

Work Based Learning consists of structured learning experiences in the workplace or simulated environment experiences that are related to students' career goals and/or interests, are integrated with instruction, and are performed in partnership with local businesses and organizations. WBL experiences enable students to apply classroom instruction, knowledge and skills in a real-world business or service-oriented work environment.

WBL experiences include the following components:

- Sustained interaction with industry and business
- Earning of credit/outcome verification (include student learning outcomes and measurable objectives)
- Aligned with curriculum and instruction
- Can be at the workplace or simulated in the classroom, lab, or other site

Work Based Learning experiences can fall into 6 categories:

- Internships
- Clinical
- Service Learning
- Technology-Based Learning including workplace simulations
- School-Based Enterprise
- Pre-Apprenticeship
- Practicum

Please review the draft rubric on the next page for use scoring students' work based learning experiences.

Prolonged or extended period not stand alone or one day

Perkins V refers to "sustained" as a prolonged or extended period—not stand-alone or one-day. WBL experiences can happen during a school term, summer term, or a short-term intensive opportunity. Sustained interactions also require direct and ongoing interactions with industry, business, or community professionals in real or simulated workplace settings; foster in-depth, firsthand engagement with tasks in a given career field; and align with CTE POS curriculum and instruction and involve measurable student learning outcomes that are academic, technical, and professional.

[Advanced Course Name]

Name _____

Work Based Learning Student Rubric

Date _____

Expectation	Emerging	Developing	Proficient	Advanced
<p>Career Related Learning</p>	<p><u>Student has not participated in both career awareness and career exploration experiences. Examples include participation in career awareness activities such as guest speaker or company tour. Career Exploration activities include experiences such as job shadows or mock interviews.</u></p> <ul style="list-style-type: none"> • No Career Awareness experience within introductory level course in program <ul style="list-style-type: none"> ○ • No Career Exploration experience within intro/intermediate level course in program <p>And completed the WBL experience.</p>	<p>Student has participated in at least 1</p> <ul style="list-style-type: none"> • career awareness • career exploration <p>experience within the program of study.</p> <p>And completed the WBL experience.</p>	<p>Student has participated in both</p> <ul style="list-style-type: none"> • career awareness • career exploration <p>experience within the program of study.</p> <p>And completed the WBL experience.</p>	<p>Student has participated in a variety of</p> <ul style="list-style-type: none"> • career awareness experiences • career exploration experiences <p>Student has completed the</p> <ul style="list-style-type: none"> • 2 CRLE requirements • the My Plan Essay graduation requirements • applied/been accepted to postsecondary opportunity aligned with program <p>And completed the WBL experience.</p>
<p>Sustained Interaction with Industry Partners (WBL areas-Tech Based, Clinical, Internship, Student</p>	<p>Student did not complete WBL project expectations</p>	<p>Student worked with Industry Partner once to complete WBL project</p>	<p>Student worked with Industry Partner multiple times to complete WBL project</p>	<p>Student completed expectations and continued working with Industry Partner beyond the scope</p>

Based Enterprise, Pre-Apprenticeship)		Student did not work with Industry Partner but completed WBL project		of the experience and/or Student was offered internship or job opportunity after project completion
Alignment with classroom learning	Student or experience did not make connections to the classroom learning	Student and experience made connections to the classroom learning Connections Made:		Student and experience made connections to the classroom learning and the student used connections to facilitate learning for others
Oregon Employability Skills *Adaptability * Analysis/Solution Mindset * Collaboration * Communication * Digital Fluency * Empathy * Entrepreneurship Mindset * Resilience * Self Awareness * *Social Diversity Awareness	Student has started demonstrating Oregon Employability Skills such as Adaptability	Students is demonstrating some of the Oregon Employability Skills such as Adaptability, Collaboration, and/or Communication	Adaptability Collaboration Communication	Student demonstrates most of the Oregon Employability Skills the majority of the time
Safety Data Cash pouch Camera on location	Needs Improvement	Meets safety standards		100 days without accidents!!
Presentation/Reflection/Portfolio	Students portfolio/presentation or reflection does not display learning or detail the experience. Presentation/Portfolio or Reflection may be missing	Student Presentation/Portfolio or Reflection demonstrates the learning and the experience		Student Presentation/Portfolio or Reflection demonstrates the learning and the experience, as well as communicates students' plans for the future.