?	
	How will students and employers ensure that the goal is measurable and attainable?	

Employer Reflection Questions

Use the following guiding questions to help you draft employer feedback questions.

Review the following suggestions for possible reflection questions. Discuss whether you would like to include a question with this focus and write the draft question.	
Student Performance	Draft Question
Recommendations for ways student can improve their performance	
Opportunities or additional strategies for students to further develop their knowledge and skills	
Reflections on the student preparedness and growth over the course of the work-based learning experience	
Program Quality	
Recommendations for how to improve coordination with schools	
Suggestions for how to better prepare students for the work-based learning experience	
Ideas for how schools can better prepare employers for participating in work-based learning	

Decision Point 5: Determine How to Score Employer Feedback

Use the following to capture which approach scoring employer feedback will work best for your state, district, or school. Capture any notes, including why an approach resonates or does not resonate; questions for team members; and any ideas to consider.

☐ **Weighted**	☐ **Qualitative**	☐ **Portfolio**
Assigns points or values to each rating	Describes the level of performance or growth	Serves as an artifact within a portfolio
Notes:	Notes:	Notes:

Group consensus: Which scoring approach?

Developing a Weighted Approach

In the table below, list each knowledge or skill that will be assessed in your employer feedback, or the Likert scale, and determine how many points to weigh. Consider the following guiding questions to help you select the points value.

1. Are you weighting by knowledge and skill or by level of performance on a Likert scale; for example, weighting each skill for 10 points or giving 10 points for an "accomplished rating" and 2 points for the lowest rating of "needs improvement"?

2. If by knowledge and skill, will they be weighted equally, or should some skills be weighted more?

3. Does the total value need to translate into a grade or academic credit?

Knowledge and Skill or Likert Scale	Weight or Points

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